

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 1:00 PM
April 27, 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

Brandon G. Bell

Vivian S. Boyd

Mariyah S. Bryant, Student Commissioner

Joseph DeMattos, Jr.

John Holaday

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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Larry Hogan
Governor

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Lt. Governor

Anwer Hasan
Chairperson

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

Maryland Higher Education Commission Meeting Agenda

TIME: 1:00p.m.
Wednesday
April 27, 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		
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Faculty Advisory Council		
Student Advisory Council		
Office of the Secretary – Mark Blom and Lee Towers		
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Adjournment		

Maryland Higher Education Commission

Regular Session
Meeting Minutes

March 23, 2016
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, March 23, 2016 at Towson University, University Union, Chesapeake Room 3, 8000 York Road, Towson, MD 21252.

Commission members present:

Anwer Hasan Chairman	Ian MacFarlane
Vivian Boyd	John Yaeger
Joel Packer	Rizwan Siddiqi
Mariyah Bryant	

Commission members not present:

Sandra Jimenez Vice Chair	Brandon Bell
John Holaday	Joseph DeMattos, Jr.

Staff members present:

James D. Fielder, Jr., Secretary	Mark Blom, Principal Counsel
Tonya L Johnson	Christine M.H. Wellons
Trish Gordon-McCown	Monica Wheatley
Jesse Kane	David Beard
Geoffrey Newman	Lee Towers

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 1:00 p.m. A meeting quorum was established with seven out of eleven members present.

Welcome Remarks

Dr. Timothy Chandler, Provost and VP for Academic Affairs, welcomed the Commission to the campus on behalf of President Kim Schatzel. Dr. Chandler expressed the University's appreciation for MHEC's support over the years and its commitment to an ongoing partnership.

Approval of Minutes – Action Item

There was a motion by **Commissioner MacFarlane** and a second by **Commissioner Siddiqi** for approval of the February 24, 2016 meeting minutes. The motion was approved unanimously.

Chairman's Remarks

Chairman Hasan reported that he is interested in establishing the Commissioner Committees and looks forward to a discussion of the item at the next Commission meeting.

Secretary's Remarks

Secretary Fielder provided an update on his activities as Secretary. He reported that MHEC was getting a favorable reception in Annapolis. He also informed the Commission that he and the Principal Counsel were working closely with the Governor's office and the Attorney General's office in the *Coalition* case.

Faculty Advisory Council

No report.

Student Advisory Council

Chairman Hasan recognized Jack Bartholet. Mr. Bartholet reported that the Council has discussed sexual misconduct policies of various institutions.

Department of Finance and Administration – FY 2018 Public Four-Year Capital Budget Priorities – Action Item

Chairman Hasan recognized David Beard. Mr. Beard reported that staff has conducted further analysis of MHEC's capital project prioritization list at the Commission's request. Among the conclusions is that staff believes that the Department of Budget and Management and the General Assembly are consistent in recognizing the MHEC Public Four-Year Capital Budget Priorities, which attests to the appropriateness of MHEC's priorities. Further, staff compared MHEC's list with prioritization schedules in six other systems. The six systems used models substantially similar to MHEC's list. Staff concludes that MHEC Public Four-Year Capital Budget Prioritization model, as revised and proposed in Table 3, continues to represent a logical, functionally objective approach to evaluating project funding prioritization.

Chairman Hasan asked questions about the relative priority between new projects, renovations, and workforce needs.

Commissioner MacFarlane motioned to recommend that the Maryland Higher Education Commission approve the revised FY 2018 Capital Budget Prioritization Model for Public Four-Year Colleges and Universities, as presented in Table 3. **Commissioner Siddiqi** seconded the motion. **Commissioner Packer** motioned to amend the motion to require staff to provide to the **Commissioners** a report outlining the entire process for the capital budget prioritization model for public four-year colleges and universities and to show how past projects were approved. **Commissioner Boyd** seconded the amended motion. The amended motion was approved unanimously.

Approval of Minutes of the Closed Portion of MHEC's December 16, 2015 Meeting – Action Item

Commissioner MacFarlane motioned to approve minutes of the closed portion of the Commission's December 16, 2015 meeting. The motion was seconded by **Commissioner Yaeger**, and the Commissioners in attendance voted unanimously to approve the minutes.

Office of the Secretary – Legislative and Budget Updates – Information Item

Chairman Hasan recognized Geoffrey Newman. Mr. Newman provided an overview of the General Assembly's action on the State FY 17 operating budget. The Senate and the House have passed out the budget, but there are some differences that will need to be resolved in conference committee. The FY 17 operating budget will increase funding to higher education by \$120 million (6.6%) over FY 16. Mr. Newman reported on the amount of state funding to be received in FY 17 by the University System of Maryland, Morgan State University, St. Mary's College of Maryland, independent institutions, Baltimore City Community College, community colleges, and MHEC. Also, he briefed the Commission on FY 17 appropriations to financial aid programs, to the Frederick Center for Research and Education in Science and Technology (CREST), and for legal costs associated with the *Coalition* case.

Chairman Hasan recognized Lee Towers. Mr. Towers provided an overview of certain legislation under consideration by the General Assembly affecting higher education. A final Session report will be provided at the next Commission meeting.

The meeting adjourned at approximately 2:55 p.m.



Larry Hogan
Governor

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Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: April 27, 2016

TO: Maryland Higher Education Commission

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

SUBJECT: Commissioner Committees – Revised Resolution

BACKGROUND

The Commission adopted a Resolution at its meeting on August 20, 2015, establishing four Commissioner committees. One of those committees was the Information Technology and Innovative Solutions Committee. Thereafter, the Governor announced a Department of Information Technology (DoIT) initiative to centralize, statewide, the IT services provided to individual State agencies. Based on this statewide centralization, the Secretary and Commissioners agreed that the Information Technology and Innovative Solutions Committee could not serve its intended purpose and should be eliminated.

The attached Resolution reflects the deletion of the Information Technology and Innovative Solutions Committee, and is submitted for approval by the Commission. In addition to adopting this Resolution, it is recommended that the Commission vote to suspend the Education Policy Committee and the Finance Policy Committee, which are provided for in the Commission Bylaws, until reactivated by the Commission.

RECOMMENDATION: It is recommended that the Commission move to adopt the attached Resolution on Commission Committees dated April 27, 2016, with the recognition that it supersedes the Resolution adopted August 20, 2015, and further move that this action suspends the Education Policy Committee and the Finance Policy Committee, which are provided for in the Commission Bylaws, until reactivated by the Commission.

Maryland Higher Education Commission

RESOLUTION

Commission Committees

April 27, 2016

WHEREAS, The Maryland Higher Education Commission has the statutory responsibility to coordinate the overall growth and development of postsecondary education in the State and to exercise other general powers and duties as provided in law; and

WHEREAS, The Commission can more effectively and efficiently fulfill its duties with the use of standing Commissioner Committees; and

WHEREAS, The use of a committee structure will enhance the operations of the Maryland Higher Education Commission and its agency; now, therefore be it

RESOLVED, That the Commission establishes standing Committees and operating procedures as follows:

I. Standing Committees

The Commission establishes the following standing committees:

- Finance and Operations
- Outreach, Grants, and Financial Assistance
- Program Review

II. Membership, Appointment, and Term

A. Each Committee shall consist of three Commissioners appointed by the Chairman for a 1 year term. In making appointments, the Chairman shall try to match assignments to Commissioners' expressed areas of interest.

B. Commissioners may be reappointed to successive terms.

C. If a vacancy occurs in a Committee, the Chairman shall appoint a Commissioner to finish the vacated term.

D. The Secretary of Higher Education shall appoint a staff member to serve as a liaison to each Committee.

III. Role and Authority

A. The Committees are advisory in nature. No official Commission action shall be taken by a Committee.

B. A Committee shall study subjects according to its specific charge as provided herein.

C. Each Committee shall report on its operations, and provide recommendations on matters under study as appropriate, at each regularly scheduled Commission meeting.

IV. Committee Processes and Operations

- A. Each Committee shall select a Committee Chairperson to serve a 1 year term.
- B. Committees shall meet at a time and location convenient to its members.
- B. Committee meetings shall be open to the public and conducted in accordance with the Maryland Open Meetings Act.
- C. The Committee Chair shall establish the agenda, in consultation with other Committee members and the staff liaison, conduct the meeting, and facilitate communication of Committee business. Committee recommendations shall be determined by majority vote of the Committee.
- D. At the direction of the Committee, the public may be invited to comment on agenda items being discussed by the Committee.
- E. The staff liaison shall keep minutes of each Committee meeting, a record of member attendance, a record of Committee actions, and summaries of Committee discussions. A copy of approved Committee minutes shall be sent promptly to all Commissioners and the Secretary.

V. Committee Charges

A. The Finance and Operations Committee

The charge of the Finance and Operations Committee is to study and recommend effective management systems and operational processes to maximize the quality and efficiency of MHEC's work. In particular, it will examine MHEC's auditing, accounting, and financial reporting processes and internal controls, and provide recommendations as it deems appropriate. It will also study and recommend feasible methods for improving the compensation and benefits of MHEC employees to enhance the recruitment and retention of highly qualified individuals.

B. The Outreach, Grants, and Financial Assistance Committee

The charge of the Outreach, Grants, and Financial Assistance Committee is to study Maryland's grants and financial aid programs, and MHEC's administration of those programs, and recommend changes to better serve the purposes of those programs and their efficient administration. It will also recommend strategies for improving the public's awareness of financial aid opportunities, the value of a postsecondary education, and MHEC's mission, operations, and services.

C. The Program Review Committee

The charge of the Program Review Committee is to examine MHEC's academic program review processes, including both collegiate affairs and private career schools, and make recommendations for improving its effectiveness and efficiency.



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MEMORANDUM

DATE: April 27, 2016

TO: Maryland Higher Education Commission

FROM: James D. Fielder, Jr., Ph.D. **STAFF:** Lee Towers

SUBJECT: Final Legislative Session Report

The purpose of this memorandum is to provide an update on legislative actions by the General Assembly.

RECOMMENDATION: This is for information purposes only.

**END OF SESSION REPORT
2016 SESSION**

All legislation effective October 1, 2016 unless otherwise noted

**HB 107 Higher Education - Walter Sondheim Jr. Public Service Internship
Scholarship Program - Scholarship Amount**

This bill establishes that a scholarship award under the Walter Sondheim Jr. Public Service Internship Scholarship Program must be at least \$2,000 and no more than \$3,000, subject to the availability of funds. Under current law, a scholarship must be \$3,000, subject to the availability of funds.

The bill takes effect July 1, 2016.

HB 360 Maryland Loan Assistance Repayment Program for Foster Care Recipients

This bill establishes a Maryland Loan Assistance Repayment Program for Orphans and Foster Care Recipients. The Office of Student Financial Assistance must assist in the repayment of higher education loans owed by an orphan or a foster care recipient who (1) is employed for a minimum of 20 hours per week by the State or a county or municipality of the State and (2) received an undergraduate or graduate degree from an institution of higher education in the State. The Governor must appropriate \$100,000 annually in the State budget for MHEC to disburse the lesser of \$5,000 or 10% of an eligible individual's total loan debt under the program.

The bill also includes reporting requirements for MHEC.

**HB 400 Higher Education - Tuition Waivers for Foster Care Recipients and
Unaccompanied Homeless Youth - Modifications**

This bill expands eligibility for the tuition waiver for foster care recipients, to include individuals who were in foster care out-of-state who meet the same qualifications as eligible individuals who were in foster care in the State. In addition, the bill alters eligibility for the tuition waiver for foster care recipients, so that an individual is eligible if he or she resided in an out-of-home placement (including out-of-state) on the individual's eighteenth birthday, rather than at the time the individual graduated from high school or successfully completed a general equivalency development examination (GED). The bill also repeals the requirement that to receive a tuition waiver, a foster care recipient or unaccompanied homeless youth must have filed for federal and State financial aid by a deadline of March 1. The bill also includes annual reporting requirements for MHEC.

The bill takes effect July 1, 2016.

HB 446 State Government - Maryland Youth Advisory Council - Revisions

This bill alters the membership of the Maryland Youth Advisory Council (MHEC will now nominate one youth from a community college and one from a private college or university). The bill also expands the council's duties and alters the process for appointing members to the council.

The bill takes effect July 1, 2016.

**HB 460 Housing and Community Development - Community Development
SB 381 Administration - Student and Residential Mortgage Loans**

This Administration bill authorizes the Community Development Administration (CDA) within the Department of Housing and Community Development (DHCD) to provide financial assistance to homeowners for purchasing a primary residence and making payments on the homeowner's student loan debt. The bill makes other conforming changes and establishes a reporting requirement for DHCD.

The bill takes effect July 1, 2016.

**HB 878/ Maryland Higher Education Commission - Religious Educational
SB 128 Institutions - Authority to Operate**

This bill repeals one of the conditions that a religious educational institution must follow to operate in the State without a certificate of approval from MHEC or registering with MHEC (for a fully online distance education program). Specifically, the condition that the religious educational institution must not "offer instruction in nonsectarian or general education" is repealed.

The bill takes effect July 1, 2016.

HB1007 Freedom to Vote Act

This bill requires various State agencies to implement electronic voter registration systems. An electronic voter registration system is a system that, as an integral part of a transaction at an agency, offers an individual the opportunity to register to vote or update a voter registration record by entering the individual's voter registration information electronically and transmitting the information directly to the State Board of Elections (SBE). The bill also expands access to voter registration by requiring various agencies to provide links from their websites to SBE's online voter registration system. Public institutions of higher education must provide a link from the online portal used by students to register for course work to the online voter registration system.

The bill also includes annual reporting requirements for MHEC.

The bill takes effect July 1, 2016.

**HB1014/ College Affordability Act of 2016
SB0676**

This bill establishes a matching State contribution for eligible college savings accounts. It creates a refundable tax credit of up to \$5,000 for undergraduate student loan debt (administered by MHEC). It alters authorized uses of, and clarifies eligibility criteria for, specified student financial aid, and establishes conditions under which students with unpaid balances may continue to attend public institutions of higher education. It requires MHEC & MSDE to develop an app. It requires MHEC to develop an outreach and marketing plan re:tax credits by September 1, 2016. It also includes reporting requirements for MHEC. Additional language requires MHEC to retain a consultant to "conduct an independent evaluation of the effectiveness of OSFA" (funded in the FY17 budget).

The bill takes effect July 1, 2016. Provisions related to tax credits apply beginning in tax year 2017. Most provisions related to student financial aid apply beginning in the 2018-2019 academic year.

HB1015 Study of Student Loan Refinancing in Maryland

This bill requires the MHEC and the Maryland Health and Higher Educational Facilities Authority (MHHEFA), in consultation with the Department of Legislative Services (DLS) and any other appropriate agencies, to study the expansion or creation of an appropriate bonding authority for the refinancing of student loans in Maryland. By September 30, 2017, MHEC and MHHEFA must report their findings and recommendations to the Governor and the General Assembly.

The bill takes effect June 1, 2016, and terminates May 31, 2018.

HB1079 Montgomery County Student Loan Refinancing Authority MC 27-16

This bill authorizes Montgomery County to create the Montgomery County Student Loan Refinancing Authority (the Authority), a body corporate and politic, subject to specified conditions. The Authority is incorporated into the Local Government Tort Claims Act (LGTCA), contingent on the Montgomery County Government creating the Authority through enactment of an ordinance and providing specified notice within three years.

The bill takes effect July 1, 2016.

**HB1087 Task Force to Study a Promise Scholarship Program in Prince George's
County PG 438-16**

This bill establishes the Task Force to Study a Promise Scholarship Program in Prince George's County (Secretary or designee is a member). The President of Prince George's Community College (PGCC) must chair the task force, and the President's Office must provide staff for the task force. By January 1, 2017, the task force must report its finding and recommendations to the Prince George's County Executive and the General Assembly.

The bill takes effect June 1, 2016, and terminates May 31, 2017.

**HB1288 Higher Education - Tuition Waivers for Foster Care Recipients and
Unaccompanied Homeless Youth**

This bill allows noncredit courses taken to earn a vocational certificate to qualify for the tuition waiver for foster care and unaccompanied homeless youth, by defining "vocational certificate" as a certificate awarded by a public institution of higher education on completion of a course of study that prepares an individual to work in a career field by taking credit-bearing or noncredit courses. The bill also expands eligibility for the foster care recipient tuition waiver to an individual who resided in an out-of-care placement in the State for at least one year on or after the individual's thirteenth birthday and returned to live with the individual's parents after the out-of-home placement ended.

The bill takes effect July 1, 2016.

**HB1403 Next Generation Scholars of Maryland
/CH 33
SB1170**

This bill reestablishes the College Readiness Outreach Program as the Next Generation Scholars of Maryland Program to (1) allow eligible students in grades 7 and 8 (and specified students in grade 9) to prequalify for a Guaranteed Access (GA) Grant; (2) require students to agree in writing to meet specified qualifications; and (3) require that specified services be provided to students participating in the program. For each year from fiscal 2018 through 2023, the Governor must include \$5.0 million in general funds for the program to be administered in school systems

in which at least 50% of the students are eligible to receive a free lunch under the National School Lunch Program (NSLP) in the 2015-2016 school year. The bill also establishes a Next Generation Scholars of Maryland Program Fund. Report due December 1, 2022 with MSDE. The bill takes effect July 1, 2016.

HB1488/ Service, Stipends, and Scholarships - Maryland Corps Program - Established SB 909

This bill establishes the Maryland Corps Program in the Governor's Office of Community Initiatives to provide at least 100 young people with meaningful service opportunities. It also establishes the Maryland Corps Program Fund to, among other things, provide participants with stipends of up to \$15,000 and scholarships of \$6,000 toward a vocational certificate, associate's degree, or bachelor's degree at specified Maryland postsecondary institutions. Annual funding for the program is as provided for annually in the State budget.

The bill takes effect June 1, 2016.

SB 94 Workforce Development - Revisions

This departmental bill renames the Maryland Workforce Investment Act as the Maryland Workforce Development Act and makes further changes to conform to the requirements of the federal Workforce Innovation and Opportunity Act (WIOA). The bill repeals the Displaced Homemakers Program, which exempted specified displaced homemakers enrolled in eligible classes at a community college from paying tuition and required them to be counted in computing specified full-time equivalent enrollment.

The bill takes effect July 1, 2016.

SB 108 Nurse Support Program Assistance Fund - Revisions

MHEC's departmental bill removes the limitation of "bedside" nurses as the only type of nurse who is eligible to receive grants from the Nurse Support Program Assistance Fund.

SB 120 Higher Education – Senatorial Scholarships – Awards

This bill authorizes a recipient of a senatorial scholarship to request, and a senator to award, a scholarship for a fifth undergraduate academic year or for a semester subsequent to the end of a fourth undergraduate academic year if the recipient meets specified conditions.

SB 217 State Board of Physicians - Distribution of Fees by Comptroller - Loan Assistance Repayment for Physicians and Physician Assistants

This bill repeals the requirement that the Board of Physicians contribute a portion of its fees to the HPSIG and caps the board's required contribution to the MLARP at \$550,000 in fiscal 2017 and 2018 and at \$400,000 in each fiscal year thereafter. The State Board of Physicians (MBP) funds the Health Personnel Shortage Incentive Grant Program (HPSIG) and the Maryland Loan Assistance Repayment Program for Physicians and Physician Assistants (MLARP). The HPSIG provides grants, that are administered by MHEC, to eligible institutions of higher education that have programs leading to licensure, certification, or registration in health personnel shortage areas. The MLARP provides loan repayment assistance in exchange for certain service commitments to help ensure underserved areas of the State have sufficient numbers of primary care physicians and physician assistants.

The bill takes effect July 1, 2016.

SB 218 Higher Education - University System of Maryland and Morgan State University - Prohibition Against Inclusion

This bill prohibits the inclusion of Morgan State University (MSU) within the University System of Maryland (USM), and likewise prohibits USM from including MSU.
The bill takes effect July 1, 2016.

SB 272 Financial Aid - Deaf and Hearing Impaired Students - Out-of-State Institutions of Higher Education

This bill allows an applicant who is deaf or hearing impaired to use a Delegate Howard P. Rawlings Educational Excellence Award (EEA) at a degree-granting institution of higher education outside the State if the student is attending an institution of higher education that makes special provision for deaf and hearing impaired students and comparable special provisions are not available to the student at an institution of higher education in Maryland.

SB 376 Pathways in Technology Early College High (P-TECH) Schools Act of 2016

This Administration bill establishes State-funded Pathways in Technology Early College High (P-TECH) Schools, which provide a course of study leading to a high school degree and an associate's degree or approved certificate in six years. Beginning in fiscal 2017, for P-TECH schools that execute a memorandum of understanding (MOU) meeting specified conditions by July 1, 2016, the State must provide \$260 per P-TECH student as grants to local boards of education. By December 1, 2016, the Maryland State Department of Education (MSDE), in collaboration with specified stakeholders, must determine the optimal structure and funding strategy for P-TECH schools in Maryland. MSDE and the Maryland Higher Education Commission (MHEC) must jointly report on whether certain students should be included in the public school enrollment count, a framework for funding dual enrollment costs, and recommendations for legislation in 2017, among other items.
The bill takes effect June 1, 2016.

SB 411 Income Tax - Credit for Preceptors in Areas With Health Care Workforce Shortages

This bill creates nonrefundable tax credits against the State income tax for a licensed physician or nurse practitioner who serves without compensation as a preceptor in an approved preceptorship program. The Department of Health and Mental Hygiene (DHMH) may issue up to \$100,000 for each of the physician preceptorship credits and nurse practitioner preceptorship credits each year. Up to \$100,000 of unspent funds in the Health Personnel Shortage Incentive Grant (HPSIG) program may be transferred to or revert to the general fund to offset the costs of the physician preceptorship tax credit. The Board of Nursing must assess a \$15 fee for the renewal of an advanced practice registered nurse certificate to be paid to the Nurse Practitioner Tax Credit Fund to offset the costs of the nurse practitioner preceptor tax credit.
The bill takes effect July 1, 2016, and terminates June 30, 2021.

**SB 427 Higher Education - Institutions of Postsecondary Education - Consumer
HB 741 Protection Provisions**

This bill prohibits a private career school or for-profit institution of higher education from enrolling a student in a program that is intended to lead to employment in a field that requires licensure or certification in the State under specified circumstances; a violation is an unfair or

deceptive trade practice under the Maryland Consumer Protection Act (MCPA), subject to MCPA's civil and criminal penalty provisions. The bill requires the Maryland Higher Education Commission (MHEC) to create and provide for two separate guaranty funds (one each for private career schools and for-profit institutions of higher education), which is optional under current law and makes changes to the process and amount that students can claim against the funds. Institutions of postsecondary education that are required to make a net price calculator publicly available on their website under federal law must ensure that it is posted in a conspicuous location. Finally, the bill expands to all institutions of postsecondary education that operate in the State the requirement to provide all first-time full-time undergraduate students with the information contained on the Financial Aid Shopping Sheet.

SB 764 Education - Student Journalists - Freedom of Speech and Freedom of the Press

This bill allows a student journalist in a public elementary or secondary school or a public institution of higher education to exercise freedom of speech and freedom of the press in school-sponsored media, subject to restrictions in the bill. The bill establishes that a student journalist is responsible for determining the news, opinion, feature, and advertising content of school-sponsored media, also subject to specified restrictions. Each county board of education and public institution of higher education must develop a written policy regarding the bill's requirements, which may include limits on language that may be defined as profane, harassing, threatening, or intimidating.

SB1052 University of Maryland Strategic Partnership Act of 2016
CH 25 - Enacted under Article II, Section 17(b) of the Maryland Constitution

This bill creates a strategic partnership between the University of Maryland, College Park (UMCP) and the University of Maryland, Baltimore (UMB) to be called the University of Maryland (UM). To that end, the bill makes various changes and requires various planning activities to take place. The bill requires the University System of Maryland (USM) headquarters to move to Baltimore City by July 1, 2017. The bill mandates the appropriation of funds for various purposes beginning in fiscal 2018.

The bill takes effect October 1, 2016.

SB1158 Higher Education - Morgan State University - Office of Technology Transfer

This bill requires the Board of Regents of Morgan State University (MSU) to develop and implement a plan to enhance the Office of Technology Transfer (OTT) at MSU. At the request of the Board of Regents, the Maryland Technology Development Corporation (TEDCO) must provide technical assistance to OTT. For each of fiscal 2018 through 2020, the Governor must include in the annual budget bill an appropriation of \$1.0 million to MSU to (1) enhance OTT and (2) increase the capacity of OTT to move technology into the marketplace. The Board of Regents must annually report on its implementation of enhancements to OTT and the capacity of OTT to move technology into the marketplace.

The bill takes effect July 1, 2016, and terminates June 30, 2020.

Unique Role, Scope and Mission: COMAR 13B.02.01.16E(2)

An institution is required to demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate in Maryland. Founded in 1909 as the Lesley School in Cambridge Massachusetts, Lesley prides itself on its foundational mission to train young women to be kindergarten teachers. From these humble beginnings, Lesley began awarding Master's degrees in 1953 and the Ph.D. degree in 1986. Lesley School became Lesley College in 1941, and in 2000 changed its name to Lesley University to reflect its broader mandate and mission. Lesley now offers a multitude of degrees, and its mission is to engage students in transformative education through active learning, scholarly research, diverse forms of artistic expression, and the integration of rigorous academics with practical, professional experience, leading to meaningful careers and continuing lifelong learning. Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world. *Lesley University seeks to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools. UTC accomplishes this by recruiting outstanding candidates, equipping them with state-of-the-art training, and linking their certification to their students' performance outcomes.*

Lesley University is currently the higher education partner for the Urban Teacher Center (UTC), an alternative teacher preparation and licensure program whose aim is to supply well-prepared new teachers for the highest-need urban schools within the Baltimore City Public Schools (BCPS) System. Lesley University is in the final phase of its contract with UTC, and will teach out its final cohort in May 2017. No activity by Lesley University/UTC Partnership will occur after that final date, as UTC has elected to continue its program with an institution located in Baltimore City (Johns Hopkins University) in order to better serve the needs of BCPS.

Instruction, Scholarship, Research, or Service: COMAR 13B.02.01.16E(3)(a) & (b)

Lesley submitted evidence that its designated part-time faculty possess full-time assignments in instruction, scholarship, research or service. All of the instructors presented hold graduate degrees and have significant experience teaching in an urban school setting. The part-time clinical faculty not only perform didactic instruction, but observe and mentor UTC residents in face-to-face meetings in BCPS settings. Clinical faculty offer curriculum guidance and feedback, and the faculty are held to the same high standards as Lesley's full-time faculty. The faculty included in this waiver request serve only in the UTC partnership program. Additional information in demonstrating the fulfillment of this requirement is attached.

Professional Activities at the Institution: COMAR 13B.02.01.16E(3)(c)

Lesley submitted evidence that its designated part-time faculty participate in programmatic support and participate in their own professional growth in collaboration with UTC. As part of the faculty community, they regularly contribute to the professional community of adjuncts at UTC. Lesley provided evidence that the designated faculty members participate as academic mentors, advisers, and take advantage of the Lesley University Course Mentoring System, which is the University's formal system of course and faculty mentoring.

At Least 1/3 of Classes Offered be Delivered by Full-Time Faculty: COMAR
13B.02.01.16E(3)(d)

Lesley demonstrated that the designated faculty teaches at least one-third of the classes offered. The data shows that 85% of Lesley's courses are taught by the designated faculty, thereby meeting the requirement for the waiver.

RECOMMENDATION: It is recommended that the Commission grant Lesley University a waiver of the definition of full-time faculty as provided for in the Maryland Higher Education Commission's "Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland." It is also recommended that the Commission grant the waiver for the duration of Lesley's physical presence in Maryland, which will terminate in May 2017.



Full-Time Faculty Waiver

Regulation 03B of Chapter 13B.02.01.16

Brief History of the two entities

Lesley University is the higher education partner for the Urban Teacher Center (UTC), an alternative teacher preparation and licensure program whose aim is to supply well-prepared new teachers for the highest-need urban schools within the Baltimore City Public School System.

The partnership is entering its final year with the final cohort completing in May 2017. For scale-up opportunities, the Urban Teacher Center will partner with local higher education providers, changing its innovative partner in education. Lesley University will continue to integrate graduate-level coursework within an innovative and cutting-edge teacher preparation model serving the most high-need schools, but will do so in the Northeast regional area.

Lesley University

Lesley University was founded as Lesley School in 1909 in Cambridge, Massachusetts to train young women to be kindergarten teachers. The School incorporated in 1941 as Lesley College, a non-profit institution offering programs leading to the bachelor's degree. In 1953, Lesley College received authority from the Commonwealth of Massachusetts to award the master's degree and in 1976, to offer the Certificate of Advanced Graduate Study. The Commonwealth of Massachusetts approved the College to award the Ph.D. degree in 1986. And in 2000, Lesley College changed its name to Lesley University to reflect its broader mandate and mission.

Urban Teacher Center

UTC began operations in September 2009 and welcomed a total of 39 residents in August 2010 for its first residency year (19 students in Baltimore City Schools). UTC has continued to grow over the last four years. The partnership between a community-based alternative licensure provider (UTC), an urban public school system, and an institution of higher learning (Lesley University) accredited in the field of teacher education, focuses exclusively on preparing highly effective teachers who significantly accelerate student achievement. Program hallmarks include a residency model integrating academic and clinical content and skills; teacher induction through benchmarked, student performance-based expectations; academic coursework tailored to address district standards and meet student needs; and three years of supported employment within the school system.

Urban Teacher Center/Lesley University partnership has grown significantly since its launch five years ago – in staff, number of program participants, and number of recruits for the next cohort. The full-time staff now consists of 30 full-time employees and 6 part-time clinical faculty members. In addition to UTC's national office located in Baltimore, MD, UTC has both a DC Site office and staff



and a Baltimore Site office and staff. Each site has an Executive Director, an Assistant Director, a Data and Evaluation Coordinator, and a Program Associate.

Cohort Enrollments

Cohort 2010	19
Cohort 2011	25
Cohort 2012	50
Cohort 2013	41
Cohort 2014	46
Cohort 2015	45

Missions:

Lesley University is a co-educational, multi-site institution with campuses in Boston and Cambridge; program sites in regional, national, and international locations; as well as online, blended (site-based and online), and low-residency offerings (residency taking place on Lesley’s Cambridge, MA campus). Lesley offers bachelors, masters, and doctoral level degrees in education, the arts, human services, the environment, and a variety of other fields. Lesley is comprised of the following academic units: the Graduate School of Education, the Graduate School of Arts and Social Sciences, College of Liberal Arts and Sciences Lesley (undergraduate studies), and the College of Art and Design. All share a common commitment to quality, innovation, and the integration of theory with practice. The Lesley Mission Statement articulates a commitment to “active learning, scholarly research, critical inquiry, and diverse forms of artistic practice through close mentoring relationships among students, faculty, and practitioners in the field. It further states, “Lesley prepares graduates with the knowledge, skill, understanding, and ethical judgment to be catalysts who shape a more just, humane, and sustainable world.”

The mission of UTC is to prepare highly effective teachers who significantly accelerate student achievement in the nation’s highest-need schools. UTC accomplishes this by recruiting outstanding candidates, equipping them with state-of-the-art training, and linking their certification to their students’ performance outcomes. Over time, these teachers will be among the most expert and results-oriented in the nation, assuming leadership roles and making the public case for better teacher preparation and educator accountability.

(2) In order to obtain a waiver, an institution shall demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate in Maryland.

Partnership and Program Background:



The Urban Teacher Center (UTC) program is a four-year intensive teacher certification program designed to prepare highly effective teachers who significantly accelerate student achievement in high-need schools. UTC is authorized as a program approver for teacher certification programs in the District of Columbia and Maryland.

Candidates accepted to the Program ("UTC candidates") in the first year of the Program are "Residents" and participate in an intensive training program (the "residency" or "Training Year"). The Training Year, which runs for a period of approximately thirteen months, consists of an integrated and intensive curriculum of classroom instruction, coursework, and clinical training on which UTC candidates are evaluated and graded.

UTC recommends Residents who successfully complete the Training Year to become "Fellows". Fellows agree to a three-year service commitment as a full-time teacher of record with a Charter Management Organization ("CMO") or school district ("District") with an agreement with UTC (the "Service Obligation"). Fellows receive induction support, complete coursework and clinical training required for full Program completion, and are evaluated as provided in this Agreement.

During the first two years of the Program, UTC candidates also earn credits toward a Masters of Education Program at Lesley University. During this time, UTC candidates are enrolled as students at Lesley and earn the MEd from Lesley upon successful completion of the required classroom instruction, coursework, and clinical training. **Lesley University and UTC have entered their final years of partnership, soon to close out its second to last year of instruction. The final cohort started in the summer of 2016 with 45 students. These students will complete their program in May 2017.** Starting in the summer of 2016, UTC will begin a new partnership with a Maryland institution and for that reason, Lesley and UTC will no longer recruit for enrollment into either the M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) or the M.Ed. in Secondary Math (7-12) and Teacher of Students with Moderate Disabilities (6-12) program.

Lesley University chose to partner with UTC because the partnership was a way to operationalize the School of Education's philosophy and values. Lesley University seeks to integrate the university's graduate-level coursework within an innovative and cutting-edge teacher preparation model serving the most high-need schools.

Instruction and need for adjunct faculty with K-12 teaching experience in a Maryland public school system.

All instruction within this program takes place in Baltimore at a K-12 school, Federal Hill Preparatory School. Since graduates of the program become certified to teach in Maryland through the Urban Teacher Center, it is essential to have faculty with a strong working knowledge of the K-12 Maryland professional teaching standards. The instructors teaching within this program are either former or current K-12 educators, bringing with them extensive knowledge of the content



and pedagogical knowledge in the relevant discipline. In addition, the employment of adjunct faculty helps to ensure up-to-date instruction in professional fields, making available to students expertise and experience from Maryland K-12 educators, helping to accomplish the integration of theory with practice.

To ensure a close tie to Lesley and its courses, there are weekly discussions between the adjunct faculty based in Baltimore and Lesley's full-time/core faculty who act as the course mentors for graduate courses taught in Baltimore. The weekly conversations engage parties in topics related to program development, fidelity to curricular goals, student work and program progress, ensure consistent teaching standards, professional development, and advising issues around clinical work and program progress. Their involvement, feedback and participation is vital to the programs' continuous improvement.

(3) After making the demonstration required in §E(2) of this regulation, the institution shall:

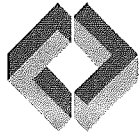
(a) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research, or service who will perform the duties normally required of full-time faculty;

The faculty listed below are scheduled to teach in Lesley's final year (AY16-17) offering the two MEd programs in Maryland, partnered with the Urban Teacher Center. As noted above, the final cohort started in the summer of 2015 and is scheduled to complete in May 2017.

Instructor Name	Degree	K-12 and Postsecondary Teaching Experience
Heidi Foley	MA Teaching-Science BA Design, French Literature and Linguistics	Educator, DC Public Schools – 4 years K-12 Instructional Facilitator, New Mexico, 1 year Reading First Program Specialist, New Mexico, 2 years Literacy Coach, California, 14 years
Amber Glaros	MS Education 27 graduate credits in Reading Education BS Liberal Studies, Elementary Education Valid Maryland Teaching Certificate in Administrator, Reading	7 th & 8 th Grade ELA Teacher, Baltimore, MD – 2 yrs Lead Literacy Seminar instructor, Baltimore City Teaching Residency – 4 yrs. Observer, 1 st year PreK-12 teachers, Baltimore City Teaching Residency – 2 yrs



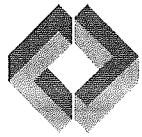
	Teacher, Elementary Education, and Middle School	<p>Observation Specialist/Effectiveness Coach, Baltimore City Teaching Residency, 1 yr.</p> <p>Reading Teacher Leader/Facilitator for the Office of Literacy, Office of Teaching and Learning, BCPSS, Baltimore – 4 yrs.</p> <p>Asst. Principal – Holabird Academy, BCPSS, Baltimore – 1 yr</p> <p>Reading Intervention Teacher/Literacy Coach, Holabird Academy, BCPSS, Baltimore – 1 yr</p> <p>Reading and Writing Resource Teacher, Grades K-5, Glenmount School, BCPSS, 2 yrs</p> <p>3rd Grade Teacher, Glenmount School, BCPSS, 2 yrs</p> <p>Writing and Classroom Teacher/Asst Principal, St. John’s Christian Day School, Baltimore, 4 yrs</p>
Alicia Woolf	<p>Advanced Grad Certificate in Applied Behavior Analysis</p> <p>Administrator I Certificate</p> <p>MEd Special Education</p> <p>BS Special Education</p>	<p>Emotional Disabilities Teacher, Westbrook Elementary School, Montgomery County, 1 year</p> <p>Special Education Teacher, Northwest High School, Montgomery County, 2 years</p> <p>Instructor, Intro to Special Ed, Towson University, 1 year</p>
Kim Worthington	<p>MS Education Studies: School Administration</p> <p>BS Neuroscience and Mathematics</p>	<p>Middle School Math teacher, Baltimore – 6 yrs</p> <p>Teacher leader, Baltimore City Schools – 2 yrs</p> <p>School Performance Officer, DC Public Charter School Board – 2 yrs</p>
Tiffani Martin	<p>MA Teaching, Elementary Ed</p> <p>BS Business</p>	<p>After-school program specialist (K-5), Camp Fire USA, Baltimore – 2 yrs</p> <p>PreK Classroom Observer – Center for Student Support, Washington DC – 1 yr</p>



	Highly Qualified and Certified Teacher: District of Columbia Standard Teaching License, Grades 1-6 and eligible for a MD State DoE Standard Professional Teaching License, Grades K-6.	1 st Grade Teacher, Friends Community School, College Park, MD – 1 yr PreK-3 & 4 th Grade Teacher, Tree Top Learning Academy, Morrow, GA – 3 yrs
Emily Yanisko	PhD Candidate Teaching, Learning, Policy and Leadership MEd Curriculum and Instruction BS Computer Science BA Music National Board for Professional Teaching Standards, National Board Certificate (Adolescent and Young Adult Mathematics) MD State DoE, Advanced Professional Certificate (Secondary Mathematics, 7-12)	Instructor, Ann Arundel Community College, Intermediate Algebra – 1 yr Instructor, UMD College Park, Teaching Internship; Fundamental Concepts of Mathematics; Teaching & Learning Mathematics – 1 yr 9-12 th Grade Math Teacher, Parkdale High School, Riverdale, MD – 9 yrs Mentor Teacher, MD Science Mathematics Resident Teacher Program, College Park, MD – 4 yrs Mentor, National Board Certification, Prince Georges Public Schools – 1 yr Communication and Eval Liaison, Financial Incentives Rewards for Supervisors and Teachers, Parkdale, MD – 1 yr Curriculum Writer, Prince George’s County Mathematics Dept., Oxon Hill, MD – 2 yrs

(b) Document that designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver:

The residency program requires a dedicated team of faculty to teach, observe, and mentor the Urban Teacher Center residents in a face-to-face class meeting schedule within the Baltimore City Public School System (BCPSS). Lesley University and the Urban Teacher Center have designed an adjunct faculty teaching model that incorporates direct management and support from the course mentors at Lesley University’s main campus in Cambridge. Due to the intensity of the residency and the frequency of the class meetings, courses must be taught by adjunct faculty living within traveling distance of BCPSS Schools who have been reviewed and approved by both UTC and Lesley University.



(i) Academic programs, - The faculty included in this waiver request all lead coursework for students, including modeling best practices, providing ongoing written and verbal feedback to students, and incorporating technology into instructional delivery and assignments; and grading. They also provide ongoing feedback on the quality of the curriculum and programmatic support and participate in their own professional growth in collaboration with Lesley and UTC. As part of the faculty community, these faculty are regularly contribute to a professional community of adjuncts with Lesley University, including posting work, uploading videos of course instruction, and teaming with other adjuncts in support of residents.

(ii) Professional programs,

(iii) Research programs,

(iv) Service programs,

(v) Admission or admission policies,

(vi) Academic advising – The faculty included in this waiver conduct ongoing observation and feedback sessions at students’ “host schools” (clinical sites); as well as mentor a subset of students throughout the year. To ensure faculty are aware of their students growth and development throughout the program, faculty are responsible for maintaining appropriate data on all students, including student performance data.

(vii) Faculty appointments, or

(viii) Institutional governance.

(c) Document that the designated faculty shall, as a group, participate in all of the activities listed in §D(3)(b) of this regulation; and

Faculty selected to teach in this program are highly skilled in the course subject and have successful experience with urban teaching settings. The partnership faculty will have adjunct faculty status at Lesley University and will spend their professional teaching time dedicated to the UTC residency program. Specific members of Lesley’s full time faculty who developed the Master’s level curriculum delivered in the partnership will be involved in all aspects of the course delivery and professional development of this group of adjunct faculty. Lesley University maintains academic quality for adjunct-taught graduate-level courses in the partnership through the following means:

1) Lesley University Course Mentoring System



One of the unique features of Lesley's programs is a formal system of course and faculty mentoring that, along with course rubrics, helps calibrate faculty expectations for student performance and enforces standards across the program. Each course has a core faculty mentor who is responsible for maintaining consistent levels of quality, expectation, and performance across the multiple faculty members teaching a particular course. The cohesiveness, coherence, and consistency of the student's experience is in large measure an outcome of the care and attention faculty pay to course mentoring and its attendant quality processes of recruitment, induction, and professional development for faculty in the program.

2) Adjunct hiring exclusively for the requirements of the Urban Teacher Center residency program.

Adjunct faculty selected to teach courses in the partnership will have been evaluated through both Lesley University's adjunct hiring process as well as through the Urban Teacher Center's residency faculty evaluation process. Candidates will have had experience in urban teaching settings and selected based upon the relevance of their professional experience and academic expertise to the goals and outcomes of the residency program.

(d) Document that the designated faculty shall perform the requirements of full-time faculty under §C of this regulation. §C - At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution.

The M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) program has 12 unique faculty teaching within the program. Six are faculty listed in this Waiver request (H.Foley, A.Glaros, K.Worthington, T.Martin, A.Woolf, E.Yanisko), teaching or supervising (residency coaching and small group practicum) a combined 85% of the courses offered in this program.

M.Ed. in Secondary Math (7-12) and Teacher of Students with Moderate Disabilities (6-12) has seven unique faculty teaching within the program. Five are faculty listed in this Waiver request (H.Foley, A.Glaros, K.Worthington, A.Woolf, E.Yanisko), teaching or supervising (residency coaching and small group practicum) a combined 95% of the courses offered in this program.

(4) Documentation includes, but is not limited to the following:

- (a) Minutes of meetings;
- (b) Contractual obligations; or
- (c) Job descriptions** – Please see below for the position description of clinical faculty.



Clinical Faculty Job Description

Urban Teacher Center (UTC) is a four-year teacher preparation program that includes a one-year residency. As part of the teacher preparation, UTC partners with Lesley University (Cambridge, MA) for the conferral of a Master's of Education degree. UTC is currently operating in two (2) sites – Washington DC and Baltimore. UTC places program participants in public charter schools and public schools in these regions, and is seeking adjunct faculty in the following disciplines:

- English Language Arts/ Literacy instruction (elementary and secondary);
- Special Education (elementary and secondary);
- K-5 mathematics;
- Elementary Social Studies

UTC adjunct faculty have practice-based responsibilities in the summer, fall, and spring. Adjuncts deliver coursework and provide coaching and mentoring support to program participants. The adjunct position entails non-traditional adjunct duties including coaching support during the school day. Position hours range from 20 to 40 hours per week.

Responsibilities:

Adjuncts serve as faculty in support of a residency model of teacher preparation. Adjunct responsibilities include the following:

- Lead coursework for a group of 25 participants, including modeling best practices, providing ongoing written and verbal feedback, and incorporating technology into instructional delivery and assignments; and grading.
- Conduct ongoing observation and feedback sessions at participants' "host schools" (clinical sites);
- Mentor a subset of residents throughout the year;
- Maintain appropriate data on all residents, including (residents') student performance data;
- Contribute to a professional community of adjuncts, including posting work, uploading videos of course instruction, and teaming with other adjuncts in support of residents;
- Provide ongoing feedback on the quality of the curriculum and programmatic support;
- Participate in their own professional growth in collaboration with Lesley and UTC

Qualifications:

A graduate degree (M.A. or higher) related to education; experience in urban public education as a teacher, staff developer, and/or administrator; extensive knowledge of the content and pedagogical content knowledge in the relevant discipline; skills in group facilitation and mentoring; experience with problem-solving programs/ internship programs. Application materials should include the following: 2

- vita that includes thorough information on prior employment related to education (especially any prior experience doing professional development, working with prospective teachers, or other work related to K-12 education)
- educational background (i.e., degrees)
- information on teacher certification status
- three references (with contact information)
-

Screening process:

Interview with UTC team, including:

- Critique of teaching episode of video, resident teaching, or Fellow teaching
- Development of a lesson plan in a core topic or critique of observation of coursework
- Phone and in-person interviews
- Reference check and background check
- Submission to Lesley University for approval

UTC is committed to developing and supporting outstanding urban educators that adhere closely to a set of core values, including an explicit and accountable commitment to improving student performance; an ability to meet the diverse needs of children in urban settings in conjunction with parents and the local community; and an openness to working collaboratively in professional settings.

To Apply

Please send résumé and cover letter to: contact@urbanteachercenter.org. In the subject heading of the email, reference "Clinical Faculty." No phone calls please.

The Urban Teacher Center does not discriminate on the basis of race, color, religion, gender, sexual orientation, age, or national and ethnic origin in hiring and employment, nor in the administration of its educational policies, admissions policies, scholarship and other programs.

Clinical Faculty Support

In order to continuously strengthen the rigor and effectiveness of UTC's curricular and clinical program, clinical faculty engage in a rigorous and systemic program of support and training throughout their tenure at UTC.

UTC clinical faculty are required to participate in the following professional development vehicles:

- **Faculty meetings and institutes** – Clinical faculty participate in monthly meetings during the school year. They also participate in faculty institutes scheduled prior to the start of summer coursework, prior to the start of fall coursework, and prior to the start of spring coursework. These sessions are organized and facilitated by UTC's Curriculum and Professional Development (CPD) staff.
- **Mentor calls** – Clinical faculty delivering coursework are required to participate in weekly mentoring calls with Lesley faculty and UTC CPD staff. The mentor calls focus on meeting course objectives, planning course sessions, and analyzing the quality of student work.
- **External professional development** – Clinical faculty participate in professional development opportunities offered by external agencies and partners such as OSSE, MSDE, IRA, and NCTM.
- **Observation and feedback** – Clinical faculty are observed during coursework and coaching implementation by CPD staff and given constructive feedback on improving their practice.

UTC clinical faculty receive six (6) observations over the course of the school year. These observations are intended to ensure that UTC clinical faculty are providing the highest quality instruction in both coursework and coaching support to residents and fellows as well as adhering to the guidelines set forth in the *UTC/Lesley Handbook* as well as the criteria outlined in the *Clinical Faculty Observation Rubric*. Of the four observations conducted by the CPD team, three (3) of the observations will be conducted to gauge coursework implementation and three (3) will be conducted to assess coaching delivery. The data gleaned from these observations will inform decisions regarding the professional development content for faculty meetings and institutes as well as determine the continuation of services provided by clinical faculty.

Observation Schedule

OBSERVATION	CONTENT	OBSERVATION WINDOW
#1 September	Coursework	Late August – September 30 th
#2 October	Coaching	October 1 st – October 30 th
#3 November	Coursework	November 1 st – November 30 th
#4 January	Coaching	January 2 nd – January 30 th
#5 March	Coursework	February 1 st – March 28 th
#6 May	Coaching	April 1 st – May 15 th

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M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (Prek-8)

Course	Course Name	Course Date	Faculty	Degree	Degree Area	Status
RESD 5148	Foundations: Part 1	Summer 2015	Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
			Emily Jaskowski	MEd	Special Education and Elementary Education	Part-time
ERLIT 5123	Language Development in Children	Summer 2015	Amber Glaros	MS	Education	Part-time Faculty Waiver Request
			Heidi Foley	MA	Teaching/Science	Part-time Faculty Waiver Request
ERMAT 5170	Numer, Operations, and Algebraic Thinking I	Summer 2015	Jose Hernandez	MA	Education and Special Education	Part-time
			Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
ERMAT 5171	Numer, Operations, and Algebraic Thinking II	Fall 2015	Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
ERSPD 5200	Special Education and Inclusion: Promises/Challenges	Fall 2015	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERLIT 6101	Emergent and Early Reading	Fall 2015	Tiffani Martin	MA	Teaching: Elem Ed	Part-time Faculty Waiver Request
			Heidi Foley	MA	Teaching/Science	Part-time Faculty Waiver Request
ERSST 5133	Social Studies Methods	Fall 2015	Kevin Jenkins	MAT	Secondary Social Studies	Part-time
ERSPD 6210	Introduction to Assessment and Tiered Instruction	Fall 2015	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERLIT 6102	Reading in the Upper Grades	Fall 2015	Tiffani Martin	MA	Teaching: Elem Ed	Part-time Faculty Waiver Request
			Heidi Foley	MA	Teaching/Science	Part-time Faculty Waiver Request
RESD 7734	Elementary Ed Residency Student Teaching/Coaching	Spring 2016	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request

M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (Prek-8)

Course	Course Name	Course Date	Faculty	Degree	Degree Area	Status
			Amber Glaros	MS	Education	Part-time Faculty Waiver Request
ERSPD 6200	Understanding and Managing Behavior	Spring 2016	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERESD 7704	Small Group Practicum	Spring 2016	Tiffani Martin	MA	Teaching: Elem Ed	Part-time Faculty Waiver Request
			Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
ERLIT 6105	Content Area Reading	Spring 2016	Tiffani Martin	MA	Teaching: Elem Ed	Part-time Faculty Waiver Request
ERMAT 5172	Measurement, Data and Geometry	Spring 2016	Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
ERSPD 6212	Formal Assessment and Individualized Education Program	Spring 2016	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERSCI 5135	Teaching STEM In The Elementary Grades	Summer 2016	TBA			
ERSPD 6214	Specialized Instructional Techniques	Summer 2016	Yeoman Payne	MEd	General and Special Education	Part-time
ERESD 6152	Family and Community Collaboration in an Urban Setting	Fall 2016	Shawnette Bryant	EdD	Curriculum and Instruction	Part-time
ERSPD 7710	Special Education Student Teaching/Coaching & Trauma Training	Fall 2016	Amber Glaros	MS	Education	Part-time Faculty Waiver Request
ERESL 6000	Teaching Writing in the Elementary Grades	Spring 2017	Amber Glaros	MS	Education	Part-time Faculty Waiver Request

M.Ed. in Secondary Math (7-12) and Teacher of Students with Moderate Disabilities (6-12)

M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (Prek-8)

Course	Course Name	Course Date	Faculty	Degree	Degree Area	Status
ERMAT 6180	Mathematics Thinking in Grades 6-12	Summer 2015	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERESD 5149	Foundations: Intro to Teaching and Learning in Secondary Education	Summer 2015	Shawnette Bryant	EdD	Curriculum and Instruction	Part-time
ERLIT 5124	Reading Processes and Acquisition	Summer 2015	Amber Glaros	MS	Education	Part-time Faculty Waiver Request
ERSPD 5200	Special Education and Inclusion: Promises/Challenges	Fall 2015	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERMAT 6184	Math Methods I	Fall 2015	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERMAT 6181	Proportional Reasoning	Fall 2015	Kim Worthington	MS	Education Studies: School Administration	Part-time Faculty Waiver Request
ERMAT 6182	Thinking Algebraically	Fall 2015	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERMAT 6183	Thinking Geometrically	Fall 2015	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERSPD 6210	Introduction to Assessment and Tiered Instruction	Fall 2015	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERESD 7735	Secondary Math Residency Student Teaching/Coaching	Spring 2016	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
			Amber Glaros	MS	Education	Part-time
ERMAT 6185	Math Methods II	Spring 2016	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERESD 7705	Secondary Math Small Group Practicum	Spring 2016	Emily Yanisko	Matriculating PhD	Specialization in Mathematics Education	Part-time Faculty Waiver Request
ERLIT 6107	Secondary Content Area Literacy	Spring 2016	Heidi Foley	MA	Teaching/Science	Part-time Faculty Waiver Request

M.Ed. in Elementary (1-6) and Teacher of Students with Moderate Disabilities (Prek-8)

Course	Course Name	Course Date	Faculty	Degree	Degree Area	Status
ERSPD 6200	Understanding and Managing Behavior	Spring 2016	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERSPD 6212	Formal Assessment and Individualized Education Program	Spring 2016	Alicia Woolf	MEd	Special Education	Part-time Faculty Waiver Request
ERSPD 6214	Specialized Instructional Techniques	Summer 2016	Yeoman Payne	MEd	General and Special Education	Part-time
ERSCI 5140	Practices, Concepts and Core Ideas in Secondary Science	Summer 2016	Amber Glaros	MS	Education	Part-time Faculty Waiver Request
ERESD 6152	Family and Community Collaboration in an Urban Setting	Fall 2016	Shawnette Bryant	EdD	Curriculum and Instruction	Part-time
ERSPD 7710	Special Education Student Teaching/Coaching & Trauma Training	Fall 2016	Amber Glaros	MS	Education	Part-time Faculty Waiver Request

Shawnette L. Bryant

Summary of Qualifications

- Experience in creating literacy modules using CCSS through the Literacy Design Collaborative (served as Pioneer teacher)
- Experience in creating, adjusting and implementing curriculum based on Common Core State Standards
- Extensive practice and knowledge of creating reflective lessons based on student data analysis
- Strong ability to engage teachers to develop a culture that fosters professional learning communities, which promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of every student
- Experience in dealing and yielding positive results in team building and motivational activities
- Innovative teacher with foundation in analyzing and creating curriculum to yield desired results for students struggling to master HSA style concepts
- Proven track record of raising test scores in low performing students
- Master in utilizing various strategies for advanced level to struggling students to master same concepts and perform on higher level

Education

Doctorate of Education: *Curriculum and Instruction*, Anticipated May 2013

Master of Science: *Professional Writing*, December 2004

Towson University, 8000 York Rd, Towson, MD 21252

Bachelor of Arts: *English*, May 2000

University of Maryland Eastern Shore, Princess Anne, MD 21853

Certification: Advanced Professional Certificate in English 7-12 expires June 2012

Professional Experience

Literacy Leader, Carver Vocational-Technical High School, August 2010 to present

Primary job responsibilities include Serve as primary liaison between school and the Office of Teaching and Learning in communicating information regarding the rollout of the assessment and associated professional development, working with instructional leadership team and teachers to communicate key components of the literacy initiatives, ensuring that teachers in their school are fully informed in a timely manner about tasks, collaborate with cross-disciplinary teams of teachers in order to build school capacity around strong literacy practices, understanding all aspects of the chosen reading assessment and assist teachers in its implementation, participate in required trainings and attend additional professional development, training new teachers to use the assessment system, implementing reading assessment, participating fully in district meetings and professional development, maintaining an individual log of all activities.

Department Head (World Languages), Carver Vocational-Technical High School, May 2010 to present

Primary job responsibilities include supervising and evaluating 14 faculty members, facilitating weekly/daily planning with English department, analyzing school benchmark and HSA data and provide strategies for improvement, modeling lessons/co-teach with English teachers in the department as a means of professional development, meeting with the instructional leadership team to strategize about school improvement, providing weekly schedule and update principal regarding department needs, strengths, and weaknesses, coaching novice and veteran teachers with planning, instructional delivery, and data analysis, overseeing publication of systemic benchmarks, developing and creating parallel projects for BRIDGE classes, instructing BRIDGE courses, managing and maintaining BRIDGE paperwork in accordance with BCPSS and State of Maryland regulations, and managing the budget.

Professional Developer (Governor's Academy),

Maryland State Department of Education, Summer 2010

Facilitated and planned instructional strategies presentations, helped teachers learn content and explore strategies for raising student achievement, created a network of teachers committed to promoting excellence in education, helped participants deepen their knowledge of the skills, concepts, and processes of the English Core Learning Goals and strengthen their pedagogical skills, helped participants examine ways to raise the achievement of their students in English 9 and 10 courses, provided

participants with a wide variety of experiences relative to the teaching of the skills, concepts, and processes of the English Core Learning Goals through on-going assessment, direct instruction, demonstrations, observations, lesson study, feedback, and reflection as they investigated the content, pedagogy, and resources related to the teaching of English content skills and the English Core Learning Goals.

Professional Developer, Replications Inc., KASA CP, June 2009 to May 2010

Guided school staff in assessing effectiveness of instructional practices and moving staff to implement necessary systemic changes, helped teachers transfer learning experiences into practice, supported individuals or groups in determining the best course of action to carry out specific tasks or meet specific objectives, designed and implemented processes to create productive interactions to bring about desired results, managed the comprehensive staff development plan within the school, provided resources to help school staff reach desired goals, helped school staff acquire new skills and knowledge through custom-designed training and job-embedded staff development; created professional development opportunities, related to evidence of student learning, data analysis, instructional best practices, peer visits with reflection, local school walk-through, collaborative team planning, individual professional growth, reflective practices, professional portfolios, individual Professional Development Plan (PDP); demonstrated high expectations and modeled effective strategies for continuous school improvement.

Instructional Support Teacher, Baltimore City Public School System, August 2008 to June 2009

Facilitated weekly/daily planning with English department, analyzed school benchmark and HSA data and provide strategies for improvement, modeled lessons/co-teach with English teachers in the department as a means of professional development, met with the instructional leadership team to strategize about school improvement, provided weekly schedule and updated principal regarding department needs, strengths, and weaknesses, coached novice and veteran teachers with planning, instructional delivery, and data analysis, oversaw publication of systemic benchmarks, developed and created parallel projects for BRIDGE classes, instructed BRIDGE courses, managed and maintained BRIDGE paperwork in accordance with BCPSS and State of Maryland regulations.

Online Instructor, University of Phoenix, November 2008 to Present

Primary job responsibilities include instructing online classes in communication and critical thinking, providing weekly feedback regarding student progress, facilitating in weekly discussion groups, maintaining student records, staying abreast of current trends and best practices in higher education.

Resident Advisor, Baltimore City Teaching Residency, June 2008 – August 2008

Facilitated professional development workshops for new teachers in the Baltimore City Teaching Residency Program (*classroom management and culture and instructional design and delivery*), conducted classroom observations, created performance improvement plans, conducted daily debriefing meeting, and attended weekly faculty meetings.

Teacher, Baltimore City Public Schools, June 2005 – May 2008

(English II, English II Honors, English III, Yearbook, English IV, BRIDGE)

Planned and implemented lesson plans with demonstrated differentiated instruction, created assignments and rubrics with modifications and accommodations for students of various ability levels, graded assignments, maintained a parent communication log, maintained daily attendance record, attended monthly faculty meetings and professional development sessions.

Coordinator (HSA Recovery Program), Baltimore City Public Schools, January 2007 – August 2008

Organized budget, analyze student HSA and benchmark results to recruit students, created curriculum, hire staff, held weekly planning meetings, created and developed professional development meetings, monitored and evaluated staff performance.

Teacher (Novel Program), Baltimore City Public Schools, September 2006 – May 2008

Assisted students with credit recovery via NOVEL program, graded assignments daily, monitored student input, hold monthly progress meetings with students.

Curriculum writer, Baltimore City Public Schools, Summer 2007

Wrote, revised and edited high school English curriculum, wrote daily lesson plans for system wide use using revised English II curriculum, attended weekly meetings, co planned and created sample lesson plans.

Administrator (Summer Bridge Program),

Baltimore City Public Schools, Summer 2006, 2007 and 2008

Created budget, ordering supplies, maintained student and staff attendance, maintained payroll, scheduled and planned educational field trips, conducted weekly planning meetings, arranged and implemented weekly professional development sessions, monitored and evaluated staff performance, established long-term goals of entering freshman.

Instructor (Basic Composition I & II), ITT Technical Institute, May 2006 - September 2006

Instructed higher education students following curriculum geared to enhance verbal and written communication skills, maintained student records, attended weekly planning meetings, provided weekly student progress, managed online discussion group.

Instructor (English 102 & English 313), Towson University, January 2004 – December 2004

Instructed higher education students following curriculum geared to enhance verbal and written communication skills, co planned with tenured faculty, maintained student records, attended weekly planning meetings, provided weekly student progress, managed online discussion group, and created various higher-level assignments using cross curricula guides.

Other Experience

Human Resource / Training Supervisor, Babies R Us, January 2000 – April 2005

Supervised staff of 50+ associates, conducting new hire orientation sessions and all associate training sessions, creating weekly newsletter, maintaining personnel files, assessing and discussing store hiring needs, coordinating employee selection processes, conducting reference checks, conducting weekly planning meetings, entering confidential information into SCARED database, processing confidential information including salary increases, terminations, promotions.

Staff development presentations

- Unpacking the English Bridge projects
- Incorporating learning styles daily
- Differentiated instruction
- Educating the whole child
- Relationships influence on student achievement
- Maintaining high expectations in low performing schools
- Creating a “No Excuses” classroom
- Writing effective lesson plans
- Learning and teaching for your students learning styles
- Unpacking The Common Core
- Implementing CFIP
- Data Analysis for student results
- Literacy Design Collaborative (English IV)

Various presentations through BCTR, as requested

Extra curricula activities & accomplishments

- Reginald F. Lewis' Excellence in Teaching Award 2008
- Teacher of the year 2005-2006
- Senior class advisor; Class of 2007 & Class of 2008
- Vanity Rage advisor; established scholarship fund

- Co-chair of PTO; implemented "Community Safe Night Out" and raised parent participation 89%

Technical Skills

- MOBI
- SMS
- SASI
- People Soft
- Windows XP
- Microsoft Office
- Adobe Acrobat

References

Available upon request

Heidi Shinaberger Foley
4603 Tuckerman Street
Riverdale Park, MD 20737

(575) 802-5812
heidi.shinaberger@gmail.com

RELATED EXPERIENCE

Master Educator/Senior Master Educator

DC Public Schools
Washington, DC

7/2011-Present

Conduct evaluations on instruction for approximately 160 teachers annually of grades 1-6, ESL and world languages. Provide post-observation conferences targeting specific areas of development with content-specific feedback and resources to improve teacher effectiveness. Provide year-long coaching for new teachers assigned to low-performing schools in DCPS, which includes short- and long-term goal setting, modeling and co-planning based on ongoing observational feedback and aligned to current developments in education, including CCSS. Collaborate with teams associated with Principal Effectiveness to facilitate and provide differentiated professional development for new and veteran administrators on teacher evaluation using the Teaching and Learning Framework (DCPS evaluation rubric) and by monitoring curriculum and program standards. Serve as content liaison for phonics and morphology for the Master Educator team. Managed a team of ten Master Educators. Performed professional evaluations and provided feedback, supported completion of individual and team goals, provided support in strategy, pedagogy, professionalism and content for team members.

K-12 Instructional Facilitator

Ruidoso Municipal School District
Ruidoso, New Mexico

8/2010- 6/2011

Work collaboratively with teaching staff and all levels of administration to design and provide intensive staff development in differentiated instruction in reading and language arts to support a diverse student population. Provide professional development on district vertical alignment of S.A.T. process, with particular emphasis on Tier I intervention as it relates to the umbrella structure of Response to Intervention (RtI). Provide training on the implementation of NWEA MAP assessment and use of MAP assessment to promote data-driven decision making. Provided Cognitive Coaching and modeled lessons in literacy, and facilitated and supported Professional Learning Community dialogues and data analysis.

Legislative Bill Number HJM-16 Joint Memorial Work Group

Santa Fe, New Mexico

9/2010-11/2010

Selected as part of a team to collaboratively and individually study and evaluate reading curricula in New Mexico Teacher Preparation Programs using criteria for both content and pedagogy. *The findings of this intensive study resulted in Legislative action for pre-service teacher competency requirements in the teaching of reading.*

Reading First Program Specialist

New Mexico Reading First, State of New Mexico
Region IX Education Cooperative, Ruidoso, New Mexico

11/2008-6/2010

Overall state-wide support for assisting NMRF districts in maintaining, sustaining, and enhancing reading programs through coaching and professional development. Design and provide professional development to support New Mexico Reading First school districts in content, pedagogy, and leadership; Facilitate development of Technical Assistance Network for Literacy Coaches; Provide support to TA Network in technology, including webinar format professional development and online resources.

Assistant Professor, Graduate Education Department Chair

Hope International University
Fullerton, California

8/1999-7/2001

Responsible for oversight of graduate education programs; preparing faculty, staff, and academic programs for a comprehensive CTC Accreditation Review; hiring and coordination of faculty, and staff, and university administration; review, evaluation, development and implementation of Teacher Preparation program components based on comprehensive needs statements and assessments; development of and instruction in graduate education courses including extensive supervisory field observations of pre-service teachers.

Educator/Teacher on Special Assignment/Literacy Coach

Magnolia School District
Anaheim, California

9/2001-6/2006

11/1989-6/1998

Worked collaboratively with Administration and Coaches to provide support to elementary teachers in the implementation of language arts curriculum. Planned and facilitated structured dialogues, and designed and provided trainings at site and district levels. Used data analysis to develop group and individual action plans. Provided instruction across content areas for diverse student populations in grades 2,3,4 and 6. Science staff developer for nine years with the California Science Implementation Network (funded through WestEd).

ADDITIONAL EXPERIENCE

Adjunct Professor, French
Eastern New Mexico University
Ruidoso, New Mexico

8/2008-6/2011

Science Education Fellow
Beckman@Science K-6 Science Education Initiative
California State University, Fullerton

8/1998-7/1999

Designed, facilitated, and coordinated Teacher Leader training in assessment, content, and leadership; assisted school districts in curriculum selection, planning and developing sustainable professional growth programs; Trained extensively in parent and community involvement, inquiry and science instruction, leadership, change theory and process.

EDUCATION CONSULTING AND PRESENTATIONS

- Working with Adult Learners: Tech Bits, Presenter- Region IX Education Cooperative, Ruidoso, NM 2/2011
- Language Arts Instructional Materials Publishers Review, Presenter- PED Humanities and Instructional Materials Bureaus, Santa Fe, NM 2/2010
- Guiding Mentor Teachers in Supporting New Teachers, Presenter- Region IX Education Cooperative, Ruidoso, NM 11/2010 and 2/2011
- Leadership for Principals and Coaches, Facilitator- Reading First New Mexico, Albuquerque, NM 10/2009
- Social Studies Instructional Materials Publishers Review, Presenter- PED Humanities and Instructional Materials Bureaus, Santa Fe, NM 9/2009
- Elementary Literacy Practices for Students with Disabilities: Special Education Director's Meeting, Presenter- Region IX Education Cooperative/ Albuquerque, NM 8/2009
- Technical Assistance Network Retreat, PD and Forum, Facilitator/Presenter- Reading First NM, 2008-2009
- Differentiated Instruction, Presenter- Reading First New Mexico, Albuquerque, NM 12/2008

EDUCATION

California State University, Fullerton

Master of Arts in Teaching-Science (MAT-S), Cum Laude

California State University, Long Beach

Upper Division Psychology Courses- 42 units

California State University, Dominguez Hills

Multiple Subject Teaching Credential

University of California, Los Angeles and Université de Paris, Sorbonne

Bachelor of Arts, Design, French Literature and Linguistics, Honor Roll

References provided upon request.

EXPERIENCE:

7TH/8TH GRADE ENGLISH -LANGUAGE ARTS TEACHER*Violetville Elementary/Middle School, BCPSS #226, Baltimore, MD –2013-Present*

- Member of the PBIS team
- Developed and presented staff development about PARCC, Common Core Curriculum & data teams
- Middle school team lead teacher
- Mentor to novice teachers

LEAD LITERACY SEMINAR INSTRUCTOR*BCTR--The New Teacher Project Academy, Baltimore, MD –2011 - Present**Developed graduate-level seminar learning experiences for pre-service alternate certification route teaching candidates, first-year teachers, and uncertified early childhood teachers.*

- Developed seminar engaging materials targeted at forging a culture of high achievement in MD Schools
- Provided tools for teacher self-analysis, provided on-going feedback and support to teachers
- Facilitated graduate-level sessions utilizing the *Big Ideas and Great Teaching Literacy Curriculum*
- Mentored other facilitators, offering feedback on presentation materials and instruction

ACE OBSERVER*BCTR--The New Teacher Project, Baltimore, MD –2011 - 2013**Observed and evaluated first-year teachers in grades PreK to 12 in an alternative teaching certification program.*

- Participated in training and norming exercises designed to maintain equitable nationwide evaluation standards
- Conducted onsite evaluations for dozens of teachers in a variety of classroom settings
- Provided quantitative feedback on teaching effectiveness during the process of certification through ratings and observation reports

OBSERVATION SPECIALIST/EFFECTIVENESS COACH*Baltimore City Teaching Residency (BCTR), Baltimore, MD –2011 - 2012**Observed and mentored classroom first-year Residents in an alternative teaching certification program*

- Responsible for increasing the effectiveness of the Residents by observing and providing constructive feedback
- Provided assessment of teaching methodology, use of data, classroom environment and lesson planning
- Provided actionable feedback and coaching to Residents and reported evaluations to BCTR staff

READING TEACHER LEADER / FACILITATOR FOR THE OFFICE OF LITERACY*Office of Teaching and Learning, BCPSS, Baltimore, MD –2007- 2011**Involved in the development of the new comprehensive curriculum for grades 3- 8, benchmark assessments, and numerous systemic professional development sessions for groups of 2 to 200; founding member of ReadingWrite core team*

- Developed new literacy curriculum templates, timelines, materials and model lessons
- Created, reviewed, revised and normed unit and benchmark assessments for grades 2- 8
- Maintained a model classroom for visitation by teachers, IST's and administrators
- Modeled sample lessons for teachers in their classrooms, debriefed and collaboratively planned future instruction.
- Presented systemic professional development courses for teachers, coaches and administrators

ASSISTANT PRINCIPAL/ INSTRUCTIONAL SUPPORT TEACHER*Holabird Academy, BCPSS #229, Baltimore, MD –2008-2009**Modeled, managed and mentored teachers as team leader for grades 2-5. Participated in strategic planning and school operations as member of school leadership team.*

- Mentored new and experienced teachers in instruction and classroom management across all content areas
- Conducted teacher observations and used resulting data to provide suggestions for improvement
- Collected, analyzed, and reported assessment and classroom data to develop individual student, classroom and school instructional plans and lessons to further student achievement
- Developed and managed a reading program that aligned with local and state standards while meeting the needs of students and the school. This program was observed as a model for the district and recognized at the local, state and national level
- Planned and taught daily guided reading group, enrichment writing class, advanced literature study & remedial reading group for students in grades 2-7
- Fostered support for the school by preparing presentations and representing the school at meetings with community and parent groups, media, politicians, business leaders and City Schools officials (<http://www.greatkidsupclose.org/site/c.hhKNI1PBIImE/b.5050121/apps/s/content.asp?ct=7632291>)
- Facilitated weekly grade-level, vertical literacy and student support team meetings
- Assisted in maintaining a safe and productive learning environment through discipline support

READING INTERVENTION TEACHER/ LITERACY COACH***Holabird Academy, BCPSS #229, Baltimore, MD –2007-2008****Helped develop and implement new vision and mission of administration as member of leadership team. Focused on remediating students left behind by previous reading program, and creating a new reading program that challenged every learner.*

- Founding member of Holabird Academy Leadership Team. Holabird was subsequently profiled in Education Week as a model of school turnaround (10/19/09), as well as, in the US Department of Education case study, "Breaking the Habit of Low Performance," from the Center on Innovation and Improvement (www.docstoc.com/docs/document-preview.aspx?doc_id=19249521)
- Assessed students' instructional level and classroom instruction and developed & implemented individual intervention plans for students reading below grade-level
- Analyzed test and classroom data to develop lesson plans in accordance with State Curricula to further student achievement
- Facilitated team meetings for grade-level and content area teams & provided instructional support to teachers in lesson planning
- Managed the transition between basal reading program (Open Court) to Balanced Literacy format for literacy instruction in grades 3-6
- Developed and maintained supportive relationships between community and school by developing parent informational sessions, town meetings, and home visits

READING AND WRITING RESOURCE TEACHER— KINDERGARTEN TO GRADE 5***Glenmount School, BCPSS #235, Baltimore, MD –2004 -- 2006****Developed crafted lessons to fill academic gaps left by Direct Instruction curriculum, including writing instruction.*

- Analyzed test and classroom data to develop reading and writing lesson plans with state and local curricula to further student achievement on a school-wide level
- Introduced the writing process, lead students in self-guided writing projects based on model writing pieces.
- Acted as instructional support to classroom teachers in lesson planning and execution
- Assessed and remediated students in grades K-5 reading below grade-level
- Created staff development about teaching the state curriculum through the Direct Instruction reading program
- Developed school-wide homework and classwork documents designed to prepare students for state assessments
- Trained member of Instructional Consult Team; mentored teachers in interventions and differentiation
- Member of leadership team; provided data and planning for school-wide literacy instruction

CLASSROOM TEACHER --THIRD GRADE***Glenmount School, BCPSS #235, Baltimore, MD –2002 -- 2004***

- Developed and taught Writing Workshop, as resource period for other teachers
- Taught supplemental remedial and gifted/talented reading groups for grades 3-5
- Developed and presented staff development about MSA, data analysis, & Direct Instruction reading
- Third grade team lead teacher, mentored novice teachers
- Chair of School Improvement Team

WRITING & CLASSROOM TEACHER/ ASSISTANT PRINCIPAL***St. John's Christian Day School, Baltimore MD – 1998-- 2001.***

- Full classroom responsibilities in a private school setting
- Administrative duties included curriculum & staff development, teacher evaluation, text adoption, student discipline and accounts management
- Staff representative to School Board
- Designed and implemented Balanced Literacy reading & writing curriculum for grades 3-6

EDUCATION:

Graduate Continuing Education Courses

George Mason University – Fairfax County, VA – 2010 - 2011

- Courses in educational technology integration for literacy instruction

Master of Science in Education

The Johns Hopkins University – Baltimore, MD –2004 - 2006

- Aspiring Leaders Program- Graduate Certificate in School Administration & Supervision.
- Effective Teaching of Reading- Graduate Certificate in Reading Curriculum & Instruction

Graduate Courses in Reading Education - 27 credit hours

State University of New York at Albany – Albany, NY – May, 1997 – 2000

- Pursued Master in Reading Education, Reading Specialist Track

Bachelor of Science in Liberal Studies, Elementary Education

Skidmore College – Saratoga Springs, NY – May, 1997

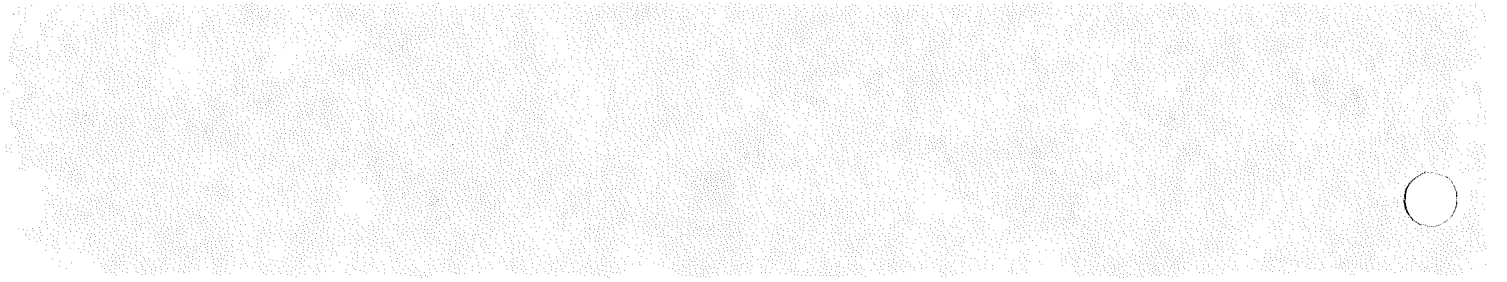
- Provisional Certification in Elementary Education
- Concentration in American History

CERTIFICATION: Maryland Certificate Type: Advanced Professional Certificate

Areas: Administrator I; Reading Teacher; Elementary Education 1-6 & Middle School

Valid period: 7/1/2011 – 6/30/2016





Jose A. Hernandez
120 North Curley Street
Baltimore, Maryland 21224
(773) 895-5329
<mailto:joseh1216@gmail.com>

Objective

To utilize my diverse background; as well as my leadership, educational training, experience and passion towards providing a quality education for children in Baltimore.

Education

Lesley University, Boston, MA
Master of Arts, 2013
Graduate School of Education
Dual major: Education and Special Education
GPA: 3.9/4.0
DePaul University, Chicago, IL
Bachelor of Arts, 2010
Major: History
GPA: 3.9/4.00

Honors

Golden Key Member
National Society of Collegiate Scholars Member
Presidential Scholarship recipient, 2006-2010

Work Experience

OVERVIEW

Brands Park, Chicago Park District-Youth Programs Assistant	2006
Chicago Summer Business Institute- Intern for Chicago Dept. of Law	2006
Pottery Barn, Retail Supervisor and sales associate	2006-11
Chicago History Museum, Curatorial and Research team member	2009-10
Pritzker Military Library, Education Dpt staff-Lesson/Unit Plan Development	2010-11
UTC- Resident Teacher- Cross Country Elementary/Middle School	2011-12
City Schools-Office of Teaching and Learning- Math Curriculum Writer	2012
City Schools-ITD- Teacher Fellow	2013
City Schools-Office of Teaching and Learning-Math Curriculum editor	2014
UTC-Graduate Assistant	2014
<u>City Schools- William Paca Elementary – Teacher (Grade 1)</u>	<u>2012-Present</u>

EXPERIENCE IN EDUCATION

1st Grade General Educator- William Paca Elementary #83 Aug 2011- Present

- Create assessments and analyze data daily to determine trends and areas of growth for all of my students.
- Design, coordinate, and execute daily lessons informed by assessment data and curriculum scope and sequence.
- Foster a classroom community of high engagement and with an emphasis on positive behavioral/social expectations.

- Provide individualized and small group instruction, based on students' interests and needs, including experience and certification with special education programs and the execution of an IEP.
- Daily practice of guided reading and guided math instruction.
- Utilize experiences in museum work and science knowledge to inform creativity in delivering of curriculum content.
- Developed, wrote, and edited a Common Core State Standards based Math Unit of Study for Baltimore City Public Schools (2nd Grade). Through the experience gaining a deeper knowledge of standards and best pedagogical practices.
- Completed Fountas & Pinnell Training, using skills learned to assess and level my students for targeted lesson planning and activities.
- Successfully moved all students in reading levels by consistently using data to develop individualized goals and thus providing ways for students to reach those goals.
- Teaching experience in 8th, 7th, 4th, 3rd, 2nd and 1st grade.
- Intervention specialist and whole class instruction experience.

OTHER EXPERIENCE/ABILITIES

Leadership and Dedication to Service

- Spoken to UTC incoming residents about the need for passion and dedication to education.
- Science Representative (SY 2014-15) - Attend science department meetings and present information to leadership team and staff, as well as inventorying of science materials.
- Donated roughly 60 hours of service supervising and managing activities for children of working parents.
- Serve in a coach's role for the William Paca 4th and 5th grade baseball team.
- Graduate Assistant for an introductory mathematics course (2014) - Advised, encouraged, and mentored student teachers in first years of UTC experience.

Training

- Received extensive training and instruction in pedagogical content and practice which has included practicum work, real time coaching and a constant cycle of feedback and personal development through the UTC program.
- Certified in the Wilson Reading Program.
- Experience in mentoring and assisting teachers in training.
- Experienced and trained in no-nonsense nurture and Teach Like a Champion behavioral strategies but also flexible and able to adapt based on what is best for my particular students.

Communication

- Able to work collaboratively in a team level learning community. Communicating data, lesson plans, units, best practices and objectives in a positive and professional environment.
- Experienced in communicating with a diverse set of stakeholders and using interpersonal skills to achieve the best desired outcome for students.
- Experienced in taking on a lead team role.
- Technologically adept and trained.
- Able to resolve conflicts in tense situations with tact and clear communication by utilizing and fostering positive relationships with all stakeholders.
- Bilingual (English/Spanish).

Emily Jaskowski

Permanent Address 413 East Gittings St Baltimore, MD 21230

Permanent Phone 616.745.2809

emjaskowski@gmail.com

EDUCATION

Lesley University, Cambridge, MA, August 2010-May 2012
Dual Master's of Special Education and Elementary Education

University of Michigan, Ann Arbor, MI, 2006-2010
Bachelor of Science, 2010
Major: Neuroscience; Minor: History

PROFESSIONAL EXPERIENCES

Baltimore City Schools, Baltimore, MD, August 2011-Present

- *General Educator*

Serve as general educator in Middle School English/Language Arts classroom, teaching grades 7 and 8 at William Pinderhughes EMS in Baltimore, MD. Create and deliver scaffolded, differentiated instruction for students with varied levels of ability. Analyze student data and assess progress in reading and writing. Implement district curriculum while adjusting to meet needs of students. Showed 9% gain in proficiency of 7th grade students on MSA during 2011-2012 SY and 11% gain in proficiency of 7th grade students on MSA during 2012-2013 SY. Serve as Middle School Team Lead, SLO Ambassador, and Literacy Representative Substitute for WPEMS.

Urban Teacher Center, Baltimore, MD, August 2010-Present

- *Fellow (2011-Present)*

- *Graduate Assistant (Summer 2013)*

Served as graduate assistant in Foundations coursework. Facilitated whole group and small group discussions based on course readings and assignments. Lead interactive activities in which students could reflect on race, biases, community involvement, and views on education. Modeled instructional strategies for residents. Provided feedback and supported planning and grading for lead instructors.

- *Resident Advisor (Summer 2012)*

Served as mentor for first year residents of Urban Teacher Center. Provided assistance with coursework, lesson planning, and emotional needs. Created and delivered presentations on housing and finances. Coordinated social events, including annual talent show.

- *Resident Teacher (August 2010-July 2011)*

Served as teacher resident in a 7th grade Math classroom at NAF Preparatory Middle School in Baltimore, MD. Assisted in teaching practices. Assessed and evaluated student work. Ran daily book club for 14 students grades 6-8. Ran a small group composed of 8 students to provide additional math support for 45 minutes each school day.

Black Mental Health Alliance: HFHC, Baltimore, MD, October 2011-August 2012

- *After School Program Teacher*

Served as teacher for grades 6-8 during after school and summer school program. Provided help with homework. Facilitated novel studies, Reader's Theater productions, and character development activities. Taught photography classes and created school yearbook.

Learn It! Systems, Baltimore, MD January 2011-June 2011

- *After School Instructor*

Provided small group reading instruction for four students grades 1-2 using Learn It! Systems' after school curriculum. Assessed and monitored progress of students' reading abilities.

LEADERSHIP AND ENRICHMENT

- **Student Learning Objectives Ambassador (Fall 2013-Present)**

Attended district professional development sessions on Student Learning Objectives. Wrote SLO for phase II trial. Delivered professional development on SLOs to staff. Provided support for staff while writing SLOs.

- **Literacy Representative Substitute (Fall 2013-Present)**
Attend district literacy representative meetings. Deliver information to school literacy instructors. Provide professional development during PLC meetings on literacy strategies and district initiatives.
- **Methods for Teaching Reading in the Content Areas—BCPSS Course (Sept 2013-April 2014)**
Attended monthly professional development sessions. Created and delivered lesson plans, which implemented instructional strategies discussed. Provided and received feedback on content application lesson plans and student work. Read, synthesized, and discussed articles on research based literacy strategies.
- **Instructional Framework and Rubric: Applying Teach Key Actions—BCPSS Course (Winter 2014)**
Completed weekly readings, coursework, and homework assignments on Teach Key Actions 1-9 of the BCPSS Instructional Framework. Created and implemented lesson plans which reflected Effective and Highly Effective Teach Key Actions according the Instructional Framework Rubric.
- **Urban Teacher Center Selector (Spring 2013)**
Served as selector for 2013 cohort. Evaluated applicants performance based on selector rubric.
- **William Pinderhughes Instructional Leadership Team (2012-Present)**
Serve as team lead for 7th-8th grade teachers. Attend ILT meetings to analyze school data and instructional practices. Discuss and create school policies.
- **Word Generation Instructor (Summer 2012-Present)**
Deliver instruction using Word Generation vocabulary curriculum. Provide feedback on content and lessons for SERP. Attend vocabulary and content specific professional developments.
- **William Pinderhughes Hospitality Committee Co-Chair (Summer 2012-Present)**
Plan morale boosting events and activities for staff.
- **Literacy Works Professional Development (Fall 2012-Spring 2013)**
Attended professional development series on strategies for literacy instruction. Filmed mini-lessons of strategies and shared student work. Gave and received feedback from colleagues.
- **Literacy Academy Co-Lead (Winter 2013)**
Planned instruction for strategic students to increase achievement on MSA. Analyzed data and designed assessments and to meet student needs.
- **Wilson Reading Certification (Summer 2011)**
Intensive reading instruction based on Orton-Gillingham principles designed for use with students 2nd grade to adulthood.

PROFESSIONAL REFERENCES

Frederico Adams
Current Principal
 410-396-0800
 701 Gold Street, Baltimore MD, 21217

Makeda Bekoe
Current Literacy Educational Associate/Literacy Coach
 443-691-8139
 701 Gold Street, Baltimore MD, 21217

Katryna Andrusiak
Former Professor and Graduate Assistant Supervisor
 443-570-9190
 1500 Union Ave, Baltimore MD, 21211

Kevin E. Jenkins

Experience: *July, 2008 – Present*
Social Studies Specialist, Maryland State Department of Education (MSDE)

General Responsibilities

- Served as content lead for Maryland's Government High School Assessment (HSA)
- Maintained quality control of Government HSA test items and test forms
- Supervised development, piloting, and publication 25 projects for Maryland's Bridge Program for Academic Validation, which provides students with opportunities to complete projects to fulfill HSA graduation requirements
- Provided support and updates to Maryland school systems on the status of the High School Assessment program
- Served on the Executive Committee of the Maryland Council for Social Studies

2002 – 2008

Secondary Social Studies Curriculum Specialist, Baltimore City Public School System (BCPSS)

General Responsibilities

- Provided direct instructional support to BCPSS secondary social studies teachers
- Planned, facilitated, and delivered social studies professional development for colleagues, school-based instructional leaders, classroom teachers, and new educators
- Coordinated and provided leadership in Baltimore City's alignment of social studies curriculum with the Maryland's Voluntary State Curriculum (grades 1-8 and HSA American Government)
- Served as Project Director for two \$1 million Teaching American History Grants and for \$75,000 National Endowment for the Humanities Grant

Accomplishments

- In 2008, BCPSS 10th graders earned 75% cohort passing rate on American Government High School Assessment – 13 percent improvement from 2007 and 25 point increase from 2005
- Received \$1 million Teaching American History Grant from US Dept of Education and \$75,000 from National Endowment for the Humanities to conduct American History workshops at Baltimore museums and historic sites
- Coordinated and designed framework for revisions to BCPSS American Government curriculum that resulted in Web-based publication of detailed plans and supporting resources for every curricular topic
- Provided leadership in coordinating BCPSS's Master Plan strategy for improving the district's performance on the American Government HSA – plan was accepted by MSDE (September 2006)

Accomplishments as Social Studies Specialist, Baltimore City Schools
(continued)

- Oversaw design and Web based publication of BCPSS Social Studies Curriculum Guides for grades 1-8 (2005) and American Government (2006)
- Nurtured partnerships with diverse community organizations such as the Greater Baltimore History Alliance, the Maryland Council on Economic Education, the Maryland Geographic Alliance, the Walters Art Museum, and the Maryland Historical Society
- Selected to present at 2006 Maryland Council for the Social Studies annual conference (*Topic: Partnering with Museums and Historic Sites*)
- Authored lesson plan on African American Responses to Slavery that was published with Reginald F. Lewis Museum's statewide curriculum

Committee Memberships

- Member*, MSDE Bridge Program Project Development Team (2008)
- Chair*, BCPSS Grade 6 and Grade 9 Text Adoption Committees (Winter, 2008)
- Chair*, BCPSS Grade 7 Text Adoption Committee (Winter, 2007)
- Chair*, BCPSS Secondary Social Studies Professional Development Planning Team (Winter/Spring, 2007)
- Co-Chair*, BCPSS Social Studies Curriculum Committee (Winter-Spring, 2006)
- Table Leader*, MSDE Voluntary State Curriculum writing team (2003)
- Member*, MSDE Social Studies Content Coordinating Team (2003 – Present)
- Member*, Reginald F. Lewis Museum Education Task Force (2006 - Present)
- Member*, BCPSS Field Trip Policy Committee (Spring, 2007)
- Member*, Advisory Board for Baltimore City's National Heritage Area Feasibility Study (2006 – 2007)
- Participant*, MSDE American Government HSA range finding sessions (2004, 2005, 2006)
- District Coordinator*, Center for Civic Education's We the People: The Citizen and the Constitution program (2003 – 2005)
- Member*, Education Committee, Baltimore Museum of Industry (2002 – Present)
- Member*, Education Committee, Cab Calloway Curriculum Project (Present)

Experience: 2005 – Present
(cont'd) **Instructor, Graduate Level Teacher Preparation Courses, Johns Hopkins University**

Courses Taught

- Methods of Teaching Secondary Social Studies (Fall-Spring, 2005-2006 and Fall, 2006)
- Special Topics in Secondary Social Studies (Spring, 2007 and Spring, 2008)
- Curriculum, Instruction, and Assessment (Summer, 2005)

1998 – 2002

High School Social Studies Teacher, Baltimore City College High School

Courses Taught

- Economics (1998-2002)
- United States History (1998-2000)
- Advanced Placement United States History (2000-2001)
- HSA American Government (2001-2002)
- Advanced Placement American Government (2001-2002)
- SAT Preparation (2000-2001)

Committee Memberships and Accomplishments

- Faculty Advisor*, Class of 2004
- Member*, School Improvement Team
- Curriculum writer* for United States History
- Received “proficient” rating on all end of year evaluations
- Presented model Economics lesson to colleagues from other schools at ideal teaching symposium
- Completed training to teach International Baccalaureate courses

1996 – 1998

Middle School Teacher, Lombard Learning Academy (Baltimore’s middle grades teaching demonstration center)

Courses Taught at Lombard Learning Academy

- Grade 7 Social Studies (Modern World Geography)
- Grade 7 Language Arts

1995 – 1996

Lead Instructor, Sylvan Learning Center, Baltimore, MD

- Responsible for maintaining quality instruction at school based Sylvan Learning Center
- Administered assessments and prescribed educational programs for non passers of Maryland functional assessments
- Taught Academic Reading and Mathematics to middle school students in urban setting

Credentials: 2005
Completed Requirements for Maryland Advanced Professional Teacher's Certificate with Administrator I Endorsement

2004
Aspiring Leaders Program, Johns Hopkins University
-Completed requirements to receive Maryland Administrator I endorsement
-Earned 4.0 grade point average

1995
Master of Arts in Teaching, Johns Hopkins University
-Majored in secondary social studies
-Earned secondary social studies teaching certificates in Maryland, Pennsylvania, and Delaware
-Completed 39-credit Master's program with 3.98 grade point average

1992
Bachelor of Arts in Government and Politics and History, University of Maryland at College Park
-Completed double major with final grade point average of 3.7
-Graduated *cum laude* as a member of Phi Beta Kappa Honor Society

Personal: Married with one son, Samuel, age 7 years; interests include reading, cooking, music, golf, outdoor activities

Tiffani N. Martin

Baltimore, MD

Email: misstiffmartin@gmail.com

EDUCATION:

Masters of Arts in Teaching, **Elementary Education**,
Trinity (Washington) University, Washington, DC

Bachelor of Science, **Business (Marketing)**
University of Maryland, College Park, MD

EXPERIENCE:

12/2009—06/2011

Camp Fire USA-Baltimore, After-School Program Specialist (Grades K-5)

- Developed curriculum units using the National Camp Fire USA curriculum for Patterson Park Public Charter School of Baltimore, state standards, program goals, best practices, and analysis of gaps in existing curricula.
- Developed and implemented the official curriculum for a 7 Week Summer Wellness Camp at the Hampden Family Center in Baltimore serving “at-risk” youth 5 – 10 years old.
- Develop, prepare, and implement weekly instructional and recreational activities in accordance with the Environmental Camp Fire curriculum and standards taking into consideration the needs and skills of each child.
- Provide instruction to children involved in various classroom activities including recreational and environmentally educational programs to develop children’s growth in socioemotional, psychomotor, cognitive/language, health and personal hygiene skills.
- Observe, record and evaluate each child’s activity, performance, behavior and development; develop and modify individual education plans; identify and convey individual child behavior problems.
- Attend group fieldtrips, staff meetings and in-service training classes to continually advance teaching skills and knowledge.
- Attend and participate in staff meetings and program events as requested.
- Ensure that the appearance, cleanliness and safe environment of classrooms and other work areas is appropriately maintained.

04/2010—05/2011

Center For Student Support, Pre-K Classroom Observer

Washington, DC

- Conduct 120-minute observations recording detailed notes of Pre-K classrooms in select DC Public Charter Schools to assess the overall experience of the average 3 or 4-year-old.
- Award a score based on the ELLCO (Early Language and Literacy Classroom Observation) Scoring tool.
- Inspect the Pre-K classroom’s environment to score 5 specific areas: 1. the

classroom structure, 2. curriculum, 3. language environment, 4. books & book reading and 5. print & early writing environment.

- Collaborate with fellow classroom observers to produce a 1 – 3 page narrative rubric of evidence to support awarded ELLCO score for each observation.
- Produce a detailed narrative report citing evidence to support scoring on ELLCO for mentor teachers to reference during scoring review with teachers.

08/2008--06/2009 *Friends Community School, 1st Grade Teacher,*

College Park, MD

- In my 1st grade classroom, we used a mix of investigative, expeditionary, inquiry-based, and teacher modeled learning strategies to meet each and every student at their individual learning curve as well as to produce thoughtful critical thinkers.
- Used the *Everyday Mathematics* Curriculum to effectively foster an understanding of foundational math concepts acquired in first and second grade.
- Actively engaged students in the learning process through the use of diverse manipulatives; employed literature, guest speakers, movies, fine arts, poetry, songs, and theatre production to encourage participation and allow students to take ownership of their learning.
- Enhanced student academic and social growth by using whole group, individual, and small group instruction to provide a solid academic foundation and positive attitude toward education.
- Fostered a sense of continuity, curiosity and a deeper understanding of varied subjects using thematic units within Math, Reading, Science, and Social Studies; developed themes on community and peacemakers.
- Administered and prepared students for weekly assessments like running records and reading and writing workshop conferences to test proficiency in reading comprehension, and writing skills.
- Attended group fieldtrips, staff meetings and in-service training classes to continually advance teaching skills and knowledge.
- Attended and participated in staff meetings and program events as requested.
- Ensured that the appearance, cleanliness and safe environment of classrooms and other work areas was appropriately maintained.

****DURING THIS ONE YEAR EMPLOYMENT GAP, I ENROLLED IN TRINITY'S M.A.T PROGRAM****

08/2004--08/2007 *Tree Top Learning Academy, Pre-K 3 and 4 Teacher*

Morrow, GA

- Created a community-oriented environment for all students by establishing positive relationships with students, parents and school staff as well as incited excitement and a deep love for learning my students.
- Developed a highly successful weekly "Dramatic Play Area Mystery" activity where students dressed up like various community members to talk and learn more about who they might want to be when they grow up. A visit and short presentation from a "Community Member" would conclude the weekly activity.

- Developed a highly successful bi-weekly “Mystery Reader” series where parents/guardians signed on for a 30-minute block (on a Friday of their choice) to surprise the class with a read aloud. It was a great way to include families in the classroom as well as promote reading.
- Supported a balanced reading program through the implementation of Reader’s Theater, writing and reading workshops. Conceptualized, developed, and supervised student-run publishing center, publishing student’s independent work through a wide range of mediums.
- Integrated technology through the development of units that included computer literacy skills; adapted activities to meet the needs of individual learners.
- Incorporated learning modality principles into classroom and individual instruction by employing the kinesthetic, visual, and auditory approaches to make lessons interesting and interactive; frequently utilized teacher modeling, and student-led group sharing to help foster and/or activate students’ intrinsic motivation and prior knowledge.
- Attended group fieldtrips, staff meetings and in-service training classes to continually advance teaching skills and knowledge.
- Attended and participated in staff meetings and program events as requested.
- Ensured that the appearance, cleanliness and safe environment of classrooms and other work areas was appropriately maintained.

01/2003--06/2004.

Clayton County Public Schools, Jonesboro, GA

- Substitute Teacher (Grades Pre-K thru 8)

COMPUTER SKILLS: Microsoft Word, Power Point, Excel, Promethean & Smart Board Technologies, Mac Desktop Publishing, and AppleWorks

CERTIFICATIONS: *“Highly-Qualified” and Certified Teacher:*

- *District of Columbia Standard Teaching License ~Grades 1 thru 6~*
- *Eligible for a Maryland State Department of Education Standard Professional Teaching License ~Grades K thru 6~*

PROFESSIONAL ORGANIZATIONS:

- ~ Association for Childhood Education International
- ~ International Reading Association

PROFESSIONAL DEVELOPMENT:

Action Research Study: *The Effects of Teaching Short Vowel (CVC Pattern) Words in Word Study Groups to Beginner Writers*

Action Research Proposal: *How Hip-Hop Culture Will Facilitate Education and Promote Positive Cultural Identity Development in African-American Students*

Action Research Grant Proposal: *The Holistic S.C.I.E.N.C.E. Experience*

Reading A-Z Webinar: Learning A-Z Online Curriculum Resources

Baltimore, MD 21206

Yeoman Payne

Education Urban Teacher Center/ Lesley University Baltimore, MD
M. Ed. in General and Special Education May 2012

Clemson University, Calhoun Honors College Clemson, SC
BA in Theater Production, Cum Laude December 2009
Concentration in Stage Lighting
Minor in Education

Experience August 2013 – May 2014 Lesley University/ Urban Teacher Center
Graduate Assistant

- Assist adjunct professor in planning and delivery of sessions.
- Participate in grade norming to assist in grading
- Teach two sessions independently from adjunct professor

August 2012 – current Baltimore City Public Schools
Special Educator

- Teach self-contained and inclusion/ co-taught classes grades 6 through 8
- Conduct progress monitoring to ensure every child is learning to the best of their ability
- Assess students formally and informally and write reports in preparation for IEP meetings
- Also school-wide scheduler and PBIS co-coach

July 2011 – August 2012 Baltimore City Public Schools
Teacher

- Teach 7th grade English at Vanguard Collegiate Middle School to 120 students
- Plan and teach lessons daily using graded work to inform instruction
- Communicate progress with families of students as well as administrators
- Teach after school intervention programs such as Wilson Reading System and MSA prep course
- Work as a school family to ensure the success of all students academically and behaviorally

July 2010 – June 2011 Urban Teacher Center
Resident Teacher

- Facilitated in a 6th grade math classroom at Green Street Academy (Baltimore, MD)

- Lead small group and whole group instruction
- Co-plan and teach with mentor teacher and special educator
- Take on multiple roles in the school including advisor, substitute teacher, behavior interventionist, etc.
- Complete necessary coursework simultaneously to improve instruction

June 2009 – July 2010

Brooks Center for the Performing Arts

Production Intern

- Communicate with superiors and coworkers to plan and execute all aspects of theater production from hospitality to staging for the 1000 seat Brooks Theater as well as the smaller Bellamy Black-box Theater
- Hang, circuit, focus, and often design approximately 100 productions on the Brooks proscenium stage
- Master house electrician for touring shows including musicals, music events, dance, plays, and children's theater as well as Clemson produced shows and rental events
- Keep all lighting gear and soft goods show ready
- Manage and teach a crew of about 40 student employees

April 2009 – June 2009 &
April 2008 – June 2008

Spoletto Festival USA

Assistant to the Lighting Coordinator

- Assist in renting and distributing equipment to 6 theaters and outdoor performance areas for over 30 unique shows a year.
- Provide necessary materials and transportation from the gear owned by the company as well as maintain and repair lighting gear
- Provide assistance as an electrician to theaters in need of an extra hand
- Design lights for the recital hall venue

January 2006 – April 2009

Brooks Center for the Performing Arts

Brooks Crew Member

- Set up staging for Brooks Center shows which include the variety of shows listed above
- Specialized in lighting and electrics, but gained experience in sound, carpentry, and wardrobe.

August 2007 – July 2010

Freelance Lighting Designer, Electrician, and Programmer

- Worked with approximately 10 companies on more than 20 productions on a show- by- show basis
- I pride myself on trying to meet all the needs of a particular company no matter scope of my involvement

May 2007 – August 2007

Los Alamos National Laboratory

Research Assistant in the Materials Design Institute

- Worked under the guidance of Dr. Jason Lashley on synthesis and measurements
- Prepared samples of AuZn to determine specific characteristics of the molecular structure
- Made various samples of single crystal AuZn with different stoichiometric ratios to determine the difference in structure, and therefore, in properties

January 2006 – August 2007

Clemson Physics Department

Research Assistant

- My basis is in materials synthesis and growing crystals in furnaces or combining samples in an arc melt
- Preparation and analysis of measurements of synthesized samples under the direction of advisor Dr. Fivos Drymiotis

May 2006 – August 2006

Chemtura Chemical Corp

Customer Service Representative

- Complete training on chemicals in pool and spa product lines as well as training on how to communicate procedures to customers
- Answer and log customer calls which included advice on what chemicals and equipment to use in swimming pools, taking complaints, or simply supplying product information

May 2005 – August 2005

Club Corners Car Wash and
Valvoline Lube Quick

Cashier

- Complete transactions, customer service, promote special deals, answer customer and employee phone calls and light secretarial work

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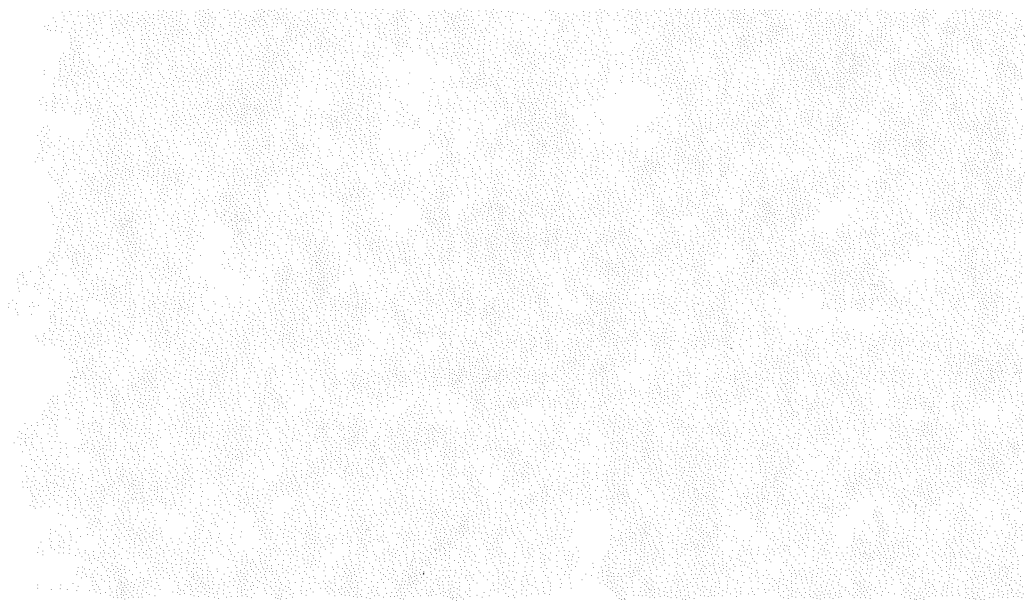
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Lauren Taylor

6619 MARVIN AVE. ELDERSBURG, MD 21784
443-864-3041
TAYLORBOYS6619@GMAIL.COM

PROFESSIONAL PROFILE

- 2014-2015 Academic Fellow in the Center for Innovation and Leadership in Special Education Program at the Kennedy Krieger Institute.
- Eight years' experience providing direct service as a special education teacher and case manager in a diverse elementary school in both self-contained and inclusive settings.
- Five years' experience working as special education team leader and IEP chair for a school team of over twenty professionals.
- Case management of individuals from multi-lingual and multi-cultural backgrounds, with a variety of disabilities including Autism Spectrum Disorder, ADHD, Learning Disabilities, Down Syndrome, Intellectual Disabilities, Multiple Disabilities and Emotional Disabilities.
- Strong knowledge of Common Core Standards and Evidence-based practices for academic instruction, life skills instruction and social/emotional development.
- Excellent verbal and written communication skills, collaborative with colleagues and strong leadership experiences.
- Co-Instructor of Introduction to Special Education at Towson University.

EDUCATION

Towson University

Leadership of the Schools (18 credits post graduate) (Expected May 2015)

John's Hopkins University

Master of Science in Special Education (2010)

Towson University

Bachelor of Science in Special Education (2005)

CERTIFICATIONS

Administration 1 Certification (Expected May 2015)

Elementary Education Teaching Certification (1st-8th)

Special Education Teaching Certification (birth-adult)

Crisis Prevention and Intervention Certification

LEADERSHIP AND TEACHING EXPERIENCE

Leadership in Special Education Fellowship, The Center for Innovation and Leadership in Special Education, Kennedy Krieger Institute (July 2014-June 2015)

Co-Directors:

Dr. Nancy Grasmick, Former Maryland State Superintendent of Schools

Dr. Mark Mahone, Director of Neuropsychology for the Kennedy Krieger Institute

- Year-long, mentored program providing future educational leaders with specialized training by expert leaders in the areas of Neuroscience of Learning & The Learner, Principles of Behavior Change, Knowledge Acquisition and Evidence Based Practice and Leadership, Law & Management Principles.
- Completing 18 graduate-level credits through Towson University in the Leadership of Schools program to obtain an Administrative I Certificate. Course series focuses on increasing participants' understanding of the changing nature of curriculum and assessment, basic principles of school-based and district-wide leadership, and effective data analysis and use.
- Completing an 11-week administrative internship at Cecil Elementary in Baltimore City. Experiences during the internship include participating in classroom observations and teacher evaluations, taking part in the coordination of the PARCC assessment, providing professional development and support to teachers and other school staff, student discipline, and all other administrative activities. The overarching goal is to facilitate translation of current educational and developmental research into evidence-based educational practices in the classroom.

Howard County Public Schools, Columbia MD

(Dec. 05-Aug. 2014)

Special Education Teacher (instructional team leader and IEP chair)

- Develop and implement individualized education programs
- Generate quarterly and annual reports evaluating students' progress
- Develop professional relationships with parents, teachers, teacher assistants and various related service providers.
- Administer Standardized assessments and conduct evaluations to determine student academic progress, strengths and weaknesses, eligibility for special education services. Assessments including The Woodcock Johnson, Maryland State Assessment, Modified Maryland State Assessment, Alternative Maryland State Assessment, PARCC Pilot assessment, county assessments, formative assessments, informal measures.
- Provide support, direction and supervision of special education teachers, related service providers, and teacher assistants.
- Develop and implement lessons across all curricular areas that include modifications, are hands on, multi-sensory and include technology integration.

- **Administrative/Team Leader duties include:** scheduling for all team members to account for providing IEP service hours, coordinating and facilitating IEP meetings to ensure compliance with policies and regulations, planning staff development, facilitating staff meetings, creating schedules for team members, modeling and support teachers in the areas of modification, instruction, and case management.

The Forbush School, Towson Maryland
Teacher Assistant

(2001-2005)

- Assist in implementation and instruction of IEP objectives
- Implementation of behavior intervention plan
- Attend staff meetings and trainings
- Provide educational support for students with autism, intellectual disabilities, and emotional disabilities.
- Implementation of discrete trail teaching.

In Home Therapist, Columbia, MD

(2000-2002)

- Worked for two families with children with autism
- Provided in home autism waiver services
- Worked with family trainer to implement educational and behavioral programs
- Assisted with toilet training, discrete trail teaching, PECS, and community outings

UNIVERSITY TEACHING

Introduction to Special Education- Towson University

- Responsibilities:
 - Collaborative planning and instruction, with an experienced Towson University Professor, in a required survey course for students working to obtain a Maryland State Teaching Certification.
 - Course topics include: Identification and Description of Physical, Neurodevelopmental, Communication, and Mental Health Disabilities; Introduction to Evidence-Based Classroom practices, such as Universal Design for Learning and Mind-Brain-Education Strategies.

AWARDS AND RECOGNITIONS

- Presenter for Annapolis Area Christian Schools- Formative Assessment Professional Development
- Presented at various county and school based professional development workshops
- MICCA presenter (2007)
- Dean's List
- Kappa Delta Pi
- Graduated with Honors (cum Laude)

REFERENCES

Dr. Nancy Grasmick, Former Superintendent of Maryland Public Schools, Co-Director of the Center for Innovation and Leadership in Special Education-KKI.

ngrasmick@mac.com

443-923-9251

Dr. Mark Mahone, Director of the Department of Neuropsychology at Kennedy Krieger Institute

Mahone@kennedykrieger.org

443-923-4446

Deborah Misiag, Instructional Facilitator Department of Special Education-HCPSS

Deborah_Misiag@hcpss.org

410-313-5363

Molly Ketterer, Principal Swansfield Elementary

Molly_Ketterer@hcpss.org

410-313-6907

Lenore Schiff, Principal Pointers Run Elementary

Lenore_Schiff@hcpss.org

410-313-7142

Christopher Smith, Director of Maryland Center for Developmental Disabilities

Smithchr@kennedykrieger.org

(443) 923-9555

Alicia F. Woolf

913 S. Decker Ave, Baltimore, MD 21224

(203) 233-8994 – awoolf1003@gmail.com

EDUCATIONAL BACKGROUND

- 2015-present College of Education, Penn State University
Applied Behavior Analysis Advanced Graduate Certificate
Board-Certified Behavior Analysis (BCBA) Certification expected June 2017.
- 2014-present College of Education, Towson University
Administrator I Certification expected June 2015.
- 2010-2011 College of Education, University of Maryland
M.Ed. in Special Education with an emphasis on secondary mathematics instruction of students with learning disabilities. Advisor: Dr. Paula Maccini
- 2006-2010 College of Education, University of Maryland
B.S., cum laude, in Special Education with teaching credentials in Generic Special Education Infant to Adult, Elementary Education Grades 1-6, and Mathematics Grades 7-12.

TEACHING EXPERIENCE

- 2015-present **Co-Instructor, Towson University, Towson, MD**
- Instruct undergraduate education and related services students in *Introduction to Special Education*, an overview of special education legislation, current research-based practices, disability, and Universal Design for Learning.
 - Model Universal Design for Learning (UDL) practices when planning and instructing.
 - Connect neuroscience of learning to classroom practices for teachers of children with disabilities.
- 2013-2014 **Emotional Disabilities Program Teacher, Westbrook Elementary School, Montgomery County Public Schools, Bethesda, MD**
- Targeted behavioral and emotional challenges for students' individualized education goals
 - Initiated positive behavior interventions for students in the Emotional Disabilities Program
 - Selected data-monitoring tools to demonstrate student progress on emotional, behavioral, and academic goals
- 2011-2013 **Special Education Teacher, Northwest High School, Montgomery County Public Schools, Germantown, MD**
- Updated individualized education plans for 17-student caseload in compliance with state and federal law annually.
 - Co-planned instruction with school based team that includes classroom co-teacher, special education department chair and mathematics department chair.
 - Conducted special education annual review and re-evaluation meetings with parents, lawyers, and school administrators.
- 2010 **Applied Behavioral Analysis Assistant, Expanding Potentials, Baltimore, MD**
- Implemented individualized Applied Behavioral Analysis plan designed by a Board Certified Behavior Analyst.
 - Maintained a positive rapport with clients and their families.
- 2009 **Teaching Assistant, University of Maryland, College Park, MD**
- Facilitated seminar lectures focusing on leadership skills and ethics for the University of Maryland Public Leadership Scholar program.

Fall 2014

Knowledge Acquisition and Evidence Based Practice, Maryland Center for Developmental Disabilities, Kennedy Krieger Institute, Baltimore, MD

- Critically review scientific literature as it applies to the instruction of children with neurodevelopmental disorders.
- Train in the basic principles of research design.

Fall 2014

Leadership, Law, and Management Principles, Project HEAL, Kennedy Krieger Institute, Baltimore, MD

- Apply special education case law to the school setting through work with Kennedy Krieger's Medical-Legal Partnership, Project HEAL.
- Learn about administrative education leadership, school law, funding of special education services, program evaluation, and management of resources.

PRESENTATIONS

"The Middle School Brain: Connecting Neuroscience to Classroom Practice." Loch Raven Technical Academy Professional Development lecture, Towson, MD. March 2015.

"Attack of the Middle School Brain: Using Neuroscience to Build Teacher-Student Relationships." Loch Raven Technical Academy Faculty Meeting, Baltimore, MD. February 2015.

"Schoolwide Positive Behavior Supports: Using Neuroscience and the Behavioral Sciences to Inform School Environment Decisions." Loch Raven Technical Academy Positive Behavior and Intervention Support Meeting, Towson, MD. February 2015.

WORKS IN PREPARATION

Woolf, A. The struggle is real: Getting schools to identify and address mental health disabilities.

Woolf, A. It's about time: Using neuroscience to inform school scheduling.

HONORS

2009-2011

Kappa Delta Pi Education Honor Society

2008-2011

National Society of Collegiate Scholars

2006-2008

University of Maryland Public Leadership Scholar

REFERENCES:

Available Upon Request



Kimberly Worthington

7758 Telegraph Road, Severn, MD 21144 • kworthington.153288@gmail.com • 443.799.3033

Education

Johns Hopkins University, Baltimore, MD, May 2012

Master of Science, Educational Studies – School Administration and Supervision and Mind, Brain, and Teaching; Aspiring Leaders' Cohort Member; GPA: 3.73

Tulane University, New Orleans, LA, May 2004

Bachelor of Science, Neuroscience and Mathematics; Minor in Psychology; magna cum laude with distinction; GPA: 3.62

Leadership Experience

Urban Teacher Center

Clinical Faculty, Baltimore, MD, August 2013 – present

- Develop and deliver graduate level coursework, including modeling best practices and providing ongoing written and verbal feedback
- Conduct ongoing observation and feedback sessions, including facilitating Real Time Coaching protocols
- Maintain appropriate data on residents and fellows
- Contribute to a professional community of adjuncts

Maryland Charter School Network

Executive Director, Baltimore, MD, August 2012 – August 2013

- Revised membership services to include technical assistance, access to members' portal on impending redesigned website, and invitation to participate in the Members' Council
- Established a revenue stream for the organization that included increased membership dues and grant awards from governmental agencies and non-profits
- Implemented Members' Council meetings to create a common definition for quality in support of continuous school improvement
- Developed a strategic approach to advocacy that involved state-wide and local efforts featuring support for transparency in commensurate funding, pursuit of transportation funding in three counties, repudiation of biased or unfair authorizing practices, and proposals for amendments to the current charter law
- Participated on state taskforces: virtual learning, efficacy of the charter law

DC Public Charter School Board

Manager – Equity and Fidelity Assurance Team, Washington, DC, April 2012 – August 2012

- Managed a team of individuals to ensure charter school adherence to establishing and upholding fair processes governing non-academic indicators of school quality
- Developed performance and trend dashboards regarding attendance, discipline, enrollment, and compliance indicators to inform the Board's response to school performance

DC Public Charter School Board

School Performance Officer, Washington, DC, December 2010 – April 2012

- Monitored and evaluated development of Performance Management Framework to ensure academic progress and overall school success
- Developed performance and trend reports to inform decisions made by the Board
- Reviewed applications to establish new public charter schools, provide technical assistance and guidance to schools, and gather data to inform decisions regarding school closure
- Supplied oversight and guidance in the areas of compliance and governance
- Managed accreditation and truancy task forces
- Amended charter school application guidelines to include considerations for virtual programs
- Revised charter school oversight and monitoring processes to be inclusive of blended learning programs

Baltimore City Schools

Dean of Teaching and Learning, Baltimore, MD, August 2010 – December 2010

- Guided math and science instruction and lead new initiatives at one of the district's turnaround schools
- Supported teachers in all areas of classroom instruction and management
- Managed test administration and data analysis

Teach Plus

Education Pioneers Fellow, Boston, MA, Summer 2010

- Analyzed qualitative and quantitative data related to three major initiatives surrounding teacher retentions; developed strategic recommendations for future programming
- Planned professional development summer institute for first cohort of master teachers in three Boston public turnaround schools
- Contributed to annual report to Gates Foundation regarding the progress towards organizational milestones
- Selected from over 2400 applicants for one of 300 spots nationally to participate in educational leadership training program with graduate students from business, law, education, and policy
- Participated in bi-weekly seminars focused on leadership skills and reform initiatives in the education sector

Baltimore City Schools – Office of Teaching and Learning

Teacher Leader, Baltimore, MD, August 2008 – June 2010

- Organized and led multiple district-wide, area-wide, and school-wide professional development seminars regarding Maryland State Assessment (MSA) preparation, data-driven instruction, and writing in mathematics
- Developed a model classroom to be used for teacher visits to encourage collaboration and increase teacher effectiveness across the district
- Appointed to assist in writing the Mock MSA and quarterly Benchmark assessments in mathematics
- Selected as a lead-writer for the 2008-2009 and 2009-2010 Baltimore City mathematics curriculum
- Worked with the Maryland State Department of Education on eighth grade MSA range finding in summer 2008 and on seventh grade MSA item review in spring 2009
- Contributed to the National Council on Teacher Quality report for Baltimore City Schools

Teaching Experience

Lesley University

Adjunct Professor, Baltimore, MD, August 2011 – present

- Planned and facilitated graduate coursework in Elementary and Secondary Mathematics for Urban Teacher Center Residents
- Provided ongoing feedback on the quality of curriculum and programmatic support

Baltimore City Schools

Middle School Mathematics Teacher, Baltimore, MD, August 2004 – June 2010

- Taught sixth, seventh, and eighth grade math in an inclusion setting with an emphasis on data-driven instruction in charter, tradition public, and turnaround schools within the district
- Increased MSA scores for sixth grade by 56.9% with 91.7% of students passing, seventh grade by 57% with 77.8% of students passing, and eighth grade by 65.3% with 85.3% of students passing
- Taught eighth grade students who earned the top MSA scores in Baltimore City for the 2007-2008 and 2008-2009 school years
- Instructed students who have scored among the top 5% in Baltimore City on state tests since 2006
- Instituted an advanced mathematics program requiring all eighth grade students to take the High School Assessment in Algebra with a 50% pass rate in the first year
- Selected as a member of the Online Governor's Academy in Algebra/Data Analysis for 2008-2009 school year
- Awarded 2006 Kurt Schmoke Award for Excellence in teaching for achieving the most dramatic student achievement gains within the city in one year

Community Organizing

Baltimore Education Coalition, Baltimore, MD, September 2009 – September 2010

- Organized parents and teachers to make phone calls, send emails, and attend a rally to prevent budget cuts to education
- Spoke on behalf of 6400 teachers at Annapolis rally of over 500 constituents about the negative impacts of budget cuts to education
- Attended Metro Industrial Areas Foundational regional conference to develop leadership skills around building power

Teachers Unite, Baltimore, MD, July 2009 – June 2010

- Organized teachers to increase voter turnout by 50% for Baltimore Teachers Union election
- Developed reform agenda to present to district leadership, union leaders, and independent non-profit foundations

Skills and Interests

Conversational Japanese

Yoga Teacher, RYT 200

VITA

EMILY JOY YANISKO

EDUCATION

Ph.D. Candidate, Teaching, Learning, Policy and Leadership
Specialization in Mathematics Education
University of Maryland, College Park
Anticipated graduation 2013

M. Ed, Curriculum and Instruction
Action Research Paper: Student Involvement in High School Mathematics
University of Maryland, College Park, 2005

B.S., Computer Science, minor in mathematics
Binghamton University, 2003

B.A., Music
Binghamton University, 2003

AREAS OF INTEREST

Mathematics teacher learning and education; mathematics discourse and sensemaking; issues of equity in mathematics education; teacher preparation

TEACHING EXPERIENCE

Fall 2012 *Instructor, MAT 012: Intermediate Algebra; MAT 011: Elementary Algebra*
Anne Arundel Community College

Planned and conducted classes, gave feedback, evaluated coursework, and determined final grades.

Summer 2012 *Instructor, EDCI689: Teaching Internship (MSMaRT)*
University of Maryland, College Park

Supervised and provided feedback on math lesson planning and implementation during summer internship. Provided instruction in mathematics content for middle school teachers.

Spring 2012 *Instructor, MAT 012: Intermediate Algebra; MAT 131: College Algebra*
Anne Arundel Community College

Planned and conducted classes, gave feedback, evaluated coursework, and determined final grades.

Graduate Assistant, EDCI688M: Special Topics in Curriculum and Instruction: Mathematics in the Secondary Classroom (MCert)

University of Maryland, College Park

Provided feedback for teachers on lesson plans to be included in their Teacher Performance Assessment Consortium (TPAC) portfolio.

Fall 2011 *Instructor, MAT 221: Fundamental Concepts of Mathematics I; MAT 222: Fundamental Concepts of Mathematics II*

Instructed two courses intended to provide mathematics content for future elementary school teachers. Planned and conducted classes, gave feedback, evaluated coursework, and determined final grades.

Graduate Assistant, EDCI651 Teaching and Learning Mathematics in Secondary Schools (MCert, MSMaRT)

University of Maryland, College Park

Conducted study groups around lesson planning and student classroom discourse, facilitated small group discussion, provided feedback on assignments.

Summer 2011 *Instructor, EDCI689: Teaching Internship (MSMaRT)*
University of Maryland, College Park

Supervised and provided feedback on math lesson planning and implementation during summer internship. Provided instruction in mathematics content for middle school teachers.

Fall 2003-
Spring 2011 *Mathematics Teacher, 9th-12th grade*
Parkdale High School, Riverdale, MD

Provided mathematics instruction for grade levels 9-12. Worked with Special Education, English for Speakers of other Languages, and the Advanced Placement Programs. Served as Algebra team lead and facilitated cooperative planning, professional development and teacher study-group sessions. Served as team teacher for the Algebra team.

PROFESSIONAL EXPERIENCE

Fall 2011-
Present *Mentor Teacher*
Maryland Science Mathematics Resident Teacher (MSMaRT) Program, College Park, MD

Support new middle school mathematics teachers through an alternative certification program. Conduct observations, provide feedback, co-teach, and collaborate with teachers to plan lessons during their resident teacher period. Perform evaluations quarterly on candidates.

Fall 2010-
Spring 2011 *Mentor, National Board Certification*
Prince Georges County Public Schools, Upper Marlboro, MD

Mentored four candidates for National Board Certification in Adolescent and Young Adult Mathematics and Early Adolescent Mathematics. Reviewed written and video entries. Supported candidates with planning target lessons.

Fall 2010-
Spring 2011 *Communication and Evaluation Liaison, Financial Incentives Rewards for Supervisors and Teachers (FIRST)*

Served as a liaison between the FIRST office and Parkdale High School. Collected necessary documents from participating teachers for eventual financial compensation. Conducted professional development sessions in order to help participating teachers navigate the evaluation tool and prepare for evaluations. Conducted professional development session in order to help teachers understand evaluation ratings and calculate anticipated financial reward.

Spring 2010 *Professional Developer*
Ridgecrest Elementary School, Adelphi, MD

Worked with a cohort of elementary ESOL mathematics teachers. Collected data as to teacher needs and wants with regard to Professional Development. Developed lessons for four pre-sessions prior to summer school teaching. Facilitated teacher planning and reflection on the implementation of problem-based teaching and learning.

Spring 2007-
Fall 2009 *Curriculum Writer*
Prince George's County Mathematics Department, Oxon Hill, MD

Developed units for new curricula. Revised previous units for continuity and improvement based on feedback. Developed supplementary materials for curricula. Designed and revised unit examinations linked with curricula. Developed supplementary resources connecting the curricula to state examination and indicators

HONORS, AWARDS AND RECOGNITIONS

Mid-Atlantic Center for Mathematics Teaching and Learning Fellowship, 2010-present

PROFESSIONAL MEMBERSHIP

American Education Research Association (AERA)
Association of Mathematics Teacher Educators (AMTE)
National Council of Teachers of Mathematics (NCTM)
Board Member, Montgomery Blair High School Magnet Foundation

PRESENTATIONS

- Yanisko, E. J. (2013, April). "Novice Middle-School Mathematics Teachers' Development of Student Explanation and Questioning: Strategies and Dilemmas." Presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Yanisko, E. J. (2013, April). "Novice Middle-School Teachers' Development of Discussion." Presented at the annual meeting of the National Council of Teachers of Mathematics, Denver, CO.
- Yanisko, E. J., Napp-Avelli, C. (2013, February). "Teaching mathematics to English language learners: What critical knowledge, skills, and dispositions do I need as I enter the profession?" Presented at a seminar for the Noyce Scholars Program, College Park, MD.
- Yanisko, E. J. (2010, August). "Mathematical Sensemaking in Small Groups." Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, State College, PA.
- Yanisko, E. J. (2009, August). "Differences Without Deficits: Addressing Linguistic Differences for Discourse." Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, College Park, MD.
- Yanisko, E. J. (2009, May). "Development of Discourse: A Study of Teachers and their Classrooms." Presented at the Graduate Student Research Conference, College Park, MD.
- Yanisko, E. J. (2008, November). "Navigating Statistics with the Graphing Calculator." Presented at the Powering Up with Technology Conference, Upper Marlboro, MD.
- Yanisko, E. J. (2008, November). "Creating Calculator Instructions." Presented at the Powering Up with Technology Conference, Upper Marlboro, MD.
- Yanisko, E. J. (2008, August). "Authentic Tasks: Algebra I Discourse Motivator." Presented at the annual meeting of the Mid-Atlantic Center of Mathematics Teaching and Learning Research Symposium, Newark, DE.

PROFESSIONAL ACTIVITIES

Reviewer, Association of Mathematics Teacher Educators

CERTIFICATION

National Board for Professional Teaching Standards, National Board Certificate (Adolescent and Young Adult Mathematics)
Maryland State Department of Education, Advanced Professional Certificate (Secondary Mathematics, Grades 7-12)



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairman

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

MEMORANDUM

DATE: April 27, 2016

TO: Maryland Higher Education Commission

FROM: Monica Wheatley, Associate Director

SUBJECT: Reid Temple Bible College – Stage One Application for an In-State Certificate of Approval

Reid Temple Bible College ("RTBC") submitted a Stage One application to receive an In-State Certificate of Approval, which was approved April 21, 2016. In accordance with COMAR 13B.02.02.06(H) "Requirements for the In-State Institutional Approval Process", the Secretary of Higher Education must make a public announcement of the Stage One application approval at a regularly scheduled Commission meeting before the institution can move to Stage Two of the application process.

RTBC's Stage One application was circulated to the higher education community in Maryland for the required 30-day period and did not receive any comments or objections. The Reid Temple Bible College is an enterprise of the Reid Temple African Methodist Episcopal (A.M.E.) Church, operating at 11400 Glenn Dale Blvd, Glen Dale, MD 20769. The mission/vision of Reid Temple A.M.E. Church is:

Mission: Reid Temple A.M.E. Church exists to follow the will of God our Father, live according to the teachings of Jesus Christ Our Redeemer and administer to the needs of man, our brother and woman, our sister. Our church offers several weekly Bible study classes and mid-week services in addition to Sunday services. Church activities are abundant at Reid Temple and cater to all age groups from children to senior citizens.

Vision: With Faith – Our God We Aim To Please As We Serve Through The 5 E's.
II Corinthians 5:9: So whether at home or away, we make our aim to please Him. (RSV)

- Evangelism – sowing the seed of God's Word in the hearts of all people.
- Empowerment – bestowing love and guidance on believers to disciple them in fulfilling their purpose.
- Education – knowing the will of God through study and obedience of His Word.
- Economics – flowing in financial prosperity according God's wealth principles.
- Expansion – growing in all ministry areas to reach the growing harvest of souls.

The College is proposing to offer the following programs:

- Lower Division Certificate (L.D.C.) in General Studies
- Lower Division Certificate (L.D.C.) in Biblical Studies
- Lower Division Certificate (L.D.C.) in Ministry Studies
- Associate of Arts (A.A.) in Biblical Studies
- Associate of Arts (A.A.) in Ministry Studies

The Commission on Christian Education at Reid Temple A.M.E. Church is committed to providing its members and others in the church community with a holistic, inter-generational array of Bible-based teaching and learning experiences. With small class sizes, Reid Temple's Christian Education ministries minister to the whole person—Mind, Body, and Spirit—with an emphasis on Christian values, erudition, cultural affirmation, and social responsibility.

RECOMMENDATION: This is for information purposes only.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: April 27, 2016
TO: Maryland Higher Education Commission
FROM: Monica Wheatley, Associate Director **STAFF:** Sheila Coleman
SUBJECT: Report on Programs Reviewed from January 1, 2016 to March 31, 2016

During the current reporting period, the Secretary of Higher Education acted on a total of 76 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
	4	at public four-year colleges and universities
	3	at public community colleges
Certificate Programs:	9	at independent colleges and universities
	3	at public four-year colleges and universities
	1	at public community colleges
Area of Concentration:	1	at independent colleges and universities
	1	at public four-year colleges and universities
	6	at public community colleges
Out-of-State Institutions:	7	new programs
	17	renewal programs
Proposals Withdrawn:	1	proposals withdrawn
Programs Denied:	4	at out-of-state institutions
Proposals Discontinued/Suspended:	5	at independent year colleges and universities
	2	at public year colleges and universities
	2	at public community colleges
Partnerships:	0	new partnership agreement
	<u>4</u>	closed partnership agreement
Total Program Proposal Actions:	76	

Additionally, the Commission, in accordance with COMAR 13B.02.05 ‘State Authorization Reciprocity Agreement – SARA’, the Commission approved 5 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 4 objections to 2 programs from three in-state institutions.
- The 2 institutions that received objections were out-of-state institutions.
- The Secretary denied one program and approved one program with conditions.

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 January 1, 2016 and March 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
Lake Erie College of Osteopathic Medicine (LECOM)	Doctor of Pharmacy (PHARM D)	Notre Dame of Maryland University University of Maryland, Baltimore University of Maryland, Eastern Shore	Unreasonable program duplication which would cause demonstrable harm to another institution	Denied	3/29/2016	Proposal found to be unreasonably duplicative due to the current market need being met by existing programs.
University of Southern California	Master of Social Work (MSW)	University of Maryland, Baltimore	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	1/19/2016	Proposal not found unreasonably duplicative. The University of Southern California did not request the addition of any new programs, only renewal of their previously approved programs, which were not found to be unreasonably duplicative when their initial application was considered.

I. DEGREE PROGRAMS APPROVED/RECOMMENDED

Independent Four Year Colleges and Universities

Hood College

Master of Arts in Humanities (Approved 2/26/2016)

The Master of Arts (M.A.) in Humanities is a 30-credit interdisciplinary program that is being changed to provide a more focused curriculum. In order to enhance student learning, ensure continued fulfillment of the program's stated learning objectives, and meet the increasing demand for graduate humanities education among future community college instructors and life-long learners, the Humanities faculty propose the following changes to the program: (a) replacement of the program's current 2 required general survey courses with 4 new discipline-specific proseminars; (b) a change in the ratio of required and elective courses needed to earn the degree; and (c) the renaming of the final research project from "capstone" to "thesis". The revised program will offer students a more comprehensive foundation in the goals and practices of humanistic scholarship. This foundation will better enable them to pursue their specific disciplinary and professional interests both in and beyond academia.

Master of Science in Bioinformatics (Recommended 1/8/2016)

Hood College is proposing to offer a new Master of Science (M.S.) in Bioinformatics. Bioinformatics is a sub discipline of Biomedical Informatics and defined as the development of storage, analytic and interpretive methods to optimize the transformation of increasingly voluminous biomedical data and genomic data into proactive, predictive, preventative, and participatory health. Bioinformatics is an established cross-disciplinary between biology, mathematics and computer science. The Hood degree is designed to be a dual-gateway program for students with backgrounds in these fields. The degree builds upon the existing Post-Baccalaureate Certificate in Bioinformatics which will continue to be offered to students who wish to continue their graduate studies. Hood College has established partnerships with neighboring scientific research centers in order to advance student experiential learning within the organizations.

Johns Hopkins University

Master of Science in Health Care Management (Recommended 2/19/2016)

The M.S. in Health Care Management at Johns Hopkins University is designed to prepare an exceptional core of businesspersons who can lead across a full spectrum of the health care industry. The program is focused on building the knowledge and skills required of successful managers in the health care sector: building efficiencies in delivery of high quality health care; innovation within the health care ecosystem from therapy to delivery; improving the performance of organizations; application of effective decision-making methodologies; and leadership skills to promote inter-professional teamwork. The program will now be offered in an online format in addition to face-to-face. A hybrid delivery will also be available to students.

Master of Science in Financial Mathematics (Recommended 3/18/2016)

The Master of Science in Financial Mathematics will prepare students to enter leadership positions in the financial industry and government where they will use their

financial mathematics knowledge, skills, and creativity to provide innovative solutions and develop new or improved financial products and services. The proposed program will build on the existing Master of Science in Engineering in Financial Mathematics; however this program will be delivered online and is intended for part-time students. This particular program aims to equip graduates with the engineering-driven approaches widely used to construct and deploy the financial transactions and processes that, in their context, function as the international financial system and capital markets.

Maryland Institute College of Art

Master of Professional Studies in User Experience (UX) Design (Recommended 2/19/2016)

The new Master of Professional Studies (MPS) in User Experience (UX) Design is intended to introduce students to the growing field of UX Design and prepare them with the fundamental skills necessary to become UX designers. The program will merge analytical problem solving and design thinking to enable students to master UX design principles. MICA's program is unique in that it carefully balances UX theory with applied, practical experience through extensive critiques, dynamic faculty, and industry partnerships. The program is designed primarily for visual artists and designers with an interest in translating their existing skills and knowledge to various industries where UX Design enhances daily functionality.

Notre Dame of Maryland University

Master of Science in Analytics (Recommended 2/19/2016)

The Master of Science in Analytics addresses the analysis, design, development, and integration of systems, and prepares students to create and manage complex information systems that solve problems. Expert instructors teach a wide range of topics, including distributed systems, information security, and project management.

Public Four-Year Colleges and Universities

Towson University

Business Administration/Bachelor of Science - Off Campus Nursing at TUNE (Approved 1/19/2016)

Towson University is seeking approval to offer its existing undergraduate nursing program to students in the Towson University Northeast (TUNE) building located in Harford County. The proposed off-campus program is designed to allow students to dually enroll at Harford Community College or Cecil College and Towson University without needing to leave the Harford County area. Program graduates must complete 120 credit hours to earn the baccalaureate nursing degree, including coursework as part of the associate's degree (60 credits), the RN articulation model (30 credits), and upper-level baccalaureate courses (30 credits). The learning outcomes for this off-campus program are the same as the existing nursing program currently offered on Towson's main campus.

Morgan State University

Master of Education in Community College Administration and Instruction (Approved 2/19/2016)

The M.Ed. in Community College Administration and Instruction will expand Morgan's current Community College Leadership Doctoral program (onsite and online) to the Master's level. Like the existing program, the proposed program will provide a platform and strong foundation for graduating professionals with the expertise to provide leadership with respect to policies and practices related to reform in the community college sector. Specifically graduates will be able to forecast and deliver changed policies that are responsive to the new identities of community colleges.

Master of Business Administration (Approved 2/19/2016)

Morgan State University is proposing to offer the existing Master of Business Administration (MBA) with six (6) Areas of Concentration in 1) Accounting; 2) Finance; 3) Management; 4) Marketing Management; 5) Marketing Research and (6) International Management. Morgan's MBA program was established in 1969 and consists of seven core courses and electives (33 credits total). The Management major is designed to develop the knowledge and skills needed to administer daily operations in business, industry, or government and to provide creative leadership for enterprises in the public and private sectors. The focus of this major is on management and human resources. Morgan is one of 182 institutions in the nation that is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

University of Maryland College Park

Bachelor of Science in Information Science (Approved 2/19/2016)

University of Maryland College Park is proposing to offer a new Bachelor of Science in Information Science (BSIS). Information Science is a STEM program that prepares students to design, develop and use information and technology to understand, assess, create and manage systems to meet the needs of people, organizations and society in a variety of contexts. The curriculum has been developed to provide students an interdisciplinary STEM educational experience with a balance of theoretical knowledge and practical skills. The BSIS will create opportunities for students in applied technology fields who are currently not served by the existing computer science, engineering, social sciences, the liberal arts and humanities. The initial curriculum will focus on Data Science with additional areas of specialization to be considered in the future as enrollments become established.

Community Colleges

Cecil College

Associate of Applied Science in Accounting (Approved 2/19/2016)

Cecil College has submitted a proposal to offer a new 60-credit hour Associate of Applied Science (A.A.S.) in Accounting. The proposed program will prepare students for initial employment in the field of accounting in small to large-sized businesses. Students will receive training to process and record routine data and transactions, as well as prepare accounting statements and analyze various types of accounting data. Professionals in this field conduct bookkeeping, accounting and auditing, review expenditures, receipts, accounts payable, invoices and profit/losses, wages. Some are full-charge bookkeeping clerks who maintain an entire organization's books. Classes will be taught in face-to-face instruction. Students will acquire skills in bookkeeping software, online spreadsheets, databases and accounting software.

Associate of Applied Science in Health Information Technology (Approved 2/19/2016)

Cecil College is proposing to offer a new Associate of Applied Science in Health Information Technology. The program is designed for students who currently hold a national certification as a Medical Coder and/or have five years' experience as a coder. The curriculum prepares students to work in various areas of health information technology such as verifying accurate completion of medical records; data management; and use of computer applications to assess and analyze patient data and health care costs. Upon successful completion of this program, students will be eligible to take the Registered Health Information Technician Certification exam through the American Health Information Management Association.

Howard Community College

Associate of Arts in Military to RN (Approved 3/18/2016)

The Associate of Arts (A.A.) in Military to RN Pathway will capitalize on the preparation and the experiences of military service members and veterans who served as Army Combat Medics, Navy Corpsmen or Air Force Medics. The program serves as a basis for direct articulation into baccalaureate education in furtherance of the Maryland Board of Nursing's Articulation Mode, which has the goal to minimize the barriers to educational advancement for nurses and encourage nurses to reach the highest possible level of education. Graduates of the program will be able to initiate, maintain, and evaluate the collaborative relationship with health care team members and clients in acute, long-term and community settings to promote wellness and disease prevention; integrate knowledge of pathophysiology in the application of the nursing process; demonstrate a holistic approach to the practice of nursing, considering physical, psychological, sociocultural, developmental, and spiritual factors and promote continuity of care; and integrate caring integrity, safe practice, and accountability in practicing the art and science of nursing.

II. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Capitol Technology University

Post-Baccalaureate Certificate in Health Care Systems Security (Recommended 1/8/2016)

Capitol Technology University (CTU) proposes to offer a new Post-Baccalaureate Certificate (PBC) in Health Care Systems Security in traditional and online formats within its existing Master of Science in Information Systems Management degree. This certificate will prepare students to design, develop, operate and maintain the security of computer systems used in health care applications and customer data. Students will take a risk based approach to assessing the threat environment, the manner in which a system operates and determine the appropriate measures to be taken to maintain a secure system and data privacy of records in health organizations.

Johns Hopkins University

Post-Baccalaureate Certificate in Securitization (Recommended 3/18/2016)

The Post Baccalaureate Certificate in Securitization will prepare students to enter leadership positions in the financial industry and government where they will use their financial mathematics knowledge, skills, and creativity to provide innovative solutions and develop new or improved financial products and services. The proposed program will build on the existing Master of Science in Engineering in Financial Mathematic; however this program will be delivered online and is intended for part-time students.

Post-Baccalaureate Certificate in Quantitative Portfolio Management (Recommended 3/18/2016)

The Post Baccalaureate Certificate in Quantitative Portfolio Management will prepare students to enter leadership positions in the financial industry and government where they will use their financial mathematics knowledge, skills, and creativity to provide innovative solutions and develop new or improved financial products and services. The proposed program will build on the existing Master of Science in Engineering in Financial Mathematic; however this program will be delivered online and is intended for part-time students.

The program is designed to combine advanced, graduate coursework in a specialized technical field, requiring rigorous analytical skills, with professional education in financial risk management, portfolio management, trading and banking.

Post-Baccalaureate Certificate in Financial Risk Management
(Recommended 3/18/2016)

The Post Baccalaureate Certificate in Financial Risk Management will prepare students to enter leadership positions in the financial industry and government where they will use their financial mathematics knowledge, skills, and creativity to provide innovative solutions and develop new or improved financial products and services. The proposed program will build on the existing Master of Science in Engineering in Financial Mathematic; however this program will be delivered online and is intended for part-time students.

The program will prepare students to enter leadership positions in the financial industry and government where they will use their financial mathematics knowledge, skills, and creativity to provide innovative solutions and develop new or improved financial products and services.

Post-Baccalaureate Certificate in International Economics
(Recommended 3/18/2016)

The Post-Baccalaureate Certificate (PBC) in International Economics is designed to provide students with a solid understanding of economic theories and concepts as well as the important role economics processes play in international affairs. It offers a framework in understanding behaviors and outcomes in the real world. Students will have a firm grasp of economic theory to put into practice, use economic analysis and data to solve problems, and use critical thinking skills to comprehend and discuss economic issues in the policy and professional arena.

McDaniel College

Post-Master's Certificate in Gifted and Talented Education Specialist
(Approved 2/19/2016)

McDaniel College is proposing to offer a new Post-Master's Certificate (P.M.C.) titled Gifted and Talented Education Specialist (GATES). The certificate is designed to lead to a state endorsement as a Gifted Education Specialist for candidates with initial certification who have earned master's degrees in related fields. The curriculum is focused on practicing P-12 educators who seek to gain expertise in working with diverse students with gifts and talents. The program prepares educators to address learning differences by creating environments that challenge all students. The core curriculum includes social and emotional needs of gifted learners, critical and creative thinking strategies, and differentiated curriculum, instruction, and assessment. Courses will be offered in both distance learning and traditional formats. All candidates complete an internship which prepares them to fill leadership roles. The courses and assessments are aligned with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted Education and NAGC-CEC Pre-K-12 Gifted Education Programming Standards. The Council for Accreditation of Educator Preparation (CAEP) has approved the use of these standards. The program also meets the approval of MSDE's certification standards set forth in COMAR 13A.12.03.12 Gifted and Talented Education Specialist. Teachers who intend to add this level of endorsement must complete an MSDE approved program that is aligned with NAGC/CEC standards. Additionally all school systems in Maryland are required to identify and serve gifted and talented students.

Maryland State Board of Education (MSDE) Gifted and Talented Programs, on the Internet at <http://www.marylandpublicschools.org/MSDE/programs/giftedtalented/> retrieved on October 28, 2015.

Master of Science in Educational Leadership (Recommended 1/11/2016)

The Master of Science in Educational Leadership at McDaniel College is designed for certified teachers who have the goal of becoming a school administrator. The M.S. program is specifically designed for those seeking a master's degree and administrative certification. The program embraces the Maryland Instructional Leadership Framework and is designed to provide students/candidates with opportunities to study and apply theories, standards, and practices in educational leadership and to prepare them for leadership positions in public and private schools and schools for special populations.

St. Mary's Seminary and University

Post-Baccalaureate Certificate in CONNECT: Faith, Healing and Medicine (Approved 3/18/2016)

The Post-Baccalaureate Certificate (P.B.C.) in CONNECT: Faith, Healing and Medicine is designed to address the needs of employees of major health care facilities in the Baltimore metropolitan area. The increasingly complicated nature of health care introduces a complexity of moral and ethical decisions. Churches are often called upon to serve their congregants in various health care facilities – acute care hospitals, long-term facilities, rehabilitation centers, nursing homes and hospices. Clergy and congregants often need preparation to offer these services. The program emphasizes the interconnection of faith and health which can serve professional health care providers, clergy, and the individuals and families they serve. This program has been developed using feedback from focus groups comprised of the faith community and the healthcare community environments require a greater degree of specialization than the standard undergraduate curriculum provides. Therefore, the goal of the curriculum is to educate students in the basic principles of materials science and engineering as these principles are applied to develop novel materials that benefit human healthcare. Students will be trained to fill leadership roles in fields of biomaterials and biomedical engineering.

Stevenson University

Post-Baccalaureate Certificate in Secondary STEM (Recommended 1/8/2016)

The Post-Baccalaureate Certificate in (P.B.C.) in Secondary STEM will engage teachers in a program grounded in strong theoretical based and balanced with practical application to enhance their skills in STEM teaching and learning practices to better serve the needs of 21st century students. Graduates of the program will be able to relate relevant theories, concepts, and issues in STEM education to the planning, teaching and learning processes; design and implement a variety of literacy strategies to support student motivation and independence in STEM content learning, analyze and address current trends, pedagogical viewpoints and issues that emerge in practice in Secondary STEM education; and integrate instructional technology into STEM curriculum and instruction to enhance and extend learning to address real world global issues.

Public Four-Year Colleges and Universities

Morgan State University

Post-Baccalaureate Certificate in Sustainable Urban Communities (Approved 2/19/2016)
The Post-Baccalaureate Certificate (P.B.C.) in Sustainable Urban Communities proposes to develop students who (1) understand the complexity of sustainability in cities and urban communities; (2) Comprehend the interrelationships between public policy, social and cultural aspects of community, natural environment and systems, infrastructure, public health and economics in sustainable urban communities; (3) Recognize the place of individual communities within the context of the larger urban environment or city as a key component to regional ecological sustainability; and (4) Are competent in the application of acquired knowledge in solving complex urban problems. The program targets professionals who influence, create, or provide the policies, services, designs, and structure for healthy, vibrant and sustainable urban communities.

University of Maryland Baltimore

Post-Baccalaureate Certificate in Global Health Systems and Services (Approved 3/29/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Global Health Systems and Services is targeted to practicing health care professionals. Its focus is to introduce basic global health systems and services to current health professionals interested in short or medium term consultation/projects overseas and subsequent opportunities. This program will be implemented in partnership with the University of Maryland University College and their proposed Post-Baccalaureate Certificate (P.B.C.) in Global Health Management. The two programs will share two courses. Graduates will understand the different international health organizations and their roles in promulgating global health systems, policies and procedures and organizing health services. They will also be able to implement and evaluate global health programs to maximize contributions to effective policy, enhanced practice, and improved and sustainable health outcomes.

University of Maryland University College

Post-Baccalaureate Certificate in Global Health Management (Approved 3/29/2016)
The Post-Baccalaureate Certificate (P.B.C.) in Global Health Management has been designed for practicing health care professionals and current students at UMUC and UMB. The joint program offered by these institutions offers students interested in global and national management a chance to add to their domestic health management skills and it builds upon the health care administration degrees already offered at UMUC. The program is expected to give health professionals the specialized skills they need to work in an expanding global health marketplace that encompasses many health industries including pharmaceuticals, primary health care and inpatient care, and consulting. The certificate is appropriate for individuals with an undergraduate degree in health care, current graduate students and those with three to five years of health care, health services/administration, or closely related experience. The curriculum covers international health organizations, health systems and policies, and management and financial skills.

Community Colleges

Community College of Baltimore County

Lower Division Certificate in Certified Management Accountant (Approved 3/18/2016)
The Lower Division Certificate as a Certified Management Accountant is designed for student who desire to obtain employment as a management accountant. Upon successful completion of the program, students will be able to function as competent, entry-level accountants; apply the knowledge learned from the program successfully in professional practice of accounting, decision making, planning and budgeting, control and performance evaluation, and strategy in business and other organizations.

III. AREA OF CONCENTRATION

Independent Four-Year Colleges and Universities

Johns Hopkins University

Area of Concentration in Educational Studies (Recommended 2/19/2016)
The Master of Science in Education with a concentration in Educational Studies is designed to support the development of novice teachers as they work to increase student learning in their classrooms through strategic and comprehensive professional development, coursework and reflection. All courses are intended to involve formats that will draw on the very best practices in teacher in student learning. The modified M.S. Ed Studies program proposed will be administered with a partnership with Urban Teachers (UT), a non-profit organization whose mission is to prepare highly effective teachers who significantly accelerate students achievement in the nation's highest-need schools, in delivering a teaching training program that begins with a one-year intensive residency followed by a three-year teaching fellowship that combines coursework with intensive coaching/mentoring and clinical experiences

Public Four-Year Colleges and Universities

University of Maryland College Park

Area of Concentration in International Relations (Approved 3/18/2016)
The Area of Concentration in International Relations will allow students to focus their studies on courses related to international relations and comparative politics. The coursework will cover concepts that include power, institutions, political systems, theories of the state, political conflict, and war. Students will develop a basic knowledge of the methods, approaches, and theories used in accumulating and interpreting information applicable to the field of international relations.

Community Colleges

Frederick Community College

Area of Concentration in Music (Approved 2/19/2016)

The area of concentration (AOC) in Music within the existing Associate of Arts (A.A.) in Arts and Sciences transfer program prepares students for a bachelor's degree in music performance, music education, music history or composition. It enables them to pursue individual artistic directions, to transfer to a four-year Music program or to obtain an associate of arts degree. 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 in Human Services – Addictions (Approved 3/29/2016)

The area of concentration (AOC) in Human Services - Addictions within the existing Associate of Science (A.S.) in Arts and Sciences transfer is designed to meet the professional and personal goals of students. The program introduces students to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including the elderly, children and persons with mental or physical handicaps or problems with addiction. The program is designed for students who wish to transfer to a four-year Addictions Counseling program or to obtain an Associate of Science degree. 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 in Human Services – Social Work (Approved 3/29/2016)

The area of concentration (AOC) in Human Services - Social Work within the existing Associate of Science (A.S.) in Arts and Sciences transfer is designed to meet the professional and personal goals of students. Graduates of the program will be able to describe the origins of social work and the other human service professions and discuss the current issues in the field; use theoretical frameworks supported by empirical research to understand individual behavior across the life span and apply in case examples; identify and evaluate the major theories and techniques of social and clinical intervention applied in case examples; demonstrate proficiency in basic helping skills by conducting a series of videotaped helping interviews; understand the Codes of Ethics of the major professional organizations that regulate the human services and demonstrate the ability to comply with these standards in volunteer and internship experiences in human service agencies; and demonstrate the ability to practice multicultural awareness and sensitivity in a human service agency volunteer or internship experience. The program is designed for students who wish to transfer to a four-year Social Work program or to obtain an Associate of Science degree. 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 in Psychology (Approved 3/29/2016)

The area of concentration (AOC) in Psychology within the existing Associate of Science (A.S.) in Arts and Sciences transfer is designed to meet the professional and personal goals of students. Graduates of the program will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology through the successful completion of discipline specific courses; explore and examine critical thinking using the scientific approach to solve problems related to human behavior and mental processes through completion of a series of application exercises; apply psychological concepts, theories, and research findings to everyday life through reflection papers; develop insight into one's own behavior and mental processes and apply effective strategies for self-management and self-improvements and explore the elements of multiculturalism through learning about social constructs such as gender, SES, race, and ethnicity. The program is designed for students who wish to transfer to a four-year psychology program or to obtain an Associate of Science degree. 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 in Theatre (Approved 3/29/2016)

The Theatre concentration offers students and opportunity to experience theatre on a variety of levels, enabling them to participate as theatrical apprentices, to transfer to a four-year theatre program or to obtain an associate of arts degree. 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 in Art (Approved 3/29/2016)

The area of concentration (AOC) in Art within the existing Associate of Arts (A.A.) in Arts and Sciences transfer concentration offers students an opportunity to experience Art on a variety of levels, enabling them to pursue individual artistic directions, to transfer to a four-year Art or to obtain an associate of arts degree. 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.

IV. OUT-OF-STATE INSTITUTIONS

Fortis College

Associate of Science in Radiologic Technology in Landover, Maryland
(Approved 3/3/2016)

The objective of the curriculum is to prepare competent, entry-level radiographers to serve the public healthcare needs. The core includes subjects such as anatomy and physiology, microbiology, radiation safety and physics. Students become adepts with computer technology and manipulate radiographic images. The curriculum prepares students to work in the technological field, develops skills in communication, diversity,

scientific inquiry, critical thinking and judgment. They also learn to network with members of the health care team including doctors, nurses and experienced radiologic technologists.

Associate of Science in Pharmacy Technician in Landover, Maryland
(Denied 3/3/2016)

The program intends to provide greater depth and breadth in the educational experience, and exposure to topics and concepts beyond that offered in certificate programs. In addition, the goal is to enhance the students' marketability, and to train and formally educate pharmacy technicians to fulfill the demanding role that requires knowledge and responsibility. The curriculum is designed to further the careers of professional pharmacy technicians who value pharmacy standards and want to improve the way they assist the pharmacist in direct patient care. Students will receive a foundation in pharmacy fundamentals and acquire hands-on practice in multiple pharmacy settings such as hospital, retail, compounding, mail-order.

Associate of Science in Medical Billing and Coding in Landover, Maryland
(Denied 3/3/2016)

The program intends to prepare professionals for the increasingly complex tasks involved in coding such as changes in coding standards. The curriculum includes the compilation, computation, processing and maintenance of patient medical records with appropriate codes for billing purposes, HIPPA and legal theory/issues. Current trends in the healthcare industry have driven the need to employ individuals with better qualifications and formal education in the medical billing and coding profession. The program will provide greater depth and breadth in the educational experience, and exposure to topics and concepts beyond that offered in the certificate program. In addition, the goal is to enhance the students' marketability and to formally educate medical billing and coding professionals who will have greater opportunities within the job market. The curriculum is designed to further the careers of individuals. Graduates will be qualified to enter billing and coding positions in a medical office, clinic or hospital setting.

Florida Institute of Technology

Area of Concentration - Master of Science in Management (Authorized 2/19/2016)

The Master of Science (M.S.) in Management AOCs in:

Acquisition and Contract Management: prepares individuals for advanced leadership positions in the private, public and military sectors with specific skills and competencies in management and identified concentration areas. The curriculum provides coverage of federal procurement practices, current issues in contracting and contract administration, legal and financial aspects of government contracting and policy issues associated with acquisition and contract management.

Human Resources Management: prepares individuals for advanced leadership positions in the private, public and military sectors with specific skills and competencies in management and identified concentration areas. The core competencies of the master's in human resources management program include the development of positions within organizations, employee motivational strategies and practices, the appraisal processes for employees and other topics related to human resources management. The objective of the master's in human resources management program is to meet the growing demand for human resources management skills and to provide a path for professionals to secure positions within any organization. There are several career paths for individuals who earn a master's in human resources management including human resources manager, employment and placement managers, recruitment specialists, human resources consultants, employer relations representatives, compensation specialists, job analysts, training managers and other fields related to human resources management.

Information Systems: prepares individuals for advanced leadership positions in the private, public and military sectors with specific skills and competencies in management and identified concentration areas. The master's in management information systems focuses on database and computers systems and other topics related to information systems as well as the core competencies of the master's degree in management. The objective of the master's in management information systems is to meet the demand of working professionals who are pursuing upward mobility within their organization and require knowledge related to information systems. Career paths for individuals who earn a master's in management information systems vary.

Logistics Management: prepares graduates to manage an organization's logistics resources from the point of origination to the intended destination in order to meet the needs of customers, suppliers and stakeholders. This management degree emphasizes essential management principles in leadership; human resources and development; finance; organizational behavior, planning, development, and communications. Logistics management electives focus learning in various modes of operation including air transportation, container ship and rail for different organizations, entities and stakeholders. Trained, knowledgeable logistics managers are a vital part of every organization.

The Master of Science (M.S.) in Systems Management AOCs in:

Information Systems: this is a specialized degree program for Systems Managers that handle enterprise-wide administration of computer systems such as network management, telecommunications, data storage and other automated centralized processes. The MS in Systems Management with concentration in Information Systems (IS) enables systems managers to bring more emphasis to information systems aspects of complex defense systems/subsystems. They could be in engineering and technology, logistics, or even business and finance but their systems management interest is in IS, whether done in house or through contracted services. The knowledge gained from the concentration in IS enables these students to better understand the intricacies of IS policies and processes which increases their overall systems management effectiveness.

Operations Research: prepares Systems Managers to handle enterprise-wide administration of computer systems such as network management, telecommunications,

data storage and other automated centralized processes. The MS in Systems Management with concentration in Operations Research (OR) enables systems managers to bring more emphasis to operations research aspects of complex defense systems/subsystems. They could be in engineering and technology, logistics, or even business and finance but their systems management interest is in OR, whether done in house or through contracted services. The knowledge gained from the concentration in OR enables these students to better understand the intricacies of OR policies and processes which increases their overall systems management effectiveness.

Lake Erie College of Osteopathic Medicine

Out-of-State Initial for Multiple Program Offerings (Authorized 3/29/2016)

Lake Erie College of Osteopathic Medicine (LECOM) has applied for a Certificate of Approval to offer the Doctor of Osteopathic Medicine (D.O.) and Doctor of Pharmacy (Pharm.D.) degrees. The Doctor of Osteopathic Medicine degree is offered through five academic learning pathways for the pre-clinical portion of the program: Lecture Discussion, Directed-Study Pathway, Problem-Based Learning Pathway, Primary Care Scholars Pathway, and the Accelerated Physician Assistant Pathway. All five pathways are offered at the Erie Campus (PA), while the Bradenton Campus (FL) and Seton Hill Campus (PA) offer the Problem-Based Learning Pathway only. For the Doctor of Pharmacy, there is a three-year accelerated pathway (Erie Campus), a four-year traditional pathway (Bradenton Campus), and a four-year distance education pathway. Experiential rotations make up approximately one-third of the curriculum in the Pharm.D. The specific LECOM students to be served under this Certificate of Approval would be those from the D.O. and Pharm.D. programs who choose to complete their elective clinical rotations in Maryland.

Doctor of Osteopathic Medicine – approved

Doctor of Pharmacy - denied

Shenandoah University

Out-of-State Renewal for Multiple Program Offerings (3/3/2016)

The Doctor of Physical Therapy program is designed for the entry level student and allows the graduate to enter the physical therapy profession and to sit for the National Physical Therapy Examination (NPTE) to obtain state licensure. This program is accredited through the Commission on Accreditation in Physical Therapy Education (CAPTE). The curriculum consists of three years of coursework in both the classroom and clinical environments. The didactic curriculum consists of courses in the foundational and clinical sciences taken at the campus in Winchester. The current clinical education program consists of three part-time and three full-time clinical experiences beginning in the spring of the first year. During the part-time clinical practicums, students are in the clinic one day per week. Full-time clinical internships can be anywhere in the nation as well as international placements. The program requires 100 credit hours.

The Master of Science in Occupational Therapy program requires students to think critically and act professionally in independent, interpersonal and community-based problem-solving experiences. Graduates of this program enter the field as skilled and compassionate occupational therapists, serving a diverse range of patient populations in a variety of health care and community-based settings.

The Master of Science in Physician Assistant Studies program is an accredited, eight-semester, 30-month, graduate-level program. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The Doctor of Pharmacy program is designed to meet the educational needs of pharmacists for the future. The experiential component of the curriculum affords students the opportunity to work with practitioners in a variety of exciting practice environments. This diverse training program allows students to explore different areas of pharmacy practice while gaining a wealth of practical experience. The Pharm.D. program is a competency based curriculum emphasizing pharmaceutical care. The curriculum is comprised of 142 semester credit hours spanning 8 semesters in 4 academic years.

The Master of Science in Nursing - Family Nurse Practitioner is designed to provide the nurse with the necessary skills and knowledge to assume the role of a primary health care provider in a variety of clinical settings. Didactic and clinical course content focuses on assessment and management of health promotion and health maintenance strategies, risk reduction, common acute and chronic alterations in health status for individuals and families across the lifespan, and role development.

Doctor of Physical Therapy – approved

Master of Science in Physician Assistant Studies – approved

Master of Science in Occupational Therapy – approved

Master of Science in Nursing – Family Nurse Practitioner - approved

Doctor of Pharmacy - denied

University of Southern California

Out-of-State Renewal for Multiple Program Offerings (Authorized 1/19/2016)

The University of Southern California (USC) has submitted a renewal application to continue to offer its four previously approved programs with experiential learning requirements.

The Master of Social Work (M.S.W.) introduces students to the range of social welfare problems and programs, and to the varieties of human behavior with which social work is concerned. Students also learn the methods by which the social worker, the social agency and the organized community work with people and problems. Field instruction, under supervision in a social agency, is scheduled for two or three days a week, enabling students to apply theory to practice. All content areas include content on diversity, social work values and ethics, and economic justice and populations at risk. At the completion of foundation requirements, students are expected to have acquired a sense of

MARYLAND HIGHER EDUCATION COMMISSION

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professional responsibility and the ability to use knowledge on behalf of the individual, the group and the community.

Area of Concentration

- *Business in a Global Society*

Master of Arts in Teaching (M.A.T.) is designed for individuals who wish to complete requirements for a California preliminary teaching credential or to strengthen their ability to facilitate learning for all students in a K-12 environment (non-credential). Being added to this program are Areas of Concentration in Teaching English to Speakers of Other Languages, Special Education, and Gifted Education.

Areas of Concentration

- *Teaching English to Speakers of Other Languages*
- *Special Education*
- *Gifted Education*

Master of Education (M.Ed.) Advanced Instruction provides current teachers with exposure to pedagogy and teacher leadership development. The curriculum is designed to challenge experienced teachers to use technology to improve learning outcomes, provide access to advanced interdisciplinary pedagogical practice, develop their capacity to assume leadership roles, and enhance their understanding of teaching for learners with diverse needs.

Master of Education (M.Ed.) in School Leadership will prepare education leaders with the knowledge and skills to lead effectively in urban school settings and to accelerate student achievement. Graduates will demonstrate that they can create a high achievement school culture and solve complex performance problems in K-12 schools by advocating for a shared vision; collect data to diagnose causes of achievement gaps; plan appropriate research-based solutions; gather and manage resources; effectively communicate the plan to school administration, faculty, staff and community; and provide support for implementing, monitoring and evaluating progress toward achieving school improvement.

University of New England

Out-of-State Renewal for Multiple Program Offerings (Authorized 1/19/2016)

The following programs were previously approved:

The Bachelor of Science in Applied Exercise Science program is designed to provide graduates with the knowledge, skills and abilities necessary to perform preparticipatory screening, fitness testing, exercise prescription, and exercise leadership for healthy, health-compromised populations, and athletic performance enhancement. With a combination of basic science, exercise science and athletic training courses, these students are prepared for career opportunities as an Exercise Science Professional in cardiopulmonary rehabilitation, strength and conditioning, sports medicine, corporate fitness, personal training, and health promotion. Internship settings include: colleges

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and universities, sport/athletic organizations, hospitals/clinics, private/commercial/community health and fitness facilities, municipalities, corporations, and non-profit organizations.

The Master of Science in Nurse Anesthesia prepares graduates to provide direct care to patients before, during, and after medical procedures. Our M.S. in Nurse Anesthesia is a 27-month, two-phase program that positions you to succeed in a range of different clinical settings. Instruction includes a foundation in the sciences and focus on anesthesia theory and practice. We integrate evidence-based research into all of our courses, and your work culminates in a capstone project that you present on Research Day. Students complete a 19-month hospital-based phase of the curriculum. Your clinical anesthesia training is supplemented during this time by lectures and seminars taught by CRNAs and anesthesiologists via a distance-education delivery model.

The Doctor of Osteopathic Medicine will train you to deliver patient-centered, high quality osteopathic primary care. Our goal is to ensure you are a physician who always puts the patient first. The curriculum educates osteopathic physicians skilled in all aspects of medicine, supporting the health of body, mind and spirit. To that end, UNECOM provides an innovative, engaged, patient-focused curriculum that fosters self-directed, evidence-based learning and development of professionalism. A variety of learning experiences—traditional didactic lectures; clinical case studies; case-based learning; small group discussions; independent study; and interactions with patients in a variety of settings—ensure that students are prepared for success in whatever future path they choose.

In the Doctor of Pharmacy program the pharmaceutical and clinical sciences will be integrated throughout the curriculum, instilling in our graduates the understanding and need for continuous development (lifelong learning) of knowledge in these areas throughout their careers. The curriculum will be patient focused, developing our students as primary care providers through their understanding and application of the pharmaceutical and clinical sciences, and social, behavioral and administrative functions necessary to current pharmacy practice. Throughout the curriculum, students will have ample practical experience based on the provision of pharmaceutical care.

The Doctor of Physical Therapy offers a rigorous curriculum that blends coursework, lab work and three full-time clinical experiences. The coursework focuses initially on the foundational sciences, providing a base of knowledge in normal human structure and function. Next, you engage in evidence-based approaches to the physical therapy management of impairments, functional limitations and disabilities. You learn both the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions, and the physical therapy tests, measures and interventions. You also study the physical therapist's role in disease prevention and health promotion, education, consultation, legislation and policy-making and administration. You engage in scholarly inquiry by completing a case report or conducting a research project under the guidance of a faculty member.

The Master of Science in Physician Assistant draws from the expertise of faculty members representing UNE's College of Health Professions, College of Osteopathic Medicine, and College of Arts and Sciences. Through coursework and clinical

experiences, you prepare to work as part of an interdisciplinary team to deliver care to patients. The program operates on a 24-month full-time calendar, beginning each June with a new entering class. It is built upon a foundation in science and pathophysiology to foster understanding of disease processes and clinical medicine. You learn evidence-based medicine theory and work in small groups to develop the critical thinking skills required to address complex medical and surgical challenges.

The Master of Public Health seeks to provide students with the knowledge, skills and values necessary for individuals engaged in professions related to public health; provide a program that is based on the attainment of defined student competencies; provide a public health education for professionals active in the area of health; provide a program to upgrade the skills and competencies of current public health professionals; provide a program that is convenient in its delivery and accessibility, regardless of where students live or work

The Master of Science in Social Work prepares people for advanced professional practice and is accredited to offer the Master of Social Work (MSW) degree by the Council on Social Work Education. MSW graduates learn to understand the potential for individual and collective human development when people live with dignity and social justice; to identify people's strengths across diverse populations and how to build upon them; to understand the multiple social, cultural, political and economic factors influencing the design, development and evaluation of social policies and programs; to develop the knowledge and skills necessary to carry out multiple social work interventions consistent with the School's mission and the profession's ethics; and to develop intervention strategies that empower individuals, families, groups, or communities.

There have been no changes to these programs, and no new programs were submitted.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: April 27, 2016
TO: Maryland Higher Education Commission
FROM: Geoffrey Newman **STAFF:** Alan Gallegos
SUBJECT: Report on Private Career Schools: Secretary Actions from January 1, 2016, to March 31, 2016.

From January 1, 2016 to March 31, 2016, the Secretary of Higher Education approved 1 new school, 3 new programs, 4 change of location, 1 change of ownership, 2 Other Business, 2 certificate renewals, 2 other actions, and 5 approvals withdrawn.

I. APPROVAL OF NEW SCHOOLS

1. The Caroline Center - West (1/4/2016), Program: Certified/Geriatric Nursing Assistant – 390 clock hours

II. NEW PROGRAMS REVIEWED AND APPROVED

1. The CE Shop, Greenwood Village, CO 80111 (1/1/2016)
Principles and Practices of Real Estate for Salespersons Distance Education Course – 60 clock hours – *conditional approval*
2. The CE Shop, Greenwood Village, CO 80111 (1/11/2016)
Principles and Practices of Real Estate for Salespersons Online – 60 clock hours – *full approval*
3. Top Knowledge Healthcare Institute, LLC., d/b/a Top Knowledge Healthcare Institute, Baltimore, MD 21202 (3/5/16)
Geriatric Nursing Assistant – 85 clock hours

III. APPROVAL OF CHANGES OF LOCATION

1. The Riser Academies, Inc., d/b/a THE TEMPLE: A Paul Mitchell Partner School, 22 West Church Street, Frederick, MD 21701 (1/ 3/2015)
Moved from 22 West Church Street, Frederick, MD 21701 to 22-24 West Church Street, Frederick, MD 21701
2. Hair Academy II, d/b/a Hair Academy II, Inc., 3905 Branch Avenue, Hillcrest Heights, MD 20748 (1/15/2016)
Moved from 3705 Branch Avenue, Lower Level, Unit 1010 Hillcrest Heights, MD 20748 to 3705 Branch Avenue, #1010, Hillcrest Heights, MD 20748
3. BioTechnical Institute of Maryland, Inc., d/b/a BioTechnical Institute of Maryland, 1101 West Pratt Street, Suite 302, Baltimore, MD 21223 (2/18/2016)

Moved from 1101 West Pratt Street, Suite 302, Baltimore, MD 21223 to 2001 Aliceanna Street, Baltimore, MD 21231

4. Holistic Massage Training Institute, 2834 Loch Raven Road, Baltimore, MD 21218 (3/3/2016)

Moved from 1 E. University Parkway, Suite #110, Baltimore, MD 21218 to 2834 Loch Raven Road, Baltimore, MD 21218

IV. APPROVAL OF NAME CHANGE

N/A

V. APPROVAL OF CHANGE OF OWNERSHIP

1. LTT Enterprises, d/b/a Medtech Institute, Owner to operate Medtech Institute, 1100 Wayne Avenue, Silver Spring, MD 20910 (1/04/2016).

VI. APPROVAL OF SEPARATE CLASSROOMS

N/A

VII. "OTHER BUSINESS"

1. CMSM Holdings, Inc., d/b/a Central Maryland School of Massage, 1890 N. Market Street, Suite 201, Frederick, MD 21701, (3/11/2016)
Central Maryland School of Massage: Massage Clinic
2. Stein Academy: School of Health, Technology & Career Development, 3610 Milford Mill Road, 3rd Floor, Baltimore, MD 21244, (3/22/2016)
Approval to offer other business on the Premises of the School

VIII. CERTIFICATE RENEWALS

1. Special Home Care Services, Inc., d/b/a Baltimore Academy of Nursing Assistants (3/2/2016)
2. Columbia College, d/b/a Columbia Institute (3/2/2016)

IX. OTHER ACTIONS

1. American Beauty Academy, 11006 Veirs Mill Road, Suite 12, Wheaton, MD 20902 (2/29/2016), Suspension of Certificate of Approval
2. American Beauty Academy – Baltimore, 4719 Harford Road, Baltimore, MD 21214 (2/29/2016), Suspension of Certificate of Approval

X. CEASE AND DESIST ORDERS

N/A

XI. NOTICES OF DEFICIENCIES

N/A

XII. PROGRAM APPROVAL WITHDRAWN

N/A

XIII. SCHOOL APPROVAL WITHDRAWN

1. National Academy of Professional Development, d/b/a National Academy of Professional Development, LLC, Frederick, MD 21701, (1/8/16)
2. Regency Beauty Institute – Gaithersburg, d/b/a Regency Corporation, Gaithersburg, MD 20877, Revocation of Certificate of Approval, (1/15/16)
3. Regency Beauty Institute – Gaithersburg, d/b/a Regency Corporation, 18226 Contour Road, Gaithersburg, MD 20877, (2/10/2016), Revocation of Certificate of Approval
4. American Beauty Academy – Baltimore, 4719 Harford Road, Baltimore, MD 21214, Revocation of Certificate of Approval
5. American Beauty Academy, 11006 Veirs Mill Road, Suite 12, Wheaton, MD 20902 Revocation of Certificate of Approval



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: April 27, 2016

TO: Maryland Higher Education Commission

FROM: James D. Fielder, Jr., Ph.D. **STAFF:** Geoffrey F. Newman

SUBJECT: State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan and Trust

BACKGROUND

This item asks the Commission to approve minor revisions to the State's Section 401(a) plan document for higher education institutions.

Effective January 1, 2008, the State restated its Section 401(a) matching plans for Public Institutions of Higher Education, and renamed the plans as the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan and Trust ("Plan"). The Plan is now being amended and restated effective January 1, 2016, based on the advice of the State's consultant and the Maryland Attorney General, to reflect minor changes in federal law. Attorney General Frosh has executed the plan document, and it now needs to be ratified by the governing board for each associated higher education entity, including the Maryland Higher Education Commission.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission ratify the attached State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan and Trust, effective January 1, 2016.

**STATE OF MARYLAND HIGHER EDUCATION
INSTITUTIONS SUPPLEMENTAL 401(a) MATCHING
PLAN AND TRUST**

Effective January 1, 2016

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**STATE OF MARYLAND HIGHER EDUCATION INSTITUTIONS
SUPPLEMENTAL 401(a) MATCHING PLAN AND TRUST**

Effective January 1, 2008, the State of Maryland restated the Section 401(a) of the Internal Revenue Code ("Code") matching plans of the State of Maryland Public institutions of higher education, and renamed the plans as the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan and Trust ("Plan"). The Plan was established pursuant to the authority of Sections 30-210(b) and 35-701 of the annotated Code of Maryland (1978, 2004 Repl. Vol).

The Plan is now being amended and restated effective January 1, 2016. The Plan was, and is intended to remain, a defined contribution plan qualified under Code Section 401(a) and a profit sharing plan within the meaning of Code Section 401(a)(27), with contributions made without regard to profits. The Plan is a governmental plan within the meaning of Code Section 414(d) and Section 3(32) of the Employee Retirement Income Security Act of 1974 ("ERISA"). As a governmental plan, ERISA does not apply.

The Plan is funded by a Trust, which is contained in this document.

ARTICLE I. DEFINITIONS

1.01. "**Account**" means the Account maintained for a Participant by the Administrator.

1.02. "**Administrator**" means the Plan Administrative Committee as designated by the Board, or such other person, persons, or entity designated by the Board, to perform the basic administrative duties and functions under the Plan.

1.03. "**Applicable Form**" means the appropriate form as designated and furnished by the Administrator to make an election or provide a notice as required by the Plan. If a written election or consent is not specifically required by the Code, the Administrator may prescribe a verbal, electronic or telephonic instruction in lieu of or in addition to a written form.

1.04. "**Beneficiary**" means the person or persons designated by a Participant to receive any benefit payable upon the Participant's death in accordance with Section 10.05.

1.05. "**Board**" means the each Participating Employer's governing Board.

1.06. "**Code**" means the Internal Revenue Code of 1986, as amended, and where appropriate, the Internal Revenue Code of 1954.

1.07. "**Compensation**" means remuneration paid to an Employee out of funds controlled by an Employer before any pretax deductions allowed by state or federal law are made. Pretax deductions allowed by federal law include any elective deferral to a Code Section 403(b) plan, any deferrals by reason of Code Sections 125, 457 or 132(f), and picked-up contributions under Code Section 414(h)(2). Compensation does not include remuneration in excess of the limits under Code Section 401(a)(17). Effective January 1, 2009, an Employee whose employment is interrupted by qualified military service under Code Section 414(u) or who is on a leave of absence for qualified military service under Code Section 414(u), and who

receives a differential wage payment within the meaning of Code Section 414(u)(12)(D) from the Employer, will be treated as an Employee of the Employer and the differential wage payment will be treated as Compensation.

1.08. "**Disability or Disabled**" means a total and permanent disability, based on the Participant's inability to perform services due to medical reasons, as determined by the Employer.

1.09. "**Eligible Employee**" means any Employee who (a) is a member of the Employees' Pension System as set forth in Title 23, Subtitle 2 of the State Personnel and Pensions Article of the annotated Code of Maryland (1978, 2004 Repl. Vol.), as may be amended from time to time, and (b) makes salary deferrals to a Supplemental Retirement Plan.

1.10. "**Employee**" means any individual who performs services for an Employer for Compensation on a regular basis.

1.11. "**Employer**" means the Sponsoring Employer and each Participating Employer adopting the Plan.

1.12. "**Employer Contribution**" means the Employer contributions made pursuant to Article III.

1.13. "**Investment Fund**" means an investment fund which forms part of the Trust Fund as established by the Trustees.

1.14. "**Participant**" means an Eligible Employee who maintains an Account balance.

1.15. "**Participating Employer(s)**" means each college or university, authorized to participate in the Plan under Maryland Code, State Personnel and Pensions § 30-101, which adopts the Plan.

1.16. "**Plan Year**" means the calendar year.

1.17. "**Separation from Service**" means severance of a Participant's employment with the Employer for any reason, including retirement, within the meaning of Code Section 402(d)(4)(A)(iii). A Participant shall be deemed to have severed employment with the Employer for purposes of the Plan when, in accordance with the established personnel practices of the Employer, the employment relationship is considered actually terminated. When a Participant has not performed services for the Employer for a period of six (6) consecutive months and is not otherwise considered an Employee under the Employer's established personnel practices, the Participant shall be deemed to have a Separation from Service for purposes of this Plan at the end of the six (6) month period.

1.18. "**Service Manager**" means the person(s) or organization(s) appointed by the Administrator to perform service and administrative functions.

1.19. "**Sponsoring Employer**" means the State of Maryland.

1.20. "**Supplemental Retirement Plan**" means a Code Section 403(b) or Code Section 457(b) plan sponsored by the Employer and authorized by Title 35 of the State Personnel and Pensions Article of the annotated Code of Maryland (1978, 2004 Repl. Vol.), as may be amended from time to time.

1.21. "**Trust**" means the trust established by the Board under this Plan.

1.22. "**Trust Fund**" means the Trust Fund established under Maryland State law to hold assets of the Plan.

1.23. "**Vested**" means the nonforfeitable portion of any Account maintained on behalf of a Participant that is legally enforceable against the Plan and is irrevocably vested in such Participant or his or her Beneficiary.

1.24. "**Construction**" If a term is defined in the Supplemental Retirement Plan, that definition applies to the term as used in this Plan unless otherwise defined herein. Words used herein in the masculine gender shall be construed to include the feminine gender where appropriate and words used herein in the singular or plural shall be construed as being in the plural or singular where appropriate.

ARTICLE II. PARTICIPATION

2.01. **Participation.** An Eligible Employee shall begin participation in the Plan on the date that he or she begins to make contributions to a Supplemental Retirement Plan, provided, however, that the State legislature has provided for Matching Contributions during the State budget process for the fiscal year for this Plan.

2.02. **Cessation of Plan Participation.** A Participant shall cease to be a Participant on the distribution of the Participant's entire interest in the Plan.

ARTICLE III. CONTRIBUTIONS

3.01. **Contributions.** Contributions shall be made to the Plan in accordance with this Article and subject to the limitations under Article IV.

3.02. **Matching Contributions.** During each fiscal year, the State of Maryland shall contribute to the Participant's Account in this Plan an amount equal to the Participant's contributions to the Supplemental Retirement Plan during the same fiscal year up to the maximum amount as determined by the State. The maximum amount contributed by the State of Maryland (through the Employer) will be determined each fiscal year in the State budget process.

3.03. **Employee Contributions.** Employee contributions under the Plan are not required or permitted.

3.04. **Payment of Contributions.** The Employer Contributions for each payroll period determined under this Article shall be paid within such time as permitted by law and until the maximum allowable Matching Contributions are made for a given period.

ARTICLE IV. LIMITATIONS ON EMPLOYER CONTRIBUTIONS

4.01. Applicability of Article. Notwithstanding any provision of the Plan to the contrary, in addition to the limitations on contributions set forth in Section 3.02, contributions to the Plan and additions to the Accounts of each Participant shall be limited as provided in Code Section 415 as set forth in this Article.

4.02. Limitation under Code Section 415. Notwithstanding anything in the Plan to the contrary, the following limitations shall apply:

(a) In no event shall the "annual addition," as defined in this Section for a Participant for any Plan Year, exceed the lesser of:

(1) Forty Thousand Dollars (\$40,000), as adjusted under Code Section 415(d), or

(2) One hundred percent (100%) of the "compensation," as defined in this Section, of such Participant received during the Plan Year.

(b) The Plan shall be administered so as to comply with the limitations of Code Section 415.

(c) For purposes of this Section and subject to Code Section 415(g), all defined contribution plans of the Employer are to be treated as a single defined contribution plan.

(d) For purposes of this Section, "annual addition" means the annual addition as defined in Code Section 415(c) and as modified in Code Sections 415(l)(1) and 419A(d)(2). In general, Code Section 415(c) defines the annual addition as the sum of the following amounts credited to a Participant's accounts for the limitation year under this Plan and any other defined contribution plan maintained by an Employer:

(1) Employer contributions;

(2) Employee contributions; and

(3) Forfeitures.

(e) For purposes of this Section 4.02, "compensation" means compensation as defined in Code Section 415(c)(3) and shall not exceed the annual limit under Code Section 401(a)(17) as adjusted from time to time under Code Section 401(a)(17)(B). In general, Code Section 415(c)(3) defines compensation as all of a Participant's wages as defined in Code Section 3401(a) for the purposes of income tax withholding at the source but determined without regard to any rules that limit the remuneration included in wages based on the nature or location of the employment or the services performed (such as the exception for agricultural labor in Code Section 3401(a)(2)); provided, however, compensation shall also include the amount of any elective deferrals, as defined in Code Section 402(g)(3), and any amount contributed or deferred by the Employer at election of

the Employee and which is not includible in the gross income of the Employee by reason of Code Section 125, 132(f), or 457. "Compensation" for purposes of this Section shall not include any picked-up Employee contributions to this Plan.

Further, payments made within the later of (i) two and one half (2½) months after severance from employment, or (ii) the end of the limitation year that includes the severance from employment date will be taken into account in determining compensation for allocations if they are payments that, absent a severance from employment, would have been paid to the Participant while the Participant continued in employment with the Employer and are:

(1) regular compensation for services during the Participant's regular working hours, or compensation for services outside the Participant's regular work hours (such as overtime or shift differential), commissions, bonuses, or other similar payments, and the compensation would have been paid to the Participant prior to a Separation from Service if the Participant had continued employment with the Employer; or

(2) payments for up to forty-five (45) days of unused annual leave but only if the Participant would have been able to use the leave if employment had continued; or

(3) payments pursuant to a nonqualified unfunded deferred compensation plan, but only if the payments would have been paid to the Participant at the same time if the Participant had continued employment with the Employer and only to the extent that the payment is includible in the Participant's gross income.

Any payments not described above are not considered compensation if paid after severance from employment, even if they are paid within two and one-half (2½) months following severance from employment, except for payments to the individual who does not currently perform services for the Employer by reason of qualified military service (within the meaning of Code Section 414(u)(1)) to the extent these payments do not exceed the amounts the individual would have received if the individual had continued to perform services for the Employer rather than entering qualified military service.

Effective January 1, 2009, an Employee whose employment is interrupted by qualified military service under Code Section 414(u) or who is on a leave of absence for qualified military service under Code Section 414(u), and who receives a differential wage payment within the meaning of Code Section 414(u)(12)(D) from the Employer, will be treated as an Employee of the Employer and the differential wage payment will be treated as compensation.

4.03. Limitation under Code Section 401(a)(17). For Plan Years prior to 2002, the annual compensation of each Participant taken into account in determining the limits under this Section for any Plan Year shall not exceed One Hundred Fifty Thousand Dollars (\$150,000), as adjusted for cost-of-living increases in accordance with Code Section 401(a)(17)(B). For any

Plan Year beginning after December 31, 2001, the annual compensation of each Participant taken into account in determining the limits under this Section for any Plan Year shall not exceed Two Hundred Thousand Dollars (\$200,000), as adjusted for cost-of-living increases in accordance with Code Section 401(a)(17)(B). Annual compensation means compensation received during the Plan Year (the determination period). The cost-of-living adjustment in effect for a calendar year applies to annual compensation for the determination period that begins with or within such calendar year.

4.04. Responsibility for Contribution Limits. The Employer is responsible for monitoring contribution limits with respect to its Employees.

ARTICLE V. ACCOUNTS AND REPORTS

5.01. Accounts. A Service Manager shall maintain an Account with respect to each Participant who has identified such Service Manager to receive Employer Contributions on his behalf, and that Account shall be credited with the Participant's Employer Contributions under Article III for each pay period. The balance of such Account shall be adjusted daily to reflect any distribution to the Participant and all interest, dividends, account charges and changes of market value resulting from the investment of the Participant's Account. All Plan records, including individual account information, that are maintained by the Service Manager shall be the exclusive property of the Administrator.

5.02. Statements of Accounts. A written report of the status of each Participant's Account shall be furnished by the Service Manager(s) to Participants within thirty (30) days after the end of each Plan quarter. All reports to Participants shall be based on the fair market value of investments credited to their Accounts as of the reporting dates. Participant reports shall be deemed to have been accepted by the Participant as correct unless written notice to the contrary is received by the Service Manager within sixty (60) days after the mailing or distribution of a report to the Participant.

5.03. Year End Reports. Within ninety (90) days after the end of each Plan Year, a written report shall be prepared by the Service Manager and provided to the Administrator, which shall be maintained on file by the Administrator, showing the assets held under the Plan, a schedule of all receipts and disbursements and all material transactions of the Plan during the preceding year. This report shall be in a form and shall contain other information as the Administrator requires. The report shall also contain such information as is necessary to enable the Trustees to prepare their accounting due under the Trust.

5.04. Account Review. The Administrator's records shall be open to inspection during normal business hours by any Participant or a designated representative of the Employer or a Participant. However, no Participant may review any record specifically relating to any other Participant.

ARTICLE VI. VALUATION OF ACCOUNTS

6.01. Valuation. The Service Manager shall value the investments each business day based on acceptable industry practices. All daily transactions shall be based on that day's closing market values.

6.02. Deposits. In all cases, deposits of contributions shall be treated as actually made only as of the date the funds are accepted as in good order by the Service Manager.

6.03. Report from Administrator to Board. The Service Manager shall provide a report to the Administrator including such valuation and other administrative information as requested by the Administrator within forty-five (45) days after the end of each calendar quarter. The Administrator shall provide such information in a report to the Board within ninety (90) days after the end of the Plan Year.

ARTICLE VII. TRUST

7.01. Trust. The Board hereby enters into a Trust and shall act as the Trustees to hold the Trust Fund. The Trust shall be deemed to form a part of the Plan and all rights of Participants or others under this Plan shall be subject to the provisions of the Trust to the extent such provisions are not contradicted by specific provisions of this Plan.

7.02. Trust Fund. The assets of the Trust Fund shall be received, held in Trust, and disbursed by the Trustees in accordance with the provisions of the Plan. No part of the Trust Fund shall be used for or diverted to purposes other than for the exclusive benefit of Participants and their Beneficiaries under this Plan prior to the satisfaction of all liabilities hereunder with respect to them. No person shall have any interest in or right to the Trust Fund or any part thereof, except as specifically provided for in this Plan. The Trust shall (i) hold, invest, and reinvest the Trust Fund, and (ii) pay moneys from the Trust Fund, including payments to the Participants or their Beneficiaries under the Plan. Such orders shall specify the purpose or application to be made of payments so ordered, and the Trustees shall not be responsible in any way respecting the purpose of such payments or the application thereof. The Trustees shall be under no duty to enforce payment of any contribution from the Employer and shall not be responsible for the adequacy of the Trust Fund to meet and discharge any liabilities under the Plan. All benefits under the Plan shall be distributed solely from the Trust Fund, and the Employer shall have no liability therefore other than the obligation to make contributions to the Trust Fund as provided in the Plan.

7.03. Trustees. The Board shall be the Trustees for the Trust.

7.04. Powers of the Trustees. In administering the Trust Fund, the Trustees or the Administrator acting on their behalf, shall have the power in its discretion:

(a) To exercise, or to refrain from exercising, all voting rights with respect to any stocks, bonds or other securities and to grant general or special proxies or powers of attorney with or without power of substitution whether discretionary or otherwise, and to enter into any voting trust or similar agreement;

(b) To register and hold any investment in the name of the Trustees, in the name of one or more of their nominees or in the name of one or more nominees of any system for the central handling of securities, with or without indication of the capacity in which the investment is held, and to hold any investment in bearer form, but the books and records of the Plan shall at all times show that such investments are part of the Trust Fund;

(c) To collect and receive any and all money and other property due to the Trust Fund and to give full discharge therefore;

(d) To employ suitable agents, counsel, and investment managers and to pay their reasonable expenses and compensation from the Trust Fund;

(e) To settle, compromise or submit to arbitration any claims, debts or damages due or owing to or from the Trust, to commence or defend suits or legal proceedings to protect any interest of the Trust, and to represent the Trust in all suits or legal proceedings in any court or before any other body or tribunal;

(f) To make, execute, acknowledge and deliver any and all documents of transfer and conveyance and any and all other instruments that may be necessary or appropriate to carry out the powers herein granted; and

(g) Generally, to do all acts, whether or not expressly authorized, which the Trustees may deem necessary or desirable for the protection of the Trust Fund.

7.05. Expenses. The expenses incurred by the Trustees and the Administrator in the performance of their duties, including fees for legal services rendered to the Trustee, and all other proper charges and disbursements of the Trustee, shall be paid by the Employer. All taxes of any and all kinds whatsoever that may be levied or assessed under existing or future laws upon or in respect of the Trust Fund or the income thereof shall be paid from the Trust Fund unless the Employer elects to pay such expenses. Notwithstanding anything contained herein to the contrary, all expenses arising from investment of Plan assets shall be paid from affected Participants' Accounts.

7.06. Counsel. The Trustees may consult with counsel, who may be counsel for the Board, and shall be fully protected in acting upon the advice of counsel.

7.07. Plan Records. On behalf of the Trustees, the Administrator shall keep accurate and detailed accounts of all investments, receipts, disbursements and other transactions of the Trust Fund, and all accounts, books and records relating thereto shall be open to inspection and audit at all reasonable times by any person designated by the Board. Within ninety (90) days following the close of each Plan Year, the Administrator on behalf of the Trustees shall file with the Board a written account setting forth all investments, receipts, disbursements and other transactions effected by them during such Plan Year, which account so filed shall be open to inspection during regular business hours by representatives of the Board for a period of sixty (60) days immediately following the date on which the accounts is filed with the Board. Upon the expiration of such sixty (60) day period, the Trustees shall be forever released and discharged from all liability and accountability to anyone with respect to the propriety of acts and transactions shown in such account, except with respect to any such acts or transactions as to which the Board shall have filed written objections with the Trustees within such sixty (60) day period. The Trustees shall determine the fair market value of the Trust Fund as of the close of business on the last day of the Plan Year by a method uniformly applied. A Participant shall have the right to inspect Trustees minutes and Service Manager information at all reasonable times.

7.08. Successor Trustees. Any Trustee shall be terminated upon ceasing to be a member of the Board. The successor Board member shall be a successor trustee who shall have the same powers and duties as those conferred upon the Trustee hereunder.

7.09. Reliance. Any action by the Board pursuant to any of the provisions of the Plan shall be evidenced by a resolution of the Board certified to the Trustees and the Trustees shall be fully protected in acting in accordance with such resolution so certified to them.

7.10. Authority of Individual Trustees. Any action to be taken by the Trustees shall only be taken on the authorization of a majority of such individual trustees. However, the Trustees may delegate a particular function, power or authority to an individual Trustee by written authorization adopted by the Trustees. When such action is so authorized by the Trustees, no person dealing with the authorized Trustee shall be required to make inquiry as to the authority of the Trustee to do any act hereunder; any such person shall be entitled, conclusively, to assume that the Trustee is properly authorized to do any act which he purports to do hereunder, and any such person shall be under no liability to any person, whomsoever, for any act done hereunder pursuant to such written direction of the Trustee. When such action is so authorized by Trustees, any such person may conclusively assume that the Trustee has full power and authority to receive and give receipt for any money or property becoming due and payable to the Trustees, and no such person shall be bound to inquire as to the disposition or application of any money or property paid or delivered to the Trustee, or paid or delivered in accordance with such written direction of the Trustee.

7.11. Limitations of Responsibility and Indemnification. The Trustees' responsibilities and liabilities, and the Administrator's responsibilities and liabilities when acting on their behalf, shall be subject to the following limitations:

(a) The Trustees shall have no duties other than those expressly set forth in this Plan and those imposed on the Trustees by applicable laws.

(b) The Trustees shall be responsible only for money and property actually received by the Trustee. The Trustees shall not be responsible for any insurance contracts or policies issued by an insurance company.

(c) The Trustees shall have no duty to make recommendations concerning actions to be taken hereunder or to question the propriety of any action they are directed to take hereunder with respect to matters falling within the jurisdiction of the Board, to the extent that the action is consistent with the Plan.

(d) The Trustees shall not be required to give any bond or other obligation to secure the due performance of the Trust by them, unless required by law.

(e) The Trustees shall have no liability for the acts or omissions of any predecessors or successors in office.

(f) The Trustees shall have no liability for (i) following directions, including investment directions of any Participant, that are given to the Trustees in accordance with

this Plan; or (ii) any loss of any kind that may result by reason of the manner of investment as directed by the Participant.

7.12. Custodial Accounts and Annuity Contracts. The Trustees, or the Administrator on their behalf, may enter into contracts and/or accounts with a Service Manager that meet the requirements of Code Section 401(f) to hold Plan assets.

ARTICLE VIII. INVESTMENT OF ACCOUNTS

8.01. Investment Options. The Administrator shall determine the available Investment Funds for Participants (or Beneficiaries upon the death of the Participant). The Participants (or Beneficiaries) may direct the investment of their Accounts among the Investment Funds selected by the Trustees. The Service Manager shall follow the Participants' (or Beneficiaries') directions with respect to the investment of the Accounts.

8.02. Remittance of Contributions. All contributions under the Plan shall be transferred by the Employer to the Trust immediately following the payroll date under Section 3.04. In no event, however, shall contributions under the Plan be transferred by the Employer to the Plan later than required by law.

8.03. Investment Default Option. In the event that a Participant does not have a valid investment direction on file for any portion of the amount in that Participant's Account, that portion of the Account shall be invested in any default option or options as determined by the Administrator. In such event, the Participant shall be deemed to have directed that option (or options) for investment of such portion of his or her Account. The Administrator intends to establish default options based upon various factors, including but not limited to, market risk, stability and rate of return.

ARTICLE IX. VESTING

9.01. Vesting Standards. A Participant shall be one hundred percent (100%) Vested in the Participant's Account at all times.

ARTICLE X. BENEFITS

10.01. Benefit Payments. Benefits shall be paid from the Trust Fund in accordance with this Article following a Participant's Separation from Service, death or Disability. Benefits payable to a Participant or a Beneficiary shall be based upon the value of the Participant's Account.

(a) **Separation from Service.** Upon Separation from Service, a Participant may elect to have benefits commence on a date which is no later than age seventy and one-half (70½). Such election shall be made within forty-five (45) days after Separation from Service. If no election is made, benefits shall commence seventy-five (75) days after Separation from Service. A Participant may elect to change the commencement date of distribution of the Account to a later date otherwise permitted under this Article, so long as the commencement date meets the required distribution commencement date

provisions of Code Section 401(a)(9). All benefits shall be paid under a payment option under Section 10.02, subject to the restrictions in Section 10.04.

(b) **Death.** In the event of the Participant's death prior to the commencement of benefits under paragraph (a), the value of the Participant's Account shall be paid to the Beneficiary under a payment option elected by the Beneficiary under Section 10.02, subject to the restrictions in Section 10.06. Such benefits shall be payable commencing within sixty (60) days after receipt by the Administrator of satisfactory proof of the Participant's death. However, if the Beneficiary is the spouse of the Participant, then the spouse may elect within sixty (60) days of Participant's death to defer distribution to a date not later than the date when the Participant would have attained age seventy and one-half (70½).

(c) **Disability.** Upon Separation from Service with the Employer because of becoming Disabled, a Participant may elect to have benefits commence on a date which is no later than age seventy and one-half (70½). Such election shall be made within forty-five (45) days after becoming Disabled. If no election is made, benefits will commence seventy-five (75) days after becoming Disabled. A Participant may change the commencement date of distribution of the Account to a later date otherwise permitted under this Article, so long as the later commencement date meets the required distribution commencement date provisions of Code Section 401(a)(9). All benefits shall be paid under a payment option under Section 10.02, subject to the restrictions in Section 10.04.

10.02. Payment Options. The election of a payment option by a Participant or a Beneficiary under this Section must be made no later than thirty (30) days before the commencement of such benefits. Subject to restrictions established by the Administrator, the Plan shall permit payout options in the form of lump sums, periodic payments of a fixed amount or fixed duration, or life contingent annuities. Absent such an election, the Account will be paid in a lump sum.

10.03. Lump Sum Settlement. Notwithstanding anything in this Plan to the contrary, if a Participant's Account balance does not exceed One Thousand Dollars (\$1,000) at the time of Separation from Service, the Administrator shall effect a lump sum distribution of the Participant's Account.

10.04. Minimum Distribution Rules.

(a) Notwithstanding any provision of this Plan to the contrary, any distribution under the Plan shall be made in accordance with Code Section 401(a)(9) and in accordance with final Treasury Regulations sections 1.401(a)(9)-(2) through (9), as they are amended from time to time and applicable. No payment option may be selected by a Participant unless the amounts payable to the Participant are expected to be at least equal to the minimum distribution required under Code Section 401(a)(9). The amounts payable also must satisfy the minimum distribution incidental benefit requirements of Code Section 401(a)(9)(G). Payment of the Accounts of a Participant shall begin not later than the "required beginning date." For purposes of this Section, "required beginning date" means April 1 of the calendar year following the later of (i) the calendar

year in which the Participant reaches age seventy and one-half (70½), or (ii) the calendar year in which the Participant retires. For purposes of this Section, "first distribution year" means the calendar year described in (i) or (ii) of the preceding sentence. The amount to be distributed each year, beginning with distributions for the first distribution year, shall not be less than the quotient obtained by dividing the Participant's benefit by the lesser of (i) the applicable divisor of the Participant or the Participant and his or her spouse if the spouse is the designated beneficiary, or (ii) if the Participant's spouse is not the designated beneficiary, the applicable divisor specified in Code Section 401(a)(9) or the regulations promulgated thereunder. Distributions after the death of the Participant shall be distributed using the applicable life expectancy as the relevant divisor.

(b) A Participant or Beneficiary who would have been required to receive required minimum distributions for 2009 but for the enactment of Code Section 401(a)(9)(H) ("2009 RMDs"), and who would have satisfied that requirement by receiving distributions that are (1) equal to the 2009 RMDs or (2) one or more payments in a series of substantially equal distributions (that include the 2009 RMDs) made at least annually and expected to last for the life (or life expectancy) of the participant, the joint lives (or joint life expectancy) of the participant and the participant's designated beneficiary, or for a period of at least ten (10) years ("Extended 2009 RMDs") will receive those distributions for 2009 unless the participant or beneficiary chooses not to receive such distributions. Participants and Beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving the distributions described in the preceding sentence.

In addition, solely for purposes of applying the direct rollover provisions of the Plan, 2009 RMDs and Extended 2009 RMDs will be treated as eligible rollover distributions in 2009:

10.05. Designated Beneficiary. A Participant shall have the right to file with the Administrator an Applicable Form designating the Beneficiary or Beneficiaries who shall receive the benefits payable under the Plan in the event of the Participant's death. No Beneficiary designation shall take effect until an Applicable Form is signed by the Participant and received and accepted by the Administrator. If the Participant fails to make such a designation, the Participant's Beneficiary shall be the Participant's Beneficiary under the Supplemental Retirement Plan. If the Participant dies without a Beneficiary form on file for the Supplemental Retirement Plan, the benefit payments shall be made to the Participant's estate in a lump sum.

A Participant shall have the right to designate at least one primary and contingent Beneficiary and to indicate whether the Beneficiaries in each class are to share equally or according to specified percentages. A contingent Beneficiary shall receive benefit payments only if there is no surviving primary Beneficiary. If a Beneficiary predeceases the Participant, the surviving Beneficiaries in the same class (i.e., primary or contingent) will share among each other all benefits in the same proportion as originally designated by the Participant. In the event of the death of a Beneficiary, after the Beneficiary has become entitled to receive benefits, the remaining benefits shall be paid to the estate of the Beneficiary in a lump sum.

10.06. Payments to Beneficiary. In the event of the Participant's death, any remaining benefit shall be distributed according to the following:

(a) If the Participant had begun receiving periodic payments of a fixed amount or fixed duration from the Plan which were not annuitized, the balance of the Account shall be paid to the Beneficiary at least as rapidly as under the payment option selected by the Participant.

(b) If the Participant had begun receiving payments under an annuity contract, the Beneficiary shall be bound by all restrictions of that contract and the form of payment selected thereunder, and remaining payments, if any, shall be paid to the Beneficiary under the contract.

(c) If the Participant dies before distributions have commenced, a spouse Beneficiary may delay the commencement of benefits until the Participant would have attained age seventy and one-half (70½) and may elect to receive payments at such time over the Beneficiary's life expectancy.

(d) If the Participant dies before distributions have commenced, a non-spouse Beneficiary may take a lump sum or a periodic payment. In the case of a lump sum, payment must be made no later than five (5) years after the date of the Participant's death. In the case of a periodic distribution, payment must commence no later than one year after the date of the Participant's death, but in no event over a period longer than the Beneficiary's life expectancy at the time the distribution commences.

Notwithstanding the foregoing, any payment to an estate shall be made in a lump sum.

10.07. Plan Loans. Plan loans to Participants shall not be permitted.

ARTICLE XI. CHILD SUPPORT ENFORCEMENT ORDERS

Child support enforcement orders which satisfy the requirements of Code Sections 414(p)(1)(A)(i) and 414(p)(1)(B) and the procedures established by the Administrator for such orders shall be honored by the Plan upon the Participant's Separation from Service.

ARTICLE XII. ELIGIBLE ROLLOVERS FROM THIS PLAN

12.01. Plan Distributions and Withholding Requirements. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a Distributee's election under this Section, a Distributee may elect, at the time and in the manner prescribed by the Administrator, to have any portion of an Eligible Rollover Distribution paid directly to an Eligible Retirement Plan specified by the Distributee in a Direct Rollover.

12.02. Definitions. The following definitions shall apply to this Section:

(a) An "Eligible Rollover Distribution" is any Distribution from this Plan of any portion of the balance to the credit of the Distributee, except that an Eligible Rollover Distribution does not include: (i) any distribution that is one of a series of substantially

equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the Distributee or the joint lives (or joint life expectancies) of the Distributee and the Distributee's designated Beneficiary, or for a specified period of ten (10) years or more; (ii) any distribution to the extent such distribution is required under Code Section 401(a)(9); or (iii) the portion of any distribution that is not includible in gross income, provided that any portion of any distribution that is not includible in gross income may be an Eligible Rollover Distribution for purposes of a rollover to either (1) a traditional individual retirement account or individual retirement annuity under Code Sections 408(a) or 408(b) or (2) a qualified trust which is part of a plan which is a defined contribution plan or a defined benefit under Code Sections 401(a) or 403(a) or to any annuity contract described in Code Section 403(b), and such trust or annuity contract separately accounts for amounts so transferred, including separate accounting for the portion of such distribution that is includible in gross income and the portion of such distribution that is not includible. An eligible rollover distribution shall also mean a qualified rollover contribution to a Roth IRA within the meaning of Internal Revenue Code Section 408A.

(b) An "Eligible Retirement Plan" is any program defined in Code Sections 401(a)(31) and 402(c)(8)(B), that accepts the Distributee's Eligible Rollover Distribution, as follows: An individual retirement account under Code Section 408(a);

(1) An individual retirement annuity under Code Section 408(b) (other than an endowment contract);

(2) A qualified trust;

(3) An annuity plan under Code Section 403(a);

(4) An eligible deferred compensation plan under Code Section 457(b) which is maintained by an eligible employer under Code Section 457(e)(1)(A) (so long as the plan agrees to separately account for amounts rolled into the plan);

(5) An annuity contract under Code Section 403(b); or

(6) A Roth IRA described in Code Section 408A.

(c) A "Distributee" includes an Employee or former Employee. It also includes the Employee's or former Employee's surviving spouse and the Employee's or former Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in Code Section 414(p) or a nonspouse beneficiary who is a designated beneficiary as defined by Code Section 401(a)(9)(E). However, a nonspouse beneficiary may rollover the distributions only to an individual retirement account or individual retirement annuity established for the purpose of receiving the distribution and the account or annuity will be treated as an "inherited" individual retirement account or annuity.

(d) A "Direct Rollover" is a payment by the Plan to the Eligible Retirement Plan specified by the Distributee.

ARTICLE XIII. ELIGIBLE ROLLOVERS TO THIS PLAN

This Plan does not accept rollovers.

ARTICLE XIV. ADMINISTRATION OF PLAN

14.01. Compliance with Code Section 401(a). At all times, the Plan shall be administered in accordance and construed to be consistent with Section 401(a) of the Code and its accompanying regulations. The Plan is a profit sharing plan, whereby contributions are determined pursuant to Article III of the Plan.

14.02. Administrator Duties and Powers. The Administrator shall have the authority to control and manage the operation and administration of the Plan and shall be a named fiduciary of the Plan. The Administrator is authorized to accept service of legal process.

(a) The Administrator shall have such power and authority (including discretion with respect to the exercise of that power and authority) as may be necessary, advisable, desirable or convenient to enable the Administrator to carry out its duties under the Plan. By way of illustration and not limitation, the Administrator is empowered and authorized:

(1) to establish procedures with respect to administration of the Plan, not inconsistent with the Plan and the Code, and to amend or rescind such procedures;

(2) to determine, consistent with the Plan, applicable law, rules or regulations, all questions of law or fact that may arise as to the eligibility for participation in the Plan and eligibility for distribution of benefits from the Plan, and the status of any person claiming benefits under the Plan, including without limitation, Participants, former Participants, Beneficiaries, Employees and former Employees;

(3) pursuant to Article X of the Plan, to make payments from the Trust Fund to Participants, their Beneficiaries and other persons as the Administrator may determine;

(4) to contract with a Service Manager to perform enrollment and administrative services under this Plan;

(5) subject to and consistent with the Code, to construe and interpret the Plan as to administrative issues and to correct any defect, supply any omission or reconcile any inconsistency in the Plan with respect to same.

(b) Any action by the Administrator, which is not found to be an abuse of discretion, shall be final, conclusive and binding on all individuals affected thereby. The Administrator may take any such action in such manner and to such extent as the Administrator in its sole discretion may deem expedient and the Administrator shall be the sole and final judge of such expediency.

14.03. Advice. The Administrator may employ one (1) or more persons to render advice with regard to its responsibilities under the Plan.

14.04. Delegation by Administrator. In addition to the powers stated in Section 14.02, the Administrator may delegate to an individual, committee or organization certain of its fiduciary or other responsibilities under the Plan. Any such individual, committee or organization shall remain a fiduciary until such delegation is revoked by the Administrator, which revocation may be without cause and without advance notice. Such individual, committee or organization shall have such power and authority with respect to such delegated fiduciary or other responsibilities as the Administrator has under the Plan.

14.05. Fiduciary Insurance. The Board may require the purchase of fiduciary liability insurance for any of such fiduciaries to cover liability or losses occurring by reason of the act or omission of a fiduciary.

14.06. Payment of Benefits. The Administrator, if in doubt concerning the correctness of its action in making a payment of a benefit, may suspend payment until satisfied as to the correctness of the payment or the person to receive the payment, or may file, in any state court of competent jurisdiction, a suit, in such form as it considers appropriate, for legal determination of the benefits to be paid and the persons to receive them. The Administrator may also bring a suit or take such other action as it deems appropriate in the case of questions involving investment directions. The Administrator shall comply with the final order of the court in any such suit, and Participants, Beneficiaries, Employer and Board shall be bound thereby insofar as such order affects the benefits payable under this Plan or the method or manner of payment.

14.07. Limitation on Recovery. The Participants and Beneficiaries may not seek recovery against the Board or Administrator, or any employee, contractor or agent of the Board or Administrator, for any loss sustained by any Participant or Beneficiary due to the nonperformance of his or her duties, negligence or any other misconduct of the above-named persons. Participants and Beneficiaries may not seek recovery against the Employer, or any employee, contractor or agent of the Employer, for any loss sustained by any Participant or Beneficiary due to the nonperformance of his or her duties, negligence or any other misconduct of the above-named persons. This paragraph shall not, however, excuse fraud or a wrongful taking by any person.

ARTICLE XV. CLAIMS PROCEDURE

15.01. Claims Procedure. Any person who believes that he is entitled to any benefit under the Plan shall present such claim in writing to the Service Manager.

(a) The Service Manager shall within ninety (90) days provide adequate notice in writing to any claimant as to the decision of any such claim. Such notice shall be written in a manner calculated to be understood by the Participant. If such claim has been denied, in whole or in part, such notice shall set forth:

- (1) the specific reasons for such denial,

(2) specific reference to any pertinent provisions of the Plan on which denial is based,

(3) a description of any additional material or information necessary for the claimant to perfect the claim and an explanation of why such material or information is necessary, and

(4) an explanation of the review procedure for the Plan.

(b) The claimant or a duly authorized representative may review any Plan document which is pertinent to the claim and may submit issues and comments to the Service Manager in writing.

15.02. Appeals Procedure.

(a) Within sixty (60) days after receipt by the claimant of notification of denial, the claimant shall have the right to present a written appeal, including any additional material to the Administrator. If such appeal is not filed within said sixty (60) day period, the decision of the Administrator shall be final and binding.

(b) The Administrator, in its discretion, may make a decision on appeal without a hearing, in which case a decision by the Administrator shall be made no later than sixty (60) days after its receipt of the appeal. However, if the Administrator decides a hearing at which the claimant or a duly authorized representative may be present is necessary and such a hearing is held, such decision shall be rendered as soon as possible, but not later than one hundred twenty (120) days after its receipt of the appeal. Any such decision of the Administrator shall be in writing and shall provide adequate notice to the claimant setting forth the specific reasons for any denial and written in a manner calculated to be understood by a Participant. Any such decision by the Administrator shall be final.

15.03. Report to Board Concerning Claims and Appeals. The Administrator shall annually present a report to the Board concerning any such claim or appeal.

ARTICLE XVI. AMENDMENT OF THE PLAN

16.01. Amendment of the Plan.

(a) Subject to the provisions of any applicable law, the Board may at any time amend or modify this Plan without the consent of the Participants (or any Beneficiaries thereof). Any modification, alteration, or amendment of the Plan, made in accordance with this Section, may be made retroactively if deemed necessary or appropriate by the Board, and shall be made in accordance with any requirements established by the Internal Revenue Service.

(b) If the Plan is amended or modified, the Administrator shall nonetheless be responsible for the supervision and the payment of benefits resulting from amounts contributed prior to the amendment or modifications in accordance with this Article.

16.02. Amendment for Qualification of Plan. It is the intent of the Sponsoring Employer that the Plan shall be and remain qualified for tax purposes under the Code. The Sponsoring Employer or its designee shall promptly submit the Plan to the Internal Revenue Service for approval under the Code and all expenses incident thereto shall be borne by the Sponsoring Employer. The Sponsoring Employer may make any modifications, alterations, or amendments to the Plan necessary to obtain and retain approval of the Secretary of the Treasury or his or her delegate as may be necessary to establish and maintain the status of the Plan as qualified under the provisions of the Code or other federal legislation, as now in effect or hereafter enacted, and the regulations issued thereunder. Any modification, alteration, or amendment of the Plan, made in accordance with this Section, may be made retroactively, if necessary or appropriate. A certified copy of the resolution of the Sponsoring Employer making such amendment shall be effective as of the date set forth in such resolution, and the Participating Employers, Employees, Participants, Beneficiaries, and all others having any interest under the Plan shall be bound thereby.

16.03. Effective Date of Amendments. All amendments shall become effective on the first day of the month following the giving of not less than forty five (45) days prior notice of the amendment to Participants. However, this forty-five (45) day notice requirement shall be applicable only if the amendment limits or otherwise restricts the distribution rights of the Participants. If the amendment was made by the Sponsoring Employer, notice shall be deemed given when the amendment is posted in the office of the Administrator. No amendments shall deprive any Participant of any of the benefits to which the Participant is entitled under this Plan with respect to amounts credited prior to the effective date of the amendment.

ARTICLE XVII. TERMINATION

This Plan may be completely terminated at any time pursuant to the resolution of the Board or in accordance with a change in State law. In such an event, the Administrator shall be responsible for directing distribution of the assets of each affected Participant of the Trust Fund to Participants, Beneficiaries or to a successor plan.

ARTICLE XVIII. NONASSIGNABILITY

18.01. Nonassignment. Subject to the provisions of Article XI, no Participant, Beneficiary or designee may commute, sell, assign, transfer or otherwise convey the right to receive any payment under the Plan, provided that such payment and right thereto is expressly declared to be nonassignable and nontransferable.

18.02. Rights. Subject to the provisions of Article XI, the rights of Participants and Beneficiaries under this Plan shall not be subject to the rights of their creditors, and shall be exempt from execution, attachment, prior assignment or any other judicial relief or order for the benefit of creditors or other third person, except to the extent a benefit distributable under Article X is subject to a federal tax levy.

ARTICLE XIX. MISCELLANEOUS

19.01. Federal Taxes. The Board does not guarantee that any particular Federal or State income, payroll or other tax consequence will occur because of participation in this Plan.

19.02. Contract. This Plan, including any properly adopted amendments thereof, shall constitute the total agreement or contract between the Employer and any Participant regarding the Plan. No oral statement regarding the Plan may be relied upon by any Participant or other person.

19.03. Conflicts. In resolving any conflict between provisions of the Plan and in resolving any other uncertainty as to the meaning or intention of any provision of the Plan, the interpretation that (i) causes the Plan to constitute a qualified governmental plan under the provisions of Code Sections 401 and 414(d) and the Trust to be exempt from tax under Code Section 501, (ii) causes the Plan to comply with all applicable requirements of the Code and (iii) causes the Plan to comply with all applicable Maryland statutes and rules, shall prevail over any different interpretation.

19.04. Limitation on Rights. Neither the establishment or maintenance of the Plan, nor any amendment thereof nor any act or omission under the Plan (or resulting from the operation of the Plan) shall be construed:

(a) as conferring upon any Participant, Beneficiary or any other person a right or claim against the Trust, Board or Administrator, except to the extent that such right or claim shall be specifically expressed and provided in the Plan;

(b) as creating any responsibility or liability of the Employer for the validity or effect of the Plan;

(c) as being consideration for, or an inducement or condition of, employment of any Participant or other person, or as affecting or restricting in any manner or to any extent whatsoever the rights or obligations of the Employer or any Participant or other person to continue or terminate the employment relationship at any time.

19.05. USERRA Compliance. Notwithstanding any provisions of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service shall be provided in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA") [as codified at Chapter 43, Title 38, of the United States Code]; Code Section 414(u); and, effective January 1, 2007, Code Section 401(a)(37), as amended from time to time. The following outline the general provisions applicable to USERRA:

(a) For purposes of this Section 19.05, "qualified military service" means any service in the uniformed services as defined in USERRA by any individual if such individual is entitled to reemployment rights under USERRA with respect to such service.

(b) A Participant, whose employment is interrupted by qualified military service or who is on a leave of absence for qualified military service, may elect to make-up Participant contributions to the Supplemental Retirement Plan in accordance with Code Section 414(u) if he or she resumes employment with the Employer in accordance with USERRA. Except to the extent provided under Code Section 414(u), this right applies for five (5) years following such resumption of employment (or, if shorter, for a period equal to three (3) times the period of the interruption or leave). Such contribution

by the Participant may only be made during such period and while the Participant is employed by the Employer.

(c) If the Participant elects to make such contributions, then the Employer shall make-up the Matching Contributions which would have been required had such Participant contributions actually been made during the period of qualified military service up to the maximum Participant contribution that the Participant could have elected during that period if the Participant's employment with the Employer had continued (at the same level of Compensation) without interruption or leave reduced by Matching Contributions, if any, actually made for the Participant during the period of the interruption or leave. The make-up contributions will be made in at the same time and manner as normally provided under the Plan.

(d) Effective January 1, 2007, to the extent provide under Code Section 401(a)(37), in the case of a Participant whose employment is interrupted by qualified military service and who dies while performing qualified military service, the survivor of such Participant shall be entitled to any additional benefit (other than benefit accruals) provided under the Plan as if the Participant timely resumed employment in accordance with USERRA and then terminated employment on account of death.

(e) Effective January 1, 2009, a Participant whose employment is interrupted by qualified military service or who is on a leave of absence for qualified military service and who receives a differential wage payment within the meaning of Code Section 414(u)(12)(D) from the Employer, shall be treated as an employee of the Employer and the differential wage payment shall be treated as Compensation. This provision shall be applied to all similarly situated individuals in a reasonably equivalent manner.

19.06. Erroneous Payments. If the Administrator makes any payment that according to the terms of the Plan and the benefits provided hereunder should not have been made, the Administrator may recover that incorrect payment, by whatever means necessary, whether or not it was made due to the error of the Administrator, from the person to whom it was made or from any other appropriate party. For example, if any such incorrect payment is made directly to a Participant, the Administrator may deduct it when making any future payments directly to that Participant.

19.07. Release. Any payment to any Participant shall, to the extent thereof, be in full satisfaction of the claim of such Participant being paid thereby and the Administrator may condition payment thereof on the delivery by the Participant of the duly executed receipt and release in such form as may be determined by the Administrator.

19.08. Liability. The Administrator shall not incur any liability in acting upon any notice, request, signed letter, telegram or other paper or document or electronic transmission believed by the Administrator to be genuine or to be executed or sent by an authorized person.

19.09. Governing Laws. The law of the State of Maryland shall apply in determining the construction and validity of this Plan.

19.10. Necessary Parties to Disputes. Necessary parties to any accounting, litigation or other proceedings relating to the Plan shall include only the Board. However, the Service Manager is a necessary party for those duties that have been delegated to the Service Manager. The settlement or judgment in any such case in which the Board is duly served shall be binding upon all affected Participants in the Plan, their beneficiaries, estates and upon all persons claiming by, through or under them.

19.11. Severability. If any provision of the Plan shall be held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions of the Plan shall continue to be fully effective.


19.12. Supersession. The terms of the Plan shall supersede any previous agreement between the parties pertaining to the Plan.

19.13. Counterparts. This Plan may be executed in one (1) or more counterparts, each of which shall constitute an original.

19.14. General Provision. Administrator may adopt procedures for persons to act on behalf of incompetent Participants and Beneficiaries.

IN WITNESS WHEREOF the undersigned have executed this Plan as Sponsoring Employer as authorized by the Board on the dates indicated:

Attorney General



Brian E. Frosh

1/21/2016

Date

**Participating Employer
of the
State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan**

The below Participating Employer, by executing this document, acknowledges that it has read the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan in its entirety, that this Plan is suitable for its purposes, and that it accepts full responsibility for its participation hereunder. Effective January 1, 2009, Baltimore City Community College will cease accepting new contributions into this Plan.

Participating Employer: Baltimore City Community College

By: _____
Name and Title

Effective Date: _____

Signature Date: _____

Participating Employer
to the
State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan

The below Participating Employer, with respect to (1) employees of St. Mary's College of Maryland who do not participate in another matching supplemental plan as provided under MD Code § 32-208 and (ii) an employee of the Historic St. Mary's College of Maryland who (1) is a member of the Employee's Pension System as set forth in Title 23, Subtitle 2 of the State Personnel and Pensions Article of the annotated Code of Maryland (1978, 2004 Repl. Vol.), as may be amended from time to time, (2) makes salary deferrals to a Supplemental Retirement Plan of which St. Mary's College of Maryland is the plan sponsor, and (3) was allowed to and did participate in this Plan from 1999 to July 1, 2006, by executing this document, acknowledges that it has read the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan in its entirety, that this Plan is suitable for its purposes, and that it accepts full responsibility for its participation hereunder.

Participating Employer: St. Mary's College of Maryland

By: _____
Name and Title

Effective Date: _____

Signature Date: _____

Participating Employer

**to the
State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan**

The below Participating Employer, by executing this document, acknowledges that it has read the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan in its entirety, that this Plan is suitable for its purposes, and that it accepts full responsibility for its participation hereunder.

Participating Employer: Morgan State University

By: _____
Name and Title

Effective Date: _____

Signature Date: _____

Participating Employer

to the

State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan

The below Participating Employer, by executing this document, acknowledges that it has read the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan in its entirety, that this Plan is suitable for its purposes, and that it accepts full responsibility for its participation hereunder.

Participating Employer: Maryland Higher Education Commission

By: _____
Name and Title

Effective Date: _____

Signature Date: _____

Participating Employer

to the

State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan

The below Participating Employer, by executing this document, acknowledges that it has read the State of Maryland Higher Education Institutions Supplemental 401(a) Matching Plan in its entirety, that this Plan is suitable for its purposes, and that it accepts full responsibility for its participation hereunder.

Participating Employer: _____

By: _____
Name and Title

Effective Date: _____

Signature Date: _____



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: April 27, 2016

TO: Maryland Higher Education Commission

FROM: James D. Fielder, Jr., PhD. **STAFF:** Geoffrey F. Newman
David S. Beard

SUBJECT: Capital Budget Process Overview for Public Four-Year Colleges and Universities

Capital Budget Process Overview

Maryland public higher education institutions rely on State funding support to assist in accomplishing their overall mission to offer relevant, diverse and specialized programs of study in workforce development, undergraduate and graduate education. State funding support is authorized and appropriated through two categories of budgeted funds: Operating and Capital.

Operating funds support human and business resources including administrative costs, program supplies, general maintenance and equipment. Capital funds support property acquisition as well as design, construction and equipping of facilities and infrastructure, including new and/or renovated buildings, utilities and site improvements, and equipment in accordance with State guidelines. Combined, these funds support the foundation of the programmatic, cultural, physical and environmental strengths of the institution.

This presentation is focused on the Commission's role in the State funding approval process for higher education capital projects, from the introduction of a project in the Facilities Master Plan to the final outcome of project authorization. Regulatory references and/or citations are provided.

The Facilities Master Plan

The first step for a capital project to receive eligibility for State funding requires that the project be included and described in the institution's current Facilities Master Plan. The plan covers a period of not less than ten years and provides a comprehensive overview supporting the institution's role and mission, including the following:

Elements of the Plan

1. An executive summary including a narrative highlighting any deficiencies or needs identified, and proposals to deal with them;

2. A statement of the institution’s role and mission and an overview describing the most significant characteristics of the institution that impact the institution’s facilities requirements;
3. Assessment and analysis of existing land and facilities and planning assumptions including physical characteristics, location map, and historical and contemporary factors influencing development;
4. Specific plans to meet identified needs, including academic, enrollment, space, facilities and infrastructure growth;
5. Details of plans for all projects in the plan; and,
6. An implementation strategy.

(For further detail under each element, refer to: COMAR 13B.07.04.02 - Community Colleges Facilities Master Plan)

The governing board of each institution must approve the plan prior to submission for agency review. Agency review is conducted by the Maryland Higher Education Commission (MHEC), the Department of Budget and Management (DBM), the Department of General Services (DGS), and the Maryland Department of Planning (MDP). The MHEC review process draws specific attention to:

MHEC Review of Facilities Master Plans

1. Compliance with Smart Growth requirements;
2. Assessment of how the plan supports the role and mission of the institution;
3. Current and projected enrollment and staff;
4. Academic programs on which the plan is based for consistency with the approved role and mission statement;
5. Compliance with space guideline calculations;
6. Library construction, with regard to new technologies in electronic management, storage and retrieval, as well as automation and new forms of book storage such as compact shelving;
7. Adequacy of facilities contained in the plan to accommodate existing and proposed academic and support as well as appropriate planning for telecommunications infrastructure and libraries; and,
8. Consistency with the Statewide Capital Improvements Plan (CIP).

Table 1- Agency Functions: Facilities Master Plan	MHEC	DBM	DGS	MDP
Review for consistency with Role and Mission Statement.	•			
Endorse student and faculty/staff projections.	•			
Verify that programs support approved Mission Statement.	•			
Verify compliance with space guidelines.	•			
Assess adequacy of facilities to support current and proposed academic programs.	•			
Distribution of findings to College.	•	•		
Review of space guidelines analysis.		•		
Physical planning considerations.		•	•	
Cost/benefit considerations.		•	•	
Telecommunication Plan.	•	•	•	
Environmental Studies.		•	•	•

Agency reviews may or may not be conducted concurrently; however, following collaboration and completion of the reviews, a consolidated response to the institution is facilitated by MHEC and DBM. The final action will consist of one of the following decisions:

Consolidated Response and Action by MHEC and DBM

1. Unconditional endorsement of the plan as the basis for further development of the institution;
2. Conditional endorsement of the plan as the basis for further development of the institution, with the conditions explicitly stated; or,
3. Return of the plan, with a request for resubmission with changes.

Upon endorsement of the plan, capital projects included in the plan are recognized as eligible for consideration in the State Capital Improvement Program, subject to submission of a Facility Program.

The Facility Program

(See Exhibit A – The Part I/II Facility Program Approval Process - Flow Chart)

The facility program is a document that provides the justification for a capital project; defines and explains the scope of work; and provides detailed requirements for the project design. A facility program consists of two parts: **Part I** includes the justification for the project, and the description and explanation of the scope of work; **Part II** includes the additional details needed to procure architectural and engineering services and to provide detailed guidance in creating the project design. Both Part I and Part II must be approved by the Department of Budget and Management (DBM), and Part II by the Department of General Services (DGS). To guide and assist institutions in completing their Part I and Part II document submissions, DBM and DGS jointly produce a *Facility Program Manual* which identifies the information required for a program submission, regardless of the complexity of the requested project.

In statute, Section 3-602(d) of the State Finance and Procurement Article of the Annotated Code of Maryland requires that, before an appropriation may be authorized for a capital project, the unit of State government (institution) requesting the appropriation shall submit a facility program justifying the project and describing, in detail, the scope and purpose of the project. The comprehensiveness of a facility program will depend upon the nature and magnitude of the project under consideration. Outlines or programs that provide only a general overview of a project are not acceptable. A clear and detailed description of the proposed project is required, as ambiguities will delay the review process by causing time-consuming revisions and rewrites.

As a rule, the institution should complete the Part I and submit it to the State review agencies before initiating work on the Part II. This two-step program preparation process is intended to expedite program reviews and reduce the time and effort required for developing the Part II submission. If the State review agencies request changes to the project as a result of the Part I review, those changes can be incorporated into the initial draft of the Part II. However, the establishing institution may prepare and submit the Part I and Part II together if it finds doing so would be more convenient.

The Part I (Project Justification)

The Part I document should be submitted by June 30th of the calendar year in which the institution initially submits a request to include the project in the State’s five-year capital improvement program. As the introduction and basis for justification and scope of the project, the Part I should:

1. provide a planning tool for use by the institution in developing solutions to operational and service problems as well as facilities deficiencies;
2. set forth a framework for analyzing existing conditions and trends to assist in establishing the project justification and scope;
3. identify the project site;
4. provide the parameters for developing a preliminary cost estimate and a request for funding in the State capital improvement program; and,
5. serve as the focus of review of the project by the State agencies involved in the preparation of the State capital improvement program.

In addition, the Part I should include completed copies of the following:

1. Cost Estimate Worksheet and a statement of the assumptions on which the estimate is based (DBM and DGS form);
2. Environmental Assessment Form (MDP), to assist reviewers in determining whether a proposed action could cause significant natural and socio-economic environmental effects and thus require an Environmental Effects Report;
3. Project Consistency Report (MDP), to evaluate for consistency with the State’s Economic Growth, Resource Protection, and Planning Policy in accordance with Executive Order 01.01.1992.27; and,
4. Net Effect on Agency’s (Institution’s) Operating Budget

Table 2a - Agency Functions: Part I Programs (Project Justification)	MHEC	DBM	DGS	MDP
Review for consistency with endorsed projections, program requirements, and adherence to space guidelines.	•			
Determine that project qualifies as a capital improvement in accordance with State policies and State Finance Procurement Article.		•		
Determine project justification and urgency relative to other proposals.		•		
Determine that project conforms to Growth and Conservation initiatives.		•		•

The Part II (Technical Specifications)

The Part II document must be submitted by March 1st of the calendar year in which a request for design funds will be submitted for inclusion in the next Capital Budget. If a Part I document was not submitted prior to the due date for the Part II, then both Part I and Part II should be submitted together. As the technical specifications document, the Part II includes the additional details needed to procure architectural and engineering services and to provide detailed guidance in creating the project design. The Part II should:

1. Establish the site boundaries for the project;
2. Delineate the architectural, engineering, and planning objectives to be considered during design;
3. Identify applicable construction codes, design standards, and permits, as well as methods and practices required by the user;
4. Provide the basis for a detailed cost estimate for use in the State capital budget and capital improvement program;
5. With respect to building projects, should:
 - a. Detail required space allocations in the facility, based on functional requirements;
 - b. Describe the functional use, requirements and general performance standards for each space; and,
 - c. Present graphically the desired functional relationships between spaces.

Table 2b - Agency Functions Part II Programs (Technical Specifications)	MHEC	DBM	DGS	MDP
Review project for conformity to program and fiscal guidelines.		•		
Review project's relationship to non-academic federal, State, and local plans and programs.		•		
Review guidance to architect/engineer for clarity and completeness.		•	•	
Review design considerations.		•	•	
Assure that applicable codes are cited.			•	
Assure project's compliance with environmental requirements.				•

Facility Programs are reviewed by DBM, DGS, MDP and MHEC. While each agency conducts a separate review, the process involves collaboration among the agencies to develop a consensus, with DBM and DGS rendering a final recommendation to either:

1. Approve;
2. Approve with conditions, specifically stated;
3. Request for more information;
4. Disapprove (with explanation); or,
5. Provide a statement of no recommendation because the project is non-academic in nature (MHEC only).

The Five-Year Capital Improvements Program and Annual Capital Budget Request
 (See Exhibit B – The CIP/Capital Budget Approval Process - Flow Chart)

The Five-Year Capital Improvements Program (CIP) and Annual Capital Budget Request is coordinated by and submitted to the Department of Budget and Management (DBM) through the Capital Budget Information System (CBIS), an on-line program containing the necessary application requirements and materials for submission of capital project funding requests for State assistance. The CIP and capital budget request serve to:

1. Identify capital improvement needs by project and by year for the 5-year period;
2. Develop a State-wide plan of action for college and university capital improvements; and,

3. Establish priorities for the implementation of the plan.

By June 30 of each year, and following governing board approval by each institution, a CIP must be submitted to DBM. The first year of the CIP program constitutes the annual capital budget request.

Components of the CIP include:

1. Updated space guideline calculation tables (SGAP);
2. A 5-year summary of projects; (Form B);
3. Projects included in the annual budget request (Form B and CBIS submission);
4. Projects planned for the subsequent 4 years; and,
5. A brief description and justification of each project (CBIS).

Projects identified in the CIP should be consistent with the institution's approved facilities master plan. The CIP should be updated annually to reflect actual capital appropriations and any changes affecting project priorities within the program, as well as to add an additional year.

The CIP Capital Budget Request Review Process

Upon receipt of the CIP and Budget Requests by the institutions, DBM compiles the CBIS program submissions and initiates the review process. During this process, DBM collaborates with the institutions and participating State agencies while developing project-specific comments and questions to be addressed during the capital budget review meetings scheduled in July and August. These meetings provide an opportunity for institutions to present their perspectives and for the agencies to understand and confirm project status, including justification, cost, scheduling, impact on enrollment, and impact on space capacities. Separate meetings are scheduled with each institution and participating State agencies include MHEC, the Department of Legislative Services (DLS), and the Department of General Services (DGS). The public four-year institutions comprise Morgan State University, St. Mary's College of Maryland and the University System of Maryland institutions. Baltimore City Community College is also scheduled as a public State-owned institution.

During September through November, in collaboration with DBM and the higher education institutions, MHEC reviews capital projects and prioritizes them according to the Commission-approved Capital Budget Priorities. The Commission annually establishes and approves the MHEC Capital Budget Priorities to guide colleges and universities in the development of the CIP and to provide a basic framework for evaluating and recommending projects to the Governor and General Assembly.

Table 3 indicates the current MHEC Capital Budget Priorities. Under these priorities, projects are ranked first by Category, and further by Type of Facility.

Table 3. MHEC Capital Budget Priorities

Project Priority Categories	Types of Facilities				
	Academic Facilities	Research Facilities	Support Facilities ²	Regional Higher Education Centers	Continuing Education Facilities
I. Life Safety, Health and Regulatory Concerns	Facilities that support the instructional programs essential to the approved role and mission of the institution.	Research facilities consistent with the approved role and mission of the institution.	Administration, physical plant space, and other support services.	Facilities that include participation by more than one institution and offer an array of programs at multiple degree levels.	Facilities that address workforce training needs or offer programs that lead to certification in a workforce skill.
II. Project Completions & Equipment					
A. Renovation					
B. New					
C. Infrastructure					
III. Renovation/Renewal of Existing Projects					
IV. Improvements to Utility & Basic Support Systems					
V. New Construction					
VI. Site Improvements					
VII. Land Acquisition for Campus Expansion					

Application of the MHEC Capital Budget Priorities establishes a well-structured order of project prioritization. Exhibits C, D, and E provide MHEC Public Four Year Priority recommendations and authorizations for Fiscal Years 2014, 2015, and 2016, respectively. As indicated, the model breaks down prioritization into three primary criteria: 1-Category; 2-Type of Facility; and 3-Project Phase. These decision criteria are practical and sufficient in establishing project priorities for presentation to DBM, the Governor, and the General Assembly.

In cases where nearly identical projects are evaluated, decision steps beyond the primary decision criteria may be necessary. For example: two new academic buildings are under consideration. Each building serves science, technology, engineering and math programs (STEM) and each project is introduced into the budget for the first time. Both projects are listed in the "New Construction" category as "Academic Facilities" and both are seeking funding assistance for the "Design" phase. The priority ranking for these projects would typically engage the decision protocol indicated below:

Project Priority Decision Protocol			
Priority	Project	Building 1	Building 2
Primary Criteria			
1	Category ----->	New	New
2	Type of Facility ----->	STEM	STEM
3	Phase ----->	Design	Design
Secondary Criteria			
4	Phase Start ----->	June 2018	June 2018
5	Phase End ----->	June 2019	June 2019
6	Academic Space Need --->	- 20,000	- 10,000
7	Enrollment Capacity----->		
8	Bldg. Efficiency ----->		
9	Cost ----->		

Most often, the Secondary Criteria related to Phase Start (#4) and Phase End (#5) would be the determining factor; however, this example moves one step further to the evaluation of academic space need related to classroom and laboratory capacity, which becomes the deciding factor. Academic space need is driven by student enrollment and student contact hours. When classroom and/or laboratory space is insufficient to accommodate current enrollment demand, a space deficit is generated. Space deficits are not uncommon and exist in all institutions. In this example, Building 1 demonstrates the highest need for academic space with a space deficit of 20,000 NASF (NASF or net assignable square feet = the amount of space that can be used for people or programs).

Upon completion of the prioritization process and following the Commission's approval in November, the Higher Education Consolidated Capital Budget Recommendation is forwarded to DBM, the Governor and the General Assembly. At this stage of the process, DBM continues review of the State capital budget and develops the State Consolidated Capital Budget Recommendation for the Governor's Budget, which is introduced to the General Assembly in January.

During the 90-day session of the General Assembly, which ends in April, capital budget hearings with the higher education segments and institutions are conducted by the budget committees of the House of Delegates and the Senate. Separately, each reviews, discusses and makes decisions, culminating in a joint recommendation to be presented to the Governor for approval. Upon the Governor's approval, the Consolidated Capital Budget Bill is enacted and funds for all authorized capital projects become available on June 1.

Conclusion

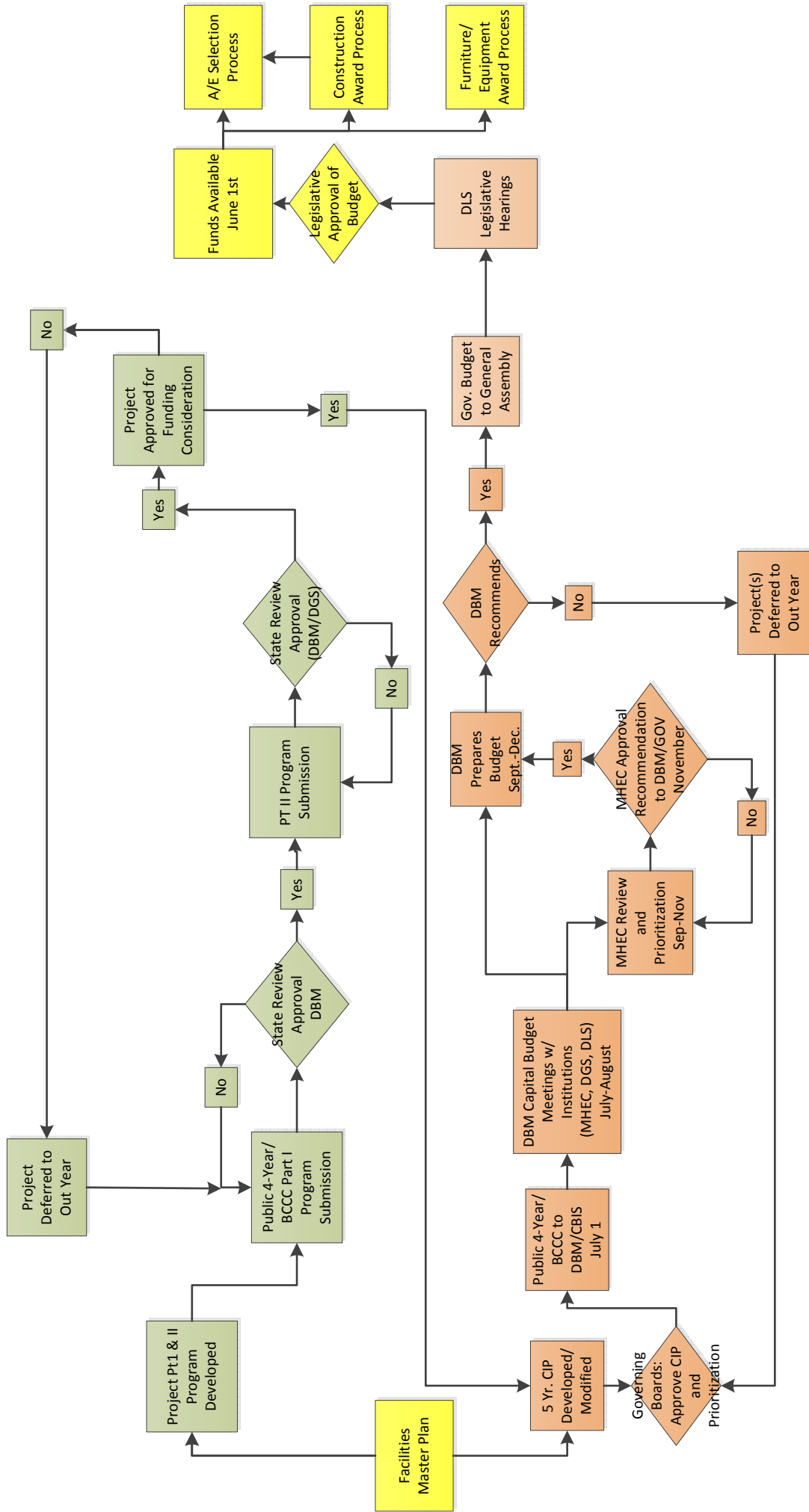
In seeking State funding assistance for capital projects, Maryland's higher education institutions follow the primary guidance of the Department of Budget and Management (DBM) and the Department of General Services (DGS), as well as guidance from the Maryland Higher Education Commission and the Maryland Department of Planning. The capital budget

preparation, submission, review and approval process is a system of strategic planning elements designed to meet and support institutional, community, State, national and global demands in higher education. The initial and leading document providing the basis for planning and assessing the need for capital improvements is the Facilities Master Plan. From this plan, the institution is able to identify a sequential order of capital project needs in preparation for development of the Part I and Part II Facility Programs, the required submission documents for State agency review and approval.

Agency-approved capital projects become eligible for funding consideration when they are included in the annual submission of the five-year capital improvement program (CIP) funding request to DBM, due June 30. The first year budget in the CIP represents the institution's current capital budget funding request. During the capital budget review process, MHEC prioritizes all public higher education capital projects while preparing the Consolidated Higher Education Capital Budget Recommendation. When approved by the Commission, MHEC's Recommendation is released to DBM and the Governor for review and consideration in the General Assembly. At the end of the General Assembly Session, in April, the General Assembly's actions are presented to the Governor for enactment.

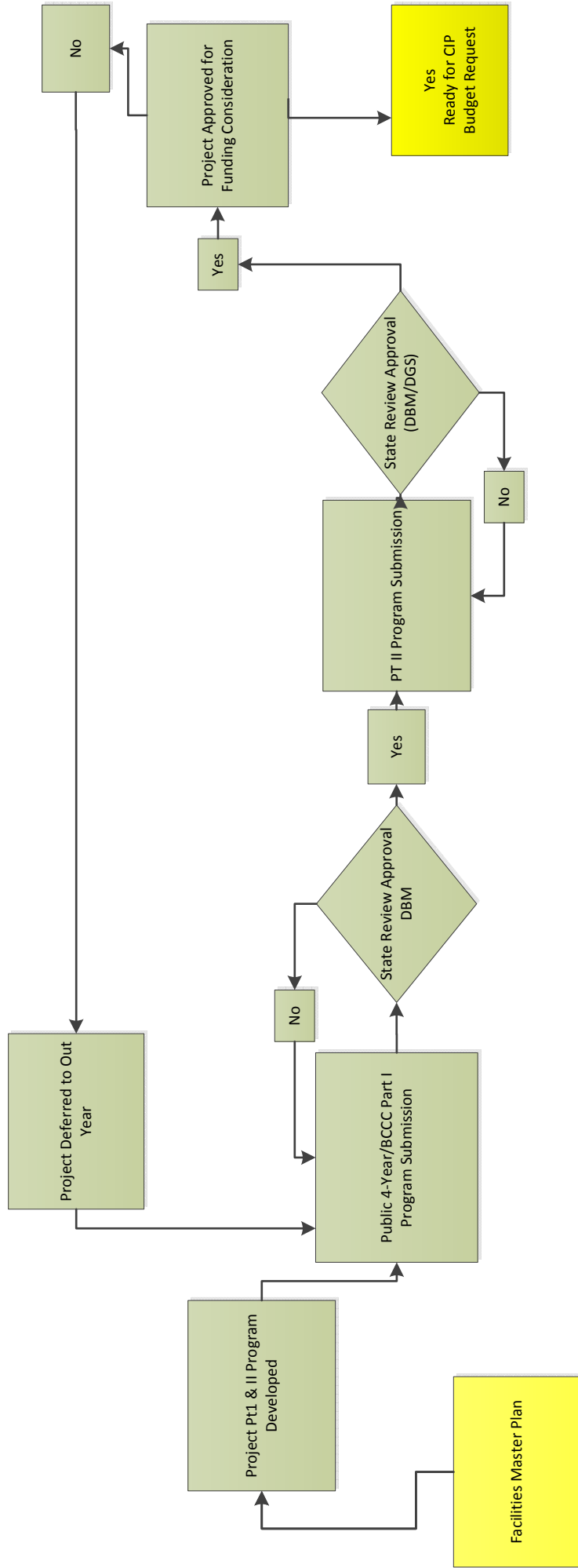
RECOMMENDATION: This is for information purposes only.

Part I/II & CIP-Capital Budget Approval Process Public 4-Year and BCCC



- Process Start & Completion
- Process Approval Part I/II Program
- Process Approval CIP & Budget Request

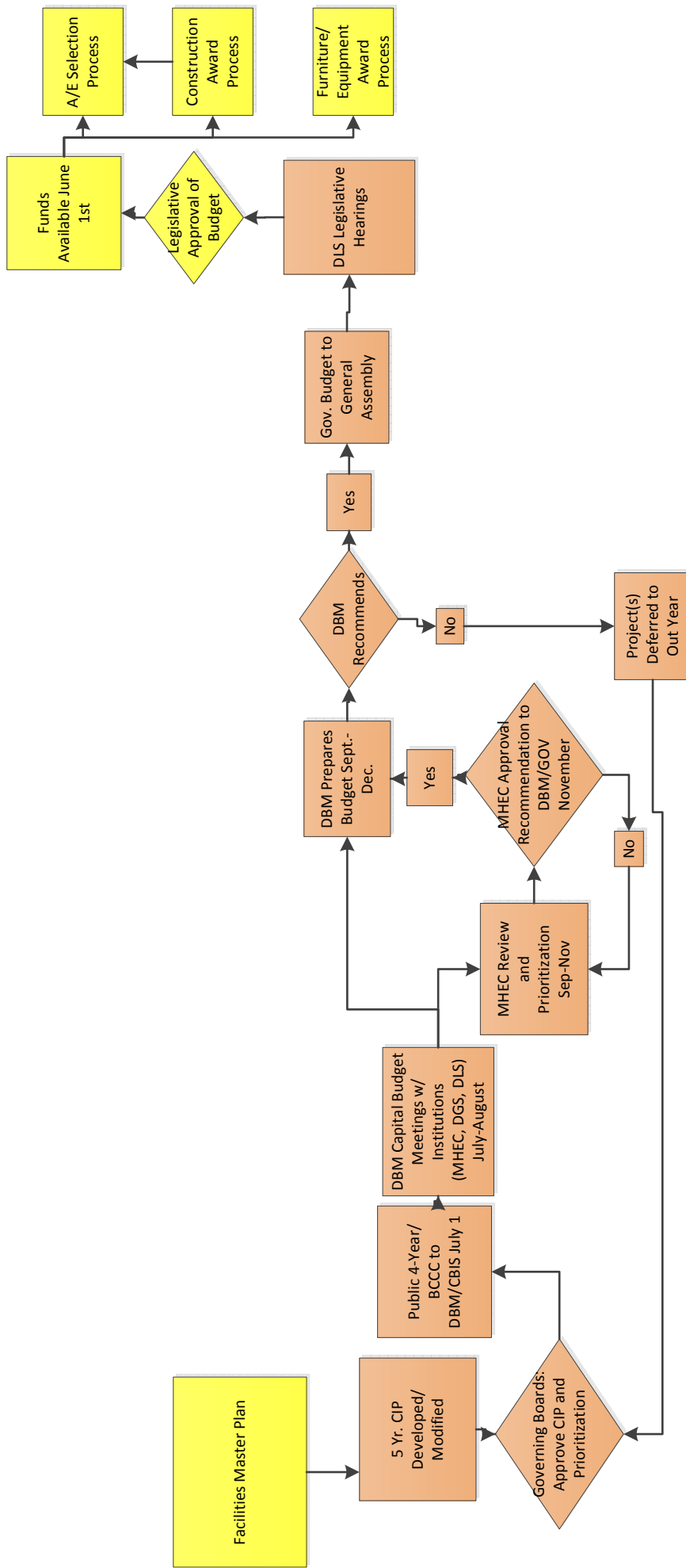
Exhibit A
Part I/II Approval Process
Public 4-Year and BCCC



Process Start & Completion

Process Approval Part I/II Program

Exhibit B
CIP/Capital Budget Approval Process
Public 4-Year and BCCC



Process
 Start & Completion

Process Approval
 CIP & Budget Request

Exhibit C
FY 2014 Capital Budget Priorities: Public Four-Year Institutions

Priority	Institution	Project	Phase	Request	Enacted
Category I - Life Safety					
		No Projects			
Category II - Legal Mandates					
		No Projects			
Category III - Project Completions					
1	University of Maryland, College Park	New Physical Sciences Complex, Phase I	E	5,300,000	5,300,000
Category IV - Renovation or Renewal of Existing Projects					
2	University System of Maryland Office	Capital Facilities Renewal Program	PCE	17,000,000	-
3	Morgan State University	Facilities Renewal Projects (10)	C	5,000,000	-
4	Morgan State University	Soper Library Demolition/New Student Services Bldg	PC	9,867,000	3,850,000
5	University of Maryland, College Park	St. John Learning & Teaching Center	P	2,500,000	3,420,000
6	Towson University	Smith Hall Renovation/Addition	P	3,200,000	3,200,000
7	Coppin State University	Renovate Julian Science, Schl of Mgmt Sci & Econ	P	2,000,000	-
8	University of Maryland, College Park	H.J. Patterson Hall Wing 1 Renovation (Floors 2,3,4)	P	1,070,000	878,000
9	University of Maryland, College Park	Tawes Theater Conversion (Fly - 4 new floors offices)	P	650,000	-
10	University of Baltimore	Renovate Langsdale Library	P	1,000,000	1,000,000
11	University of Maryland, College Park	Remote Library Storage Facility	PCE	6,107,000	6,107,000
12	Salisbury University	Relocate and Renovate Delmarva Public Radio Static	PCE	900,000	900,000
13	Morgan State University	Athletic Facilities Renovations	PCE	200,000	200,000
				Sub-total \$	19,555,000
Category V - Improvements to Utility and Basic Support Services					
14	University of Maryland, College Park	Campuswide Bldg Systems & Infras. Improvements	PCE	10,000,000	5,000,000
15	Bowie State University	James Physical Education Complex, Air Conditioning	PCE	1,500,000	1,500,000
				Sub-total \$	6,500,000
Category VI - New Construction					
16	Coppin State University	New Science and Technology Center	CE	44,412,000	44,412,000
17	Frostburg State University	New Center for Communications & Information Tech	CE	9,103,000	9,843,000
18	University of Maryland, Baltimore County	New Performing Arts and Humanities Facility	CE	35,216,000	36,106,000
19	Morgan State University	New School of Business Complex & Bridge	CE	50,256,000	50,514,000
20	Bowie State University	New Natural Sciences Center	PC	4,300,000	4,500,000
21	University of Maryland Eastern Shore	New Engineering and Aviation Science Building	PC	46,010,000	22,695,000
22	University of Maryland Center for Environmental Science	R.V. Truitt Laboratory Replacement Building	PC	2,350,000	2,350,000
23	St. Mary's College of Maryland	Anne Arundel Hall Demolition/New Bldg Project	P	4,580,000	4,580,000
24	University System of Maryland - Universities at Shady Grove	New Biomedical Sciences Education Facility	P	5,000,000	5,000,000
25	University of Maryland, College Park	New Bioengineering Building (Clark Hall)	P	5,000,000	5,000,000
26	Morgan State University	New Jenkins Behavioral and Social Sciences Ctr.	P	1,501,000	297,000
27	University of Maryland, Baltimore	Interim School of Medicine Research Space	P	1,000,000	-
28	Salisbury University	New Academic Commons Library	P	9,572,000	6,572,000
29	University of Maryland, Baltimore	New Health Sciences Research Facility III	PCE	16,570,000	16,570,000
30	USM Office, Southern Maryland Higher Education Center	New Classroom/Lab Building III	P	1,500,000	1,500,000
31	Towson University	New Softball Stadium	PCE	500,000	500,000
				Sub-total \$	210,439,000
Category VII - Site Improvements					
32	Towson University	Campuswide Safety & Circulation, Phase II	C	7,812,000	7,812,000
33	University of Maryland, Baltimore County	Campus Traffic & Safety Circulation	PC	11,806,000	1,962,000
34	St. Mary's College of Maryland	Campus Site Improvements	PC	1,057,000	-
35	Coppin State University	Pedestrian Bridge	PC	1,786,000	1,786,000
				Sub-total \$	11,560,000
Category VIII - Land Acquisition					
				Sub-total \$	-
Total \$				295,562,000	253,354,000

Exhibit D

FY 2015 Capital Budget Priorities: Public Four-Year Institutions

Priority	Institution	Project	Phase	Request	Recommendation	Enacted
Category I - Life Safety						
		No Projects	Sub-total \$	- \$	- \$	-
Category II - Legal Mandates						
		No Projects	Sub-total \$	- \$	- \$	-
Category III - Project Completions						
		No Projects	Sub-total \$	- \$	- \$	-
Category IV - Renovation or Renewal of Existing Projects						
1	University System of Maryland Office	Capital Facilities Renewal Program	PCE	17,000,000	17,000,000	-
2	University of Maryland, College Park	H.J. Patterson Hall Wing 1 Renovation (Floors 2,3,4)	PCE	11,686,000	11,686,000	1,686,000
3	University of Baltimore	Renovate Langsdale Library, F15 S1.04M	PCE	8,267,000	8,267,000	2,775,000
4	University of Maryland, College Park	St. John Learning & Teaching Center	PC	34,390,000	34,390,000	18,260,000
5	Morgan State University	Soper Library Demolition/New Student Services Bldg.	C	2,100,000	2,100,000	-
6	University of Maryland, College Park	Chemistry Building Wings 1 & 2 Replace/Renovate	P	1,560,000	1,560,000	-
7	Coppin State University	Renovate Julian Science, Schl of Mgmt Sci & Econ	P	1,200,000	1,200,000	-
8	Towson University	Smith Hall Renovation/Addition	P	2,000,000	2,000,000	-
9	Morgan State University	McMechen Surge Building	P	106,000	-	1,000,000
10	Morgan State University	Athletic Facilities Renovation	P	-	-	23,721,000
		Sub-total \$		78,309,000 \$	78,203,000 \$	
Category V - Improvements to Utility and Basic Support Services						
11	University of Maryland, College Park	Campuswide Bldg Systems & Infrass. Improvements	C	10,000,000	10,000,000	5,000,000
12	Morgan State University	Campuswide Utilities Upgrade	PC	6,315,000	6,315,000	6,070,000
		Sub-total \$		16,315,000 \$	16,315,000 \$	11,070,000
Category VI - New Construction						
13	Coppin State University	New Science and Technology Center	CE	10,017,000	10,017,000	10,300,000
14	University of Maryland Center for Environmental Science	R.V. Truitt Laboratory Replacement Building	CE	11,068,000	11,068,000	10,604,000
15	Morgan State University	New School of Business Complex	CE	5,000,000	5,000,000	3,000,000
16	University of Maryland, Baltimore	New Health Sciences Research Laboratory III	C	49,000,000	49,000,000	49,000,000
17	University of Maryland Eastern Shore	New Engineering and Aviation Science Building	PCE	59,896,000	59,896,000	60,755,000
18	Salisbury University	New Academic Commons Library	CE	61,043,000	61,043,000	45,000,000
19	Bowie State University	New Natural Sciences Center	PC	40,149,000	40,149,000	23,342,000
20	Morgan State University	New Jenkins Behavioral and Social Sciences Ctr.	PC	28,987,000	28,987,000	4,500,000
21	St. Mary's College of Maryland	Anne Arundel Hall Demolition/New Bldg Project	PC	17,850,000	17,850,000	17,850,000
22	University System of Maryland - Universities at Shady Grove	New Biomedical Sciences Education Facility	P	6,000,000	6,000,000	4,300,000
23	Morgan State University	New Health and Human Services Building	P	5,961,000	5,961,000	-
24	Frostburg State University	New Public Safety Facility	P	5,507,000	5,507,000	400,000
25	University of Maryland, Baltimore County	New Interdisciplinary Life Sciences Building	P	-	-	4,100,000
26	University of Maryland, College Park	New Bioengineering Building	P	-	-	2,500,000
27	University System of Maryland - So. MD Higher Education Center	New Building III Classroom & Research Facility	P	-	-	1,000,000
28	Morgan State University	New Student Services Support Building	P	3,796,000	3,796,000	1,600,000
		Sub-total \$		300,478,000 \$	300,478,000 \$	238,251,000
Category VII - Site Improvements						
29	Towson University	Softball Facility Improvements	C	1,500,000	1,500,000	1,500,000
30	University of Maryland, Baltimore County	Campus Traffic & Safety Circulation	PC	10,000,000	10,000,000	10,006,000
31	St. Mary's College of Maryland	Campus Infrastructure Improvements - 3 Phases	PC	561,000	561,000	-
32	St. Mary's College of Maryland	Relocate Athletic Sports Fields	PC	534,000	534,000	-
33	Bowie State University	Track & Field Improvements	PC	-	-	500,000
		Sub-total \$		12,595,000 \$	12,595,000 \$	12,006,000
Category VIII - Land Acquisition						
		Sub-total \$		- \$	- \$	-
		Total \$		409,595,000 \$	409,489,000 \$	285,048,000

Exhibit E

FY 2016 Capital Budget Priorities: Public Four-Year Institutions

Priority	Institution	Project	Phase	Request	Recommendation	Enacted
Category I - Life Safety						
		No Projects	Sub-total \$	- \$	- \$	-
Category II - Legal Mandates						
		No Projects	Sub-total \$	- \$	- \$	-
Category III - Project Completions						
Category IV - Renovation or Renewal of Existing Projects						
1	University of Baltimore	Renovate Langsdale Library	CE	12,200,000	12,200,000	-
2	University of Maryland, College Park	St. John Learning Ctr. & Chemistry Expansion	C	55,650,000	55,650,000	65,650,000
3	Coppin State University	Renovate Julian Science Building	P	3,398,000	3,398,000	-
4	University System of Maryland	Capital Facilities Renewal Program	PCE	17,000,000	17,000,000	0
5	Morgan State University	McMechen Surge Building	P	233,000	233,000	0
			Sub-total \$	55,650,000 \$	55,650,000 \$	65,650,000
Category V - Improvements to Utility and Basic Support Services						
6	University of Maryland, College Park	Campuswide Bldg Systems & Infrass. Improvements	PCE	5,000,000	5,000,000	5,000,000
7	University of Maryland, College Park	High Speed Data Computing Infrastructure Improvements	PCE	-	-	1,017,000
8	Frostburg State University	Campuswide Bldg System & Infrastructure Improvements	PC	2,000,000	2,000,000	-
9	Morgan State University	Campuswide Utilities Upgrade	PC	4,613,000	4,613,000	4,613,000
10	St. Mary's College of Maryland	Campus Infrastructure Improvements - 3 Phases	C	691,000	691,000	-
			Sub-total \$	12,304,000 \$	12,304,000 \$	10,630,000
Category VI - New Construction						
11	University of Maryland Eastern Shore	New Engineering and Aviation Science Building	CE	6,498,000	6,498,000	6,498,000
12	University of Maryland Center for Environmental Science	R.V. Truitt Laboratory Replacement Building	CE	7,531,000	7,531,000	4,531,000
13	Morgan State University	New Jenkins Behavioral and Social Sciences Ctr.	CE	31,975,000	31,975,000	31,007,000
14	Salisbury University	New Academic Commons Library	CE	54,037,000	54,037,000	40,680,000
15	University of Maryland, Baltimore	New Health Sciences Research Laboratory III	C	81,550,000	81,550,000	81,550,000
16	Bowie State University	New Natural Sciences Center	C	48,300,000	48,300,000	39,728,000
17	St. Mary's College of Maryland	Anne Arundel Hall Demolition/New Bldg Project	PCE	10,482,000	10,482,000	10,482,000
18	Frostburg State University	New Public Safety Facility	PCE	5,693,000	5,693,000	5,105,000
19	University of Maryland, College Park	New Bioengineering Building	PC	55,600,000	55,600,000	10,000,000
20	University System of Maryland - Universities at Shady Grove	New Biomedical Sciences Education Facility	PC	5,996,000	5,996,000	4,716,000
21	Morgan State University	New Health & Human Services Facility/Demo. Turner	PC	4,160,000	4,160,000	-
22	Morgan State University	New Student Services Support Facility	PC	10,943,000	10,943,000	-
23	University System of Maryland - So. Md. HEC	New Class/Lab Research Facility - Phase III	P	5,000,000	5,000,000	450,000
24	University of Maryland, Baltimore County	New Interdisciplinary Life Sciences Building	P	6,702,000	6,702,000	6,000,000
25	Towson University	New Science Facility	P	5,950,000	5,950,000	-
26	Towson University	New College of Health Professions	P	4,550,000	4,550,000	-
27	University of Maryland, College Park	New Brendan Iribe Ctr. for Computer Science Innovation	P	7,100,000	7,100,000	-
28	University of Maryland, College Park	New Sports Performance & Academic Research Facility	P	5,000,000	5,000,000	2,000,000
			Sub-total \$	357,067,000 \$	357,067,000 \$	236,249,000
Category VII - Site Improvements						
29	St. Mary's College of Maryland	Relocate Athletic Sports Fields	P	300,000	300,000	-
Category VIII - Land Acquisition						
			Sub-total \$	300,000 \$	300,000 \$	-
			Sub-total \$	- \$	- \$	-
		Total \$		444,985,500 \$	444,985,500 \$	319,027,000



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

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 22, 2016
February 24, 2016	September 28, 2016 9:30am to 3:30pm
March 23, 2016	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>