

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 1:00 PM – 4:00 PM
March 28, 2018

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

Maryland Higher Education Commission

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

John Holaday

Vera R. Jackson

Russell V. Kelley

Bryson Barksdale, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

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

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

Maryland Higher Education Commission Meeting Agenda

TIME: 1:00 p.m.-4:00 p.m.
Wednesday
March 28, 2018

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

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Maryland Higher Education Commission
Meeting Minutes

October 25, 2017
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, October 25, 2017 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 1:05 a.m. A meeting quorum was established.

Approval of Minutes – Action Item

There was a motion by **Commissioner Yaeger** and a second by **Commissioner Packer** for approval of the September 27, 2017 meeting minutes. The motion was approved unanimously.

Chairman’s Remarks

No remarks.

Secretary’s Remarks

Secretary Fielder recognized **Student Commissioner Bryson Barksdale**. **Commissioner Barksdale** provided Commissioners a brief introduction. **Secretary Fielder** recognized Dr. Emily Dow. Dr. Dow welcomed two new staff members, Karen King-Sheridan, Associate Director, and Jermal Butler, Administrative Specialist.

Faculty Advisory Council

Chairman Hasan recognized Dr. William Talley. Dr. Talley updated commission on the activities of the Faculty Advisory Council for this year. Dr. Talley reported the council had its first full meeting this month. Some of the activities of the council for the coming year include an analysis of the state of online education in Maryland, reviewing council bylaws, nature of dual enrollment in the state, the state plan, and apprenticeships.

Student Advisory Council

Chairman Hasan recognized Ms. Emily Dreszer. Ms. Dreszer updated commission on upcoming activities of the council including electing an executive board and amending the council bylaws.

Office of the Secretary – Commission Committee Updates –Information Item

Finance and Operations Committee: No report.

Program Review Committee: No report.

Outreach, Grants, and Financial Assistance: No report.

Department of Finance and Administration- FY 2019 Higher Education State Operating Budget Recommendations- Action Item

Chairman Hasan recognized Mr. Geoff Newman. Mr. Newman provided an overview of the 2019 operating budget recommendations. There was a motion by **Commissioner MacFarlane** and a second by **Commissioner Siddiqi** for approval of the FY 2019 Higher Education State Operating Budget. The motion was approved unanimously.

Department of Finance and Administration- FY 2019 Consolidated Capital Budget Recommendations- Action Item

Chairman Hasan recognized Mr. Geoff Newman. Mr. Newman recognized Ms. Cynthia Tims. Ms. Tims provided an overview of the 2019 capital budget recommendations. There was a motion by **Commissioner Mitchell** and a second by **Commissioner Yaeger** for approval of the FY 2019 Consolidated Capital Budget. The motion was approved unanimously.

Department of Academic Affairs- Proposed Adoption on Regulations -Distance Education Regulations- Action Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow reported that the proposed regulations (1) eliminate redundant academic program reviews and approvals, (2) elevates previous distance education program requirements to all academic programs, and (3) creates a new review and approval process for institutions (not programs) to offer distance education that mirrors national accreditation requirements and ensures student protections. These changes will reflect a reduction in program review fees from \$250 (a substantial modification) to \$50 (notification, non-substantial modification).

Commissioner MacFarlane motioned that the Commission approve for publication and public comment the attached proposed regulations regarding approval processes for academic programs that utilize a distance education modality, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Mitchell** seconded the motion. The motion was approved unanimously.

Department of Academic Affairs- Collegiate Quarterly Report- Information Item

Chairman Hasan recognized Dr. Dow. Dr. Dow provided an overview of the Secretary's actions concerning degree programs, certificate programs, area of concentration, out-of-state institutions, proposals withdrawn, programs denied, proposals discontinued/suspended, and partnerships.

Department of Academic Affairs- PCS Quarterly Report- Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow recognized Ms. Angela Carroll and Ms. Ashley Wallace. Ms. Carroll and Ms. Wallace provided an overview of the Secretary's actions concerning approval of new schools, new programs reviewed and approved, approval of changes of location, approval of name change, approval of change of ownership, approval of separate classrooms, other business, certificate renewals, other approvals, cease and desist orders, notices of deficiencies, program approval withdrawn, and school approval withdrawn.

State Plan

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow updated the commission on the progress of the state plan.

Adjournment

The meeting adjourned at approximately 2:31 p.m.

Maryland Higher Education Commission
Meeting Minutes

November 15, 2017
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, November 15, 2017 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 1:05 p.m. A meeting quorum was established.

Chairman's Remarks

No remarks.

Secretary's Remarks

No remarks

Office of the Secretary- Regina Lightfoot Award- Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow presented the Regina Lightfoot Award. Dr. Dow provided the Commissioners an overview of the Regina Lightfoot Award and the award recipient's, Ms. Logan Samuels, project. Ms. Samuels was not available to accept the award.

Faculty Advisory Council – Information Item

No report.

Student Advisory Council – Information Item

No report.

Office of the Secretary – Commission Committee Updates –Information Item

Outreach, Grants, and Financial Assistance: Commissioner Packer reported the committee is making progress in the development of a mobile app, the committee's first goal. **Commissioner Packer** further reported MHEC is in the process of submitting a proposal to NIC Maryland for development of the mobile app. If the proposal is approved, there will be no cost to MHEC for the development of the mobile app. The committee's second goal is to develop a toolkit/materials to disseminate information on MHEC's financial aid programs. **Commissioner Packer** reported staff are currently refining and updating the toolkit. **Commissioner Packer** reported the committee's third goal is to increase the percentage of students completing the

FAFSA on time. **Commissioner Packer** further reported preliminary data indicates the percentage of students completing the FAFSA on time will exceed 5%. **Commissioner Packer** updated commission on the status and events associated with the College Access Marketing Campaign.

Program Review Committee: Commissioner Yaeger updated the commission on the committee's goals. **Commissioner Yaeger** reported the committee is currently updating goals and will provide a written proposal at the next meeting. **Commissioner Yaeger** gave the commission a brief overview of what will be included in the goals.

Finance and Operations Committee: Commissioner MacFarlane updated the commission on the committee's goals. **Commissioner MacFarlane** reported the committees goals include: (1) maintain 3 or less vacant positions (not including contractual) in the agency, (2) attain zero (0) repeat annual audit findings, and (3) improve mediated institutional budgetary process.

Department of Academic Affairs- State Plan 2017-2021- Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow provided the Commission an update on the state plan. Dr. Dow provided commissioners with a draft of the state plan. Dr. Dow welcomed feedback on content and layout/design. Dr. Dow requested feedback/edits by November 27th. Launch of the state plan is planned for the December commission meeting. Dr. Dow additionally reviewed all public comments received with commissioners.

Office of Student Financial Assistance- Proposed Adoption on Regulations – MLARP Foster Care Recipient Program - Action Item

Chairman Hasan recognized Ms. Donna Thomas. Ms. Thomas reported the proposed regulations are for the Maryland Loan Assistance Repayment Program for Foster Care Recipients (MLARP Foster Care Recipients). Ms. Thomas further reported purpose of the Maryland Loan Assistance Repayment Program for Foster Care Recipients is to provide State assistance in the repayment of educational loans owed by a foster care recipient employed by the State or a county or municipality of the State.

Commissioner Siddiqi motioned that the Commission approve for publication and public comment the attached proposed regulations regarding the Maryland Loan Assistance Repayment Program for Foster Care Recipients (MLARP Foster Care Recipients), and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner MacFarlane** seconded the motion. The motion was approved unanimously.

Office of the Attorney General- Update- Coalition for Equity and Excellence in Maryland Higher Education, et al. v. MHEC, et al. - Information Item

Chairman Hasan recognized Ms. Christine Wellons. Ms. Wellons provided the commission an update on *Coalition for Equity and Excellence in Maryland Higher Education, et al. v. MHEC, et al.* Ms. Wellons provided the commission an overview of judge's remedial order.

Adjournment

The meeting adjourned at approximately 2:57 p.m.

Maryland Higher Education Commission
Meeting Minutes

December 13, 2017
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday December 13, 2017 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 1:05 p.m. A meeting quorum was established.

Chairman's Remarks

Chairman Hasan reported he recently attended the Complete College America conference. **Chairman Hasan** briefed the Commission on his experience at the conference.

Secretary's Remarks

Chairman Hasan recognized **Secretary Fielder**. **Secretary Fielder** briefed the Commission on the recent work of agency staff. **Secretary Fielder** recognized Mr. Geoff Newman. Mr. Newman briefed the Commission on the work of agency staff related to the Student Loan Debt Relief Tax Credit Program. **Secretary Fielder** recognized Mr. Lee Towers. Mr. Towers welcomed Mr. Kendall Cook, Gear-Up Coordinator. Mr. Cook provided the Commission a brief introduction.

Student Advisory Council – Student Advisory Council Bylaws – Action Item

Chairman Hasan recognized Ms. Glenda Abney. Ms. Abney recognized Ms. Emily Dreszer, Executive Chair. Ms. Dreszer provided the Commission recommended amendments to the Student Advisory Council Bylaws. There was a motion by **Commissioner Siddiqi** and a second by **Commissioner Packer** for approval of the amendments to the Student Advisory Council Bylaws. The motion was approved unanimously.

Office of Finance and Administration – Student Loan Debt Relief Tax Credit - Information Item

Chairman Hasan recognized Mr. Geoff Newman. Mr. Newman reported the agency received approximately 5,002 applications for the Student Loan Debt Relief Tax Credit. Of those applications, 3,002 were awarded to applicants eligible for in state tuition and 1,415 were awarded to applicants who were not eligible for in state tuition. Mr. Newman further reported all eligible applicants will receive an award. Those who were eligible for in state tuition will receive an award of \$1,194 and those who were not eligible for in state tuition will receive an award of \$1,000.

Office of Student Financial Assistance –Proposed Adoption on Regulations- Howard P. Rawlings Educational Excellence Awards Program - Action Item

Chairman Hasan recognized Ms. Donna Thomas. Ms. Thomas reported the proposed regulations are for the Delegate Howard P. Rawlings Program of Educational Excellence Awards (EEA) Program. Ms. Thomas further reported The EEA Program is the State’s largest need-based aid grant program comprised of the Guaranteed Access Grant, Educational Assistance Grant, and Campus-Based Educational Assistance Grant. The proposed regulations include changes from the College Affordability Act of 2016.

Commissioner Packer motioned that the Commission approves for publication the attached regulations regarding the Howard P. Rawlings Educational Excellence Awards Program, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Yaeger** seconded the motion. The motion was approved unanimously.

Office of Student Financial Assistance –Proposed Adoption on Regulations- Independent Audit Review for the Howard P. Rawlings Educational Excellence Awards Program - Action Item

Chairman Hasan recognized Ms. Donna Thomas. Ms. Donna Thomas recognized Ms. Stephanie Southerland. Ms. Southerland reported the proposed regulations are for the Maryland Higher Education Commission Independent Audit Review Regulations specific to the Howard P. Rawlings Educational Excellence Awards Program. The purpose of the Maryland Higher Education Commission Independent Audit Review is to provide oversight to ensure that all participating postsecondary institutions are handling funds accordingly for recipients of the Howard P. Rawlings Educational Excellence Award program. Ms. Christine Wellons added 2 amendments to the attached regulations including:

- Pg. 15: .04 Audit Requirements C (2): remove “and institutional”
- Pg. 16: .06 Payment Remittance A: add “overpayments of”

Commissioner Yaeger motioned that the Commission approves for publication the attached regulations with amendments regarding the independent audit review process for the Howard P. Rawlings Educational Excellence Awards Program, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Mitchell** seconded the motion. The motion was approved unanimously.

Department of Academic Affairs –Final Adoption on Regulations- Financial Guarantees and the Maryland Guaranty Student Tuition Fund for For-Profit Institutions of Higher Education under COMAR 13B.02.06- Action Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow reported the Commission approved for publication in the Maryland Register the attached regulations regarding for-profit institutions of higher education. The regulations will create a tuition guaranty fund for students of for-profit

institutions of higher education, and it will provide for the provision to MHEC of financial guarantees by for-profit institutions of higher education. The regulations were published in the June 23, 2017 issue of the Maryland Register.

Commissioner Siddiqi motioned that the Commission approves for final adoption and publication in the Maryland Register the attached regulations regarding financial guarantees and the Maryland Guaranty Student Tuition Fund for For-Profit Institutions of Higher Education, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of the Division of State Documents. **Commissioner Mitchell** seconded the motion.

Office of Research and Policy Analysis- 2017 Opening Fall Enrollment - Information Item

Chairman Hasan recognized Dr. Jon Enriquez. Dr. Enriquez introduced Mr. Wei-Lin Chen to provide the report. Mr. Chen provided the Commission a report highlighting preliminary Fall 2017 enrollment data submitted by the State's colleges and universities.

Department of Academic Affairs- Applied Baccalaureate Degrees at Maryland Community Colleges - Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow provided Commissioner's information regarding a proposal from the MACC Task Force to implement an Applied Baccalaureate Degree at Maryland Community Colleges. Dr. Dow reviewed the information with Commissioner's. Dr. Dow recommended the Commission support the creation of a work group to study and consider the implementation of an Applied Baccalaureate Degree in Maryland. **Chairman Hasan** recommended **Commissioner Yaeger** to chair this workgroup.

Department of Academic Affairs- State Plan 2017-2021- Action Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow provided the Commissioner's with a copy of the 2017-2021 State Plan. Dr. Dow reported the State Plan will be sent for printing by the end of the week. There was a motion by **Commissioner Boyd** and a second by **Commissioner Siddiqi** for approval of the 2017-2021 State Plan. The motion was approved unanimously.

Adjournment

The meeting adjourned at approximately 3:00 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

FROM: Emily R. Dreszer, Student Advisory Council Chairperson 2017-18

STAFF: Glenda Abney, MHEC SAC Advisor

SUBJECT: Change to Student Advisory Council Bylaws

The purpose of this memorandum is to request approval to make one change to the Student Advisory Council Bylaws. This change includes (1) a definition of the term 'attendance' to include calling-in online or over the phone, as well as traditionally in-person.

Quorum – Voted 01/06/18 by the Student Advisory Council

VII Article -Meetings/Attendance Section 2. Attendance

Current Statement

Attendance at all meetings is expected. Upon the absence of a representative at two consecutive meetings, the Advisor shall contact the institution to discuss the student's attendance or possible replacement.

Revised Statement

- (A) *Attendance is defined as presence at a particular event, function, or meeting, through physically being in the room or calling-in over the phone or online.*
- (B) Attendance at all meetings is expected. Upon the absence of a representative at two consecutive meetings, the Advisor shall contact the institution to discuss the student's attendance or possible replacement.

Recommendation: It is recommended that the Maryland Higher Education Commission approve the proposed change to the Student Advisory Council Bylaws.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

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

SUBJECT: Proposed Final Adoption of Regulations Regarding Academic Program Approval for Distance Education

This memorandum requests final adoption of proposed revisions to the Code of Maryland Regulations (COMAR) regarding approval processes for academic programs that utilize a distance education modality. The proposed regulations were approved for publication for public comment on October 25, 2017. The public comment period closed on January 22, 2018. No public comments were received.

Current regulations require the Maryland Higher Education Commission (MHEC) to redundantly review an already approved academic program when the institution seeks to offer the program as a distance education program. This has created an undue burden on institutions to submit material that has all been reviewed and approved and an undue burden on MHEC to review previously reviewed materials. Additionally, current regulations hold distance education programs to a higher standard on elements that *all* academic programs should be held to. Last, critical elements of distance education should be overseen and administered at the institutional level, not at the program level.

Therefore, MHEC is proposing changes in regulations that (1) eliminate redundant academic program reviews and approvals, (2) elevates previous distance education program requirements to all academic programs, and (3) creates a new review and approval process for institutions (not programs) to offer distance education that mirrors national accreditation requirements and ensures student protections. These changes will reflect a reduction in program review fees from \$250 (a substantial modification) to \$50 (notification, non-substantial modification). Institutions that have already been approved to offer distance education for at least one academic program prior to December 1, 2017 will be grandfathered-in to receiving institutional approval to offer distance education.

New definitions mirror national and regional definitions and are sourced from either the Integrated Postsecondary Education Data System (IPEDS) or the Southern Regional Education Board (SREB). The "Guidelines for Distance Education" are sourced from the Council of Regional Accrediting Commissions (C-RAC)'s Interregional Guidelines for Distance Education (which are used by Middle States and NC-SARA).

In order to remain consistent with definitions and the guidelines for distance education, regulations regarding institutional approval (13B.02.02.03 and 13B.02.02.16) and regulations regarding out-of-state institutions (13B.02.01.03 and 13B.02.01.21) are also presented with revisions.

RECOMMENDATION: It is recommended that the Commission adopts as final the attached regulations regarding for-profit institutions of higher education.

[B.] (2) Subject to the annual appropriation by the Maryland General Assembly, the State Board of Education may pay 2/3 of the National Board certification fee, and the local school system may pay 1/3 of the National Board certification fee, for a candidate to pursue one retake for National Board certification[; and].

[C.] *B. Reimbursement.*

(1) A candidate who does not complete the National Board certification process shall reimburse the State Board of Education the full amount of the aid, and the State Board of Education shall reimburse the local school system its share.

(2) A candidate who completes the certification process but does not achieve National Board Certification, is not required to reimburse the amount of the aid.

KAREN B. SALMON, Ph.D.
State Superintendent of Schools

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 02 ACADEMIC REGULATIONS

Notice of Proposed Action

[17-309-P]

The Maryland Higher Education Commission proposes to:

(1) Amend Regulations .03 and .21 under **COMAR 13B.02.01 Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland;**

(2) Amend Regulations .03 and .16 under **COMAR 13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions;** and

(3) Amend Regulations .02, .02-1, .03, .06, .07, .10, .11, .13, .15, and .22 and adopt new Regulation .29 under **COMAR 13B.02.03 Academic Programs — Degree-Granting Institutions.**

This action was considered at a public meeting of the Commission on November 25, 2017.

Statement of Purpose

The purpose of this action is to amend academic regulations of the Commission in order that certain institutions of higher education may offer distance education in certain circumstances, and that certain institutions may alter a program modality (i.e., distance education or on-campus education) upon prior notice to the Commission.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. Summary of Economic Impact. The proposal will reduce fees paid by an institution of higher education when it alters a program modality from an on-campus to online format, or visa-versa.

II. Types of Economic Impact.	Revenue (R+/R-)	Magnitude
	Expenditure (E+/E-)	
A. On issuing agency:		
Fees to institutions	(R-)	Minimal
B. On other State agencies:	NONE	
C. On local governments:	NONE	
	Benefit (+)	
	Cost (-)	Magnitude
D. On regulated industries or trade groups:		
Reduction in fees	(+)	Minimal
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	

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

A. An institution that previously would have been required to submit a substantial program modification application and \$250 fee to the Commission in order to change program modalities now will submit a notification with a \$50 fee to the Commission. Based on prior years, the reduction in revenues is likely to be less than \$5,000 annually.

D. An institution that previously was required to pay a \$250 fee in order to change a program modality now will be required to pay a \$50 fee. In addition, institutions will have to expend fewer resources on completing substantial modification applications; a change in program modality will

require notification only.

Economic Impact on Small Businesses

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

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Emily A.A. Dow, Ph.D., Assistant Secretary, Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201, or call 410-767-3300, or email to emily.dow@maryland.gov. Comments will be accepted through January 22, 2018. A public hearing has not been scheduled.

13B.02.01 Requirements for Authorization of Out-of-State Degree-Granting Institutions to Operate in Maryland

Authority: Education Article, §§11-105(b), (h), and (u), 11-201, 11-202, 11-203, and 11-206, Annotated Code of Maryland

.03 Definitions.

A. (text unchanged)

B. Terms Defined.

(1)—(5) (text unchanged)

(5-1) "*C-RAC guidelines*" means the *Interregional Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions*.

(6)—(7) (text unchanged)

(8) [Distance Education.

(a) "Distance education" means [course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction] *education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:*

(a) *Internet;*

(b) *One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;*

(c) *Audio conferencing; and*

(d) *Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in §B(8)(a)—(c) of this regulation.*

(b) "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer.]

(9)—(18) (text unchanged)

.21 Instruction Delivered by Distance Education.

[A.] An out-of-State institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the [standards of good practice] *C-RAC guidelines*. [in §B of this regulation.]

[B. Standards of Good Practice for Distance Education.

(1) Curriculum and Instruction.

(a) A program of study shall be developed by a team of faculty, administrators, and technologists.

(b) A program of study shall result in learning outcomes appropriate to the rigor and breadth of the degree program offered.

(c) A degree program delivered by distance education shall be coherent and complete.

(d) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

(e) Qualified faculty shall provide appropriate oversight of the program offered.

(f) Faculty members in appropriate disciplines shall participate in the design and planning of programs and courses to be delivered by distance learning.

(2) Role and Mission.

(a) The program shall be consistent with the institution's mission.

(b) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

(3) Faculty Support.

(a) Principles of good practice for teaching in a distance learning format shall be developed and maintained by the faculty.

(b) A program shall provide faculty support services specifically related to teaching via distance education.

(c) The program shall provide training for faculty who teach via the use of technology.

(4) Resources for Learning. A program shall ensure that appropriate learning resources are available to students.

(5) Students and Student Services.

(a) A program shall provide students with clear, complete, and timely information on the:

(i) Curriculum;

(ii) Course and degree requirements;

(iii) Nature of faculty/student interaction;

(iv) Assumptions about technology competence and skills;

(v) Technical equipment requirements;

(vi) Availability of academic support services and financial aid resources; and

- (vii) Costs and payment policies.
- (b) Enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- (c) Accepted students shall have the background, knowledge, and technical skills needed to undertake the program.
- (d) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- (6) Commitment to Support.
 - (a) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
 - (b) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a degree/certificate.
- (7) Evaluation and Assessment.
 - (a) An institution shall evaluate the program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness.
 - (b) An institution shall provide for assessment and documentation of student achievement in each course and at the completion of the program.]

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

Authority: Education Article, §§11-105(u), 11-201, 11-202, 11-203, and 11-206, Annotated Code of Maryland

.03 Definitions.

- A. (text unchanged)
- B. Terms Defined.
 - (1)—(6) (text unchanged)
 - (6-1) "*C-RAC guidelines*" means the *Interregional Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions*.
 - (7)—(8) (text unchanged)
 - (9) [Distance Education.
 - (a) "Distance education" means [course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction] *education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:*
 - (a) *Internet;*
 - (b) *One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;*
 - (c) *Audio conferencing; and*
 - (d) *Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in §B(9)(a)—(c) of this regulation.*
 - (b) "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer.]
 - (10)—(30) (text unchanged)

.16 Graduation Requirements.

- A.—N. (text unchanged)
- O. Instruction Delivered by Distance Education.
 - [1] An in-State institution delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the [standards of good practice] *C-RAC guidelines*. [in §O(2) of this regulation.]
 - [2] Standards of Good Practice for Distance Education.
 - (a) Curriculum and Instruction.
 - (i) A program of study shall be developed by a team of faculty, administrators, and technologists.
 - (ii) A program of study shall result in learning outcomes appropriate to the rigor and breadth of the degree program offered.
 - (iii) A degree program delivered by distance education shall be coherent and complete.
 - (iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.
 - (v) Qualified faculty shall provide appropriate oversight of the program offered.
 - (vi) Faculty members in appropriate disciplines shall participate in the design and planning of programs and courses to be delivered by distance learning.
 - (b) Role and Mission.
 - (i) A program shall be consistent with the in-State institution's mission.
 - (ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.
 - (c) Faculty Support.
 - (i) Principles of good practice for teaching in a distance learning format shall be developed and maintained by the faculty.
 - (ii) A program shall provide faculty support services specifically related to teaching via distance education.
 - (iii) A program shall provide training for faculty who teach via the use of technology.
 - (d) A program shall ensure that appropriate learning resources are available to students.
 - (e) Students and Student Services.
 - (i) A program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- (ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- (iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake the program.
- (iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- (f) Commitment to Support.
 - (i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
 - (ii) An in-State institution shall demonstrate a commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a degree/certificate.
- (g) Evaluation and Assessment.
 - (i) An in-State institution shall evaluate the program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
 - (ii) An institution shall provide for assessment and documentation of student achievement in each course and at the completion of the program.]

13B.02.03 Academic Programs — Degree-Granting Institutions

Authority: Education Article, §§11-105(u), 11-201, 11-202, 11-203, and 11-206, Annotated Code of Maryland

.02 Definitions.

- A. (text unchanged)
- B. Terms Defined.
 - (1)—(4) (text unchanged)
 - (4-1) “C-RAC guidelines” means the *Interregional Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions*.
 - (5) (text unchanged)
 - (6) “Distance education” means [course work taught by an institution through electronic distribution of instruction to a site other than the principal location of the institution, and advertised or described as leading to the formal award of a certificate or degree] *education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:*
 - (a) *Internet;*
 - (b) *One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;*
 - (c) *Audio conferencing; and*
 - (d) *Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in §B(6)(a)—(c) of this regulation.*
 - (7) “Distance education course” means a course in which the instructional content is delivered exclusively via distance education, except that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.
 - [(7)] (8) “Distance education program” means [:
 - (a) For an institution of higher education other than a community college, a program in which more than 50 percent of the program is offered through electronic distribution of instruction to one or more sites other than the principal location of an institution; or
 - (b) For a community college, a program in which more than 50 percent of the program is offered through electronic distribution of instruction outside the community college service area] *a program for which all the required coursework for program completion may be completed by distance education courses.*
 - [(8)] (9)—[(15)] (16) (text unchanged)
 - (17) *On-campus Education.*
 - (a) “On-campus education” means education in which the instruction occurs when the learner or learners and the instructor or instructors are in the same location, synchronously to all students.
 - (b) “On-campus education” may incorporate elements of technology, and may be web-enhanced, e.g., instruction with standard meeting places and times, which include an electronic component to deliver homework assignments or require e-mail exchanges between the instructor and students.
 - (18) “On-campus program” means a program that is not a distance education program.
 - [(16)] (19)— [(19)] (22) (text unchanged)
 - (23) “Program modality” means:
 - (1) *Distance education; or*
 - (2) *On-campus education.*
 - [(20)] (24) — [(26)] (30) (text unchanged)

.02-1 Program Review Fees.

- A. (text unchanged)
- B. The following schedule sets forth the fees for academic program review actions.

Category	Actions Covered	Fee
No Fee	• Articulation Agreement • Code Change • Request for Proposal from Community College	\$0
Nominal Fee	• Discontinued Program • Suspend Program • Reactivate Program • Change Program Title • Notification of a Change in Program Modality • Non-Substantial Program Change • Substantial Change to Area of Concentration • Substantial Change to Certificate Program	\$50

Modest Fee	• New Area of Concentration • New Certificate Program Within an Existing Program • Closed Site Approval • Statewide and Health Manpower Designations • Substantial Change to Degree Program • Off-Campus Program	\$250
Substantial Fee	• New Stand-Alone Certificate Program • New Academic Program • BTPS Program • Cooperative Degree Program • New Academic Program At Approved Out-of-State Institution Within a Non-Renewal Year	\$850
New Degree Level Fee	• New Degree Level Approval	\$5,000 for up to two degree programs plus \$1,000 for each degree program over two programs

C. (text unchanged)

.03 Statutory Authority of the Commission Regarding Academic Program Review, Approval, and Recommendation.

A.—D. (text unchanged)

E. An institution shall submit a program proposal for a substantial modification to:

(1) (text unchanged)

(2) Convert more than 50 percent of a program previously approved for offering in a distance education format to a classroom or site-based learning format, or convert more than 50 percent of a program previously approved for offering in a classroom or site-based learning format to a distance education format;]

[(3)] (2)— [(5)] (4)(text unchanged)

F.—I. (text unchanged)

.06 Criteria for Program Review.

A program proposal shall address the following areas:

A.—F. (text unchanged)

G. Adequacy of curricular design, *program modality*, and delivery to related learning outcomes consistent with Regulation .10 of this chapter;

H.—M. (text unchanged)

N. Consistency with the Commission's minority student achievement goals; [and]

O. Relationship to low productivity programs identified by the Commission[.]; *and*

P. *Adequacy of distance education programs under Regulation .22 of this chapter.*

.07 Mission and Planning Priorities.

A. (text unchanged)

B. A proposed program shall be:

(1) (text unchanged)

(2) Related to the program emphasis as outlined in the mission statement; [and]

(3) An institutional priority for program development consistent with the institution's strategic planning process[.]; *and*

(4) *Adequately funded for at least the first 5 years of program implementation.*

C. *An institution shall demonstrate a commitment to:*

(1) *Ongoing administrative, financial, and technical support of a program; and*

(2) *Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

.10 Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes.

A. *A program shall be established and overseen by qualified faculty.*

B. *Faculty members in relevant disciplines in collaboration with other appropriate institutional personnel shall participate in the design of courses.*

[A.] C. (text unchanged)

D. *A program shall result in learning outcomes appropriate to the rigor and breadth of the program.*

E. *An institution shall provide for assessment of, and shall document, student achievement of learning outcomes in a program.*

[B.] F. (text unchanged)

G. *The program modality shall be appropriate to meet a program's objectives.*

H. *Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.*

I. *A program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.*

[C.] J. —[E.] L. (text unchanged)

.11 Faculty Resources.

A.—G. (text unchanged)

H. *An institution shall provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:*

(1) *Pedagogy that meets the needs of the students;*

(2) *The learning management system; and*

(3) *Evidenced-based best practices for distance education, if distance education is offered.*

.13 Physical Facilities and Instructional Equipment.

A.—B. (text unchanged)

C. *An institution offering distance education shall ensure that students and faculty have adequate access to:*

- (1) *An institutional electronic mailing system, and*
- (2) *A learning management system that provides the necessary technological support for distance education.*

.15 Adequacy of Provisions for Evaluation of Programs.

- A.—B. (text unchanged)
- C. *An institution shall evaluate a program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

.22 Distance Education.

- [A. The Commission shall review a distance education program proposal under the criteria established in Regulation .06 of this chapter.
- B. A program proposal for a distance education program shall be submitted by the institution to the Commission before implementation and contain the following information:
 - (1) The title of the program and the degree or certificate to be awarded;
 - (2) The resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation;
 - (3) The need and demand for the program in terms of:
 - (a) Specific local, State, and national needs for graduates;
 - (b) Job opportunities that are available to those who complete the program; and
 - (c) Evidence of market demand through supporting data, including results of surveys that have recently been conducted;
 - (4) If a similar program is offered within the State, a description of:
 - (a) Similarities or differences in the degree to be awarded;
 - (b) Area of specialization; and
 - (c) Specific academic content of the program;
 - (5) A description of the method of instructional delivery; and
 - (6) A brief description of the academic oversight, quality control, and student services to be provided.
- C. Principles of Good Practice.
 - (1) This section applies to distance education and distance education programs offered by an institution of higher education operating in this State that is required to have a certificate of approval from the Commission under COMAR 13B.02.01 or 13B.02.02.
 - (2) An institution shall provide evidence to the Secretary of compliance with the principles of good practice in this section.
 - (3) Principles of Good Practice for Distance Education.
 - (a) Curriculum and Instruction.
 - (i) A distance education program shall be established and overseen by qualified faculty.
 - (ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
 - (iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.
 - (iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.
 - (v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.
 - (b) Role and Mission.
 - (i) A distance education program shall be consistent with the institution's mission.
 - (ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.
 - (c) Faculty Support.
 - (i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.
 - (ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.
 - (iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.
 - (d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.
 - (e) Students and Student Services.
 - (i) A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
 - (ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.
 - (iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.
 - (iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
 - (f) Commitment to Support.
 - (i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.
 - (ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.
 - (g) Evaluation and Assessment.
 - (i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.
 - (ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.
 - (iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.]

A. An institution may not utilize distance education as a program modality unless the institution:

(1) As of January 1, 2018, offers at least one distance education program that has been approved by the Commission and that has received appropriate designation from the institutional accreditor; or

(2) Is designated by the Secretary, under §B of this regulation, as an institution eligible to provide distance education.

B. Designation as an Institution Eligible to Provide Distance Education.

(1) An institution of higher education operating in the State that is required to have a certificate of approval from the Commission under COMAR 13.02.01 or 13B.02.02 may request that the Secretary designate the institution as eligible to provide distance education.

(2) An institution desiring to be designated as eligible to provide distance education shall submit an application to the Secretary, on a form prescribed by the Secretary, that:

(a) Demonstrates that:

(i) Distance education is consistent with the institution's mission;

(ii) Institutional resources and the source of funds to support distance education are sufficient;

(iii) Academic oversight, quality control, and student services to be provided shall be sufficient to provide distance education;

(iv) Student supports, including but not limited to technical support, learning resources such as library resources, student support services such as disability services, and student services such as financial aid, academic advising, and career planning, shall be sufficient to support students enrolled in distance education; and

(v) Faculty supports shall provide for best practices and pedagogy in distance education; and

(b) Includes:

(i) A list of intended programs to be offered as distance education;

(ii) An affirmation that a program's curriculum and objectives shall be coherent, cohesive, and comparable regardless of program modality;

(iii) A signed statement from the President of the institution that the institution shall comply with the C-RAC guidelines; and

(iv) Any complimentary materials submitted to the institutional accreditor for approval to offer distance education.

(3) The Secretary shall review a complete application submitted under §B(2) of this regulation and shall:

(a) Approve the application if it satisfies the criteria set forth in §B(2) of this regulation; or

(b) Disapprove the application, and provide a description of the reasons that the application did not satisfy the criteria set forth in subsection (2) of this section.

C. An institution offering distance education shall comply with the C-RAC guidelines.

.29 Change of Program Modality.

A. Subject to COMAR 13B.02.03.22, an institution that has received approval to operate a program may add, change, suspend, or discontinue a program modality if the institution provides advance notice to the Commission in accordance with §B of this regulation.

B. An institution's notice to the Commission shall include:

(1) The name and degree of the program;

(2) The HEGIS and CIP code of the program;

(3) A description of, and rationale for, the addition, change, suspension, or discontinuation of program modality;

(4) An affirmation that the program's most recently approved curriculum and objectives are coherent, cohesive, and comparable, regardless of program modality;

(5) The planned implementation date of the addition, change, suspension, or discontinuation of program modality; and

(6) For any suspension or discontinuation of a program modality:

(a) The number of students enrolled in the program who are using that program modality and their expected graduation dates; and

(b) A plan that covers each of the students using the program's modality to ensure that:

(i) The student's time to completion of the program is not increased; and

(ii) Students and faculty continue to have access to course material, student services, and academic support for the duration of the program.

C. The Commission shall review the notice to determine whether it is complete under §B of this regulation, and whether the program subject to the modality change received approval from the Commission. If, upon review of the notice, the Commission determines that the notice is incomplete or that the program has not received Commission approval:

(1) The Commission shall notify the institution of the missing information or the lack of approval;

(2) The institution shall withdraw the notice, submit the missing information, or submit a program proposal or substantial modification proposal, as applicable; and

(3) The institution may not commence a program until it has been approved by the Commission under this chapter.

D. Effect on Conditional Program Approvals.

(1) This regulation may not be construed to expand program approval beyond any conditions, including geographic restrictions, that the Commission placed upon the original approval of the program.

(2) An institution may not operate a program in violation of the geographic restrictions or other conditions placed upon the program by the Commission unless it first receives approval for a new program, or approval for a substantial modification of the program, under Regulation .03 of this chapter.

JAMES D. FIELDER, JR., Ph.D.

Secretary of Higher Education

Title 14 INDEPENDENT AGENCIES



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

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

STAFF: Michael J. Kiphart, Director of Academic Affairs

SUBJECT: Certificate of Approval for Reid Temple Bible College as a New In-State Degree Granting Institution

In accordance with the Code of Maryland Regulations (COMAR) 13B.02.02.06.L, the staff of the Maryland Higher Education Commission has reviewed a Stage Two application for a Certificate of Approval as an in-state degree granting institution from Reid Temple Bible College. The College requests approval to offer the following Associate of Arts degree and certificate programs:

Biblical Studies	Lower Division Certificate
General Studies	Lower Division Certificate
Ministry Preparation	Lower Division Certificate
Biblical Studies	Associate of Arts
General Studies	Associate of Arts
Ministry Preparation	Associate of Arts

Following a Stage Two site visit and documentation submitted by Reid Temple Bible College following the site visit, the College is determined to be in compliance with all Maryland requirements and has posted a proper financial guarantee.

The conditions of the approval are:

1. Reid Temple Bible College must maintain a satisfactory financial guarantee as required by the Minimum Requirements 13B.02.02.07.
2. Reid Temple Bible College must be found compliant with all regulations at the end of the College's first instructional year. A Maryland Higher Education Commission evaluation team will make an on-site visit to ensure that the College remains in compliance with the Regulations and any other conditions upon which the Secretary based the College's Certificate of Approval.

Recommendation: It is recommended that the Commission approve Reid Temple Bible College for a Certificate of Approval as an in-state degree-granting institution.

Reid Temple Bible College MHEC Evaluation Team Stage Two Visit Report

Under the Code of Maryland Regulations (COMAR) 13B.02.02.06, there is a Stage Two evaluation visit from a Maryland Commission of Higher Education (MHEC) team appointed by the Secretary of Higher Education. Following the MHEC team evaluation visit, a team report will be presented to the Secretary with recommendations. This MHEC evaluation team report is submitted by the evaluation team who visited Reid Temple Bible College on December 14, 2017. The evaluation team consisted of the following members:

Dr. Michael Kiphart, Director of Academic Affairs, MHEC
Dr. Randall Bell, Director Emeritus, Commission on Accreditation for ABHE
Senior Consultant, Commission Staff Representative
Ms. Glenda Abney, Education Policy Analyst, MHEC
Ms. Vanessa Bennett, Education Policy Analyst, MHEC

MHEC Evaluation Team Stage Two Visit Report January 3, 2018

Reid Temple Bible College
11400 Glenn Dale Boulevard
Glenn Dale, Maryland 20769

Reid Temple Bible College is building a brand new degree-granting institution without prior operation in any manner.

(1) The institution's compliance with COMAR 13B.02.02 – Minimum Requirements for Degree-Granting Institutions. Specifically, this includes the following areas:

Organization and Administration

Reid Temple Bible College will be in compliance

Overall, all areas observed were thoroughly thought-out, planned, and organized. There was conversation with the Board regarding security matters, given recent events, and this is an area that probably should be given some attention. The building in Reid Temple Bible College (the College), where the classrooms and administrative offices are located, is a secure facility and currently has a school for younger children.

The team raised a few concerns with the organizational structure of the College, in particular the president and board members. First, the president serves as the chair of the board. While the president should serve on the board ex officio, the team considers it to be a conflict of interest for the president to chair the board as is now the case. The board has a responsibility to evaluate the president. Given the current arrangement, the president can evaluate himself. The current arrangement does not provide the types of checks and balances necessary for good institutional health.

Second, with only three members, the board is too small. The Association for Biblical Higher Education, ABHE, accreditation standards requires a minimum of five board members. The average ABHE board has 14.4 members. A review of literature suggests that the ideal board ranges in sizes from seven to 12 members. It is desirable for a college board to have representation from the academic world, the business world, and the professional world (e.g., attorneys, accountants, bankers, etc.). As an institution designed to equip people for church leadership, it is highly desirable to have board members with ministry experience. To be effective, its board members must have skill sets needed to govern the College effectively.

The MHEC team was surprised to observe that the College Chief Financial Officer (CFO) reports to the board rather than to the College president. Given that currently the president chairs the board, the CFO does in fact report to the president, but the arrangement as presented within the organization chart provided the team, would allow the CFO to essentially bypass the president were the president not board chair. The structure presented, would in normal circumstances, undermine the authority of the president. It is strongly recommended that all front line internal administrators report directly to the president, that the president is not the chair of the board, that there are more board members to align with accreditation standards, and board members be appropriately qualified.

The president and board stated that they were going to take the issues into consideration and address the board size, chairmanship, and CFO reporting to the president before opening for operations.

Mission and Goals

Reid Temple Bible College is in Compliance

The mission of the College is twofold:

To provide comprehensive Christ Centered Biblical Studies and Ministry Preparation Programs that prepare, equip, and empower men and women for leadership and service in ministries of the Christian faith to local and global communities; and

To provide a comprehensive multi-disciplinary General Studies program that includes courses in the Arts & Humanities, English Composition, Social & Behavioral sciences, mathematics, and Biological and Physical sciences and prepares students for the twenty-first century workforce.

The mission, vision, and goals of the College are well presented in their application materials and institutional publications.

The president presented his vision for impacting the lives of Christian leaders. He expressed his hopes for the future in terms of five “E’s:” Evangelism, Education, Economics, Empowerment/Equipping, and Expansion. He discussed the need for the College to achieve both financial stability and autonomy as quickly as possible. The institution currently has its own 501(c)(3) status. The president expressed his perception that the facilities being made available

to the College are sufficient to promote learning in a safe environment. He desires students, as well as faculty and staff, to have good opportunities for personal and professional development.

The president and board members briefly discussed their rationale for proposing the Associate of Arts degree in General Studies. They discussed their plans for offering distance education (online) in the future using the Populi learning management system.

The president and board members expressed their intention to pursue accreditation as quickly as possible once they were authorized by the state to operate. They did not indicate the body with which they might seek accreditation.

Once the College becomes established, the leadership hopes that it will be possible to expand offerings to include baccalaureate level studies.

The MHEC team reminded the president and board that the mission statement extends beyond the message (e.g., Mission is revisited in academic program proposal requests).

Admissions

Reid Temple Bible College is in Compliance

Reid Temple Bible College is consistent with the mission of the institution. Considering this is a proposal for a new institution, no students have been admitted to the College to date. The admissions criteria and related admission policies will be implemented during the first semester and examined after use for the first class of students.

An Admissions Committee has been established to review student applications for admission to the college. The responsibilities of the admissions Committee will be the following:

1. To evaluate each applicant for admission to the College regarding his/her meeting admissions standards.
2. To notify the Director of Admissions and/or the Admissions Office of an applicant's acceptance or denial, and if denied, of the reasons of the denial.
3. To evaluate prospective students making application to the College for an academic program to determine if they should be accepted or declined and, for those who are accepted, to determine their status and whether there should be any restrictions placed on them.
4. To review admission policies within the Academic Catalog and make recommendations.

Academic Programs and Graduation Requirements

Reid Temple Bible College is in Compliance

The College submitted the following programs for review:

- Biblical Studies Certificate Program (34 credit hours)
- Ministry Preparation Certificate (37 credit hours)
- Certificate of General Studies (31 credit hours)
- Associate of Arts in Biblical Studies (65 credit hours) (To be offered online or as a hybrid)
- Associate of Arts in Ministry Preparation (68 credit hours)
- Associate of Arts in General Studies (60 credit hours) (submitted the evening before the visit)

In an addendum, the College proposed the addition of the Associate of Arts in General Studies degree. The document indicated that the general studies degree program would require the same 21 credit hours of general studies as specified in the other two programs. The quantity of general education content for an associate degree at a private institution should be a minimum of 20 credit hours with at least one course in each of the five core general education areas. As the College currently classifies its courses, the program in biblical studies, as proposed, includes 21 credit hours of general studies. The program for ministry preparation required 15 hours of general studies.

As of the fall 2015, MHEC regulations were modified to require that associate degree programs include no more or less than 60 credit hours for an associate degree at public institutions. While not a regulatory requirement for private institutions, the 60 credit associate degree is recommended for all institutions. To potentially reach the 60 credit hour limit, the MHEC team recommends that the College consider removing some course work from the associated degree programs in biblical studies and ministry preparation. The proposed degree in general studies, as currently presented, satisfies the 60 credit hour degree.

Finally, no laboratory course was included in the general education in any of the associate degree programs proposed. It is recommended that the College consider including a laboratory course; however, this is not currently required by regulation for private institutions.

The MHEC team was pleased to observe that schedules for the offerings have been developed so that it will be possible for students to satisfy all of the required courses for an associate degree within two years, assuming the student is willing to enroll for full-time for each term. Course sequences were developed for both the biblical studies and ministry preparation degrees. Since the proposed associate degree program in general studies was a new proposal, no sequence had yet been established.

Faculty

Reid Temple Bible College is in Compliance

The College has identified an exceptionally well-qualified faculty (especially considering that the institution that is not yet operational). Many of the anticipated faculty members have extensive teaching experience in other settings. The College identified 17 potential faculty members. Among those identified, 14 individuals have doctoral level degrees. Among these,

three hold the Doctor of Ministry (M.Div.) as the terminal degree. The other eleven all have Doctor of Philosophy (Ph.D.) degrees. Indeed, one individual has both a Ph.D. and a D. Min. Another has a Ph.D. and a J.D. One individual who serves as academic dean holds a master's degree, but is completing work on a M.Div. degree. Only one individual listed does not have at least a master's degree; however, this individual has two graduate level certificates, one from the Duke University School of Divinity. All of the degrees identified are from accredited institutions. Among the 17 listed as potential faculty, eight are classified as full time.

In reviewing the faculty handbook, the MHEC team observed that the institution's grievance process appeared to be minimally developed. There is a need to create a proper grievance policy with appropriate elements of due process. There is a very basic set of search procedures for the purpose of identifying new faculty. It would be good to develop a more detailed appointment process for engaging new faculty members. There is a need for development of a process for dealing with intellectual property issues.

Dr. Deborah Bryant a full-time faculty member has been assigned the oversight and implementation the of general education curriculum, which meets COMAR requirements.

Library and Learning Resources

Reid Temple Bible College is in Compliance

The library and its services were off-site, about 10 minutes from the campus. The offsite location was necessary due to available space in the current facility and to provide adequate library and student space. Hours will be determined before classes begin, but the expectation is that the library will be open at least one hour prior to the first class each day and will remain open one hour after all evening classes. Currently, only one desktop computer is available in the library for student use.

The team discussed providing transportation to the library for students without their own transportation. The College will be a commuter institution without residence halls. It is expected that most, if not all, students will have access to transportation.

The College was very knowledgeable about required library standards (COMAR 13B.02.02.18) and volume of books required for libraries per degree type, but the library inventory falls short of required BVEs for both AA and Bachelor's degrees. The institution has entered into MOU partnership with Bowie State University and Lancaster Bible College libraries for the College students to have access to their institutional libraries. Both libraries are close to the College requiring no more than 10-15 minutes of travel time. The library requirements are met through these partnerships.

The Library area includes a kitchen, small conference room, copy machine, printer, and vending machine available for student use. The College librarians have researched connecting to databases and professional organizations for increased accessibility to texts and research materials. The College has a library management plan in place and plans to have a Library Committee that interfaces with other committees and College leadership.

Student Services and Activities

Reid Temple Bible College is in Compliance

The MHEC team could not help but be impressed by the fact that the individual charged with responsibility for the College's student affairs has just retired this past July 1 after having served in the area of higher education student affairs for 45 years. Considering their extensive experience, this individual understands student needs/issues and the services students expect.

Within student services, it is important that students have access to counseling services. The College has established an agreement for such services with the "Restoration Center." The Restoration center is a counseling group associated with the Reid Temple Bible Church, in which the college will initially operate.

Another concern among present students is the need to ensure that students are prepared to undertake the rigors of higher education study. Arrangements have been made for the College students to take advantage of the testing services of nearby Bowie State University (BSU). BSU is willing to work with the College to offer testing to groups of students on its own campus, or students can go to the BSU campus for testing. Personnel speculated that the accuplacer test would be used by BSU.

The College has established an agreement with the parent church's (Reid Temple) "Employment Assistance Ministry" to help students with career development. Currently, the primary focus is on developing resumes, and cover letters, but the College personnel hope to move towards the offering of internships, mission trips, and involvement in church ministries beyond the institution's parent church. Additionally, the College hopes to offer students experience with mock interviews, networking, and other services that will enhance the graduates' prospects for employment.

At this point, the College does not plan to offer students any forms of athletic activities.

The College plans to offer veterans services. It understands that once it has MHEC approval to operate, it will be able to secure GI bill benefits for its students who are veterans.

The College believes that it is well poised to provide students leadership opportunities as part of its career development process. The parent Church offers some 80 ministries in which students may participate. These offer many opportunities for leadership practice. Students are also encouraged to participate in the Church's Wednesday evening Bible study which is usually designed to build upon a theme. It should be noted that some of the faculty members come from other ministry settings. They provide networking connections for students with other ministries where leadership skills can be practiced.

Once it becomes operational, the College is encouraged to utilize a nationally normed student satisfaction survey. The survey will enable the institution to compare its results with many other similar higher education institutions. Complaint/Grievance procedures must be clearly

delineated and communicated through student handbook and other materials. Plans for remediation following assessment should be clarified and made available via the student handbook.

The College intends to apply for title IV funds once approved, and to also apply to offer veteran benefits.

Facilities

Reid Temple Bible College is in Compliance

The College plans to initiate its offerings in the facilities of its parent church. The church facilities are quite new and attractive. The team observed at least three classrooms of varying sizes that will be available to the College for instruction. The classrooms are attractively furnished and equipped. They will provide a good learning environment for the College's programs. Space will be available for some faculty and administrative offices. The facilities provide generous parking spaces that will more than adequately meet the needs of students. Obviously, the institution will be sharing its facilities with other church-related ministries (including a K - 8 school). At this point, it appears that the College will enjoy priority in the access it will have to its assigned spaces. Team members know, however, that over time, the priority given new endeavors might lapse. There is some thought to securing space for the academic offerings in another setting dedicated solely to the College. Currently, the small library available is located at another off campus facility nearby. Classrooms are equipped with appropriate audio visual equipment. Currently, there is no computer lab, which the College is encourage to consider for implementation as soon as possible.

The classrooms are well presented and appointed and should well serve the opening of the College. The overall facility and building are in excellent condition and meticulously maintained.

Finances

Reid Temple Bible College is in Compliance

The finances are in place to get the College underway. A grant from the parent church has assisted with start-up funding and should be ongoing for the foreseeable future. The operating budget will be tuition dependent as the institution begins.

Catalog and Other Publications

Reid Temple Bible College is in Compliance

The catalog and other college publications were comprehensive and appropriate to a new institution. The College staff realizes that changes may need to be made as the College grows and responds to the actual needs of a new and growing student body.

Other Team Observations of Note

Information Technology. The College will use a well-established, secure student information technology based student information system, Populi, which includes all facets of documenting student transcripts, reports, financial aid, attendance and student tracking. Populi also provides a learning management system for offering courses on line.

Financial accounting and business operation information technology systems are in place and prepared for the opening of the College.

Finally, the College is encouraged to develop a student computer lab as soon as possible after opening.

Academic Records and Student Files. Sample files were created to show checklists, format, processes, and procedures to maintain student files, and Populi handles student information. A secure environment for student files/records with fire-proof cabinets will be used to store student files.

Assessment. The institution is not yet operational. As a consequence, there are no results from assessment processes thus far. The conversation in this area revolved around things that the institution expects to do or should do once it becomes operational. For the assessment of institutional effectiveness, assessments should involve at least three types of activities. Ideally, at the outset of an academic cycle, each administrative unit and the board of control should set for itself working goals/objectives or key results and then at the end of the cycle, it should take stock to determine what has been accomplished in terms of the anticipated results, and finally determine future improvements.

Additionally, another source of assessment can be completed in terms of performance reviews at all levels within the College. The board should assess its own performance and the performance of the president. The president should assess the performance of the front-line administrators. The administrators should assess their own reports. The chief academic officer should assess faculty, but students should also assess faculty teaching effectiveness. A student satisfaction survey is another form of potential assessment.

Another source of assessment involves collecting various types of statistical data regarding the the College's performance that can then be compared with normative data compiled by national or regional organizations. Agencies such as ABHE compile statistical reports that are differentiated by the size of an institutions enrollment for comparative purposes. Other potential sources for data are the U.S. Department of Education IPEDS data and any publicly available data from Maryland.

The assessment of student learning is very important to accrediting bodies. Key to such assessment is the establishment of expected student learning outcomes. Once such outcomes have been established, the challenge is to establish expectations that will serve as benchmarks for determining that students have achieved what is intended. In light of such intentions, the curricula can be analyzed to determine which courses or components contribute to the specific

learning outcomes. Exercises from the specific courses can be used to demonstrate learning. Assessment data can be generated in the form of both direct and indirect evidence. Direct evidence is often in the form of a student product that can be evaluated often through the use of rubrics. Indirect evidence often takes the form of survey data, interviews etc.

Once the College establishes its operations, it will be important to initiate a full program of assessment at both the institutional level and at the student learning level.

(2) A financial guarantee posted by the institution (per. COMAR 13B.02.02.07).

Reid Temple Bible College is not yet in Compliance with this Requirement

The College has not provided the financial guarantee to date and final approval of the College should require posting of the financial guarantee as a condition of approval. The College is prepared to provide a surety bond or letter of credit issued by a company or banking institution authorized to transact business in Maryland in compliance with COMAR 13B.02.02.07, as follows:

C. Private Associate Degree-Granting Institutions.

(1) For a private associate degree-granting institution, the governing board, or the incorporators if the board has not yet been selected, shall provide a surety bond or letter of credit issued by a surety company or banking institution authorized to transact business in Maryland with a credit rating satisfactory to the Commission in an amount:

(a) Adequate to provide refunds to students for current tuition and fee liability and to cover the administrative cost associated with the instrument claim; but

(b) Not less than \$300,000.

(2) The surety bond or letter of credit shall be in place for 4 years.

(3) If, during the term of the guarantee, the institution's current tuition and fee liability exceeds the level of the initial guarantee, the required level may be adjusted at the discretion of the Secretary.

(3) Evidence of sufficient insurance (see COMAR 13B.02.02.06J(c)).

Reid Temple Bible College is in Compliance

Information was provided for proper insurance coverage.

(4) A license to operate as a business entity in the State issued by the State Department of Assessments and Taxation or other appropriate State office (see COMAR 13B.02.02.06J(e)).

Reid Temple Bible College is in Compliance

The institution is permitted to transact business in the State through the State of Maryland Department of Assessment and taxation.

Recommendations of the MHEC Evaluation Team to the Secretary

Based on the materials submitted and the stage two visit, MHEC staff recommends granting Reid Temple Bible College a Certificate of Approval to Operate in Maryland as a degree-granting institution offering the following certificates and degrees:

- Certificate of Biblical Studies
- Certificate of Ministry Preparation
- Certificate of General Studies
- Associate of Arts in Biblical Studies (Also Online)
- Associate of Arts in Ministry Preparation
- Associate of Arts in General Studies

MHEC staff recommends making the Certificate of Approval to Operate contingent upon Reid Temple Bible College providing the Financial Guarantee in compliance with COMAR 13B.02.02.07 Financial Guarantee.

MHEC staff also recommends making the Certificate of Approval to Operate contingent upon Reid Temple Bible College providing verification of the important Board of Trustee changes required:

1. the president is no longer the chair of the Board, and
2. the CFO reports directly to the president and not to the Board.

Last, MHEC recommends that the Secretary of Higher Education appoint, at the end of Reid Temple Bible College's first instructional year, a MHEC evaluation team to conduct an on-site visit. The visit is to ensure that the institution is in compliance with the Regulations and any other conditions upon which the Secretary based the institution's approval to operate.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

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

STAFF: Dr. Michael J. Kiphart, Director, Academic Affairs

SUBJECT: Certificate of Approval for Faith Theological Seminary as a New In-State Degree Granting Institution

In accordance with the Code of Maryland Regulations (COMAR) 13B.02.02.06.L, the staff of the Maryland Higher Education Commission has reviewed a Stage Two application for a Certificate of Approval as an in-state degree granting institution from Faith Theological Seminary. The Seminary requests approval to offer the following Bachelor, Master, and Doctorate degree programs:

Religion	Bachelor of Arts
Divinity	Master of Divinity
Ministry	Doctor of Ministry
Biblical Studies	Doctor of Theology

Following a Stage Two site visit, Faith Theological Seminary is determined to be in compliance with all Maryland requirements except the posting of the required financial guarantee.

The conditions of the approval are:

1. Faith Theological Seminary must post and maintain a satisfactory financial guarantee as required by the Minimum Requirements 13B.02.02.07.
2. Faith Theological Seminary must be found compliant with all regulations at the end of the College's first instructional year. A Maryland Higher Education Commission evaluation team will make an on-site visit to ensure that the College remains in compliance with the Regulations and any other conditions upon which the Secretary based the College's Certificate of Approval.

Recommendation: It is recommended that the Commission approve Faith Theological Seminary for a Certificate of Approval as an in-state degree-granting institution.

Faith Theological Seminary MHEC Evaluation Team Stage Two Visit Report

Under the Code of Maryland Regulations (COMAR) 13B.02.02.06, there is a Stage Two evaluation visit from a Maryland Commission of Higher Education (MHEC) team appointed by the Secretary of Higher Education. Following the MHEC team evaluation visit, a team report will be presented to the Secretary with recommendations. This MHEC evaluation team report is submitted by the evaluation team who visited Faith Theological Seminary on November 13, 2017. The evaluation team consisted of the following members:

Dr. Michael Kiphart, Director of Academic Affairs, MHEC
Dr. Keiona Middleton, Executive Director Institutional Effectiveness/Assessment
Information Technology & Communications, Shorter College
Ms. Karen King-Sheridan, Associate Director of Collegiate Affairs, MHEC
Ms. Jacqueline Cade, Education Policy Analyst & ACM State Coordinator, MHEC

MHEC Evaluation Team Stage Two Visit Report December 26, 2017

Faith Theological Seminary
529 Walker Avenue
Baltimore, Maryland 21212

Faith Theological Seminary is current approved as a religiously exempt institution.

(1) The institution's compliance with COMAR 13B.02.02 – Minimum Requirements for Degree-Granting Institutions. Specifically, this includes the following areas:

Organization and Administration

Faith Theological Seminary is in Compliance

All team members had an opportunity to meet with the President of Faith Theological Seminary (the Seminary) to discuss its mission, organization, and administration. The administrative organization is sufficient in size and is well-suited to direct the many operational areas of the Seminary. The strength of experienced administrators was evident, and it is apparent that they have appropriate experience, academic degrees, and are performing well in their positions. Although additional personnel positions are needed to increase student enrollment to the level planned, it is noted that the current administration is appropriate to the five-year growth of the Seminary consistent with the Seminary's Strategic Plan 2017 - 2021.

The Board of trustees consists of eight members with appropriate experiences, education, and professional positions to well lead the Seminary. The Board is appropriately involved in the operation of the Seminary and participates in meaningful ways with the governance committees of the Seminary.

Mission and Goals

Faith Theological Seminary is in Compliance

The mission of Faith Theological Seminary is:

To prepare men and women for the dissemination of the Gospel of Jesus Christ locally and globally. By teaching the inspired, inerrant, infallible Word of God efficiently and training in practical ministry, the Seminary seeks to produce graduates, who do the work of missionaries, pastors, and theological teachers through preaching, teaching, and applying the Word of God by the power of the Holy Spirit.

Based on the documented evidence, and discussions during the site visit, it was demonstrated that the Seminary's mission is in alignment with the Seminary's educational programs offered. The Seminary's Strategic Plan 2017 - 2021 and strategic long-term goals are supported by the Seminary's mission. The mission guides the goals to increase enrollment and to expand the Seminary's presence within the community, where very few seminaries are available and afforded to students in ministry.

The President provided documentation of their accreditation status with Transnational Association of Christian Colleges and Schools (TRACS), which stated that the Seminary is fully accredited and was awarded its status April 21, 2015.

Admissions

Faith Theological Seminary is in Compliance

The Seminary's admissions policy is specifically aligned with the mission of the Seminary. Students must submit an application for admission, a fee, statement of personal testimony which includes evidence of faith in Jesus Christ, and "an aspiration for Christian service," and a pastoral reference. High school transcripts are not required from students who have earned college credit; academic transcripts from previously attended institutions are required. When evaluating transfer credits (up to 39 credits are transferable at the bachelor level), credits are transferred as a "block;" there is not always a course-for-course allocation. This practice may cause a shortage in required general education requirements, with the student not meeting all of the subject areas required under 13B.02.02.16E(2)(a).

Students enroll in the same courses unless transfer credit is awarded; therefore, there is no placement testing. There is no formal remedial course offered for students lacking in skills, although the student may seek academic support from the instructor. The staff indicated that the Seminary receives many applicants with technical degrees from foreign universities. The Student Handbook lists the documentation required in the initial admissions process. Staff noted that these technical foreign transcripts are evaluated internally. International applicants must submit the required documentation required for F-1 status.

The advising process is not as proactive and formal as the Seminary would desire; however, in addition to the Director of Admissions, faculty assist in the advising efforts to ensure the needs of the students are met. Although the Seminary does not currently have a full-time recruiter, the Seminary plans to hire a recruiter that will aid the process of increasing student enrollment.

Academic Programs and Graduation Requirements

Faith Theological Seminary is in Compliance

The following academic programs were submitted for review:

- Bachelor of Arts in Religion,
- Master of Divinity,
- Doctor of Ministry, and
- Doctor of Theology in Biblical Studies

Based on the documented evidence, and discussion during the site visit, the Seminary's mission is congruent with the concepts of the Seminary's curriculum and degree programs. All programs have adequate enrollment to facilitate student interaction. All campus-based programs are delivered through face-to-face instruction. The Seminary's bachelor's degree program requires an appropriate General Education core and overall number of credits. Masters degrees are also in compliance with the level of courses and required credit hours.

Faculty

Faith Theological Seminary is in Compliance

The faculty members are committed to institutional mission, engaged with the day-to-day operations, and serving their student body. Based on the documented evidence, and discussion during the site visit, it is apparent that the Seminary has a sufficient number of faculty members who support the mission and educational programs. Faculty expressed the role the Seminary has played in the local community in developing and training individuals for the ministry. The faculty shared that with the diverse student body and the strength of the curriculum, students have graduated the Seminary well-trained and spiritually transformed.

Faculty Professional Development is highly encouraged, as both faculty and the Dean organize various workshops and initiatives that help to improve teaching strategies and scholarship. Examples of recent professional development opportunities include pedagogical training, LMS training, etc. Additionally, faculty shared they are included in the budgeting and planning process, by the submission of requests for resources or other materials needed to support teaching and learning.

Additionally, the evaluation of faculty is performed regularly by the academic dean, which includes class room observations, the review of his or her self-evaluation, and review of his or her course evaluations. This process is evaluating faculty growth in teaching excellence and professional competence.

Library and Learning Resources

Faith Theological Seminary is in Compliance

Faculty referenced that library and learning resources were sufficient, appropriate, and adequate to support student learning. The faculty members referenced their strong library collection, in concert with interlibrary loans and other library agreements. The Seminary regularly evaluates the effectiveness of library resources. Though the Library is small, it is well maintained, and provides students with access to computers. The Seminary has no bookstore, but the Librarian is given a list of all required texts to purchase each semester. Copies of each required text are kept in the Library for student use.

Given the Seminary's projected enrollment growth of 250 students within the next two years, the Seminary should consider subscribing to relevant online journals and a research database, such as EBSCO, JSTOR, or ProQuest for example, to ensure their students have on-campus electronic access to research materials.

Student Services and Activities

Faith Theological Seminary is in Compliance

The Seminary's faculty and staff are clearly dedicated to ensuring a positive experience for its students. The passion for the Seminary's mission resonates throughout its various areas of student support, with leadership stepping in wherever and whenever needed to offer guidance.

A formal student orientation is held the first day of the start of each new cohort, and the student handbook is reviewed. All students enroll in a computer skills class and additional technical support is available from the Information Technology office. Remediation is student-initiated; there is no mechanism in place for identifying students upon enrollment who may require additional support math and/or English. When necessary, students are referred to neighboring churches that may offer free tutoring services in English. Students may arrange for academic support services by appointment with faculty, and upon graduation may receive advisement regarding resume preparation. Foreign students may also receive assistance with VISA preparation.

The Student Handbook lists the student services available, which includes admissions, dean, registrar, business manager, financial aid, and librarian. The Director of Admissions, the Director of Financial Aid, and the Director of Advising manage many of the areas required by COMAR. However, there is no dedicated staff person assigned to ensure that student affairs requirements are met.

The Student Handbook noted that there is no athletic or recreational program; the Seminary offers social events, celebrations and fundraising activities, which may be organized in whole or in part by the Student Government Association and/or the alumni organization. The Handbook does not address how students may organize to form new student organizations.

Additionally, some of the required services/resources are not provided for by the Seminary, specifically health services, career development, and the Seminary responded in writing and orally during the site visit that student services in counseling, career development, etc. are usually handled by the Director of Undergraduate Studies, the Director of Admissions, or the student's program director, who also manages academic advising.

Given the anticipated significant growth of students planned in the next year, it is advisable that a dedicated staff member be assigned to manage student affairs. In the interim, it is recommended that the Seminary transform its ad-hoc approach to student services into a cohesive, well-developed student services program that specifies the resources and staffing available in the areas of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore to meet the requirements of 13B.02.02.19.

As noted in COMAR, "the institution may determine specific organization of services, as well as the resources and staffing provided, as long as provision for the services noted in this section is made." Additionally, the institution should ensure that student government organizations that are representative and provide a responsible forum for student views as well as a vehicle for student input into institutional decision making beyond social activities.

Students. The MHEC team met with several students and all were positively outspoken when describing their experiences at FTS and interactions with FTS staff and administrators. They were also very clear on the Seminary's mission and cited it as one of the primary reasons for enrolling at FTS as opposed to other nearby 4-year institutions.

One student spoke of how her excitement to begin classes led to taking three classes despite the fact she was advised to take two. She stated that when she feels overwhelmed, she seeks out her advisor who helps her find balance between family, work, and school.

The general consensus from students is that administrators, staff, and faculty are approachable and operate under an open door policy. Student comments included, "no one who works at Faith makes us feel less than..." and "The president himself will take time to talk to me if I went to his office."

Faculty. Faculty indicated that the Seminary should define clearer responsibilities for student services, particularly academic advising and tutoring. While the student-faculty ratio is manageable at this time, faculty could be overwhelmed with responsibilities for teaching, advising, tutoring, and recruiting as the student body grows.

Financial Aid. The Seminary uses a third-party source to support the financial aid process, including verification and packaging. Financial aid advising is offered by the Financial Aid Advisor and by the Business Office. The Seminary is a participant in the United States Department of Education's Title IV program and, as such, the policies regarding financial aid are stipulated by the Department of Education. The Financial Aid Handbook is available on the Seminary's website, and a listing of the types of aid available is included in the Student

Handbook. Detailed instructions with web-links included are provided on the Seminary's well developed website. Students complete entrance and exit counseling online through the Virtual Financial Aid Office Student Interview, which is conducted to determine the types of aid being requested. The student's account, including net price calculator and student need, is reviewed and the Financial Aid Advisor then counsels the student to ensure that sufficient funds have been requested.

Facilities

Faith Theological Seminary is in Compliance

The facilities of the Seminary are very well maintained, adequate for the present student population, and for the planned short-term growth of the student population. The Seminary has upgraded many of its facilities, which are functional and well-presented including a faculty lounge area and student area to gather, study, or just hang out before, between, and after classes.

Finances

Faith Theological Seminary is in Compliance

The Seminary has a well-developed five-year Strategic Plan 2017 - 2021 that guides institutional improvement and sound financial decisions. The Seminary provided financial information demonstrating that the Seminary was financially sound and making good financial decisions. One recent decision was to refinance the Seminary's mortgage and secure additional cash as well as significantly decreasing the monthly payment for the current facility. The Board of Trustees is properly involved in the financial health of the Seminary in guaranteeing their fiduciary responsibility. The Seminary has a publication entitled, Financial Policies of the Business Office, that is both comprehensive and presents the financial operation in an easy to understand manner.

The President shared the Seminary's effort of securing an additional line of credit to further stabilize the fiscal health of the Seminary. He further shared, securing the line is imperative towards the Seminary's goal of expanding its physical infrastructure to support the increase in student enrollment. Additionally, the desire to hire staff in the areas of development and recruitment enhances the need for additional fiscal resources.

Catalog and Other Publications

Faith Theological Seminary is in Compliance

The Seminary provided a catalog, student handbook, faculty handbook, financial aid handbook and library handbook for consideration of the team. All publications were well developed and appropriate to the Seminary at this point in its evolution and growth.

Other Team Observations of Note

Information Technology. The Seminary uses Populi for college management system and student information system. Schoology is used for their learning management system. Given new federal regulations, the Seminary should be aware of ways in which an institution can demonstrate their systems are secure and in compliance should the United States Department of Education request such information or engage in an audit.

The Seminary maintains a very sophisticated and impressive website with many online services for students and potential students. The website is much more developed compared to other small institutions of similar size and mission.

Academic Records and Student Files. The Seminary meets the requirements of this section. Academic records are stored in a secured locked room, with only the Director of Information Technology holding the key. Files are stored in locked, fireproof cabinets. A random review of academic files indicated that students file contain academic actions, notices, and final transcripts, as well as prior transcripts and admissions documents. The Seminary is also providing record retention services for another institution that closed. These records are stored in separate file cabinets.

Assessment. Assessment was a major strength of the Seminary which has an impressive, comprehensive and appropriate assessment in plan in place as an ongoing functioning process of the Seminary. Based on the documented evidence, and discussion during the site visit, the Seminary has an Assessment Plan, which calls for the periodic assessment of programs and for the comparison of results on identified assessment instruments for benchmarks set for student learning outcomes to be measured by those instruments. The Seminary's approach to understanding student learning at the institutional, course and program levels were evidenced in their annual assessment outcome reports. Furthermore, the Seminary uses both direct and indirect measures for the assessment of student learning, and utilizes assessment results for the revisions of the academic curriculum to ensure the course offerings and its content are consistent with national norms. Assessment reports were made available for all programs, on-site. Faculty recommends improvements in curriculum, pedagogy, or assessment methods based on the results. The Seminary tracks retention rates and addresses such data, led by the Seminary's Director of Institutional Assessment.

The structure for program assessment demonstrates that program learning outcomes align with the mission elements that focus on intended student learning outcomes. Per the course syllabi, reviewed during the visit, all courses are accompanied with measurable learning objectives and outcomes. The assessment of all student learning outcomes occurs routinely to determine the effectiveness of curriculum, pedagogy, and assessment measures within all courses. Assessment of student learning is facilitated and led by the faculty through the formation of an academic council. During the assessment of student learning, the academic council is responsible for the development of new courses, programs, and the review of the existing curriculum to determine the attainment of learning outcomes and program comparability. Additionally, during assessment related meetings, the faculty reviews graduation rates, appropriately updates course syllabi's and courses to assure that the material is current and relevant. Faculty members receive assessment

results and consider the overall assessment of the course and adjust their syllabi and teaching styles as part of the annual assessment. Upon agreement of the faculty committees, proposed curriculum changes are submitted to the Dean for approval.

Faculty play a significant role in the assessment and review of the curriculum. Faculty shared assessment of courses, its syllabi and program learning outcomes occur regularly to ensure program quality and evaluation of student learning.

During the discussions with the Academic Dean, the assessment process includes the findings from the deployment of course evaluations, student satisfaction survey, assessment of the courses, and exit interviews from students. Efforts have improved regarding closing of the loop by ensuring the data collected has been analyzed for utility. Some of their assessment findings have included, streamlining the curriculum, as it was observed and determine that students were taking similar courses in both tracks. Another area of opportunity that was noted was the need to enhance the humanities and liberal arts courses to provide students with a more global perspective to various cultures. Additionally, with the ministerial need of chaplains, the Seminary is considering establishing a Chaplain track to attract more students to the Seminary and to increase enrollment.

Finally, non-academic units are also assessed to ensure services are sufficient to meet the needs of the students. The Seminary assesses the facilities, equipment, technology, and library and learning resources from annual student surveys. Administrative personnel are evaluated annually, and the Seminary evaluates its fiscal condition, fiscal management and operation to ensure financial stability and integrity and ensure adequacy of financial resources to fulfill the purpose of the Seminary. Faculty satisfaction is also assessed via surveys, annually. The results of assessment findings are compiled annually, reported and discussed during the Seminary's planning sessions, to best ensure that the Seminary is employing data driven decisions and that budgets are appropriately aligned to support the future goals and objectives of the Seminary.

Korean Program. Based on the documented evidence, and discussion during the site visit, the Korean Program is performing adequately. The program does not deviate from the Seminary's program offerings, but affords Korean students the opportunity to enroll in classes instructed in Korean versus English. The assignment and assessment methods are the same irrespective of the courses instructed in Korean or English. With the number of Korean students, the Seminary decided to offer this option to assist with the successful matriculation of their Korean students, as language barriers often impact student learning.

Realizing that theology is more important than the language spoken, the Korean Program was developed. The Seminary developed this program to meet the needs of the many Korean students that enroll and indicated that student outcomes have increased with the offering of separate programs for English and Korean-speaking students. To support the needs of students who are not fully fluent in reading English, Korean library resources are available through the Korean Theological Seminary. Faculty of the Korean program participate in faculty meetings and in the curriculum development process. Additionally, there are separate faculty meetings held for the Korean program faculty.

(2) A financial guarantee posted by the institution (per. COMAR 13B.02.02.07).***Faith Theological Seminary is not yet in Compliance with this Requirement***

The Seminary has not provided the financial guarantee to date and final approval of the Seminary should require posting of the financial guarantee as a condition of approval. The Seminary is prepared to provide a surety bond or letter of credit issued by a company or banking institution authorized to transact business in Maryland in compliance with COMAR 13B.02.02.07, as follows:

B. Private Institutions Granting Baccalaureate or Higher Degrees.

(1) For a private institution granting baccalaureate or higher degrees, the governing board, or the incorporators if the board has not yet been selected, shall provide a surety bond or letter of credit issued by a surety company or banking institution authorized to transact business in Maryland with a credit rating satisfactory to the Commission in an amount:

(a) Adequate to provide refunds for students for current tuition and fee liability and to cover the administrative cost associated with the instrument claim; but

(b) Not less than \$500,000.

(2) The surety bond or letter of credit shall be in place for 6 years.

(3) If, during the term of the guarantee, the institution's current tuition and fee liability exceeds the level of the initial guarantee, the required level may be adjusted at the discretion of the Secretary.

(3) Evidence of sufficient insurance (see COMAR 13B.02.02.06J(c)).***Faith Theological Seminary is in Compliance***

The Seminary is properly insured with the Church Mutual Insurance Company, 300 Schuster Lane, P.O. Box 357, Merrill WI, 54452. Common policies and declarations page provided to the team.

(4) A license to operate as a business entity in the State issued by the State Department of Assessments and Taxation or other appropriate State office (see COMAR 13B.02.02.06J(e)).***Faith Theological Seminary is in Compliance***

The Seminary is permitted to transact business in the State through the State of Maryland Department of Assessment and taxation, dated April 11, 2016, and signed by Heidi Dudderar,

Associate Director. The Seminary was originally recognized by the State of Maryland Department of Assessments and Taxation on July 25, 2004.

Recommendations of the MHEC Evaluation Team to the Secretary

Based on the materials submitted and the stage two visit, MHEC staff recommends granting Faith Theological Seminary a Certificate of Approval to Operate in Maryland as a degree-granting institution offering the following degrees:

- Bachelor of Arts in Religion
- Master of Divinity
- Doctor of Ministry
- Doctor of Theology in Biblical Studies

MHEC staff recommends making the Certificate of Approval to Operate contingent upon Faith Theological Seminary providing the Financial Guarantee in compliance with COMAR 13B.02.02.07 Financial Guarantee.

MHEC recommends that the Secretary of Higher Education appoint, at the end of Faith Theological Seminary's first instructional year, a MHEC evaluation team to conduct an on-site visit. The visit is to ensure that the institution is in compliance with the Regulations and any other conditions upon which the Secretary based the institution's approval to operate.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

FROM: Jon Enriquez STAFF: Barbara Schmertz

SUBJECT: 2017 Performance Accountability Report

The Maryland Higher Education Commission produces the Performance Accountability Report (PAR) to fulfill a statutory requirement for accountability on the part of Maryland's public colleges and universities. This report serves as an important mechanism by which institutions are held accountable for establishing and maintaining standards, using metrics to assess their effectiveness in addressing institutional and statewide higher education goals. The 2017 PAR summarizes Maryland's public institutions' progress toward helping to achieve the goals of the 2013-2017 Maryland State Plan for Postsecondary Education. This report focuses on five topics – diversification of the student body, retention, completion, the achievement gap, and affordability – marking areas of notable progress and continued challenge for the institutions.

From this report, two sector narratives emerge. The community colleges' narrative includes declining enrollments, flattening state and local support, and pressures to increase tuition to help address rising costs. Institutions are dedicating more financial aid to help attract and retain students and are funding retention and success initiatives. Expanding distance education and partnering with local industries to identify program areas of high need are a focus for many.

The public four-year institutions' narrative involves overall growth in enrollments coupled with increased efforts to retain students to graduation. Higher retention and graduation rates are the result. Increases in tuition and fees and in state support have been the primary sources of revenue to fund rising operations costs.

As they look to the future, both the community colleges and the public four-year institutions perceive that short-term decreases in the high school graduate pool will slow enrollments. As a result, institutions should continue to focus on retention, with sustained attention to the risk factors for student attrition throughout the entire education pathway.

Continued efforts need to focus on the persistent gaps in achievement for racial and ethnic minorities, especially for African American students. While progress has been made in closing outcome gaps for these students, more can be done. Best practices can be gleaned from those state institutions that have substantially decreased these achievement gaps.

Institutions cannot solve the issues of affordability alone. The State and the institutions share the responsibility to find solutions to rising college prices, flattening state support, and increased costs. Higher prices mean fewer families can pursue the education and training they need to prosper and contribute to the state's workforce needs. Students are at risk of being priced out of higher education and therefore miss the long-term benefits that come from a college education.

Looking forward, the vast majority of Maryland's public institutions are well-positioned to help fulfill the strategies set forth in the new 2017-2021 State Plan. This plan puts front and center the need to increase student success and diminish student debt.

In the coming year, the Commission will work with institutions to ensure that their accountability measures align with the new State Plan. In addition, the staff will continue to use statewide data to help answer questions tied to affordability, student success, degree completion, and workforce needs.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2017 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas, Director

SUBJECT: Proposed Approval of COMAR Program Regulations–
Delegate Howard P. Rawlings Program of Educational Excellence Awards

The purpose of this memorandum is to request approval to publish with amendments for comment proposed regulations for the Delegate Howard P. Rawlings Program of Educational Excellence Awards (EEA) Program.

The EEA Program is the State's largest need-based aid grant program comprised of the Guaranteed Access Grant, Educational Assistance Grant, and Campus-Based Educational Assistance Grant. Annually more than 26,000 students that have demonstrated financial need are awarded. The annual award amounts in the program range from \$400-\$18,400.

In 2016, the General Assembly passed the College Affordability Act of 2016 that encourages on-time completion within the EEA program through student financial aid incentives and annual credit completion requirements.

Beginning with the 2018-2019 award year, student's enrolled in their third academic year and thereafter must complete 24 thru 30 credits to renew their EEA award. A student that successfully completed at least 30 credits in the prior academic year will receive their full EEA renewal award. However, students that successfully complete at least 24 credits but less than 30 credits in the prior academic year will receive a prorated award. The award amount shall be equal to the amount the student would have otherwise received multiples by the ratio of the number of credits successfully completed divided by 30.

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

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve for publication the attached proposed regulations for the Delegate Howard P. Rawlings Program of Educational Excellence Awards, and authorize MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 15 Delegate Howard P. Rawlings Program of Educational Excellence Awards

Authority: Education Article, §§11-105(u) and 18-204(c) and Subtitle 3 of Title 18, Annotated Code of Maryland

.01 Purpose.

The purpose of the Delegate Howard P. Rawlings Program of Educational Excellence Awards program is to provide need-based financial assistance to students.

.02 Definitions.

A. As used in this Chapter, the following terms have the meaning indicated.

B. Terms defined.

(1) "Commission" means the Maryland Higher Education Commission.

(2) "Educational Excellence Award" or "EEA" means the Delegate Howard P. Rawlings Program of Educational Excellence Awards, which consists of Delegate Howard P. Rawlings Guaranteed Access Grants and Delegate Howard P. Rawlings Educational Assistance Grants.

(3) "Educational Assistance Grant" or "EA Grant" means the Delegate Howard P. Rawlings Educational Assistance Grant which provides low- and middle-income students with financial assistance.

(4) "Eligible institution" means an institution of higher education that is accredited by an accrediting body recognized by the U.S. Department of Education.

(5) Full-time student.

(a) "Full-time student" means a student enrolled in at least 12 semester hours, or the equivalent of 12 semester hours as determined by OSFA, in a regular undergraduate program leading to a degree or diploma at an eligible institution or in a 2-year associate degree program in which the coursework is acceptable for transfer credit to an accredited baccalaureate program at an eligible institution.

(b) A semester hour or equivalent that does not lead towards a degree or diploma in a student's educational program shall not be counted for purposes of determining whether the student is full-time.

(6) "Guaranteed Access Grant" or "GA Grant" means the Delegate Howard P. Rawlings Guaranteed Access Grant which provides the State's neediest students with financial assistance.

(7) "FAFSA" means the Free Application for Federal Student Aid.

(8) "OSFA" means the Office of Student Financial Assistance within the Commission.

(9) "Academic year" means the fall, spring, and summer semesters and any semester shorter in length than the term of a regular semester.

(10) "Secretary" means the Secretary of Higher Education for the State.

(11) "Successfully completed courses" means a course in which a student received any grade higher than an "F" regardless of any school or program policy, except that a course which is retaken by a student two or more times may not be considered "successfully completed."

.03 Eligibility.

A. To be eligible for financial assistance under the Educational Excellence Award program, an applicant shall:

(1) Be a Maryland resident;

(2) File the FAFSA by March 1 for both the GA and EA Program;

(3) Be accepted for admission or enrolled as a full-time student in a regular undergraduate program leading to a degree or diploma at an eligible institution or be enrolled in a 2-year associate degree program in which the course work is acceptable for transfer credit to an accredited baccalaureate program at an eligible institution;

(4) Demonstrate financial need based on the formula set forth in Regulation .07;

(5) Agree to provide any information or documentation requested by OSFA for the purpose of administering the program and, if requested, sign an authorization for the release of information to OSFA for the purpose of administering this program. An applicant's failure or refusal to provide requested information or a signed authorization may result in a determination of ineligibility, the cancellation of an award, or the denial of an appeal; and

(6) Whether applying for the first time or as a renewal recipient, submit all documentation requested by OSFA no later than April 1 prior to the award year.

B. To be eligible for a Guaranteed Access Grant, an applicant shall:

(1) Satisfy the requirements of paragraph A of this Regulation;

(2) Have an annual total family income as reported on the FAFSA that is at or below 130 percent of the federal poverty level or, if program funding allows, that is at or below 150 percent of the federal poverty level, 2 years prior to the academic year for which the student is being reviewed;

(3) Begin college within 1 year of completing high school or, if failing to do so, provide documentation satisfactory to OSFA of extenuating circumstances;

(4) Be under the age of 22 at the time of receiving the first award;

(5) Have successfully completed a college preparatory program in high school that is designed to prepare students for college level work, including courses that prepare students to obtain a 2 year technical degree from a community college;

(6) Have completed high school with an unweighted cumulative grade point average of at least 2.5 on a 4.0 scale or its equivalent at the end of the first semester of the senior year in high school and have completed high school or, failing to do so, on the recommendation of the recipient's high school principal provide evidence satisfactory to the Commission of extenuating circumstances;

(7) Submit a high school transcript reflecting the first semester of the applicant's senior year and a completed high school certification form to OSFA by April; and

(8) Be a senior in high school at the time of initial application.

C. OSFA may not consider an earned income credit under § 32 of the Internal Revenue Code in determining the annual family income eligibility of an applicant for a Guaranteed Access Grant.

D. Requirements for students in grades 7 or 8.

(1) Except as provided in §E(2) of this regulation, a student in grade 7 or grade 8 who applies and prequalifies for a Guaranteed Access Grant on the basis of financial need as established by the Commission shall agree in writing, as a secondary and undergraduate student, to:

(a) Satisfy the attendance policy of the applicable school;

(b) Refrain from substance abuse;

(c) Provide information required by the Commission or the Maryland State Department of Education;

(d) Apply for admission to an institution of higher education during the student's senior year of high school;

(e) Participate in the Next Generation Scholars of Maryland Program until the student graduates from high school and matriculates at an institution of higher education;

(f) Maintain an unweighted cumulative grade point average of at least 2.5 on a 4.0 scale or its equivalent; and

(g) Satisfy any other program requirements set by OSFA, the Commission, the Maryland State Board of Education, or the Maryland State Department of Education.

(2) For academic years 2017-2018 and 2018-2019 only, a student in grade 9 who applies and prequalifies for a Guaranteed Access Grant on the basis of financial need as established by OSFA shall meet the conditions of §E(1) of this Regulation.

.04 Award Amount.

A. Educational Excellence Award program award amounts shall be determined by OSFA based upon the financial need of the eligible applicant in accordance with this regulation.

B. Educational Assistance Grant Award Amounts.

(1) Educational Assistance Grant award amounts shall range between \$400 and \$3,000 and be awarded in \$100 increments.

(2) The amount of an Educational Assistance Grant made to a student in the student's first two academic years of enrollment may not be less than \$400 or more than \$3,000.

(3) If the student enrolled in an eligible institution on or after August 31, 2015, and has received the EA Grant for at least two years, then beginning with the 2018-2019 award year, and in each academic award year thereafter, the student shall successfully complete:

(a) at least 30 credits in the prior academic year, in order for the EA award amount to be not less than \$400 or more than \$3,000; or

(b) at least 24 but less than 30 credits in the prior academic year, in order for the EA award amount to be equal to the amount the student would have otherwise received multiplied by the ratio of the number of credits successfully completed divided by 30.

(4) If the student's prorated award amount is less than \$400 the student is ineligible for the Educational Assistance Grant.

C. Guaranteed Access Grant Award Amounts.

(1). Guaranteed Access Grant award amounts shall range from \$400 up to a maximum award not to exceed the equivalent annual expenses of a full-time resident undergraduate at the 4-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and the University of Maryland Baltimore, as calculated by OSFA to be the highest annual expenses for a full-time resident undergraduate, in \$100 increments.

(2) The amount of a Guaranteed Access Grant made to a student in the student's first two academic years of enrollment shall be equal to 100 percent of the student's financial need as determined by OSFA, not to exceed the

equivalent annual expenses of a full-time resident undergraduate at the 4-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and University of Maryland, Baltimore Campus, with the highest annual expenses for a full-time resident undergraduate.

(3) If the student enrolled in an eligible institution on or after August 31, 2015, and has received the GA Grant for at least two years, then beginning with the 2018-2019 award year, and each academic award year thereafter, the student shall successfully complete:

(a) at least 30 credits in the prior academic year, in order for the award amount to be equal to 100 percent of the student's financial need, but not less than \$400, as determined by OSFA, not to exceed the equivalent annual expenses of a full-time resident undergraduate at the 4-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and University of Maryland Baltimore Campus, with the highest annual expenses for a full-time resident undergraduate; or

(b) at least 24 but less than 30 credits in the prior academic year, in order for the award amount to be equal to 100 percent, but not less than \$400, of the amount determined under C(3)(a) of this regulation multiplied by the ratio of the number of credits successfully completed divided by 30.

(4) If the student's prorated award amount is less than \$400, the student is ineligible for the Guaranteed Access Grant.

(5) If the student fails to complete at least 24 credits at the end of the student's second academic year of receiving the grant, the student shall be ineligible for either the Guaranteed Access Grant or the Educational Assistance Grant.

(6) The award recipient shall continue to meet the criteria established by this chapter for the duration of the award.

D. Students may hold other State scholarships or grants but shall meet all conditions for all awards and may not receive an amount combined from all State programs that exceeds the maximum amount established by OSFA. Students who have been approved through an appeal to take less than 12 credits in a term may not receive a part-time grant from OSFA during that same term.

.05 Use of Award Out-of-State.

A. A Guaranteed Access Grant or Educational Assistance Grant may be used at an eligible institution of higher education in another state or the District of Columbia if:

(1) The attendance is pursuant to a reciprocal agreement for applicants that are deaf or hearing impaired at an institution of higher education that makes special provisions for deaf and hearing impaired students; and

(2) Comparable special provisions are not available to the student at an in-State institution of higher education.

B. OSFA may not award more than 10 percent of the funds available for each of the types of grant awarded through the Guaranteed Access Grant program and Educational Assistance Grant program to students attending schools located in another state and the District of Columbia.

.06 Financial Need Calculation.

A. Determination of Financial Need.

(1) The OSFA shall calculate an applicant's adjusted financial need using the following formula:

OSFA Adjusted Need =

OSFA Cost of Attendance

- Expected Family Contribution Plus/Minus Regional Cost of Living Adjustment

- Workforce Shortage Student Assistance Grant or Economic Development Student Assistance Grant

- Estimated Pell Grant.

(2) The Expected Family Contribution shall be determined using the same methodology used by the U.S. Department of Education to determine expected family contribution for purposes of federal aid.

(3) The Regional Cost of Living Adjustment shall be determined annually by the Secretary.

(4) The OSFA Cost of Attendance shall be calculated as follows:

(a) For a student living with parents, tuition and mandatory fees plus an allowance established by OSFA with a minimum value of \$3,200;

(b) For a student living off-campus, tuition and mandatory fees plus an allowance established by OSFA with a minimum value of \$5,100; and

(c) For a student living on-campus, tuition and mandatory fees, room and board, plus an allowance established by OSFA with a minimum value of \$900.

B. Determination of EEA Awards.

(1) EEA program awards shall be calculated using data from the FAFSA.

(2) Educational Assistance Grants shall be calculated using the percentage of need specified in the formulas in this paragraph B.

(3) An EA award for a student attending 4-year institution shall be calculated using the following formula: OSFA Adjusted Need x 40% = Educational Assistance Grant.

(4) An award for a student attending a community college shall be calculated using the following formula: OSFA Adjusted Need x 60% = Educational Assistance Grant.

(5) *Guaranteed Access Grants shall be calculated using the following formula: OSFA Adjusted Need x 100% = Guaranteed Access Grant.*

(6) *The maximum Guaranteed Access Grant is limited to the amount specified in regulation .04.*

(7) *Award amounts shall be calculated on an annual basis and rounded to the nearest \$100.*

(8) *If a student's award amount is determined to be below \$400, the student is not eligible for an award.*

(9) *Awards are made for the Fall and Spring semester in the academic year are evenly split between the two semesters. .*

C. Awards shall be based upon information provided by the student to the federal processor under the U.S. Department of Education. Errors on an application that are corrected by a student after the deadline shall be accepted by OSFA. Changes in award amounts as a result of a correction shall be handled as follows:

(1) For EA Grants and GA Grants, if a correction results in a decrease in an award amount, the award shall be adjusted and the student notified of the change. If a correction results in an increase in an award, the increase shall be funded only if OSFA determines that monies are available.

(2) For GA Grants only, if a correction in family income or family size results in the student no longer being eligible for a GA Grant, the student's award shall be recalculated and, if funding is available in OSFA's determination, awarded as an EA Grant.

.07 Awarding Priorities and Distribution of Funds.

A. On an annual basis, the Secretary shall establish awarding priorities for making awards under the Educational Excellence Awards Program.

B. Awarding priorities shall express the Commission's intent with respect to fund distribution in the program and assist OSFA staff in making final decisions in the awarding process. These priorities shall be based on projections using the estimated funding level for the program and shall take into consideration funds necessary to award Guaranteed Access Grants at 100 percent of need, with the remainder of the funds being awarded as Educational Assistance Grants.

C. As its first priority, the Secretary shall strive to award recipients at the percent of need and maximum award established for the prior award year adjusting for tuition and fee increases.

D. As its second priority the Commission shall strive to maintain the overall number of awards in the EEA program.

.08 Selection of Recipients.

A. GA award applicants who submit a FAFSA application, high school transcript, high school certification form, and if applicable required verification documents by April 1 shall be funded prior to all other Educational Excellence Awards applicants.

B. Applications filed after March 1 for the GA Grant shall not be considered.

C. Applicants for the EA Grant shall be selected and awards made based upon a statewide ranking of each student's Expected Family Contribution (EFC) and need, with the lowest EFC and greatest need awarded first, in the following priority:

(1) Renewal applicants for EA Grants shall be awarded first provided that the requirements of Regulation .11 are met; and

(2) Remaining funds shall be awarded to all other eligible applicants until all funds are depleted.

.09 Award Notification and Acceptance.

A. Recipients shall be notified in writing of the awards.

B. To accept an award, initial EA Grant and GA Grant recipients shall log-on to the Maryland College Aid Processing System (MDCAPS). In extenuating circumstances, as determined by the Director of OSFA, a student may provide written acceptance of an award.

.10 Award Renewal and Continuation.

A. An Educational Assistance Grant may be renewed if the recipient:

(1) Files a FAFSA by the March 1 deadline;

(2) Demonstrates financial need;

(3) Is enrolled in an eligible institution;

(4) Is enrolled as a full-time student at an eligible institution;

(5) At the end of the student's second academic year and thereafter of receiving the grant, the student completed at least 24 credits in the prior academic year;

(6) Is making satisfactory progress according to institutional standards in compliance with federal Title IV program regulations; and

(7) Is a resident of the State of Maryland, as certified by the institution.

B. A Guaranteed Access Grant may be renewed if the recipient:

(1) Files a FAFSA by March 1 and, if applicable, submits all required verification documentation by April 1;

(2) Has an annual total family income as reported on the FAFSA which is at or below 150% of the federal poverty level;

(3) Is enrolled in an eligible institution;

- (4) Is enrolled as a full-time student;
 - (5) At the end of the student's second academic year and thereafter of receiving the grant, the student completed at least 24 credits the prior academic year;
 - (6) Is making satisfactory progress according to institutional standards in compliance with federal Title IV program regulations; and
 - (7) Is a resident of the State of Maryland, as certified by the institution.
- C. A recipient who does not meet the requirements of §B of this regulation for a GA Grant shall be considered eligible for an EA Grant, if the recipient satisfies the requirements of §A of this regulation.

.11 Award Cancellation or Adjustment.

- An award shall be canceled if:
- A. A recipient of an EA Grant or GA Grant fails to accept the award within the time specified in the award letter to the recipient;
 - B. A recipient of an EA Grant or GA Grant fails to satisfy all verification requirements;
 - C. A recipient of GA Grant fails to submit all required verification documents by April 1;
 - D. An institution reports on the billing roster that the recipient is:
 - (1) Not enrolled at that institution in a regular undergraduate program;
 - (2) Not enrolled as a full-time undergraduate;
 - (3) Not meeting the required number of successfully completed credits as described in §D of Regulation .05
 - (4) Not making satisfactory academic progress;
 - (5) Not a resident of the State of Maryland; or
 - (6) In default of a Title IV loan or owes a refund of Title IV assistance.
 - E. An award shall be adjusted in accordance with regulation .04 if An institution reports on the billing roster that the recipient has completed a minimum of 24 credits but less than 30 credits as described in regulation .05 of this chapter.

.12 Payment.

- A. OSFA shall make an award payment to the institution for each semester that the eligible recipient granted the award.
- B. At the beginning of each semester, institutions shall be asked to review billing rosters provided by OSFA to certify that the recipients meets the requirements described in this chapter.
- C. In order for funds to be disbursed to the institution, the institution at which the student is enrolled shall maintain the student's FAFSA information on file.
- D. Institutions shall be responsible for disbursing the funds to awarded students in a timely fashion.

.13 Verification.

- A. In-house verification by OSFA.
 - (1) OSFA annually shall verify a percentage of all new Educational Excellence Award applications to determine if they contain accurate information.
 - (2) OSFA shall verify Educational Excellence Award applications for recipients identified by OSFA, or by institutions, based upon:
 - (a) Whether the information contained in the application has discrepancies from the information contained in the FAFSA; or
 - (b) Whether the applicant misreported dependency status or Maryland residency status.
 - (3) OSFA may randomly select applications for verification.
 - (4) Selected recipients are required to provide documentation of financial data and to verify dependency and Maryland residency.
 - (5) OSFA annually shall verify the eligibility status of at least 25% of GA Grant award recipients.
 - (6) New and renewal GA Grant recipients shall provide documentation of financial data to verify eligibility as requested by OSFA.
 - (7) OSFA shall notify a student who have been selected for verification in writing and shall advise the student that the student is required to provide the following documents within the time specified in the notification:
 - (a) A Maryland Office of Student Financial Assistance Dependent or Independent Verification Form to verify:
 - (i) Child support;
 - (ii) Other untaxed income;
 - (iii) Maryland residency for non-tax filers; and
 - (iv) Non-filing status for non-tax filers;
 - (b) The federal and state income tax returns and W-2 forms of the student, student's parents, and student's spouse, to verify:
 - (i) Income and federal taxes paid; and
 - (ii) Maryland residency; and
 - (c) If applicable, a Non Tax Filer Statement for the student, student's parents, or student's spouse.
 - (8) Awards will not be issued for students who fail to provide the requested information by the deadline.

(9) Students who provide the requested documentation shall be verified in accordance with the procedures established by OSFA. Awards for students with errors shall be recalculated and adjusted as specified in §C of Regulation .07 or canceled accordingly.

(10) OSFA annually shall perform an independent review for a select percentage of GA Grant recipients that were verified in-house. This process shall occur between October and December. If a discrepancy is found during the review process, OSFA reserves the right to make necessary adjustments to a student's award and will notify the student in writing.

B. Institutional verification.

(1) The institutions annually shall verify application information for a percentage of all new Educational Excellence Award recipients to determine if students are submitting accurate financial data.

(2) OSFA shall select a minimum of 25% of all students who have received an EA Grant and were flagged for federal verification. The list of selected students shall be submitted to the institution the students are attending.

(3) After students are selected, each applicable institution shall use the U.S. Department of Education's Title IV financial aid rules and regulations to verify the:

(a) Taxable and non-taxable income of the student and, if a dependent student, the student's parents;

(b) Household size;

(c) Number of individuals in the household that will attend or are enrolled in college;

(d) Enrollment status (undergraduate or graduate);

(e) Housing status;

(f) Dependency status;

(g) Expected Family Contribution; and

(h) Transaction number of Institutional Student Information Report used.

(4) Institutions shall provide updated and verified data to OSFA by the date established by OSFA annually.

(5) Information verified by the institutions shall be used to update OSFA records.

(6) Awards for students with corrections and errors shall be recalculated and adjusted as specified in regulation .11 or cancelled accordingly.

.14 Late Awards.

A. OSFA shall consider students for late EA Grants if funds become available after initial awards have been made.

B. Consideration for a late award shall be given in the following descending order to students who:

(1) Were previously awarded and have requested reinstatement of a canceled award;

(2) Applied on time and filed an appeal based on changes in financial circumstances;

(3) Applied on time and were eligible for an award but were not funded;

(4) Were late in applying, appealed for consideration, and were placed on the waiting list; and

(5) Applied after the deadline.

C. Selection of Recipients.

(1) If funds are available to make late awards, OSFA shall fund EA Grant recipients as specified in §B of this regulation, and shall notify recipients and institutions.

(2) If funds become available after commencement of the Fall semester and are sufficient to issue late awards, OSFA shall require the institution to verify the eligibility of students before making awards.

.15 Appeals.

A. Categories of Appeals. An EA or GA Grant applicant or recipient may appeal an award eligibility decision pursuant to this regulation.

B. Appeals of Full-time Status.

(1) The applicant or recipient may appeal whether the applicant or recipient is enrolled full-time.

(2) To be considered full-time, the actual time spent in the classroom, lab, supervised activity, or clinic shall equal at least 180 clock hours in a regular semester.

(3) An applicant or recipient enrolled for at least 6 credit hours but less than 12 credits may appeal if the individual is participating in a specific course or activity (such as an internship or a practicum) that is required by the institution to complete the academic program.

(4) An individual appealing on these grounds shall submit to OSFA documentation, in addition to the appeal form, from the department chair that describes and confirms the program requirements for that semester, along with a catalog description of the program and classes involved. The documentation also shall list the number of clock hours required for each activity.

C. Appeals to Receive Fifth year awards.

(1) A student may hold an award for a fifth year if:

(a) The institution confirms that the student is enrolled in an academic program that requires five years to complete; or

(b) The student provides to OSFA evidence of extenuating financial, academic, or other circumstances that prevent the student from completing the academic program in four years.

D. Appeals Based Upon Special financial circumstances.

(1) OSFA shall make adjustments as follows with adequate documentation that the student has experienced special financial circumstances that directly impact the family contribution:

(a) If the student's parent(s) or spouse die on or after January 1 of the corresponding award year, OSFA shall adjust the FAFSA income information to exclude the income of the parent(s) or spouse affected;

(b) If the student or the student's parents' divorce or separate on or after January 1 of the corresponding award year, OSFA shall adjust the FAFSA income information to exclude the income of the parent(s) or spouse affected;

(c) If the student, student's parent (if dependent) or student's spouse, if the student is married and independent, becomes completely or involuntarily unemployed for at least ten consecutive weeks in the prior or current year, OSFA shall calculate the student's family contribution and total family income using an estimated income for the current calendar year; and

(d) If the student or the student's parent(s) lose, as a result of the student reaching the age of majority, benefits from Social Security, TANF, or child support, OSFA shall calculate the student's family contribution and total family income using an estimated income for the current calendar year.

E. Appeals of GA Grant Eligibility. A GA applicant or recipient may appeal an eligibility determination, in addition to the other grounds set forth in this regulation, if the applicant:

(1) Did not complete high school with an unweighted grade point average of at least 2.5 on a 4.0 scale or its equivalent due to documented circumstances deemed by OSFA to be extenuating circumstances;

(2) Did not begin college within 1 year of high school graduation; or

(3) Is a renewal student who no longer is eligible for the GA Grant program because the applicant's annual family income rises above the 150 percent poverty level.

F. Appeals of Credit Completion Requirement. A student who has received an EEA grant for at least 2 academic years and fails to complete at least 24 credits in the prior academic year may appeal an eligibility decision if:

(1) The student completed at least 18 credit hours in the prior academic year and participated in a specific course or activity, such as an internship, practicum, or study abroad program, that is required by the institution to complete the student's academic program. The student shall appeal by submitting to OSFA documentation, in addition to the appeal form, from the student's department chair that describes and confirms the program requirements for that semester, along with a catalog description of the program and classes involved. The documentation shall also list the number of clock hours required for each activity; or

(2) The student completed at least 18 credit hours and has a documented disability. The student shall appeal by submitting documentation, in addition to the appeal form, from the student's doctor that describes and confirms the disability.

G. Appeal Procedures.

(1) An individual shall file an appeal under this regulation by submitting to OSFA a completed appeal form provided by OSFA.

(2) In addition to the appeal form, the individual shall submit to OSFA the following documentation:

(a) If the appeal is of an ineligibility decision due to the student's lack of full-time status, documentation from the student's department chair describing:

(i) The program requirements for that semester;

(ii) The catalog summary of the program and classes; and

(iii) The number of clock hours required for the student's activity.

(b) If the appeal is based upon academic requirements, documentation shall include, as applicable, a death certificate or statement from an attending physician, psychologist, mental health professional, guidance counselor, or social worker or the Dean of Students or other officer at the student's institution confirming the:

(i) Serious illness or injury of the student;

(ii) Serious illness of a member of the student's immediate family;

(iii) Serious emotional difficulties of the student;

(iv) Death of a member of the student's immediate family;

(v) Existence of other serious personal circumstances; or

(vi) For fifth year award appeals only, student's enrollment in an academic program that requires 5 years to complete;

(c) If the appeal is based upon special financial circumstances, documentation shall be an appeal form along with a copy of the deceased's death certificate, separation agreement or divorce decree, notice of job termination or layoff, copies of Federal tax returns and/or W-2 forms, or copies of termination notices or unemployment benefits from relevant agencies.

(d) If the appeal is based upon the student not meeting the required grade point average (GPA), documentation shall include:

(i) An appeal form;

(ii) A letter from the student explaining why the GPA requirement was not met;

(iii) An unofficial transcript to verify the student's GPA; and

(iv) Supporting documentation describing the circumstances that prohibited the student from obtaining the required GPA.

(e) If the appeal is from an applicant not beginning college within one year of high school graduation, documentation shall include:

(i) An appeal form;

(ii) A letter from the student explaining why the student did not begin college within 1 year of high school graduation; and

(iii) A letter of reference from an employer, teacher, or organization that the applicant is affiliated with describing the applicant's commitment to attending college and earning a degree.

(f) If the appeal is from a student who is no longer eligible for the GA program because the student's annual family income rises above the poverty level, documentation shall include:

(i) An appeal form; and

(ii) Supporting documentation identifying the change in income level that resulted in the family income exceeding the 150% poverty threshold and why the income should be omitted from the award calculation.

(3) An individual that failed to complete high school shall provide the following:

(a) A letter to OSFA documenting the extenuating circumstance that prevented the student from graduating high school;

(b) A copy of the student's high school transcript;

(c) If applicable, a copy of the student's GED; and

(d) A letter of recommendation from the recipient's high school principal.

(4) Adjustment of Awards. The following adjustment of awards shall be made for appeals that are granted:

(a) If an appeal is granted prior to awards being made for the upcoming year, the student's eligibility for an award shall be based upon the new information;

(b) If the student has not been awarded an award and submits the appeal after awards have been made for the upcoming year and the appeal is granted, the student shall be placed on the waiting list for an award;

(c) If the student already has been awarded an award and submits an appeal and the appeal is granted, the student shall be placed on a waiting list for any additional funds for which the student may be eligible;

(d) If a student's appeal based on 12-credit hour equivalency has been approved, the student shall receive three-quarters of the original award if enrolled in 9 to 11 credits, and one-half of the original award if enrolled for 6 to 9 credits.

(5) Upon receipt of a completed appeal, the documentation shall be reviewed and a decision rendered by OSFA within 45 days, and the student shall be notified of the outcome.

.16 Delegate Howard P. Rawlings Campus-Based Awards.

A. The Commission shall allocate funds to institutions of higher education to make awards to students who applied for Educational Excellence Awards after the March 1st deadline or who have other extenuating circumstances.

B. Funds shall be awarded to institutions based upon the proportion of full-time Pell Grant eligible Maryland residents enrolled at the institution.

C. Funds shall be awarded by institutions to students who meet the eligibility criteria for EA Grant awards in paragraph A of Regulation .03 but who did not apply by the March 1 deadline or who have other extenuating circumstances. These students may be eligible for a Pell Grant.

D. Awards shall be made in the amounts and the manner described in chapter with the same minimum (\$400), maximum (established annually), and percent of need (established annually) and rounded to the nearest \$100 increment.

E. The amount of a Campus Based Educational Assistance Grant shall be determined in accordance with this chapter, including but not limited to Regulation .04.

F. An institution may not award a Delegate Howard P. Rawlings Campus-Based Educational Assistance Grant to a recipient of a Guaranteed Access or Educational Assistance Grant awarded by OSFA.

G. Each institution of higher education that participates in the Campus-based Educational Assistance Grant program shall submit to OSFA by:

(1) October 15, a report of all initial awards for the academic year that includes for each award the:

(a) Student's name;

(b) Student's social security number;

(c) Institutional cost of attendance;

(d) Expected Family Contribution;

(e) Amount of Pell Grant disbursed;

(f) Amount of Campus-based EA Grant awarded;

(g) Pell I.D. and transaction number from the Institutional Student Information Report used for awarding; and

(h) Number of credits the student successfully completed for students enrolled in their second academic year of and thereafter.

(2) January 15, a report of subsequent awards for the academic year that includes for each award the:

(a) Student's name;

(b) Student's social security number;

- (c) Institutional cost of attendance;*
 - (d) Expected Family Contribution;*
 - (e) Amount of Pell Grant disbursed; and*
 - (f) Amount of Campus-based EA grant awarded;*
 - (g) Number of credits the student successfully completed for students enrolled in their second academic year of and thereafter.*
- (3) June 15, a final end-of-year report that provides:*
- (a) A final cumulative list of recipients that includes for each award the:*
 - (i) Student's name;*
 - (ii) Student's social security number; and*
 - (iii) Award amount;*
 - (b) The total number of students receiving an award;*
 - (c) The total number of students eligible for an award;*
 - (d) The total number of credits successfully completed for student enrolled in their second academic year and thereafter; and*
 - (e) The following demographic information provided in the aggregate:*
 - (i) The distribution of awards by class year;*
 - (ii) The distribution of awards by income;*
 - (iii) The distribution of awards by age;*
 - (iv) The distribution of awards by gender;*
 - (v) The distribution of awards by independent vs. dependent status; and*
 - (vi) The number of recipients registering for the following year or transferring to a four-year institution.*



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MEMORANDUM

TO: Maryland Higher Education Commission

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

STAFF: Dr. Michael Kiphart, Director, Academic Affairs
Karen King-Sheridan, Associate Director, Collegiate Affairs

DATE: March 28, 2018

SUBJECT: Report on Programs Reviewed from October 1, 2017 to December 31, 2017

During the current reporting period, the Secretary of Higher Education acted on a total of 118 academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and COMAR 13B.02.03.

Recommendation: This item is for information only.

Summary of Action Items

Proposals Receiving Objections:	1	not approved/not recommended
	1	approved/recommended
	0	out-of-state proposals
Degree Programs:	9	at independent colleges and universities
	3	at public four-year colleges and universities
	4	at public community colleges
Certificate Programs:	8	at independent colleges and universities
	7	at public four-year colleges and universities
	3	at public community colleges
Areas of Concentration:	3	at independent colleges and universities
	0	at public four-year colleges and universities
	8	at public community colleges
Out-of-State Institutions:	1	new programs
	5	renewal programs
	46	conditionally authorized programs
	0	new areas of concentration
Proposals Withdrawn:	1	in-state proposals
	1	out-of-state proposals
Programs Suspended/Discontinued:	0	at independent colleges and universities
	0	at public four-year colleges and universities
	4	at public community colleges
Institutional Program Partnerships:	12	in-State closed site/off-campus program
	1	out-of-state partnerships
Total Program Proposal Actions:	118	

I. PROPOSALS THAT RECEIVED OBJECTIONS

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

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

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

What follows is a report on all objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between October 1, 2017 and December 31, 2017. This report also identifies the Secretary’s decision and its rationale.

Proposing Institution	Program Proposed	Objecting Institution	Objection Rationale	Action	Rationale for Action	Action Date
Towson University	Management and Leadership Studies (Master of Science)	Notre Dame of Maryland University	Unnecessary duplication	Not Approved	Determined unnecessarily duplicative	11/21/17
Notre Dame of Maryland University	Nursing (Master of Science)	University of Maryland School of Nursing	Unnecessary duplication	Recommended	Determined not unnecessarily duplicative	12/1/17

II. DEGREE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
Capitol Technology University	Business Analytics <i>New Academic Program</i>	TMBA	10/3/17	N
	The Technical Master of Business Administration (T.M.B.A.) in Business Analytics will provide the student with the ability to integrate business and analytical decision-making skills in a technologically complex business environment and diverse world. Capitol Technology University graduates will be able to apply their skills and knowledge of the business world to the everyday work situations. While studying business analytics at the graduate level, the student will learn how for-profit and non-profit organizations function effectively and efficiently. Students will develop a clear picture of how business areas meld to create a successful organization.			
	Cybersecurity <i>New Academic Program</i>	TMBA	10/3/17	N
	The Technical 1 Master of Business Administration (TMBA) in Cybersecurity provides the student with the ability to integrate business and decision-making skills in a technologically complex business environment. Capitol Technology University graduates will be able to apply their skills and knowledge of the business world to the everyday work situations in the general business environment and cybersecurity. While studying business and cybersecurity at the graduate level, the student will learn how for-profit and non-profit organizations function effectively and efficiently. Students will develop a clear picture of how business areas meld to create a successful organization. The required courses will build a solid foundation that encompasses technology, management, marketing, accounting, finance, Information Technology and human resource management.			
	Business Analytics <i>New Academic Program</i>	BS	10/16/17	N
The Bachelor of Science (B.S.) degree in Business Analytics provides the student with the ability to integrate business and analytical and decision-making skills in a diverse world. After graduation, the student will be able to apply skills and knowledge of the business world to the everyday work situations of your employer. While studying core business courses, the student will learn how for-profit and non-profit organizations function effectively and efficiently and get a clear picture of how business areas meld to create a successful organization. The Business Analytics core courses will prepare students to structure, transform, and analyze data to gain insights that will provide opportunities to improve business intelligence and managerial decision making.				

Capitol Technology University	Cyber Analytics <i>New Academic Program</i>	MS	10/16/17	N
	<p>The Cyber Analytics curriculum is designed to meet the needs of government, industry and non-profits to evaluate the statistical data generated by their computing infrastructure to determine the state of the organization's security posture on an on-going basis. Often referred to generically as Big Data, this information must be combined with relevant facts specific to the entity such as competitors, market position and sociopolitical factors to determine the threat landscape. The Cyber Analytics program combines a strong foundation in cybersecurity with hands-on project based coursework providing analytic experience that can be applied to a wide range of going concerns.</p>			
	Technology with Master of Science in Research Methods <i>New Academic Program</i>	PhD	11/8/17	N
	<p>The program will prepare students to take roles as leaders in their chosen field of technology. The student will begin their path to success by building a solid foundation in research methods by learning from experts. The students begin with graduate- level course work in advanced writing, research techniques, methodology, ethics, qualitative and quantitative research, data collection, applied statistics, data analysis, analytics, and data visualization that prepares them for doctoral studies. Students will then continue their path to success at the doctoral level by working with a research committee from Capitol Technology University to develop a research proposal in their chosen field of technology. Students work independently to conduct the study and produce a meaningful body of original research of publishable quality. In addition to a deep understanding of their chosen field of technology, students will be required to defend their knowledge of the legal, political, ethical, and social dimensions of their field of research. Ultimately, the program will prepare students to achieve high-level expertise and a more profound understanding within a specific field of technology.</p>			
Technology <i>New Academic Program</i>	PhD	11/8/17	Y	
<p>The Doctor of Philosophy in Technology provides students with the opportunity to conduct extensive and sustained original research in the fields of technology. Capitol Technology University is in a unique position to provide students with an avenue to pursue a deep proficiency in a field of technology. Graduates will contribute significantly to their chosen field through the creation of new knowledge and ideas. Further, as a doctorate by research, students will quickly be able to engage in research and publishing without the need to navigate the limitations inherent in traditional coursework models.</p>				

	Unmanned & Autonomous Systems <i>New Academic Program</i>	BS	12/8/17	N
	<p>The Bachelor of Science (B.S.) in Unmanned and Autonomous Systems (UAS) provides the student with the necessary knowledge and training to become a professional in the diverse field of Unmanned and Autonomous Systems. The degree provides a firm foundation in Unmanned and Autonomous Systems flight operations, mission planning, special sensors, weapons, surveillance and data collection, aeronautical engineering, aeronautical technologies and ground control. Students will design, construct, and fly an Unmanned Aerial Vehicle (UAV). Students of the program will be able to become a certified Unmanned Aerial Systems Operator and will have the knowledge and skills to support governmental and commercial employers. The Unmanned and Autonomous Systems core courses will prepare students to pass the Federal Aviation Administration (FAA) Part 107 test to become a Commercial UAV Pilot and Sport Pilot. The curriculum provides students real-world opportunities through labs, case studies, and an internship, thereby providing the student the necessary practical experience critical to success in the modern aviation environments.</p>			
Notre Dame of Maryland University	Art Therapy <i>New Academic Program</i>	BA	10/4/17	N
	<p>The Art Therapy program introduces concepts for one of the newest specializations within the helping professions. Designed to prepare students to pursue a master's degree in order to meet the requirements for licensure, the interdisciplinary curriculum integrates knowledge of the visual arts, human development, psychological theories and counseling techniques.</p>			
	Art Therapy <i>New Academic Program</i>	MA	10/16/17	N
	<p>The MA in Art Therapy dives into advanced courses in counseling and therapeutic techniques with an emphasis on art therapy as a unique psychotherapeutic practice, as well as advanced courses in painting, ceramics, sculpture, and photography.</p>			

Public Four-Year Colleges and Universities

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
University of Maryland University College	Cyber Operations <i>Substantial Modification</i>	MS	10/23/17	N
	<p>The M.S. in Cyber Operations program is aimed at those with academic and/or professional backgrounds in hands-on computer sciences. The targeted audience includes early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in cybersecurity technologies in order to enhance their opportunities for special operations in cyber space. The revised M.S. in Cyber Operations is a highly technical program grounded in computer sciences. The M.S. program is being designed to meet the requirements of NSA Centers of Excellence in Cyber Operations and is in support of the President's National Initiative for Cybersecurity Education (NICE). The emphasis of the program is on technologies and techniques related to operations in cyber space to enhance the security of our nation.</p>			
	Acquisition and Contract Management <i>Substantial Modification</i>	MS	10/23/17	N
	<p>The M.S. in Acquisition and Contract Management program is aimed at those with academic and/or professional backgrounds in acquisitions, logistics, and contract management. These include early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in acquisitions and contract management in order to enhance their opportunities for career growth and development. The Acquisition and Contract Management program supports the need for the advancement and evolution of knowledge as it addresses many challenges faced by government contracting for specialized acquisitions.</p>			
	Strategic Communication <i>Substantial Modification</i>	MS	10/24/17	Y
<p>The M.S. in Strategic Communications program is aimed at those with academic and/or professional backgrounds in a communications related field. These include early or mid-career individuals with experience in the military, public, or private sectors who desire to expand their knowledge and skill set in strategic communications, including public relations, crisis communications and marketing communications in order to enhance their opportunities for advancement as independent practitioners, public affairs leaders in government organizations and leaders in public relations at nonprofits or in commercial firms.</p>				

Community Colleges

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
Harford Community College	Art and Design <i>New Academic Program</i>	AFA	10/23/17	N
	The development of an Associate of Fine Arts degree(A.F.A.) to run alongside the current Associate of Arts (A.A.) degree in Art and Design gives students an ability to pick the appropriate Art and Design degree for their professional goals. The A.F.A. degree is a pre-professional degree in comparison with the A.A. in Art + Design by offering students a higher concentration of studio classes and fewer general education courses. Classes are taught by professional, exhibiting artists who have expertise in their disciplines. The A.F.A. is also the best choice for students wishing to pursue a B.F.A. at their transfer institution, a Master of Fine Arts (M.F.A.), and careers such as an exhibiting artist or a professional illustrator.			
Cecil College	Criminal Justice <i>Non-Substantial Modification</i>	AAS	11/20/17	Y
	The Criminal Justice program is focused toward the professional and educational needs of students interested in careers in criminal justice and toward current criminal justice personnel who desire to increase their proficiency or to improve their professional career opportunities.			
	Mechanical Engineering <i>Substantial Modification</i>	AS	12/11/17	N
The Associate of Science in Mechanical Engineering program prepares students to transfer to a four-year institution for continued study in mechanical engineering. Mechanical engineering is one of the core engineering disciplines offering students a wide range of career choices in engineering practice and scientific research as well as non-engineering fields such as business, law, or medicine. Students with a bachelor’s degree in mechanical engineering may continue their education in graduate school or may enter industry. This degree is part of a 2+2 program with Frostburg State University. The 2+2 program proposal was submitted by Frostburg in 2015 and approved.				
College of Southern Maryland	Maritime Operations Technology <i>Substantial Modification</i>	AAS	12/14/17	N
	This program is offered through a partnership between the College of Southern Maryland, which provides the general education courses, and the Seafarers Harry Lundberg School of Seamanship (SHLSS) which provides the technical courses. Individuals must be members of the Seafarers International Union at the Harry Lundberg School of Seamanship. Students will need to apply to the Seafarers Union program and complete the Unlicensed Apprenticeship Program at SLHSS. Successful students will be prepared for variety of career opportunities in a maritime career.			

III. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
Hood College	Educational Leadership <i>Non-Substantial Modification (Reactivation)</i>	PBC	11/21/17	N
	<p>The Certificate Program in Educational Leadership provides students with a comprehensive foundation in the principles and practices of school administration and supervision. The program is designed for:</p> <ul style="list-style-type: none"> - teachers who wish to have a certificate, qualifying them for the Administrator I certification - persons holding a bachelor's degree in education who seek graduate study to enhance their opportunity to work in the fields of administration and supervision. - teachers who want a graduate degree with depth in the fields of administration and supervision. 			
Johns Hopkins University	Lesbian, Gay, Bisexual, Transgender, and Queer Public Health <i>New Academic Program</i>	PBC	10/23/17	N
	<p>The certificate program is designed to develop students' research skills, clinical investigation skills, and cultural competencies for careers in community-based public health practice, medical practice, and social science research, particularly for interventions affecting sexual and gender minorities, both in the US and globally. The courses provide training in standards and research priorities outlined in the IOM report <i>The Health of Lesbian, Gay, Bisexual, and Transgender People</i>² in terms of public health practice and research. Students will acquire skills and knowledge in developing research using a life-course perspective, understanding minority stress, intersectionality, and transgender-specific health needs. Through training in these areas, the program will prepare future public health practitioners and researchers to collaborate with medical practitioners, policy-makers, community advocates, and scientists on ways to improve LGBTQ health.</p>			
	International Research Administration Management <i>Non-Substantial Modification (New PBC)</i>	PBC	11/28/17	N
<p>International Research Administration Management involves the administration of research being conducted that involves two or more countries, such as the U.S. and Australia or England and Malaysia. The program of study builds on the MS in Research Administration. The MS in Research Administration is designed to accommodate both career practitioners and those who seek a career in research administration. As part of the curriculum, students must either write a thesis or engage in an approved capstone project.</p>				

Stevenson University	Crime Scene Investigation <i>Non-Substantial Modification (New PBC)</i>	PBC	12/4/17	N
	<p>This Crime Scene Investigation certificate will provide students with the skills to evaluate crime scenes and select the appropriate steps to be followed in documenting, collecting, preserving, and processing evidence. The program trains professionals to process forensic evidence and report their findings in an ethical manner for the purpose of effectively communicating those findings in a courtroom setting. Students will have the opportunity to formulate a hypothesis, design, and execute a research project to simulate real-world scenarios they will encounter in their future roles. Coursework can be completed entirely online for this 18-credit hour program. <i>(from SU website)</i></p>			
	Digital Forensics <i>Non-Substantial Modification (New PBC)</i>	PBC	12/4/17	N
	<p>This Digital Forensics Post-Baccalaureate Certificate program prepares students and forensic professionals to identify, acquire, restore, and analyze electronic data. The certificate program provides students with the knowledge to design a comprehensive methodology to cover the acquisition, preservation, and analysis of various forms of digital evidence. Graduates of the certificate program will be equipped with the skills to communicate their findings, analysis, and conclusions effectively, especially as expert witnesses during trials. Coursework can be completed entirely online for this 18-credit hour program. <i>(from SU website)</i></p>			
	Forensic Accounting <i>Non-Substantial Modification (New PBC)</i>	PBC	12/4/17	Y
<p>This Forensic Accounting certificate program provides accounting students and professionals with the necessary skills in asset protection and financial reporting to prepare them for careers in both investigative accounting and fraud prevention. Courses in this program are taught by practicing forensic accountants and focus on synthesizing accounting, auditing, computer, and investigative analyses into coherent, defensible conclusions. Coursework can be completed entirely online for this 18-credit hour program. <i>(from SU website)</i></p>				
Forensic Investigation <i>Non-Substantial Modification (New PBC)</i>	PBC	12/4/17	N	
<p>This Forensic Investigation certificate prepares students and law enforcement professionals to effectively conduct interviews and collect physical evidence for the purpose of synthesizing the results into factually accurate and objective reports and court testimony. The program equips students with the skills to analyze and evaluate documentary and testimonial evidence vital to criminal investigations and trials. Coursework can be completed entirely online for this 18-credit hour program. <i>(from SU website)</i></p>				

Stevenson University	Quality Management and Patient Safety <i>Non-Substantial Modification (New PBC)</i>	PBC	12/4/17	N
	<p>The Quality Management and Patient Safety program is designed for healthcare professionals who want to learn how to plan, organize, and lead efforts to improve the effectiveness of patient treatment in healthcare organizations. The certificate program provides healthcare professionals the knowledge and skills necessary to evaluate the health status of populations served by healthcare organizations to address service gaps. <i>(from SU website)</i></p>			

Public Four-Year Colleges and Universities

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
University of Maryland University College	Distance Education and E-Learning <i>Non-Substantial Modification (Reactivation)</i>	PBC	10/20/17	N
	The PBC in Technology in Distance Education and E-Learning serves as a component of UNISA’s Master’s in Education in Open Distance Learning (ODL), which is designed to support academic and professional staff capacity-building in open and distance learning and help meet mass demand for education in South Africa and Africa.			
	Learning Design and Technology <i>Non-Substantial Modification (New PBC)</i>	PBC	10/20/17	Y
	Students in the certificate program will integrate and apply learning theory, emerging technologies, and contemporary design models to design, create and publish effective online learning experiences for education and business entities. Additionally, the program implements a unique, real-world approach to teaching online course design via the edX learning management platforms, a leader in open online learning education. Students will gain practical, hands on experience designing and publishing a small private online course (SPOC) using the edX Open Studio learning management platform.			
University of Baltimore	Government Financial Management <i>Non-Substantial Modification (New PBC)</i>	PBC	10/30/17	N
	The Certificate in Government and Financial Management is part of the Master of Science in Accounting and Business Advisory Services, which has a mission to extend students' accounting knowledge beyond the undergraduate level and to offer additional skills in the related disciplines of financial management and information technology. The proposed program delivery option aims to help achieve these various aims by leveraging institutional strengths to provide working accountants and others pursuing graduate study in accounting and business advisory services with specialized skills in demand in the greater Baltimore-Washington metropolitan area. Specifically, the certificate will provide training in federal and state government accounting, auditing, budgeting and finance to students interested in careers in federal and state government accounting, auditing and consulting.			

University of Maryland College Park	Wireless Communications <i>Non-Substantial Modification (New PBC)</i>	PBC	11/6/17	N
	As cellular wireless communication networks and wireless local area networks continue to evolve, there is an increasing need for engineers who can deploy, configure, maintain, and trouble-shoot wireless networks. The increased demand for higher data rates and better quality of service, especially indoors, will create demand for wireless engineers who are well-versed in RF engineering, propagation modeling and system design, multi-antenna transmission technologies and distributed antenna systems. This Post-Baccalaureate Certificate is derived from the curriculum of the M.S. in Telecommunications. Courses in areas such as fundamentals of wireless LANS, cellular network infrastructure, and short-range wireless systems already exist among the department's course offerings as electives in the Telecommunications Master of Science program			
	Computing Systems <i>Non-Substantial Modification (New PBC)</i>	PBC	11/8/17	N
	UMD's Department of Electrical and Computer Engineering offers a Master of Science in Telecommunications program that combines rigorous technical education with business insight and entrepreneurial skills. To expand this innovative entrepreneurial and technical training for technical professionals, the department proposes this twelve-credit Post-Baccalaureate Certificate program in Computing Systems.			
	Networking Software Development <i>Non-Substantial Modification (New PBC)</i>	PBC	11/16/17	N
UMD's Department of Electrical and Computer Engineering offers a Master of Science in Telecommunications program that combines rigorous technical education with business insight and entrepreneurial skills. To expand this innovative entrepreneurial and technical training for technical professionals, the department proposes this twelve-credit Post-Baccalaureate Certificate program in Networking Software Development.				
University of Maryland Baltimore	Regulatory Science <i>Non-Substantial Modification (New PBC)</i>	PBC	12/8/17	N
	This Post-Baccalaureate Certificate (P.B.C.) program is derived from the existing MS in Regulatory Science online program, which prepares graduates for careers in the pharmaceutical and biologics industries. The PBC program will also expand opportunities for working professionals who seek greater knowledge and skills in regulatory science, yet desire to enroll in a program with a more manageable academic roadmap (two semesters vs. five).			

Community Colleges

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
Cecil College	Public Health <i>Non-Substantial Modification (New LDC)</i>	LDC	11/8/17	N
	This certificate will offer students, who are currently working as healthcare professionals, the opportunity to gain a comprehensive overview of population health and its application in various settings. This certificate program will provide students with the background and knowledge needed to pursue future work in the public health sector. Students have the option to continue their studies to earn the Associate of Science in Public Health.			
	Management <i>Non-Substantial Modification (New LDC)</i>	LDC	11/8/17	Y
	The Business and Commerce Technology - Management Certificate program is designed to provide a defined course of study for those working in the field that do not have the necessary college-level course work for their positions. This certificate is not recommended for beginning students who are not working in the specific fields addressed by this certificate.			
	Health Navigator <i>Non-Substantial Modification (New LDC)</i>	LDC	11/20/17	N
The LDC in Health Navigator (Public Health Generalist) is a certificate within the existing Associate of Science in Public Health degree that supports the College's mission to provide career programs that meet the workforce needs in the region. This certificate will offer students, who are currently working in the healthcare industry, the opportunity to prepare for work in the field of healthcare advocacy, as a health navigator, working with patients and their families in various settings (hospital systems, physician groups, patient advocacy organizations, insurance companies). Students have the option to continue their studies to earn the Associate of Science in Public Health.				

IV. AREA OF CONCENTRATION

Independent Four-Year Colleges and Universities

Institution	Program Title	Area of Concentration	Degree Level	Action Date
Johns Hopkins University	Performing Arts	Music for New Media	Bachelor's	10/24/17
	Biotechnology	Regenerative and Stem cell Technologies	Master's	11/16/17
	Research Administration	International Research Administration Management	Master's	11/28/17

Community Colleges

Institution	Program Title	Area of Concentration	Degree Level	Action Date
Harford Community College	Art and Design	Digital Arts	Associate	10/23/17
		Fine Arts	Associate	10/23/17
		Graphic Design	Associate	10/23/17
		Photography	Associate	10/23/17
Cecil College	Performing Arts	Theatre	Associate	11/21/17
		Music	Associate	11/21/17
		Live Arts	Associate	11/21/17
Anne Arundel Community College	Arts and Sciences	Earth Science	Associate	12/4/17

V. OUT-OF-STATE (OOS) INSTITUTIONS

Approved OOS - New and Renewal Programs

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
SUNY Empire State College	Labor Studies (<i>Renewal</i>)	AS	10/23/17	N
	Labor Studies (<i>Renewal</i>)	BS	10/23/17	N
	Work and Labor Policy (<i>Renewal</i>)	MA	10/23/17	N
Bard College	Liberal Arts and Sciences Early College Program (<i>Renewal</i>)	AA	11/16/17	Y
Georgetown University	Executive Master's in Leadership for D.C. Public School Leaders (<i>New</i>)	EML	12/21/17	N
	Nursing (<i>Renewal</i>)	MSN	12/21/17	Y

Conditionally Approved - OOS

Institution	Program Title	Degree Level	Action Date	Offered Elsewhere in Maryland
Florida Institute of Technology	Acquisition and Contract Management	PBC	11/27/17	Y
	Flight Test Engineering	PBC	11/27/17	N
	Flight Test Engineering	MS	11/27/17	N
	Business Administration	MBA	11/27/17	Y
	Aerospace Engineering	MS	11/27/17	Y
	Computer Information Systems	MS	11/27/17	Y
	Computer Science	MS	11/27/17	Y
	Acquisition and Contract Management	MS	11/27/17	Y
	Electrical Engineering	MS	11/27/17	Y
	Engineering Management	MS	11/27/17	Y
	Mechanical Engineering	MS	11/27/17	Y
	Public Administration	MPA	11/27/17	Y
	Management	MS	11/27/17	Y

Embry Riddle Aeronautical University	Aeronautics	AS	12/8/17	N
	Aviation Maintenance	AS	12/8/17	N
	Aviation Business Administration	AS	12/8/17	Y
	Technical Management	AS	12/8/17	Y
	Aeronautics	BS	12/8/17	Y
	Aviation Maintenance	BS	12/8/17	N
	Technical Management	BS	12/8/17	Y
	Aviation Security	BS	12/8/17	Y
	Aviation Business Administration	BS	12/8/17	Y
	Emergency Services	BS	12/8/17	Y
	Engineering Technology	BS	12/8/17	Y
	Transportation	BS	12/8/17	Y
	Aeronautical Science	MAS	12/8/17	Y
	Business Administration in Aviation	MBA	12/8/17	N
	Aviation Finance	MS	12/8/17	N
	Engineering Management	MS	12/8/17	Y
	Information Security and Assurance	MS	12/8/17	Y
	Leadership	MS	12/8/17	Y
	Logistics and Supply Chain Management	MS	12/8/17	Y
	Embry Riddle Aeronautical University	Management	MS	12/8/17
Management Information Systems		MS	12/8/17	Y
Occupational Safety Management		MS	12/8/17	N
Project Management		MS	12/8/17	Y
Unmanned Systems		MS	12/8/17	Y
Engineering		MS	12/8/17	Y
Aviation Maintenance Technology Part 65		LDC	12/8/17	N
Aviation Safety		LDC	12/8/17	N
Supply Chain Management		LDC	12/8/17	Y
Logistics		LDC	12/8/17	Y
Occupational Safety and Health	LDC	12/8/17	N	
Pre-Engineering Studies	LDC	12/8/17	N	
Aviation/Aerospace Safety	LDC	12/8/17	N	
Information Assurance (National Security Agency)	LDC	12/8/17	Y	

VI. PROPOSALS WITHDRAWN

Proposals Withdrawn (In-State)

Institution	Degree Level	Program Title	Action Date
University of Maryland University College	MS	Transformational Leadership	11/8/16

Proposals Withdrawn (Out-of-State)

Institution	Degree Level	Program Title	Action Date
Wilmington University	BS	Middle Level Education	10/31/17

VII. PROGRAMS SUSPENDED / DISCONTINUED

Community Colleges

Institution	Degree Level	Program Title	Action Date
Anne Arundel Community College	LDC	Pharmacy Tech Program	11/30/17
	LDC	Patient Care Tech/Geriatric Nursing Assistant Certificate	11/30/17
Cecil College	LDC	Oracle Certified Professional	12/6/17
	LDC	Oracle Certified Associate	12/6/17

VIII. INSTITUTIONAL PROGRAM PARTNERSHIPS

Closed Site / Off-Campus Programs (In-State)

Institution	Degree Level	Program Title	Partner	Action Date
Towson University	MEd	Instructional Technology	Harford County Public School System at Towson Univ. Northeast	9/28/17
	MEd	Instructional Technology	Cecil County Public School System at Towson Univ. Northeast	9/28/17
	MEd	Special Education	Montgomery County Public School Teachers at The Universities at Shady Grove	9/28/17
University of Maryland University College	PBC	Distance Ed and E-Learning	University of South Africa	10/20/17
Towson University	MS	Instructional Technology: School Library Media	Baltimore County Schools System at Parkville High School	11/30/17
	MS	School - Instructional Technology: Educational Technology	Baltimore County Schools System at Parkville High School	11/30/17
	MS	Human Resource Development: Educational Leadership	Baltimore County Schools System at Parkville Middle School	11/30/17
	MEd	Reading Education	Baltimore County Schools System at Parkville Middle School	11/30/17
	Admin I Cert	Administrator I Certification Courses w/in Organizational Change Certificate	Baltimore County Schools System at Parkville Middle School	11/30/17
	MEd	Special Education: Teacher as Leader in Autism Spectrum Disorder Concentration	Baltimore County Schools System at Ridgely Middle School	11/30/17
	MEd	Special Education: Special Education Initial Certification	Baltimore County Schools System at Ridgely Middle School	11/30/17
	MAT	Special Education	Baltimore County Schools System at Ridgely Middle School	11/30/17

Partnership (Out-of-State)

Institution	Degree Level	Program Title	Partner	Action Date
Georgetown University	EML	Executive Master's in Leadership for D.C. Public School Leaders	Host one-week residency required for EML held at the William F. Bolger Center in Potomac, MD	12/20/17



MHEC
Creating a state of achievement

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

MEMORANDUM

DATE: March 28, 2018

TO: Maryland Higher Education Commission

FROM: Dr. Emily A. A. Dow, Assistant Secretary for Academic Affairs
STAFF: Dr. Michael Kiphart, Director, Academic Affairs
Alan Gallegos, Associate Director, Career and Workforce Education

SUBJECT: Report on Private Career Schools: Secretary Actions from October 1, 2017 to December 31, 2017.

From October 1, 2017 to December 31, 2017, the Secretary of Higher Education approved 1 new school, 2 new programs, 2 Approval of Change of Location, 1 Approval of Name Change, 9 certificate renewals, 2 Other Actions, and 3 School Approval Withdrawn.

Recommendation: this item for information only.

I. APPROVAL OF NEW SCHOOLS

1. Power52 Foundation, (10/24/2017), Program: Energy Professional Training Program – 320 clock hours.

II. NEW PROGRAMS REVIEWED AND APPROVED

1. Top Knowledge Healthcare Institute, Baltimore, Maryland 21202(November 2, 2017)
Program: Pharmacy Technician – 300 clock hours
2. Hair Academy II, Hillcrest Heights, Maryland, 20748(November 9, 2017)
Program: Esthetics – 600 clock hours

III. APPROVAL OF CHANGES OF LOCATION

1. Dominion Academy & Healthcare Services, Inc, 7726 Finns Lane, Suite LL 2, Lanham, Maryland 20706, (10/4/2017) Moved from 7726 Finns Lane, Suite LL 2, Lanham, Maryland 20706 to 8855 Annapolis Rd Suite 305, Lanham, Maryland 20706.
2. Central Maryland School of Massage, 1890 N. Market Street, Suite 201, Frederick, Maryland 21703, (12/21/2017) Moved from 1890 N. Market Street, Suite 201, Frederick, Maryland 21703 to 5340 Spectrum Drive, Suite H, Frederick, Maryland 21703.

IV. APPROVAL OF NAME CHANGE

1. Power52 Foundation, to Power52 Energy Institute Baltimore City, 1100 E. Fayette Street, Baltimore, Maryland 21202(12/13/2017)

V. APPROVAL OF CHANGE OF OWNERSHIP

N/A

VI. APPROVAL OF SEPARATE CLASSROOMS

N/A

VII. "OTHER BUSINESS"

N/A

VIII. CERTIFICATE RENEWALS

1. Maritime Institute of Technology & Graduate Studies (MITAGS) (10/4/2017)
2. Dominion Academy & Healthcare Services, Inc. (10/4/2017)
3. Perpetual School of Nursing, Inc. (11/15/2017)
4. Hair Expressions Academy-Paul Mitchell the School-Jessup (12/7/2017)
5. Quality First Career Center, Inc.(12/10/2017)
6. Dental Assistant School, LLC (12/17/2017)
7. Cambridge Nursing Assistant Academy - Gaithersburg (12/19/2017)
8. Stein Academy-School of Health Technology & Career Development (12/19/2017)
9. Central Maryland School of Massage (12/18/2017)

IX. OTHER ACTIONS

1. Goldenstar Education Center, Inc., Riverdale, MD, 20737, (November 11, 2017)
Inadequate record keeping. Notice of Deficiencies settlement.
2. Montgomery Beauty School, Inc, Silver Spring, Maryland 20901 (December 4, 2017) Program name change: Cosmetology – 1500 clock hours.

X. CEASE AND DESIST ORDERS

N/A

XI. NOTICES OF DEFICIENCIES

N/A

XII. PROGRAM APPROVAL WITHDRAWN

N/A

XIII. SCHOOL APPROVAL WITHDRAWN

1. Columbia Nursing Academy, Inc, d/b/a Columbia Nursing Assistant Academy, Cumberland, Maryland 21502 (10/3/2017)
2. Washington ArtWorks, d/b/a Washington School of Photography, Rockville, Maryland 20852 (11/9/2017)
3. Kahak, Inc, d/b/a Kahak Health Care Academy, Silver Spring, Maryland 20902 (11/13/2017)



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Secretary

Maryland Higher Education Commission 2018 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 24, 2018	June 27, 2018
February 28, 2018	September 26, 2018 9:30am to 3:30pm
March 28, 2018	October 24, 2018
April 25, 2018	November 14, 2018 *Please note date change*
May 23, 2018	December 12, 2018 *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.maryland.gov/About/Pages/Meetings.aspx>