

# **MARYLAND HIGHER EDUCATION COMMISSION**

## **MEETING BOOKLET**

Time: 1:00 PM – 4:00 PM  
October 25, 2017

Place: Maryland Higher Education Commission  
6 N. Liberty St, 7<sup>th</sup> 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**



**MHEC**  
*Creating a state of achievement*

**Larry Hogan**  
 Governor

**Boyd K. Rutherford**  
 Lt. Governor

**Anwer Hasan**  
 Chairperson

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

**Maryland Higher Education Commission  
 Meeting Agenda**

**TIME:** 1:00 p.m.- 4:00 p.m.  
 Wednesday, October 25, 2017

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

	<b>Page</b>	<b>Action Item</b>
<b>Call to Order</b>		
<b>Commission Minutes Approval</b> .....	1	*
• September 27, 2017		
<b>Chairman’s and Secretary’s Remarks</b>		
<b>Faculty Advisory Council</b>		
<b>Student Advisory Council</b>		
<b>Commission Committee Reports</b>		
<b>Department of Finance and Administration- Geoff Newman</b>		
• FY 2019 Higher Education State Operating Budget Recommendations.....	5	*
• FY 2019 Consolidated Capital Budget Recommendations .....	23	*
<b>Department of Academic Affairs- Emily Dow</b>		
• Distance Education Regulations.....	49	*
• Collegiate Quarterly Report .....	77	
• PCS Quarterly Report.....	131	
<b>Adjournment</b>		



**Maryland Higher Education Commission**  
Meeting Minutes

September 27, 2017  
9:30 a.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, September 27, 2017 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

**Commission members present:**

Anwer Hasan, Chairman	Bryson Barksdale
Vivian S. Boyd, Ph.D.	Vera Jackson
Russell V. Kelley, Ph.D.	Ian D. MacFarlane
Donna M. Mitchell	Joel C. Packer
John W. Yaeger, Ed.D	

**Commission members not present:**

Sandra L. Jimenez, Vice Chairperson	John W. Holaday, Ph.D.
Rizwan A. Siddiqi	

**Staff members present:**

Geoff Newman	Dr. Emily Dow
Christine Wellons	Dr. Jon Enriquez
Lee Towers	Parris Jackson
Vanessa Bennett	Cynthia Tims
Glenda Abney	Alexia Van Orden
Barbara Schmertz	Wei Lin Chen
Daoud Chattha	Jennifer Fischetti
Stephanie Southerland	

**Call to Order**

The meeting was called to order by **Chairman Hasan** at approximately 9:35 a.m. A meeting quorum was established with nine out of twelve members present.

**Approval of Minutes – Action Item**

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

### **Chairman's Remarks**

**Chairman Hasan** welcomed new student commissioner, Bryson Barksdale. **Commissioner Barksdale** provided the commission a brief introduction. **Chairman Hasan** thanked Commissioners for their work on the commission and on the commissioner committees.

### **Secretary's Remarks**

**Chairman Hasan** recognized Geoff Newman, representing Secretary Fielder. **Mr. Newman** welcomed several new staff members. **Mr. Newman** recognized Parris Jackson, Office of Information Technology. Ms. Jackson introduced and welcomed Daoud Chattha and Eby Paul. **Mr. Newman** recognized Jon Enriquez, Office of Research and Policy Analysis. Dr. Enriquez introduced and welcomed Wei Lin Chin. **Mr. Newman** recognized Stephanie Southerland, Office of Student Financial Assistance. Ms. Southerland introduced and welcomed Jennifer Fischetti. **Mr. Newman**, Department of Finance and Administration, introduced and welcomed Cynthia Tims.

### **Office of the Secretary – Commission Committee Updates –Information Item**

**Finance and Operations Committee: Commissioner MacFarlane** reported operations in terms of recruitment and hiring has experienced significant improvements over the last year and currently the agency is experiencing few issues in this area. **Commissioner MacFarlane** further reported the committee has standardized the formatting of the operating and capital budget presentations to ensure consistency in reporting. The committee is currently reviewing audit findings and reviewing and analyzing the agency's unfunded mandates.

**Program Review Committee: Commissioner Yaeger** reported the committees three goals include: improving the program review process, serving as a catalyst to system wide internship opportunities and identifying opportunities to foster institutional collaboration. **Commissioner Yaeger** further reported the committee is currently looking into the veterans' benefits programs and how those programs are reviewed.

**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 there are ongoing discussions between MHEC and NIC Maryland regarding potentially developing 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, increasing the percentage of students completing the FAFSA on time, will not have any new data until next year. There was an increase of 19% between FY 16 and FY 17. This increase far exceeded the goal of a 5% increase. **Commissioner Packer** updated commission on the status and events associated with the College Access Marketing Campaign.

**Department of Fiance and Administration- Operating and Capital Budget Presentations- Information Item**

**University System of Maryland**

Mr. Joseph Vivona presented the USM Operating and Capital Budget to the Commission. The presentation is available for review.

**St. Mary's College of Maryland**

Dr. Tuajuanda C. Jordan presented the St. Mary's College of Maryland Operating and Capital Budget to the Commission. The presentation is available for review.

**Morgan State University**

Mr. Sidney Evans presented the Morgan State University Operating and Capital Budget to the Commission. The presentation is available for review.

**Maryland Independent College and University Association**

Tina Bjarekull presented the Maryland Independent College and University Association Operating and Capital Budget to the Commission. The presentation is available for review.

**Maryland Association of Community Colleges**

Ms. Jody Kallis presented the Maryland Association of Community Colleges Operating and Capital Budget to the Commission. The presentation is available for review.

**Baltimore City Community College**

Mr. Calvin Harris, Jr. presented the Baltimore City Community College Operating and Capital Budget to the Commission. The presentation is available for review.

**Regional Higher Education Centers**

Mr. Geoff Newman presented the Regional Higher Education Centers Operating and Capital Budget to the Commission. The presentation is available for review.

**Office of Research and Policy Analysis-Follow-Up Survey of 2013 Graduates of Maryland Four-Year Public Colleges and Universities- Information Item**

**Chairman Hasan** recognized Dr. Jon Enriquez. Dr. Enriquez recognized Alexia Van Orden. Ms. Van Orden provided the commission a report on the Follow-Up Survey of 2013 Graduates of Maryland Four-Year Public Colleges and Universities. The report provides information on

completers' perceptions of the quality of their institutional experience, post-graduation education and employment status, and other related outcomes.

**Office of Research and Policy Analysis- 2017 Retention, Graduation and Transfer Rates at Maryland Community Colleges - Information Item**

**Chairman Hasan** recognized Dr. Jon Enriquez. Dr. Enriquez recognized Alexia Van Orden. Ms. Van Orden provided the commission a report on the 2017 Retention, Graduation and Transfer Rates at Maryland Community Colleges. This report provides information on retention, graduation, and transfer rates for students entering Maryland community colleges as first-time, full-time students between 1994 and 2014. This edition of this report includes data about student outcomes two, three, and four years after matriculation.

**Office of Research and Policy Analysis- 2017 Retention and Graduation Rates at Maryland Four-year Institutions - Information Item**

**Chairman Hasan** recognized Dr. Jon Enriquez. Dr. Enriquez recognized Barbara Schmertz. Dr. Schmertz provided the commission a report on the 2017 Retention and Graduation Rates at Maryland Four-year Institutions. This annual report presents the retention and graduation rates of first-time, full-time undergraduate students entering Maryland's public four-year colleges and universities.

**Department of Academic Affairs- State Plan Update- Information Item**

**Chairman Hasan** recognized Dr. Emily Dow. Dr. Dow provided the Commission an update on the state plan timeline. Dr. Dow reported the Commission should expect to receive a draft of the state plan in the next few weeks before the plan goes out for public comment. After the state plan goes out for public comment, the final draft will come before the commission for final approval. The final approved draft will then be submitted to the general assembly.

**Adjournment**

The meeting adjourned at approximately 1:57 p.m.





Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

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

## MEMORANDUM

**DATE:** October 26, 2017

**TO:** Maryland Higher Education Commission

**FROM:** Geoffrey Newman, Assistant Secretary for Finance and Administration

**SUBJECT:** FY 2019 Higher Education State Operating Budget Recommendations

The Maryland Higher Education Commission is charged with submitting to the Governor and the General Assembly a consolidated operating budget for higher education. The consolidated budget is to include a recommendation regarding the appropriate level of funding for higher education in order to achieve the goals established in the Maryland State Plan for Postsecondary Education. According to Section 11-105(i) of the Annotated Code, the Commission may comment only on the funding priority of an institution as a whole and may not recommend against a budget item approved by the University System of Maryland Board of Regents and the Morgan State University Board of Regents unless the item is clearly inconsistent with the State Plan.

The new State Plan for Postsecondary Education is being finalized within the next month and will be available in December 2017. Since this new plan will include new goals, the review of the budget within the context of State Plan goals is being bypassed this year.

### **State Higher Education Funding for Fiscal 2018**

The State provided almost \$2 billion in State funds to higher education in fiscal 2018. These funds were appropriated among the three major segments of postsecondary education, i.e. public four-year colleges and universities, community colleges and private four-year colleges and universities. Funding was also provided to the Maryland Higher Education Commission (MHEC) for its role in coordinating and overseeing higher education on behalf of the State and for the administration of State student financial assistance programs, funding to community colleges and the independent private four-year institutions and special grants.

Table 1 provides the level of State funding to each segment as well as a chart showing the allocation of State funds appropriated to each segment. Funding to the public four-year institutions represents 73.2 percent of the funds provided to higher education. Funding to community colleges is 18 percent, while funding to nonprofit independent higher education institutions in the Sellinger program represents 2.4 percent.

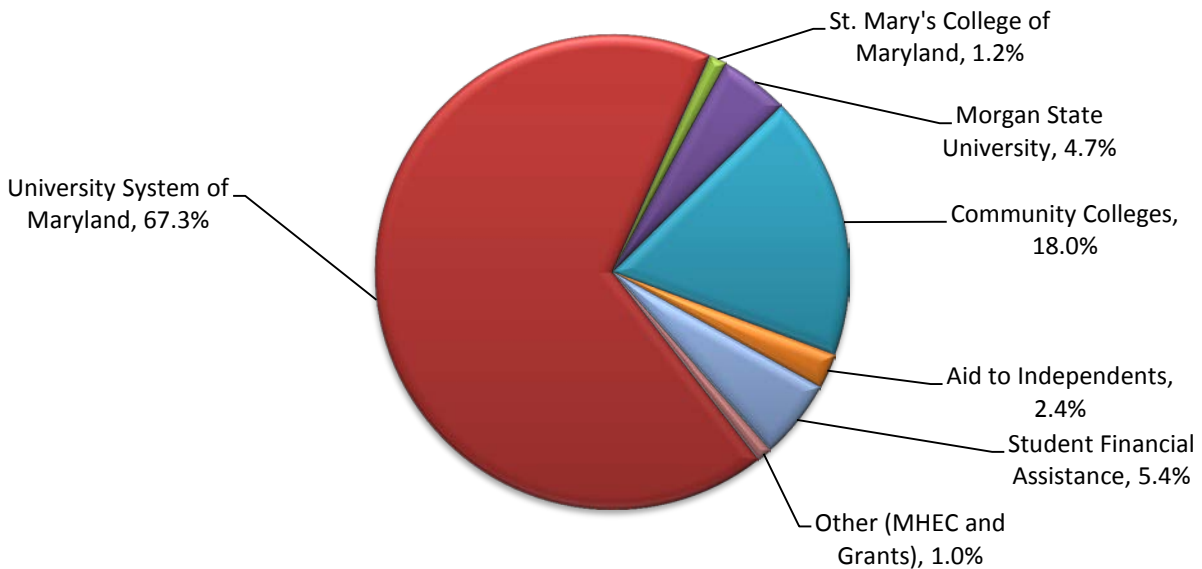
State funding for programs of student financial assistance administered by the Office of Student Financial Assistance at MHEC is 5.4 percent of total funding for higher education, while funding for State grants and pass-thru funding (0.72%) and the administration of the Higher Education Commission (0.28%) is the remaining 1.0 percent of the total.

**Table 1:**

**Maryland Higher Education State Funds  
FY 2018**

<b>Segment</b>	<b>State Funds</b>	<b>Percent of Total</b>
University System of Maryland	\$ 1,344,631,510	67.3%
St. Mary's College of Maryland	24,826,954	1.2%
Morgan State University	93,044,467	4.7%
Community Colleges	359,007,996	18.0%
Aid to Independents	48,908,667	2.4%
Student Financial Assistance	108,080,338	5.4%
Other (MHEC and Grants)	19,964,202	1.0%
<b>Higher Education Total</b>	<b>\$ 1,998,464,134</b>	<b>100.0%</b>

**Allocation of State Funds: FY 2018**



Funding for higher education in fiscal 2018 continued to provide quality higher education at all levels and in all sectors of higher education. The State has supported and maintained a balance among 13 public four-year colleges and universities, 16 public community colleges, 13 private nonprofit four-year colleges and universities and 8 regional higher education centers to which the State provides funds. In addition, the State has 22 private colleges and universities and 176 private career schools that do not receive direct State funding. The following table provides the name and Carnegie Classification for each institution receiving State funds.

## State Funded Maryland Institutions of Higher Education

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Institution	Carnegie Classification
<b>Public Four-year Institutions</b>	
Bowie State University	Master's Colleges & Universities: Larger Programs
Coppin State University	Master's Colleges and Universities: Small Programs
Frostburg State University	Master's Colleges and Universities: Larger Programs
Morgan State University	Doctoral Universities: Moderate Research Activity
Saint Mary's College of Maryland	Baccalaureate Colleges: Arts & Sciences Focus
Salisbury University	Master's Colleges & Universities: Larger Programs
Towson University	Master's Colleges & Universities: Larger Programs
University of Baltimore	Master's Colleges & Universities: Larger Programs
University of Maryland Baltimore	Special Focus Four-Year: Medical Schools & Centers
University of Maryland Baltimore County	Doctoral Universities: Higher Research Activity
University of Maryland Center for Environmental Science	Not Applicable - Research Institute
University of Maryland College Park	Doctoral Universities: Highest Research Activity
University of Maryland Eastern Shore	Doctoral Universities: Moderate Research Activity
University of Maryland University College	Master's Colleges & Universities: Larger Programs
<b>Community Colleges</b>	
Allegheny College	Associate's Colleges: Mixed Transfer/Vocational & Technical-High
Anne Arundel Community College	Associate's Colleges: High Transfer-Mixed Traditional/Nontradition
Baltimore City Community College	Associate's Colleges: High Transfer-Mixed Traditional/Nontradition
Community College of Baltimore County	Associate's Colleges: High Transfer-High Traditional
Carroll Community College	Associate's Colleges: High Transfer-High Traditional
Cecil College	Associate's Colleges: High Transfer-High Traditional
Chesapeake College	Associate's Colleges: High Transfer-High Traditional
College of Southern Maryland	Associate's Colleges: High Transfer-High Traditional
Frederick Community College	Associate's Colleges: High Transfer-High Traditional
Garrett College	Associate's Colleges: High Transfer-High Traditional
Hagerstown Community College	Associate's Colleges: Mixed Transfer/Vocational & Technical-Mixed
Harford Community College	Associate's Colleges: High Transfer-High Traditional
Howard Community College	Associate's Colleges: High Transfer-High Traditional
Montgomery College	Associate's Colleges: High Transfer-Mixed Traditional/Nontradition
Prince George's Community College	Associate's Colleges: High Transfer-High Traditional
Wor-Wic Community College	Associate's Colleges: High Transfer-High Traditional
<b>Sellinger Eligible Independent Institutions</b>	
Capitol Technology University (formerly Capitol College)	Special Focus Four-Year: Engineering Schools
Goucher College	Baccalaureate Colleges: Arts & Sciences Focus
Hood College	Master's Colleges & Universities: Larger Programs
Johns Hopkins University	Doctoral Universities: Highest Research Activity
Loyola University Maryland	Master's Colleges & Universities: Larger Programs
Maryland Institute College of Art	Special Focus Four-Year: Arts, Music & Design Schools
McDaniel College	Baccalaureate Colleges: Arts & Sciences Focus
Mount St. Mary's University	Master's Colleges & Universities: Medium Programs
Notre Dame of Maryland University	Master's Colleges & Universities: Larger Programs
St. John's College	Baccalaureate Colleges: Arts & Sciences Focus
Stevenson University	Master's Colleges & Universities: Medium Programs
Washington Adventist University	Master's Colleges & Universities: Medium Programs
Washington College	Baccalaureate Colleges: Arts & Sciences Focus

## State Fund Allocations

The University System of Maryland's and Morgan State University's operating budget requests are compared in relation to the operating funding guidelines. Funding and performance of each Maryland institution is compared to a set of peer institutions from Competitor States (CA, MA, MN, NC, NJ, NY, OH, PA, VA, & WA) that have similar profiles as the Maryland institutions according to the Carnegie Classification system. The guidelines are used to inform the budget process with respect to funding levels and allocations and do not represent a request for an appropriation.

As shown below, budget decisions for fiscal 2018 resulted in overall funding guideline attainment of 71 percent. The attainment levels run from a low of 24 percent at the University of Maryland University College to a high of 137 percent for Coppin State University.

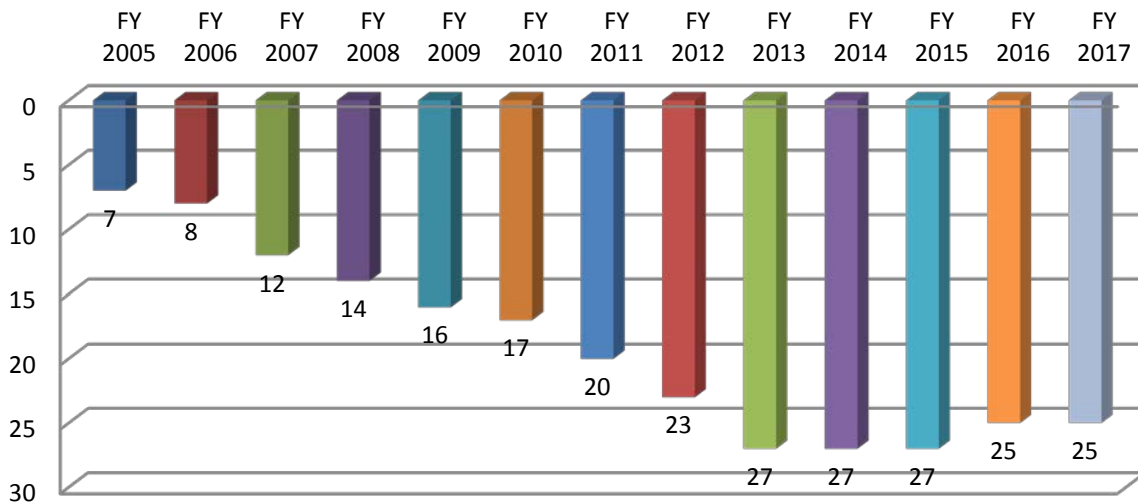
### Maryland Higher Education Commission FY 2018 Funding Guidelines

Institution	FY 2018 Funding Guideline	FY 2018 State Funds Allowance	Estimated Attainment
Bowie State University	\$ 47,689,233	\$ 43,978,022	92%
Coppin State University	33,904,018	46,476,385	137%
Frostburg State University	49,768,329	41,808,878	84%
Salisbury University	67,906,687	54,718,727	81%
Towson University	179,288,942	119,725,198	67%
University of Baltimore	55,639,594	37,403,665	67%
UM, Baltimore	314,851,667	233,037,515	74%
UM Baltimore County	200,414,105	122,998,338	61%
UM Center for Env. Science	30,776,105	22,681,650	74%
UM, College Park	648,980,822	511,307,706	79%
UM Eastern Shore	63,948,551	40,429,254	63%
UM University College <sup>1</sup>	180,889,313	43,318,523	24%
USM Office		26,747,649	
<b>USM Total</b>	<b>1,874,057,366</b>	<b>1,317,883,861</b>	<b>70%</b>
Morgan State University	103,160,339	93,044,467	90%
<b>Total</b>	<b>\$ 1,977,217,705</b>	<b>\$ 1,410,928,328</b>	<b>71%</b>

State funding to St. Mary’s College, community colleges and independent institutions is provided in formulas designated for each segment. In fiscal 2018, St. Mary’s College of Maryland received an appropriation of \$24.8 million. The local community colleges received \$319.3 million through Cade Aid, additional grants and retirement funding, an increase of \$4.9 million over the funding for fiscal 2017. The independent institutions received \$48.9 million through the Sellinger program, an increase of \$2.1 million over fiscal 2017.

Over the past five years, Maryland has provided State fund support to public four-year institutions to control the increase in resident undergraduate tuition and make college more affordable for Maryland citizens. According to the annual report, *Trends in College Pricing*, from the College Board, since fiscal 2005, Maryland has moved from being the 7<sup>th</sup> most expensive state for resident undergraduate students, at \$6,770, to the 27<sup>th</sup> most expensive state, at \$8,682, in fiscal 2015. Maryland’s rank remains at 25<sup>th</sup> nationally for fiscal 2017, at \$9,370.

## Resident Undergraduate Tuition and Fees at Public Four-year Colleges and Universities Maryland National Ranking



Between fiscal 2005 and 2015, Maryland community colleges moved from being the 8<sup>th</sup> most expensive colleges to 20<sup>th</sup> in fiscal 2015. The in-district tuition and fees for fiscal 2017 ranks Maryland at 14<sup>th</sup> nationally.

## Financial Aid

The Commission received \$108.1 million in general fund and special fund support for student financial assistance in fiscal 2018. This was an increase of \$14.9 million, or 47.8 percent, from fiscal 2017.

While funding of State financial aid programs has reached an overall level of \$108 million over the past five years, the State need-based financial aid has not been able to keep up with the increasing demand for financial assistance.

Educational Excellence Award Program	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	2011-2017 % Change
EEA Appropriations	75,933,546	75,124,624	82,896,170	90,963,593	80,008,868	80,009,603	81,117,525	6.8%
(Original) EEA Appropriation	75,121,000	75,125,000	72,335,000	80,963,593	79,832,243	78,345,525	80,011,525	6.5%
GA - Total Recipients	1,282	1,463	1,316	1,408	1,492	1,477	1,610	25.6%
GA - Total Award Amounts	12,626,990	15,225,450	14,936,100	16,324,978	18,157,050	19,226,750	21,520,592	70.4%
GA - Average Award Amount	9,849	10,407	11,350	11,594	12,216	13,017	13,367	35.7%
Campus-Based EAG Award Amounts	2,000,000	2,000,000	2,000,000	2,000,000	1,870,850	1,975,250	1,912,250	-4.4%
Remaining Funds for EA	61,306,556	57,899,174	65,960,070	72,638,615	59,980,968	58,807,603	57,684,683	-5.9%
EA - Total Applicants (On-time FAFSAs)	117,447	134,305	139,983	134,669	131,696	131,232	121,243	3.2%
EA - Total Recipients	25,581	25,420	25,697	33,860	28,526	24,377	23,236	-9.2%
EA - Total Award Amounts	54,977,449	52,408,175	54,203,850	72,351,900	61,096,800	53,952,240	51,422,539	-6.5%
EA - Average Award Amount	2,149	2,062	2,109	2,137	2,142	2,213	2,213	3.0%
Initial EFC Awarded (EA Only)	2,500	1,125	1,000	2,164	800	-	2,000	-20.0%
Final EFC Awarded (EA Only)**	5,516	1,500	3,750	10,709	2,610	2,000	2,900	-47.4%
Waitlist as of May 1 (EA Only)	18,504	31,000	35,795	26,718	27,595	21,440	22,149	19.7%
Waitlist as of End of Year (EA Only)	14,103	28,928	16,397	10,180	22,072	19,064	18,793	33.3%
Amount to Fund Initial Waitlist (EA Only)	\$ 39,767,903	\$ 63,912,409	\$ 75,504,020	\$ 57,090,906	\$ 59,102,790	\$ 46,627,450	\$ 46,505,650	

\* Fiscal 2017 figures are as of October 11, 2017

FAFSA: Free Application for Federal Student Aid  
 GA: Guaranteed Access Grant  
 EA: Educational Assistance Grant

Source: Maryland Higher Education Commission, Office of Student Financial Assistance

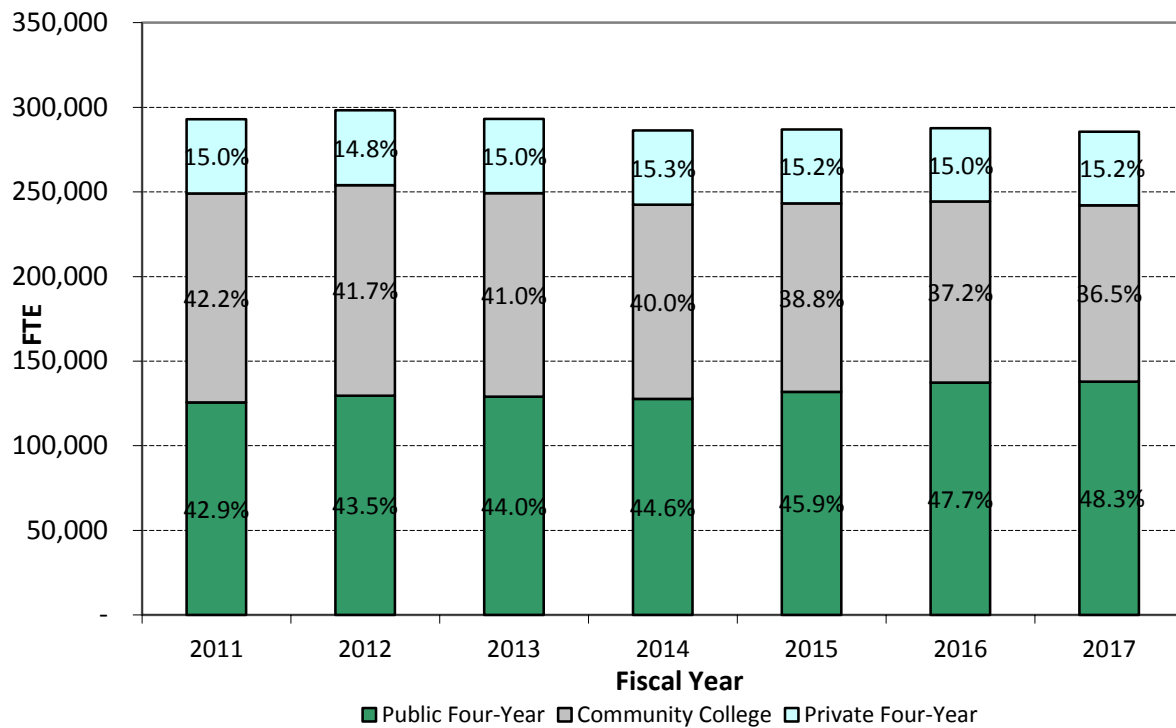
As has been discussed each year, while appropriations for State financial assistance programs have remained steady, demand for assistance has not. Financial aid applications for Maryland students increased from 103,765 in fiscal 2010 to a peak of almost 140,000 in fiscal 2013. Applications have adjusted downward gradually to a level of 121,243 for fiscal 2017. A comparable increase also occurred in the number of needy students having to be placed on the waitlist. Because of the increase in applications of needy students, the number eligible students being placed on the waitlist as of May 1 rose from 18,504 in fiscal 2011 to almost 36,000 in fiscal 2013, with 22,149 on the waitlist for fiscal 2017. The average award to those students receiving aid from the program has been improving from a low of \$2,062 in fiscal 2012 to an anticipated \$2,213 for fiscal 2017.

At the same time, awards of assistance have been limited to students with lower Expected Family Contributions (EFC) each year, moving from \$5,000 in fiscal 2010 to only \$800 in fiscal 2015. The level is \$2,000 for fiscal 2017.

*Enrollment*

Total student enrollment peaked at 298,820 FTES in 2012, since then demographic changes and an improving economy have meant that over the past five years, enrollment at Maryland colleges and universities has actually decreased from 290,165 in fiscal 2011 to 281,617 in fiscal 2015, a decrease of 2.9%. Enrollment has ticked upward in 2017 to 286,100

**Enrollment by Segment of Higher Education  
2011-2017**



Total FTE student enrollment among the segments grew from 282,927 FTES in 2009 to 286,100 FTES in 2017. Enrollment at the community colleges continues to decline from its peak of 124,447 in 2010 to only 104,260 in 2017. Public four-year institutional enrollment has moved from 123,324 in 2010 to 138,237 in 2017 as we’ve seen high school enrollment and graduation levels begin to increase again following the drop off after the “Baby-Boom Echo.” Enrollment at private four-year institutions has remained remarkably steady, from 43,457 in 2010 to 43,604 in 2017.

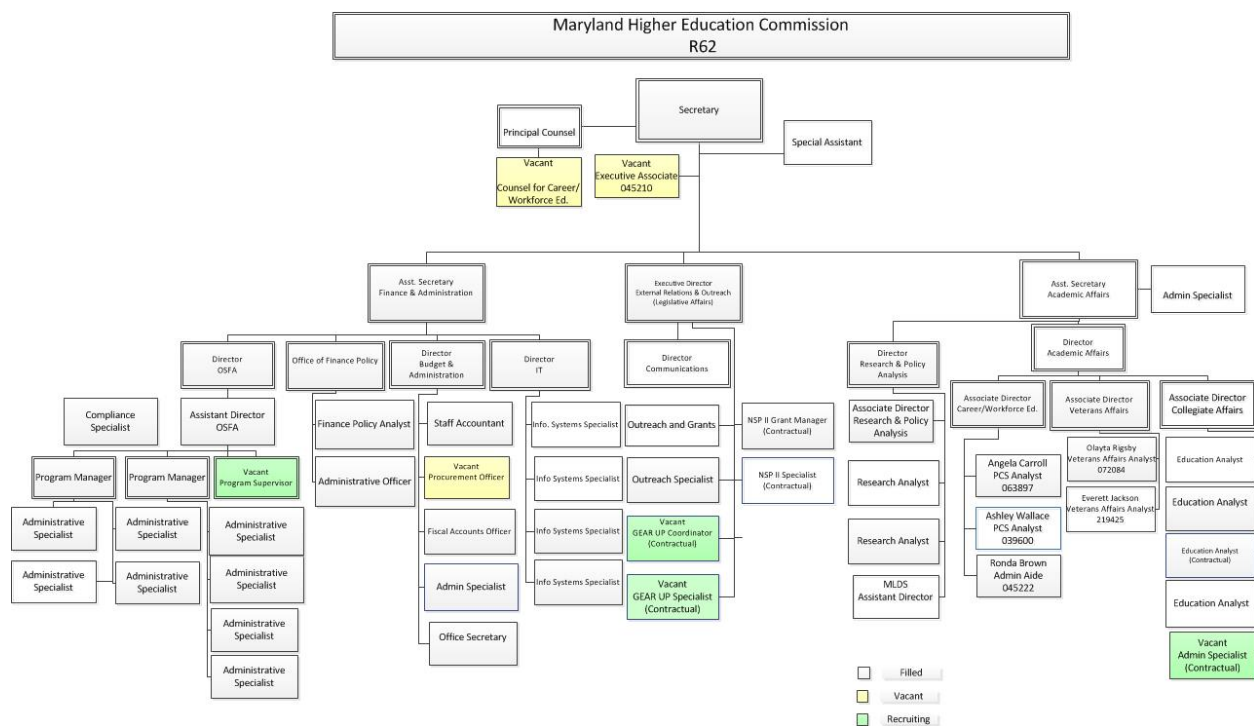


## Maryland Higher Education Commission

MHEC has actively examined its operations and organizational structure during the past few years with the goal of increasing efficiencies and optimizing performance within the current limited staffing levels.

MHEC has aggressively recruited for all of its vacancies with the objective of filling them and minimizing the vacancy rate of the agency. A year ago, MHEC had eight vacancies, or 15 percent of the total 54.6 regular positions. As of this report, MHEC has only 2.6 vacancies for regular positions, or only 4.8 percent of total positions. This includes turnover of about 4 positions over the past year.

The most recent organizational chart is provided below.



Most recently, MHEC has filled important vacancies in Academic Affairs, Information Technology and Research and Policy Analysis. An important position in Finance Policy for a Capital Budget Analyst was vacated and filled.

In addition, we are continuing to make improvements in our statutory functions of the agency to “systemize” all of the important functions performed by MHEC. MHEC continues to be committed to maximizing agency productivity within current personnel constraints.

One program that MHEC has begun with no additional staff has been the Student Loan Debt Relief Tax Credit Program. Under the College Affordability Act of 2016, MHEC was charged with developing and implementing a tax credit of up to \$5,000 per eligible awardee for Maryland taxpayers who had incurred at least \$20,000 in undergraduate student loan debt and still have a

balance of at least \$5,000 remaining. This program was launched in August 2017 and to date, MHEC has received over 5,000 applications that are now being prioritized within the criteria set out in the enabling legislation.

MHEC may award up to a \$5,000 tax credit per recipient, but not to exceed \$5 million in total credits awarded.. Recipients must then use the credit to pay down their outstanding student loan balances within 2 years.

MHEC has continued collecting bond repayments, recording over \$1.5 million in collections for fiscal 2017.

The Commission received a State General fund appropriation of \$5.3 million for agency operations in fiscal 2018. In addition, MHEC has \$1.33 million in Special Funds in the Administration budget. These funds are composed of Academic Program, Institutional Approval, and Online Certification fees, as well as the Guaranteed Student Tuition Fund. In addition, the agency has 54.6 regular budgeted State positions and 8 contractual positions.

#### *Academic Program Review and Online Registration Fees*

This was the sixth year that MHEC has collected academic program review fees and the third year for online registration fees. Under this system, in-state and out-of-state institutions must pay a fee when applying to operate in the State or provide a new academic program or make a change to an existing academic program.

MHEC collected \$79,100 in program and institutional review fees in fiscal 2016. This is a reduction of \$427,075 from the fees collected in fiscal 2016. Nevertheless, the agency continues to budget \$554,000 in revenue and \$790,000 in expenditures for fiscal 2018. The following table shows fee collection activity for the past six years and projections for fiscal 2018

**Online Certification and Program Review Fees**

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY2017 Budget	FY 2017 Actual	EST FY 2018
<b>Program Review Fees (01423)</b>								
Revenue In-state(6657)	83,450.00	114,400.00	159,400.00	271,936.97	183,325.00	200,000.00	45,400.00	210,000.00
Revenue Out-of-state(6963)	310,451.00	374,701.30	549,700.00	685,950.00	199,850.00	205,000.00	24,200.00	215,000.00
<b>Revenue Total</b>	<b>393,901.00</b>	<b>489,101.30</b>	<b>709,100.00</b>	<b>957,886.97</b>	<b>383,175.00</b>	<b>405,000.00</b>	<b>69,600.00</b>	<b>425,000.00</b>
Revenue Reversion(6963)	40,644.00	230,485.80	443,840.89	345,454.41	0.00			0.00
Net Revenue	434,545.00	719,587.10	1,152,940.89	1,303,341.38	383,175.00	405,000.00	69,600.00	425,000.00
Expenditures	253,208.00	258,664.50	265,259.11	612,432.56	455,577.52	616,845.00	111,272.12	625,000.00
Cash Balance (carry forward)	100,049.00	100,000.00	100,000.00	100,000.00	27,597.48	(184,247.52)	(14,074.64)	(172,402.52)
<b>On-line Certification Fees (01433)</b>								
Revenue (6963)	0.00	249,000.00	216,000.00	232,850.00	123,000.00	126,845.00	9,500.00	129,000.00
Revenue Reversions(6963)	0.00	168,507.35	107,594.11	161,488.27	0.00			0.00
Expenditures	0.00	80,492.65	108,405.89	71,361.73	50,597.48	165,000.00	18,302.07	165,000.00
Cash Balance (carry forward)	0.00	0.00	0.00	0.00	72,402.52	34,247.52	63,600.45	36,402.52
<b>Combined Programs</b>								
Total Revenue	393,901.00	738,101.30	925,100.00	1,190,736.97	506,175.00		79,100.00	554,000.00
Revenue Reversions	40,644.00	398,993.15	551,435.00	506,942.68	0.00		0.00	0.00
Total Expenditures	253,208.00	339,157.15	373,665.00	683,794.29	506,175.00		129,574.19	790,000.00
Total Cash Balance (carry forward)	100,049.00	100,000.00	100,000.00	100,000.00	100,000.00	(150,000.00)	49,525.81	(136,000.00)

**RECOMMENDATION: It is recommended that the Maryland Higher Education Commission adopt that the following funding priorities be used in targeting funding for higher education for Fiscal Year 2019:**

- **Funding for continued support of the Maryland Higher Education Commission as the State and Executive Branch coordinating agency responsible for postsecondary education.**
- **Funding to continue efforts to make higher education more affordable by providing an appropriate balance across the following to ensure the needs of all students are met.**
  - **Increased focus and analysis on funding to support programs of student financial assistance for students with need, particularly to the Howard P. Rawlings Program of Education Excellence.**
  - **If possible, continued funding to support moderate increases in resident undergraduate tuition rates at public colleges and universities.**
- **Funding to assist higher education institutions implement programs and policies to support increased student success in attaining a postsecondary education credential.**

- **Funding to support grant programs and initiatives at MHEC to assist colleges and universities implement best practices to increase the attainment rate for all students, particularly for students with academic preparedness needs.**
- **Continued support to formula-funded institutions and segments in accordance with the calculation methodology provided in statute.**

**Table 1. Maryland Higher Education  
State Funds: FY 2016 - 2018**

<b>Program</b>	<b>FY 2016 Actual</b>	<b>FY 2017 Appropriation</b>	<b>FY 2018 Working Appropriation</b>
Bowie State University	\$ 41,525,890	\$ 43,931,255	\$ 43,978,022
Coppin State University	44,755,130	46,672,062	46,476,385
Frostburg State University	38,470,741	41,497,121	41,808,878
Salisbury University	47,533,057	51,857,269	54,718,727
Towson University	107,050,342	118,599,060	119,725,198
University of Baltimore	34,639,444	37,517,677	37,403,665
UM, Baltimore	215,405,339	227,354,952	233,037,515
UM Baltimore County	111,151,119	118,852,967	122,998,338
UM Center for Environmental Science	22,353,347	23,114,037	22,681,650
UM, College Park	480,925,509	521,030,633	511,307,706
UM Eastern Shore	38,083,911	40,636,604	40,429,254
UM University College	38,596,667	41,913,868	43,318,523
USM Office	23,567,555	31,129,479	26,747,649
<b>USM Total</b>	<b>\$ 1,244,058,051</b>	<b>\$ 1,344,106,984</b>	<b>\$ 1,344,631,510</b>
St. Mary's College of Maryland	\$ 23,504,174	\$ 25,159,549	24,826,954
Morgan State University	86,134,601	92,551,602	93,044,467
Baltimore City Community College	40,775,643	40,814,442	39,751,171
<b>Public Total</b>	<b>\$ 1,394,472,469</b>	<b>\$ 1,502,632,577</b>	<b>\$ 1,502,254,102</b>
Maryland Higher Education Commission			
Administration	\$ 5,218,737	\$ 5,375,779	5,572,435
Grants	8,510,250	8,754,012	14,391,767
Student Financial Assistance	101,089,172	103,143,000	108,080,338
Aid to Community Colleges	296,129,133	314,335,016	319,256,825
Aid to Independents	42,822,240	46,817,334	48,908,667
<b>MHEC Total</b>	<b>\$ 453,769,532</b>	<b>\$ 478,425,141</b>	<b>\$ 496,210,032</b>
<b>Higher Education Total</b>	<b>\$ 1,848,242,001</b>	<b>\$ 1,981,057,718</b>	<b>\$ 1,998,464,134</b>

Notes:

Appropriations include Higher Education Investment Funds

Fiscal 2018 Budget Bill; Department of Budget and Management; Department of Legislative Services

**Table 2. Joseph A. Sellinger Program of State Aid to Non-Public Institutions  
FY 2016 - 2018**

Eligible Institutions	FY 2016		FY 2017		FY 2018		
	Fall 2014 FTES	Actual	Fall 2015 FTES	Appropriation	Fall 2016 FTES	Legislative Appropriation	Working Appropriation
	Capitol Technology University	489.40	\$ 486,875	492.13	\$ 532,965	492.13	\$ 578,886
Goucher College	1,741.33	1,732,344	1,741.73	1,890,858	1,751.20	2,059,912	1,975,385
Hood College	1,635.17	1,626,732	1,552.67	1,726,825	1,470.20	1,729,376	1,728,101
Johns Hopkins University	19,411.93	19,311,755	20,184.13	21,530,502	20,551.60	24,174,555	22,852,528
Loyola University Maryland	5,130.47	5,103,994	5,104.60	5,555,109	5,145.17	6,052,190	5,803,650
Maryland Institute College of of Art	2,227.07	2,215,577	2,154.33	2,375,213	2,066.97	2,431,347	2,403,280
McDaniel College	2,318.00	2,306,038	2,211.90	2,454,313	2,098.43	2,468,353	2,461,333
Mount St. Mary's University	1,918.50	1,908,600	1,916.97	2,082,082	1,832.10	2,155,073	2,118,577
Notre Dame of Maryland University	1,496.73	1,489,006	1,411.63	1,574,986	1,346.27	1,583,599	1,579,292
St. John's College	562.40	559,498	533.80	593,791	569.27	669,624	631,708
Stevenson University	3,782.50	3,762,980	3,691.83	4,053,449	3,603.67	4,238,946	4,146,197
Washington Adventist University	758.60	754,685	762.00	825,638	821.47	966,283	895,961
Washington College	1,572.27	1,564,156	1,427.00	1,621,603	1,608.33	1,891,856	1,756,730
<b>TOTAL</b>	<b>43,044.37</b>	<b>\$ 42,822,240</b>	<b>43,184.72</b>	<b>\$ 46,817,334</b>	<b>43,356.81</b>	<b>\$ 51,000,000</b>	<b>\$ 48,908,667</b>
<b>GRANT PER FTE</b>		<b>\$ 994.84</b>		<b>\$ 1,084</b>		<b>\$ 1,176</b>	

Notes:

Appropriations include Higher Education Investment Funds

Fiscal 2018 Budget Bill; Department of Budget and Management; Department of Legislative Services

**Table 3. Maryland Higher Education Commission  
Aid to Community Colleges: FY 2016 - 2018**

	FY 2016	FY 2017	FY 2018
	Appropriation	Appropriation	Legislative Appropriation
<b>Formula Aid:</b>			
Allegany College	\$ 4,850,443	\$ 4,850,658	\$ 4,855,584
Anne Arundel Community College	28,715,483	28,800,003	28,800,003
Community College of Baltimore County	38,637,669	40,413,996	40,413,996
Carroll Community College	7,345,653	7,612,538	7,612,538
Cecil Community College	5,108,064	5,244,580	5,244,580
College of Southern Maryland	13,017,885	13,805,709	13,805,709
Chesapeake College	6,142,473	6,142,473	6,142,473
Frederick Community College	8,975,284	9,643,621	9,848,194
Garrett College	2,561,002	2,734,062	2,767,275
Hagerstown Community College	7,620,412	8,128,628	8,128,628
Harford Community College	10,865,634	11,475,320	11,475,320
Howard Community College	15,723,055	17,411,556	17,661,176
Montgomery College	40,000,786	42,264,375	42,511,578
Prince George's Community College	26,072,537	28,500,296	28,500,296
Wor-Wic Community College	7,108,241	7,347,375	7,387,391
<b>Total Cade Funding Formula Aid</b>	<b>\$ 222,744,620</b>	<b>\$ 234,375,190</b>	<b>\$ 235,154,741</b>
<b>Grants:</b>			
Small Community College/Appalachian Grants	\$ 4,599,774	\$ 4,678,377	\$ 4,705,898
Statewide and Health Manpower	6,000,000	6,000,000	6,000,000
Garrett/WVa Reciprocity Grant	66,540	56,945	48,909
ESOL Grants	5,624,762	5,523,778	5,500,075
Somerset Grant	355,157	369,053	355,583
Keeping Maryland Community Colleges Affordable	-	-	4,000,000
<b>Total Grants</b>	<b>\$ 16,646,233</b>	<b>\$ 16,628,153</b>	<b>\$ 20,610,465</b>
<b>Subtotal Cade and Grants</b>	<b>\$ 239,390,853</b>	<b>\$ 251,003,343</b>	<b>\$ 255,765,206</b>
<b>Fringe Benefits:</b>			
Optional Retirement	14,730,000	16,873,000	17,328,000
Teachers Retirement	42,008,280	46,458,673	46,163,619
<b>Total Fringe Benefits</b>	<b>\$ 56,738,280</b>	<b>\$ 63,331,673</b>	<b>\$ 63,491,619</b>
<b>Total State Aid</b>	<b>\$ 296,129,133</b>	<b>\$ 314,335,016</b>	<b>\$ 319,256,825</b>

Notes:

Appropriations include Higher Education Investment Funds

Fiscal 2018 Budget Bill; Department of Budget and Management; Department of Legislative Services

**Table 4. Maryland Higher Education Commission  
Educational Grants - All Funds: FY 2016 - 2018**

Program	Program Description	FY 2016	FY 2017	FY 2018
		Appropriation	Appropriation	Legislative Appropriation
I0007	<i>Educational Grants</i>			
	Complete College Maryland	\$ 250,000	\$ 250,000	\$ 250,000
	Complete College America Grant	-	-	500,000
	Credit When It's Due	-	-	-
	Improving Teacher Quality	1,000,000	975,000	-
	Henry C. Welcome Grants	-	-	-
	Diversity Grants	-	-	-
	HBCU Enhancement Fund	4,900,000	4,900,000	4,900,000
	Doctoral Scholars Program	-	-	-
	Washington Center for Internships & Academic Seminars	175,000	175,000	175,000
	Interstate Educational Compacts in Optometry	-	-	-
	Regional Higher Education Centers	2,150,000	2,150,000	2,412,047
	UMBI, Maryland - Israeli Partnership	-	-	-
	Higher Education Heritage Action Committee (IMPART)	-	-	-
	UMB - Wellmobile	285,250	285,000	285,000
	Aging Studies at UMBC	-	-	-
	Academy of Leadership	-	-	-
	Maryland <i>Go for It!</i> Outreach	-	-	-
	First-Year Experience Program	-	-	-
	Community College Learning Disabilities Initiative	-	-	-
	Maryland Industrial Partnerships	-	-	-
	Professional Development Schools	-	-	-
	Harry Hughes Center for Agro-Ecology	-	-	-
	Higher Education Investment Fund Workforce Initiatives	-	-	-
	College Access Challenge Grant Program	1,200,000	1,000,000	500,000
	John R. Justice Grant	30,000	25,000	30,000
	Miscellaneous Adjustment	-	-	-
	St. Mary's College of Maryland Grant	-	1,133,000	-
	Frederick CREST Center	-	244,012	-
	Maryland 529 Plan Match	-	-	5,000,000
	Maryland 529 Plan Match Administrative	-	-	100,000
	Maryland 529 Achieving a Better Life Experience	-	-	194,500
	<b>Program 7 Total</b>	<b>\$ 9,990,250</b>	<b>\$ 11,137,012</b>	<b>\$ 14,346,547</b>
I0007	General Funds	7,760,250	9,137,012	13,316,547
I0007	Special Funds	-	-	-
I0007	Federal Funds	2,230,000	2,000,000	1,030,000
I0007	Reimbursable Funds	-	-	-
	<b>Program 7 Total</b>	<b>\$ 9,990,250</b>	<b>\$ 11,137,012</b>	<b>\$ 14,346,547</b>
	<i>Other</i>	-	-	-
I0002	Early Intervention/College Preparation Grants	750,000	750,000	750,000
I0038	Nurse Support Program II	6,521,590	18,741,171	20,165,830
I0039	Health Personnel Shortage Incentive Grant Program	750,000	750,000	750,000
I0043	Maryland Higher Education Outreach and College Access Pilot Program	-	-	250,000
	<b>Programs 2, 38, 39 and 43 Total</b>	<b>\$ 8,021,590</b>	<b>\$ 20,241,171</b>	<b>\$ 21,915,830</b>
All	General Funds	8,510,250	9,887,012	14,391,767
All	Special Funds	7,271,590	19,491,171	20,086,045
All	Federal Funds	2,230,000	2,000,000	1,784,565
All	Reimbursable Funds	-	-	-
	<b>All Total</b>	<b>\$ 18,011,840</b>	<b>\$ 31,378,183</b>	<b>\$ 36,262,377</b>

Notes:

Appropriations include Higher Education Investment Funds  
Fiscal 2018 Budget Bill; Department of Budget and Management; Department of Legislative Services



**Table 5. Maryland Higher Education Commission  
Student Financial Assistance - All Funds: FY 2016 - 2018**

<b>Scholarship Program</b>	<b>FY 2016 Appropriation</b>	<b>FY 2017 Appropriation</b>	<b>FY 2018 Legislative Appropriation</b>
2+2 Transfer Scholarship	\$ 200,000	\$ 400,000	\$ 200,000
Educational Excellence Awards *	78,345,525	80,011,525	82,764,420
Senatorial	6,486,000	6,486,000	6,486,000
Edward T. Conroy	570,474	570,474	570,474
Delegate	5,906,250	6,319,000	6,466,865
Charles W. Riley Fire Rescue Tuition Reimbursement	358,000	358,000	358,000
Graduate and Professional Scholarship	1,174,473	1,174,473	1,174,473
Distinguished Scholar	-	-	771,000
Tolbert Memorial Grant	200,000	200,000	200,000
HOPE Scholarships <sup>1</sup>	-	-	-
Distinguished Scholar Teacher <sup>2</sup>	-	-	-
Janet L. Hoffman Loan Assistance Repayment Pgm <sup>1</sup>	1,388,895	1,388,895	1,380,000
MLARP for Foster Care Recipients	-	-	100,000
MLARP for Physicians and Physician Assistants	1,432,282	1,032,282	1,032,282
Child Care Providers <sup>2</sup>	-	-	-
Developmental Disabilities and Mental Health <sup>2</sup>	-	-	-
Part-Time Grants	5,087,780	5,087,780	6,753,062
William Donald Schaefer Scholarship <sup>2</sup>	-	-	-
Workforce Shortage Assistance Grants	1,254,775	1,229,853	1,229,853
Veterans of the Afghanistan and Iraq Conflicts	750,000	750,000	2,415,282
<b>Programs Total</b>	<b>\$ 103,154,454</b>	<b>\$ 105,008,282</b>	<b>\$ 113,076,184</b>
General Funds	\$ 101,089,172	\$ 103,143,000	\$ 108,080,338
Special Funds	1,665,282	1,865,282	4,995,846
Federal Funds	-	-	-
Reimbursable Funds	400,000	-	-
<b>Funds Total</b>	<b>\$ 103,154,454</b>	<b>\$ 105,008,282</b>	<b>\$ 113,076,184</b>

Notes:

Appropriations include Higher Education Investment Funds

Fiscal 2018 Budget Bill; Department of Budget and Management; Department of Legislative Services





Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

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

## MEMORANDUM

**DATE:** October 25, 2017  
**TO:** Maryland Higher Education Commission  
**FROM:** Geoffrey F. Newman                      **STAFF:** Cynthia F. Tims  
**SUBJECT:** FY 2019 Consolidated Capital Budget Recommendations

### Program Description

The Community College Construction Grant Program (CCCGP) assists counties in improving the facilities and infrastructure of locally operated community colleges. The grant funds construction of major new facilities, renovation of existing facilities, and improvements to campus infrastructure. The Maryland Higher Education Commission (MHEC) oversees the cost-sharing formula for counties, which is based on the current expense formula used by the Maryland State Department of Education (MSDE). Projects carry their assigned State share, without change, through the life of the project. These percentages are based on county wealth and total enrollments of certain student populations. Based on this formula, the State will contribute 50% to 75% of the eligible costs of a project. Colleges must provide a guarantee that local funding is in place for a project before it is included in the capital budget.

### Budget Overview

The Capital Debt Affordability Committee (CDAC) modified its authorization policies in 2015 to limit new debt authorizations to \$995 million beginning in the 2016 legislative session (fiscal 2017). In June 2016, the budget committees submitted a request to the Governor that the community colleges be programmed at \$80 million per year in the out-years of the Capital Improvement Program (CIP). However, this program is currently slated to receive \$60 million annually in fiscal 2019 and 2020 and then grow to \$80 million in fiscal 2021 and 2022. As a result, the Capital Improvement Program adopted by the General Assembly in 2017 and 2018 places considerable constraints on the State's ability to engage in new capital projects. In September 2017, CDAC recommended that General Obligation (GO) bonds be limited to \$995 million for FY 2019. Therefore, the Department of Budget and Management's (DBM) Office of Capital Budget (OCB) expects compelling justification in order to receive consideration.

### Prioritization

The Maryland Association of Community Colleges (MACC) was established as an advocate for Maryland's public community colleges and as a resource for its member institutions. In addition to other roles, but specifically related to the CCCGP, MACC works with the General

Assembly, the Office of the Governor, MHEC, and other stakeholders to obtain adequate appropriations for community college operations and capital projects. MACC is the unified voice for Maryland's sixteen (16) community colleges.

The MACC Capital Project Prioritization List (*Attachment 1*) represents the funding order for the sixteen (16) capital projects totaling \$94.6 million. Under current guidelines, priority projects are those that incorporate certain project types, and facility categories. Additional factors include inventory status, age of facilities, funding history, and overall college priority. The finalized request represents a total FY 2019 Community College Construction Grant budget of \$91.6 million after applying a \$3 million Program Savings. (*Attachment 2*)

Based on MACC's Prioritization Model, a total of twelve projects could be funded during FY 2019 in order to remain within the Governor's \$60 million CIP limit. Those twelve (12) prioritized projects total \$51,268,000, with six (6) projects preauthorized split funded projects from FY 2018.

### **Summary of Recommendation**

In May 2017, MHEC's Department of Finance and Administration issued instructions to the community colleges for the FY 2019 CIP, which includes a five-year projection for fiscal years 2019 through 2023. The colleges submitted the required material to MHEC in July 2017 and were also required to enter their requests into the Capital Budget Information System (CBIS). CBIS is an electronic process, managed by DBM's OCB that enables applicants for capital funding from State and non-State organizations to submit most of the required forms and attachments through the Internet.

After reviewing the material received, both hard copy and online, MHEC Finance Policy staff prepared the FY 2019 Capital Budget Recommendation for the CCCGP. As required, on August 15, 2017, MHEC Finance Policy staff submitted the FY 2019 Community College Construction Grant Program budget request in CBIS on behalf of the locally-governed community colleges. Hard copy binders were also prepared for the key stakeholders, including DBM, MACC, and the Department of General Services. The request, endorsed by the Presidents' Council of the MACC, included the Capital Project Prioritization List and the FY 2019 capital funding requests of the eleven (11) participating community colleges.<sup>1</sup>

### **Consolidated Capital Budget Requests (FY 2019)**

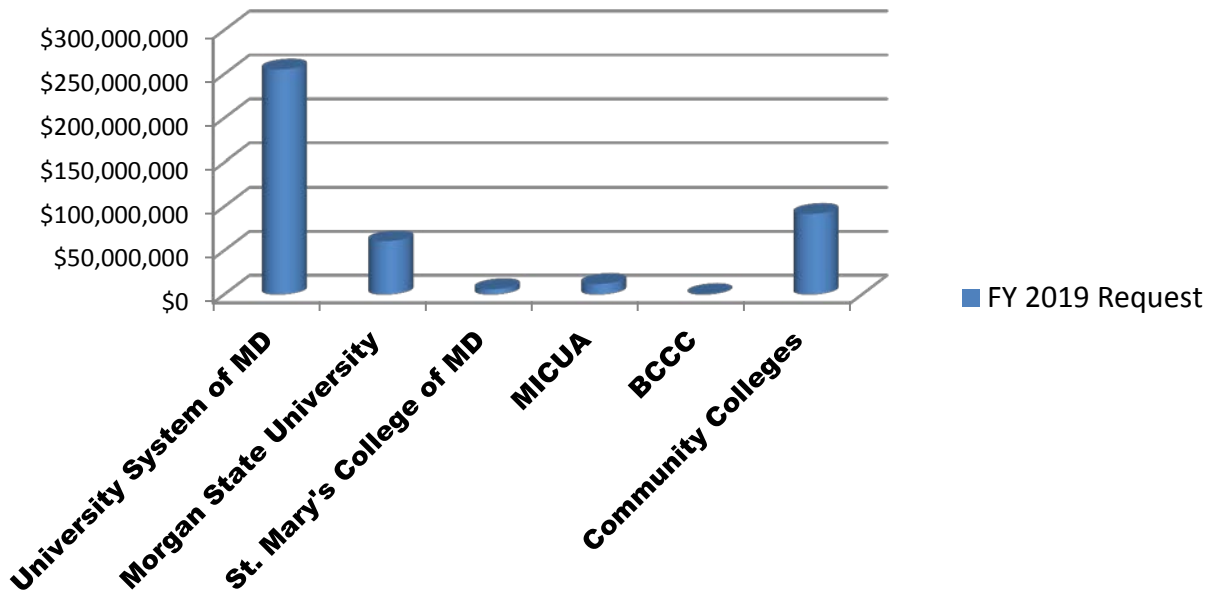
The consolidated Capital Budget Request for FY 2019 totals \$425.9 million and is provided in Attachment 3 to this memorandum. A brief description of each project and staff recommendations are presented below with Figure 1 representing the breakdown of the total request by type of institution.

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<sup>1</sup> Four (4) Community Colleges (Cecil, Chesapeake, Garrett, and Wor-Wic) are not requesting funding in FY 2019.

Figure 1

## FY 2019 Maryland Higher Education Institutions Capital Budget Request



### Split Funding and Pre-authorizations

The Department of Budget and Management is recommending that the practice of split funding construction phases of projects continues in fiscal year 2019. As previously stated, in FY 2019, six (6) project requests were exempt from the prioritization formula because they were preauthorized in FY 2018. (See Table 1 below) Those projects, totaling \$40.1 million, constitute more than forty percent (40%) of the total FY 2019 Capital Improvement Program funds requested. The remaining sixteen (16) project requests are ranked in descending order according to MACC's Project Prioritization Model (Attachment 1).

### *FISCAL YEAR 2019 CAPITAL PROJECTS – COMMUNITY COLLEGES*

*Table 1: Preauthorized Split Funded Projects from FY 2018*

Community College	Project Name	Project Cost
CCBC	Essex Health Careers & Tech. Building Renovation & Expansion	\$9.3 M
Howard CC	Renovations to N and ST Building	\$8.062 M
Montgomery CC	Math and Science Center – Takoma Park/Silver Spring	\$1.741 M
Montgomery CC	Student Services Center - Rockville	\$9.986 M
Prince George's CC	Queen Anne's Renovation and Addition	\$9.0 M
Prince George's CC	Marlboro Hall Renovation/Addition	\$2.065 M
<b>Total Pre-Authorized Amount FY 2018</b>		<b>\$40.154 Million</b>

## A. Preauthorized Split Funded Projects from FY 2018 (6)

- **COMMUNITY COLLEGE OF BALTIMORE COUNTY (CCBC)**

*CCBC Essex – Health Careers & Technology Building:* Construction funds are requested in FY 2019 (\$10.5 million) for a new Health Careers and Technology Building (HCTB) at CCBC Essex. Design costs were split funded based on the project schedule over two years. In FY 2018 the College received funding to continue construction and site work. The new 4-story building (73,122 NASF) will achieve the following goals: a) consolidate the space for credit and non-credit students studying health and allied health education, b) create state of the art classrooms and laboratories, c) create a gateway building for CCBC Essex, d) enhance campus green spaces, and e) ensure low energy and carbon footprint.

The new facility will house the School of Health Professions (SOHP), the School of Applied and Information Technology (SAIT) and the Continuing Education & Economic Development (CEED) – Allied Health Program. The new labs, lecture rooms, faculty offices and other spaces will be used by the SOHP which currently lacks functional career training laboratories and sufficient faculty offices. The completed HCTB Building will also enable the consolidation of the SOHP and CEED-Allied Health operations which are currently held in three separate locations.

- **HOWARD COMMUNITY COLLEGE**

*Renovations to N and ST Building:* The project was pre-authorized in FY 2018 for \$8 million in construction costs. In addition, for FY 2019, the College is requesting \$1.6 million for completion, which is the first project on MACC's FY 2019 Project Prioritization List. The Social Sciences and Teacher Education Division has experienced significant increase in enrollments over the past decade. The proposed renovations will provide sufficient space to accommodate current and projected enrollments for the division. The project will convert old lab and science classrooms into more conventional and modern instruction space. The project will also upgrade building infrastructure and improve acoustics, accessibility, and energy efficiency.

- **MONTGOMERY COLLEGE**

*Takoma Park/Silver Spring Campus – Math and Science Center:* The primary focus of this facility is to house and support all science, technology, engineering, and mathematics programs in one location, as well as general education classes required by all students, and courses directly supporting other programs such as Nursing. The College received \$3.4 million in FY 2018, which included the planning to demolish Falcon Hall and the Science South Building to provide an adequate footprint for construction. The College was pre-authorized to receive \$1.7 million for additional design funds in FY 2019.

The estimated total project cost of \$83.4 million with the State contribution set at 50.0%, or \$41.9 million. The project will provide the College a new academic building to consolidate programs and support planned ten-year enrollment and employee growth (faculty, staff and administrators) in the Science, Technology, Engineering, and Mathematics (STEM) academic programs. When completed, the new facility will deliver class laboratories, classrooms, a combined Mathematics and Science Learning Center, a Planetarium, a Greenhouse, a Media Production room, study spaces, offices, and other support facilities and spaces.

***Rockville Campus – Student Services Center:*** This project focuses on meeting administrative, not academic needs. It brings together student and administrative services to provide “one stop shopping” services for students. In addition to office space, the School of Education will be housed in the building and class laboratory space will be added to address the College’s deficit in that area. Funding was also provided in FY 2018 to continue construction of the building.

- **PRINCE GEORGE’S COMMUNITY COLLEGE** (Pre-authorized & MACC Priority 4)

***Queen Anne Renovation/Addition:*** This project will correct space and building deterioration issues by adding needed classroom, lab, office, study, tutoring, and support space dedicated to performing and communication arts. The expanded Queen Anne building will allow the Liberal Arts departments and programs dedicated to performing and communication arts to grow and serve student needs. The renovation will address major Americans with Disabilities Act (ADA) issues, building facility problems such as inadequate electrical and technology infrastructure, and heating, ventilation and air conditioning problems.

The FY 2019 funding request for \$9.1 million includes construction and capital equipment costs. The project was preauthorized for split funding in FY 2018. Based on MACC’s FY 2019 Prioritization List, the College would be scheduled to receive the \$9 million of pre-authorized funds. The remaining capital equipment costs are listed as MACC’s priority number four for FY 2019.

***Marlboro Hall Renovation/Addition:*** The College is requesting \$2.07 million in FY 2019 to renovate space in the Marlboro Hall building and construct an addition of 99,884 GSF. The renovated and expanded Marlboro Hall will be 128,000 NASF/230,000 GSF. The upgrades will correct infrastructure and code deficiencies and expand Academic Affairs programs. The project’s focus will be on creating needed spaces for instruction and academic support including to classrooms, laboratories, offices, tutoring spaces, study halls, department libraries, work rooms, and meeting rooms.

**B. FY 2019 New Capital Projects Requested (16)**

- 1) **HOWARD COMMUNITY COLLEGE** Renovations to Nursing and ST Buildings – Completion (\$1.6 million)
- 2) **MONTGOMERY COMMUNITY COLLEGE** Student Services Center – Rockville – Completion (\$4.76 million)
- 3) **COMMUNITY COLLEGE OF BALTIMORE COUNTY** New Health Careers & Technology Building – Completion (\$1.2 million)
- 4) **PRINCE GEORGE’S COMMUNITY COLLEGE** Queen Anne Fine Arts Renovation – Completion (\$.1 million)
- 5) **CARROLL COMMUNITY COLLEGE** (MACC Priority 5)

*Systemic Renovations:* The College’s FY 2019 funding request (\$2.7 million) includes a phased replacement of inefficient, aged equipment serving the heating and cooling systems for the campus with new high efficiency equipment. The upgrades will result in lower operating costs, additional capacity, additional redundancy, better control, improved maintenance and more reliable heating and cooling. Also included in the costs is replacement of the aged fire alarm system with a new system in a phased fashion, as well as repairs to the Academic/Administration Building.

The project consists of several phases; Central Plant, Fire Alarm, and Repairs portions. The purpose of the Central Plant portion of the project is to define the technical requirements for replacement of inefficient, aged equipment serving the heating and cooling systems for the Campus. The purpose of the Fire Alarm portion of the projects is to define the requirements for carefully replacing the aged system with a new system in a phased fashion, while maintaining fire alarm service and protection to all buildings. The purpose of the envelop repairs portion of this program is to define the requirements to reestablish the integrity of the envelope of the Academic/Administration Building.

- 6) **ALLEGANY COLLEGE OF MARYLAND** (MACC Priorities 6 & 12)

*Technology Building Renovation, Phase 2:* The FY 2019 funding request (\$.7 million) completes design of the two-stage comprehensive renovation proposed in 2015. This project corrects facility problems of insufficient space, functional inadequacy of space, and obsolescent space. Aged, deteriorated wearing surfaces, lack of natural light in classrooms, lack of building-wide automated sprinkler and



public address systems will be repaired during this renovation. Without the final phase of renovation, continuing deterioration of building interior surfaces will result in greater operating costs as unplanned, emergency repairs become more frequent.

The renovations allow academic departments to merge small programs into more comprehensive degrees, and to unite faculty and support staff into functional office spaces. One of the College's most popular programs, Cyber Security, is housed in this building and its Criminal Justice program, which is experiencing its highest enrollment, will receive additional classrooms and a forensic lab. Offices, conference rooms, a laboratory, data processing, tutoring, and student support spaces will address the space deficits identified in previous years.

7) **ANNE ARUNDEL COMMUNITY COLLEGE** (MACC Priority 7)

***Health Sciences & Biology Building:*** The College will construct a new 106,188 NASF facility to house the School of Health Sciences. The new building, which will be located to serve the anchor of a new Science Quad on the Arnold campus, will centralize 21 academic programs and the Department of Biology into one state-of-the-art health sciences and biology building with sufficient space to handle anticipated enrollment growth.

The estimated total project cost is \$117.6 million with a FY 2019 capital budget request of \$22.7 million from the State. The primary focus of this facility is laboratory space for science classes with an estimated 54,830 NASF of class laboratory space, 19,218 NASF of office space, 17,340 NASF of classroom space, and 14,800 NASF for other purposes.

8) **HAGERSTOWN COMMUNITY COLLEGE** (MACC Priority 8)

***Center for Business and Entrepreneurial Studies:*** The project will involve an extensive renovation of the Technical Innovation Center (TIC) to create the Center for Business and Entrepreneurial Studies (CBES). The overall purpose of the project is to take underutilized and minimally functional space and provide significant renovations to meet the current and emerging needs of the College and the county it serves.

The total project costs are \$6.7 million and the College is requesting \$233,280 in State funding for FY 2019. The project will correct several deficiencies such as replacing the original roof, update the fire alarm system to meet code, upgrade the IT infrastructure, install a backup sewer pump to support the original one, and upgrade the HVAC systems to extend the lifespan another twenty (20) years.

9) **HARFORD COMMUNITY COLLEGE** (MACC Priority 9)

***Fallston Hall Renovation:*** The College received \$0.3 million in design funds for this project in FY 2018. In FY 2019, funding is requested for \$3.09 million for

construction. The project will renovate the two story academic building to house the Behavioral and Social Sciences and Educational and Transitional Studies Departments. Although no additional square footage will be added to the building, the interior space will be renovated to correct several deficiencies, such as sloping floors and convert more space into classroom space. Additionally, the fire alarm, electrical, and plumbing systems will be updated and the College will consolidate programs into one building that are currently housed in multiple buildings.

**10) COLLEGE OF SOUTHERN MARYLAND (MACC Priority 10)**

***Health Sciences Center:*** The new Health Science Center on the Hughesville Regional Campus of the College of Southern Maryland (CSM) will be centrally located to the three counties served by the CSM and provide education for nursing and other health science professions. The new building will correct the poor location of the current program (in La Plata, which serves predominantly Charles County residents) and lack of space in the current building. CSM anticipates that the new building will allow for higher enrollments in nursing, a key job growth area. Maryland will help address transportation issues to and from campus by creating a mass transit hub nearby.

The College is requesting \$10.9 million for the first phase of construction and equipment in FY 2019. Design completion is expected by July 2018, followed by a 15-month construction schedule, with project completion expected by the end of December 2019. Design funds totaling \$1.67 million were awarded to the College in FY 2018.

**11) FREDERICK COMMUNITY COLLEGE (MACC Priorities 11 & 16)**

***Building E Renovation/Addition:*** The intent of this program is to consolidate all of the College's main campus Continuing Education and Workforce Development (CEWD) programs in one central location. CEWD is comprised of three major groups: Adult Education and Lifelong Learning, Emergency Management, and Workforce Development. By consolidating the programs in one contiguous space, students will be better served through the centralization of services, efficiencies of space can be achieved, and the programs will benefit from cross-disciplinary exchanges.

The College is requesting \$3.3 million in FY 2019 for design, construction, and capital equipment costs to renovate the existing building and construct an addition. The changes will recapture underutilized space, consolidate programming, address the lack of general classrooms across campus during peak hours, and enhance the learning environment by creating classrooms more suitable to current programs.

12) **ALLEGANY COLLEGE OF MARYLAND** (MACC Priorities 6 & 12)

***Technology Building Renovation, Phase 1:*** This phase of the project (\$.525 million) constructs a two-story elevator lobby to correct ADA deficiencies, replace 40+ year old HVAC plants and controls, and roof surfaces and windows, which have exceeded useful life. Currently, the critical College-wide IT network equipment is at risk due to deteriorating roofing and lack of emergency power. Life safety issues including lack of an automated sprinkler system, an obsolete fire alarm system, and aged boilers creates an unsafe learning environment.

The infrastructure improvements that will be made include: (1) renovation of main restrooms; (2) replacement of HVAC plant/chiller with installation of compatible controls, backflow preventer on chilled waterlines and electrical switch gear; (3) replacement of water heater; (4) removal of an existing buried oil tank; (5) provision of a new natural gas service line; (6) sprinkler entrance and automated suppression coverage on the elevator and lobby with provisions for future expansion throughout the building; (7) the addition of an emergency generator; (8) 100% roof replacement, and (9) replacement of deteriorated non-insulating type windows.

13) **COMMUNITY COLLEGE OF BALTIMORE COUNTY (CATONSVILLE)** (MACC Priority 13)

***Medium Voltage Switchgear Replacement:*** Construction funds are requested to modernize/upgrade the 13,200 medium voltage switchgear lineup located at CCBC Catonsville and to evaluate the entire electrical infrastructure from the Baltimore Gas & Electric (BGE) switch through the CCBC Catonsville switchgear. The switchgear replacement, which has been in place more than 50 years, will greatly decrease the odds of an unplanned major campus power outage. The proposed improvements provide a new or renewed parallel lineup of switchgear with state of the art switches for internal campus distribution.

The College uses electrical power for almost all operations of the campus. All classrooms are “smart classrooms” and faculty lesson plans rely mostly on projected images or replayed sound. The final step will be to investigate the main panels and breakers inside each building to ensure that elements of the infrastructure can both withstand the short circuit currents imposed on them as well as to comply with current National Electrical Code requirements. Design funds were scheduled for local funding in the summer of 2017, with the College requesting \$2 million in State funds in FY 2019 for construction and capital equipment.

14) **COMMUNITY COLLEGE OF BALTIMORE COUNTY (CATONSVILLE)** – (MACC Priority 14) ***Medium Voltage Switchgear Replacement:*** Completion (\$7,000)

15) **COLLEGE OF SOUTHERN MARYLAND** – (MACC Priority 15) **Health Sciences Center** – Completion (\$1.3 million)

16) **FREDERICK COMMUNITY COLLEGE** (MACC Priority 16)

**Linganore Hall (Building L) Renovation/Addition:** As a result of DBM's recommendation, the College recently determined that the FY 2019 request (\$.5 million) for this project will be removed from consideration during this fiscal year and submitted as a FY 2020 CIP request.

***The Commission staff recommends approval of all preauthorized projects for FY 2019. In addition, it is recommended that the State follow MACC's Prioritization Model for funding the remaining projects as funding is available within the Governor's recommended GO bond limit.***

## **FISCAL YEAR 2019 CAPITAL PROJECTS – FOUR YEAR INSTITUTIONS & BALTIMORE COUNTY COMMUNITY COLLEGE**

FY 2019 Capital Budget Requests for the University System of Maryland, St. Mary's College of Maryland, Morgan State University, Maryland Independent Colleges and Universities, and Baltimore City Community College totals \$334.3 million. The following provides summaries of each of the FY 2019 requests:

### **I. UNIVERSITY SYSTEM OF MARYLAND (Attachment 4)**

- **Coppin State University (Percy Julian Building Renovation for the College of Business)** is requesting \$1.6 million to renovate the Percy Julian Science and Art Building and construct an addition for the College of Business and the School of Graduate Studies. The project will address critical needs of the University's graduate education mission and the College of Business by modernizing instructional and support spaces and also make the building comply with current accessibility and building codes. The majority of the existing building, which was originally constructed in 1967, has old, antiquated lab space and built-in lab tables and benches. These labs and other spaces cannot be used until they are renovated as its building systems are beyond their useful lives. For example, the mechanical system does not provide adequate heating, cooling or ventilation. Although the building is vacant, the University is still spending approximately \$65,000 each year to maintain it.
- **Frostburg State University (Education and Health Sciences Center)** is requesting \$3 million to construct a new facility for the College of Education, the Exercise and Sports

Science Program, Health Professions, Nursing Program, and the campus Health Center. The existing Brady Health Infirmery will be demolished to provide a site for the new building. The proposed occupants are currently located in four campus buildings that are too small (due to high demand for some courses) and do not have adequate academic and support space. The lack of modern instructional space makes it difficult to deliver instruction efficiently and to offer new academic programs, and it limits enrollment growth.

- **Towson University (New Science Facility)** is requesting \$63.65 million to construct a 184,730 NASF/316,000 GSF science facility on a vacant site on York Road to accommodate the College of Science and Mathematics. The new facility will integrate instructional and research space with a flexible building layout. It will replace inadequate and insufficient space in Smith Hall where the Jess and Mildred Fisher College of Science and Mathematics is currently housed. The building systems within Smith Hall have reached the end of their useful lives, and the instructional areas do not provide appropriate flexibility for a modern science curriculum.
- **University of Maryland, Baltimore (Central Electric Substation and Electrical Infrastructure Upgrades):** The University of Maryland Baltimore (UMB) is requesting \$10.5 million to construct a new electric substation at the northern end of the campus and upgrade the existing electrical infrastructure serving the campus. The scope of work includes the construction of a new UMB Recycling Center, providing redundancy for the campus by constructing a new electric substation that is fed from a second Baltimore Gas and Electric (BGE) source, new duct banks throughout the campus, new cables, and the upgrading of the existing substation located beneath the University of Maryland Medical Center facility.

The electric substation and recycling center facility will total approximately 14,000 GSF/6,200 NASF. The University reported that this work is critical to the UMB schools and programs that are dependent on reliable, uninterrupted electrical service. The project will be phased over many years and includes design, construction, and equipment. The estimated cost of this project totals \$78.95 million.

- **University of Maryland Baltimore County (Interdisciplinary Life Sciences Building)** The University is requesting \$66.76 million to construct a new 71,533 NASF/133,267 GSF building for interdisciplinary STEM learning and life sciences research. The facility will include active learning classrooms, multi-disciplinary teaching labs, and technology-equipped seminar rooms to address classroom space shortages and to support course redesign. The new teaching facilities will enhance student learning and allow for more

courses to be offered, leading to increased degree production in high-need areas of STEM programs.

- **University of Maryland Center for Environmental Science (Chesapeake Analytics Collaborative Building)** The University of Maryland Center for Environmental Science (UMCES) is requesting \$1.1 million to construct a new building at the Chesapeake Biological Lab in Solomons, MD. The project will include research collaboration space, study and stack space, and IT space to support the interdisciplinary research by the UMCES research faculty, scientists and students. The building will provide adequate space for the library collection, including Chesapeake Archives and information technology and ‘big data’ visualization systems needed to support collaborative research and instructional programs. The current library space is insufficient to house the Chesapeake Biological Library’s collection and is non ADA compliant.

- **University of Maryland, College Park**

**(A. James Clark Hall – New Bioengineering Building)** – This project (\$3.6 million request) proposes to construct a new 101,301 NASF/184,239 GSF facility to house the Robert E. Fischell Department of Bioengineering, the Robert E. Fischell Institute for Biomedical Devices, and a central animal care facility for research animals. The Department of Bioengineering is growing rapidly and requires additional space to grow. The building will provide the bioengineering program with necessary research space and equipment which it currently lacks, as well as reduce the University’s large space deficits in research, class lab, and classroom space. The central animal care facility in the building will meet the needs of the building occupants and also address some of the animal care space deficiencies of other research programs at the University.

**Brendan Iribe Center for Computer Science and Innovation** – This project (\$6.8 million request) will construct a new 115,620 NASF/210,730 GSF facility for the Department of Computer Science and the University of Maryland Institute for Advanced Computer Studies (UMIACS). The building will include classrooms, research labs, offices, conference rooms, collaborative classrooms, study space, and a multi-purpose community room. The new building is needed to support the growth of the University’s computer science teaching and research programs and to facilitate the integration of modern teaching and research activities into these programs.

**New Cole Field House** – This project (\$93.4 million request) will convert and expand the Cole Student Activities Building to create a 255,447 NASF/407,174 GSF academic research and academic facility. The New Cole Field House will be a hub for innovation and a national model for integrating research, academics and athletics. It will house a new Center for Sports Medicine, Health, and Human Performance. This effort was created in partnership with the University of Maryland, Baltimore School of Medicine, to

perform advanced study of the brain and nervous system with a focus on traumatic brain injury. An adjacent orthopedic clinic will translate the research into practice to benefit the entire community. Campus-wide instructional space deficits will be reduced through expanding the Academy for Innovation and Entrepreneurship. The University will also construct a Terrapin Performance Center, which will include a full-size indoor football field and new training facilities.

**School of Public Policy Building** – This project (\$29.6 million request) will construct a 38,355 NASF/69,700 GSF office and classroom building for the School of Public Policy. The new building will provide the space required for the School to meet its strategic plan goals for growth, which includes creating an undergraduate major in Public Policy, becoming a nationwide top-ten public policy program, and infusing a culture of philanthropy across the University. The new building will also enable the School of Public Policy to consolidate its operations into a single location and vacate Van Munching Hall, which is necessary for the School of Business to expand.

**Chemistry Building Wing 1 Replacement** – This project (\$2.5 million request) will be implemented in three phases. Phase I was incorporated into the St. John Learning and Teaching Center project and was completed in the summer of 2017. Phase II will renovate 14,308 NASF/27,000 GSF of the Chemistry Building, perform minor upgrades to other spaces and upgrade the HVAC in the second and third floors of Wing 2 to relocate occupants from Wing 1. Phase III will demolish Wing 1 and replace it with a 55,900 NASF/105,500 GSF facility with state-of-the-art research and teaching labs and support space. There is no central air conditioning and the heating system functions poorly, resulting in extreme temperature conditions that are not conducive to modern teaching and research. There are outmoded lab configurations, antiquated casework, inadequate fume hood exhaust systems, obsolete and deficient electrical systems, and insufficient environmental controls.

- **University System of Maryland Office**

**Biomedical Sciences and Engineering Education Facility (Shady Grove)** – This project (\$23.1 million request) will construct a new 136,472 NASF/228,805 GSF Biomedical Sciences and Engineering Education Facility at the Universities at Shady Grove, in Rockville. The new building is needed to provide specialized laboratory space to support new academic programs such as biotechnology, engineering, and dentistry. The building will also provide additional space for existing programs that have experienced enrollment growth such as nursing and pharmacy. The building will include classrooms, laboratories, clinical training spaces, faculty and staff offices, and academic support spaces that do not currently exist on campus.

**Southern Maryland Regional Higher Education Center** – This project (\$29.4 million request) will construct a third 53,011 NASF/84,381 GSF academic building on the Southern Maryland Higher Education Center (SMHEC) campus to support new education, research and professional training programs, and enrollment growth. The Center serves the needs of St. Mary’s, Charles, and Calvert counties, as well as the training needs of the U.S. Naval Base at Patuxent River. The building will also support local and regional initiatives related to Unmanned Autonomous Systems (UAS). The building will include classrooms, faculty offices, and engineering laboratories and research space to meet the needs of the ten major universities and colleges offering courses at the facility. The center currently provides 86 graduate degree and upper-division bachelor degree programs in the fields of education, science and technology, engineering, social work, health, and management.

**System-wide Facilities Renewal (increasing ARBs)** – Facilities renewal is one of the System’s FY 2019 priorities. This project (\$17 million request) corrects unacceptable conditions caused by aged building components that have exceeded or will exceed their useful life cycle.

*The Commission staff recommends approval of the University System of Maryland’s FY 2019 capital budget request of \$255.2 million.*

## **II. MORGAN STATE UNIVERSITY (Attachment 5)**

In FY 2019, Morgan State University’s capital budget request (\$48.9 million) includes funds for the continuation of an ongoing project and the initiation of three new projects aimed at correcting facility problems, provide appropriate learning environments to effectively prepare students to compete on the global level, promote research opportunities for students and faculty, and provide systems to deliver competitive support services.

**New Student Services Building** - \$49.7 million to continue design, construction and purchase the first phase of equipment. The project will relocate the Student Service functions from the aging Montebello Complex facility (originally designed as a Hospital) and also transfer Human Resources and the Office of information Technology from the Carter-Grant-Wilson (CGW) building. Constructed in 1964 with many of the original building systems and given the growing reliance on technology in the school’s academic and research environments, CGW lacks the space and capacity to appropriately house these administrative units.



**New Health and Human Services Facility, Phase I-Demolition of Turner’s Armory and Vehicle Maintenance** - \$461,000 in design funds for the demolition of Turner’s Armory and provide surge space at Portage. The new facility will provide space for the School of Community Health and Policy to include the Nursing, Nutrition and Public Health programs; the School of Social Work; Family and Consumer Sciences, and Medical Technology. Space will also be provided for the Health and Counseling Centers, affording students opportunities for experiential learning.

**Campus-wide Site Improvements-West Campus** - \$489,000 in design funds to address the deteriorating West Campus (Northwood) site. Since the acquisition of 9-acres of the Northwood Shopping Center in 2004, the University constructed new buildings and plans to construct a third. In addition to the existing state, the new development created the need to construct a new road to provide safer access to the site and parking.

**Deferred Maintenance** - \$10 million in design and construction funds to address a backlog of deferred maintenance projects to repair aging facilities in order to remain operational.

*The Commission staff recommends approval of Morgan State University’s FY 2019 capital budget request of \$60.7 million.*

### **III. ST. MARY’S COLLEGE OF MARYLAND (SMCM) (Attachment 6)**

In FY 2019, St. Mary’s College of Maryland is requesting \$6 million for two projects in the fiscal 2019 capital budget request.

**New Academic Building and Auditorium** – The College is requesting \$3.6 million in design, construction, and equipment funds to continue construction of the new academic building (Jamie L. Roberts Stadium) and to complete construction and equipping of the athletic fields. The new academic building will provide space for the College’s Music department, Educational Studies department, a learning commons study space, and a 700-seat auditorium. The learning commons will address deficiencies in study space and the auditorium will address deficiencies in assembly space. Relocation of the Music department frees space in Montgomery Hall to relieve constriction of fine arts and theater programs located in that building. The College is also requesting an additional \$500,000 to fund construction of an area to commemorate the slave quarters found on the athletic field project site.

**Campus Infrastructure Improvements** \$ 2.4 million in design and construction funds that includes the replacement of the HVAC controls in Montgomery Hall, replacing the HVAC controls in the Library, improvements to storm water management systems and

shoreline restoration, and the first increment of campus roadway repairs. The college has planned multiple phases of this project, which is covered in their five-year (FY2019-FY2023) Capital Budget request. Therefore, several projects were deferred and others accelerated.

*The Commission staff recommends approval of St. Mary's fiscal 2019 capital budget request of \$6 million.*

#### **IV. MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) (*Attachment 7*)**

Four member institutions submitted fiscal 2019 capital grant requests to the MICUA Capital Projects Committee. After careful review, the Committee recommended that the MICUA Board of Trustees endorse three capital projects. The Committee believed that all three capital projects are directly related to the academic missions of the institutions and support the construction and renovation of academic buildings used for instruction and research. The three FY 2019 requests endorsed by the MICUA Board include:

**Loyola University Maryland (New Integrated Behavioral Science Complex)** is requesting \$4 million to construct a new building on the University's academic complex that will serve several academic departments including Psychology, Speech Language Hearing Sciences, Sociology and the School of Education. The project includes plans to create flexible learning space for both innovative teaching and learning and co-curricular activities that will allow for engagement of the entire campus community. Additionally, in alignment with its Strategic Plan, the institution is locating career services in the building; elevating the importance of integrating the interaction of students with future employment opportunities, particular with Maryland based companies. The institution's \$4 million request represents 18.5 percent of the \$21.6 million total project cost.

**Johns Hopkins University (School of Nursing's East Baltimore location)** requests \$4 million to renovate and construct an addition to the School of Nursing's East Baltimore location at 525 North Wolfe Street. The existing Pinkard Building will be renovated because it no longer provides the capacity, functionality, or quality of space required. The building will be thoroughly renovated for better efficiency; delivering better learning spaces, removing underutilized older labs, and upgrading life safety systems and mechanical systems. The total cost of the project is \$45 million and is expected to provide hundreds of construction jobs during the anticipated 23-month construction phase. Project Timeline: Design (3/17-9/18) and Construction (9/18-9/20).

**Washington College (New Department of Education and Mathematics & Computer Science Building)** requests \$4 million to complete an academic complex at the site of the former Kent County Board of Education Building on Route 213/Washington Avenue Scenic Byway, the main artery through Chestertown and Kent County. Phase 1 of the new academic building, the Barbara and George Cromwell Hall, opened in August 2016 and houses the Department of Anthropology. Phase 2 of the building is designed to house the Departments of Education, Mathematics & Computer Science, and the Center for Teaching & Learning. The new academic building will incorporate a variety of types of teaching and learning spaces, including classrooms, labs, offices, a makerspace (self-directed learning), a library, and student and faculty meeting spaces. Spaces in the building will foster a variety of innovative, hands-on, collaborative pedagogies, easily adaptable as instructional technologies advance. The new academic space will enable the College to keep pace with increased demand for academic space presented by the growth in student population as well as full and part-time faculty. The College is requesting \$4 million from the State and will raise \$6.7 million through private gifts as a part of the College's ongoing \$150 million comprehensive campaign.

*The Commission staff recommends approval of MICUA's fiscal 2019 capital budget request of \$12 million.*

- **BALTIMORE CITY COMMUNITY COLLEGE (Attachment 8)**

The College is requesting design funds of \$371,000 to continue progress of the Inner Loop and Entrance Improvements on its Liberty campus in FY 2019. The project includes the construction of various safety infrastructure and site improvements (including handicapped accessibility) for the main campus. As a State public two-year college, Baltimore City Community College (BCCC) receives State funding for capital projects directly. Therefore, the College does not receive funding through the Maryland Community Colleges Construction Grant.

*The Commission staff recommends approval of Baltimore City Community College's \$371,000 FY 2019 capital budget request.*

**Maryland Association of Community Colleges (MACC)  
FY 2019 Community College Project Prioritization List**

Aggregate Weight	Community College	Project Name	Project Phase	Project Cost	Running Total
<b>Preauthorized Split Funded Projects from FY 2018</b>	Community College of Baltimore County	Essex Health Careers & Tech. Bldg Renovation and Expansion	Construction	\$ 9,300,000	\$ 9,300,000
	Howard Community College	Renovations to N and ST Building	Construction	8,062,000	17,362,000
	Montgomery College	Math and Science Center	Design	1,741,000	19,103,000
	Montgomery College	Student Services Center - Rockville	Construction	9,986,000	29,089,000
	Prince George's Community College	Queen Anne's Renovation and Addition	Construction	9,000,000	38,089,000
	Prince George's Community College	Marlboro Hall Renovation/Addition	Design	2,065,000	40,154,000
1	Howard Community College	Renovations to Nursing and ST Buildings	Completion	\$ 1,649,000	\$ 41,803,000
2	Montgomery College	Student Services Center - Rockville	Completion	4,757,000	46,560,000
3	Community College of Baltimore County	New Health Careers & Technology Building	Completion	1,200,000	47,760,000
4	Prince George's Community College	Queen Anne Fine Arts Renovation	Completion	99,000	47,859,000
5	Carroll Community College	Systematic Renovations	Construction	2,752,966	50,611,966
6	Allegany College of Maryland	Technologies Building - Project 2	Design	656,000	51,267,966
7	Anne Arundel Community College	Health Sciences & Biology Building	Construction	22,737,000	74,004,966
8	Hagerstown Community College	Center for Business & Entrepreneurial Studies	Design	233,280	74,238,246
9	Harford Community College	Fallston Hall Renovation	Construction	3,089,328	86,964,574
10	College of Southern Maryland	Health Sciences Center	Construction	9,637,000	83,875,246
11	Frederick Community College	Renovations to Building E	Design+	3,326,663	90,291,237
12	Allegany College of Maryland	Technologies Building - Project 1	Design+	566,000	90,857,237
13	Community College of Baltimore County	Medium Voltage Switchgear Replacement	Construction	2,002,000	92,859,237
14	Community College of Baltimore County	Medium Voltage Switchgear Replacement	Completion	7,000	92,866,237
15	College of Southern Maryland	Health Sciences Center	Completion	1,325,000	94,191,237
16	Frederick Community College	Renovations to Building L	Design	511,290	94,702,527
<b>FY 2019 New Projects Request</b>				<b>\$ 54,548,527</b>	
<b>FY 2019 Request Total</b>				<b>\$ 94,702,527</b>	

*Note: Baltimore City Community College is a State agency and does not receive funding through the Community College Capital Grant Program  
Prioritization approved by the Maryland Council of Community College Presidents in August 2017*

**FY 2019 Community College Construction Grant Program  
Capital Project Funding Request**

Institution	Project Title	No.	Phase	N-R-Inf	Request	Pre-Auth	
					8/15/2017	2016 Session	
						For FY 2018	
Allegany	Technology Building Renovation - Project 2	New	P	Ren	\$ 656,000	\$9,300,000	
Allegany	Technology Building Renovation - Project 1	443	PC	Infra	\$ 525,000		
Anne Arundel	New Health Sciences and Biology Building	450	C	New	\$ 22,737,000		
Carroll	Systemic Renovations	New	PCE	Infra	\$ 2,752,966		
CCBC-Essex	Health Careers & Technology Building	438	CE	New	\$ 10,500,000		
CCBC-Catonsville	Medium Voltage Switchgear Replacement	New	CE	Infra	\$ 2,009,000		
CSM - Hughesville	Health Sciences Center	454	CE	New	\$ 10,962,000		
Frederick	Renovations to Building E	New	PCE	Ren	\$ 3,326,663		
Frederick	Renovations to Building L	New	P	Ren	\$ 511,290		
Hagerstown	Center for Business & Entrepreneurial Studies	New	P	Ren	\$ 233,280		
Harford	Fallston Hall Renovation	457	C	Ren	\$ 3,089,328		
Howard	Renovations to N & ST Buildings	441	CE	Ren	\$ 9,711,000		\$8,062,000
Montgomery-SSTP	New Math & Science Center	458	P	New	\$ 1,741,000		\$11,727,000
Montgomery- Rockville	New Student Services Center	429	CE	New	\$ 14,743,000		
Prince George's	Queen Anne Academic Center Renovation/Addition	437	CE	Ren	\$ 9,099,000		\$9,000,000
Prince George's	Marlboro Hall Renovation/Addition	459	P	Ren	\$ 2,065,000	\$2,065,000	
					\$ 94,661,527	40,154,000	
Program Balance					\$ (3,000,000)		
<b>Total Grant Program</b>					<b>\$ 91,661,527</b>		
Baltimore City	Loop Road Improvements - Liberty Campus				\$ 371,000		
<b>Total Community Colleges</b>					<b>\$ 92,032,527</b>		

**FY 2019 Consolidated Capital Budget Requests  
Maryland Higher Education**

Institution	Request	MHEC Recommendation	Governor January 2018
			TBD
Bowie State University	--	--	
Coppin State University	\$ 1,634,000	\$ 1,634,000	
Frostburg State University	\$ 3,000,000	\$ 3,000,000	
Salisbury University	--	--	
Towson University	\$ 63,650,000	\$ 63,650,000	
University of Baltimore	--	--	
University of Maryland, Baltimore	\$ 10,500,000	\$ 10,500,000	
University of Maryland Baltimore County	\$ 68,118,000	\$ 68,118,000	
University of Maryland Center for Environmental Science	\$ 1,103,000	\$ 1,103,000	
University of Maryland, College Park	\$ 37,738,000	\$ 37,738,000	
University of Maryland Eastern Shore	--	--	
University System of Maryland Office	\$ 69,479,000	\$ 69,479,000	
<b>USM Subtotal</b>	<b>\$ 255,222,000</b>	<b>\$ 255,222,000</b>	
Morgan State University	\$ 60,702,000	\$ 60,702,000	
St. Mary's College of Maryland	\$ 6,005,000	\$ 6,005,000	
Independent Institutions (MICUA)	\$ 12,000,000	\$ 12,000,000	
<b>4-Year Subtotal</b>	<b>\$ 78,707,000</b>	<b>\$ 78,707,000</b>	
Baltimore City Community College	\$ 371,000	\$ 371,000	
Community Colleges	\$ 91,661,527	\$ 91,661,527	
<b>2-Year Subtotal</b>	<b>\$ 92,032,527</b>	<b>\$ 92,032,527</b>	
<b>Higher Education Total GO Bond Request</b>	<b>\$ 425,961,527</b>	<b>\$ 425,961,527</b>	

**University System of Maryland  
FY 2019 Capital Budget Request**

Institution	Project Title	Phase	USM Project	July 2017 Request	CBIS Total Estimated Cost	Governor January 2018
<b>Bowie State University</b>	<b>Bowie Total</b>			--	--	TBD
<b>Coppin State University</b>	Percy Julian Building Renovation for the College of Business	P	1	\$ 1,634,000	\$ 43,231,000	
	<b>Coppin Total</b>			<b>\$ 1,634,000</b>	<b>\$ 43,231,000</b>	
<b>Frostburg State University</b>	Education and Health Sciences Center	P	1	\$ 3,000,000	\$ 83,185,000	
	<b>Frostburg Total</b>			<b>\$ 3,000,000</b>	<b>\$ 83,185,000</b>	
<b>Salisbury University</b>	<b>Salisbury Total</b>			--	--	
<b>Towson University</b>	New Science Facility	CE	1	\$ 63,650,000	\$ 183,819,000	
	<b>Towson Total</b>			<b>\$ 63,650,000</b>	<b>\$ 183,819,000</b>	
<b>University of Baltimore</b>	<b>UB Total</b>			--	--	
<b>University of Maryland, Baltimore</b>	Central Electric Substation and Electrical Infrastructure Upgrades	C	1	\$ 10,500,000	\$ 78,951,000	
	<b>UMB Total</b>			<b>\$ 10,500,000</b>	<b>\$ 78,951,000</b>	
<b>University of Maryland Baltimore County</b>	Interdisciplinary Life Sciences Building	CE	1	\$ 66,758,000	\$ 124,747,000	
	Utility Upgrades and Site Improvements	P	1	\$ 1,360,000	\$ 16,803,000	
	<b>UMBC Total</b>			<b>\$ 68,118,000</b>	<b>\$ 141,550,000</b>	
<b>University of Maryland Center for Environmental Science</b>	Chesapeake Analytics Collaborative Building	P	1	\$ 1,103,000	\$ 15,466,000	
	<b>UMCES Total</b>			<b>\$ 1,103,000</b>	<b>\$ 15,466,000</b>	
<b>University of Maryland, College Park</b>	A. James Clark Hall - New Bioengineering Building	CE	1	\$ 3,608,000	\$ 168,475,000	
	Brendan Iribe Center for Computer Science and Innovation: New	CE	1	\$ 3,900,000	\$ 152,250,000	
	New Cole Field House	PC	1	\$ 18,730,000	\$ 195,700,000	
	School of Public Policy Building	PC	1	\$ 9,000,000	\$ 45,000,000	
	Chemistry Building Wing 1 Replacement	P	1	\$ 2,500,000	\$ 112,800,000	
	<b>UMCP Total</b>			<b>\$ 37,738,000</b>	<b>\$ 674,225,000</b>	
<b>University of Maryland Eastern Shore</b>	<b>UMES Total</b>			--	--	
<b>University System of Maryland Office</b>	Biomedical Sciences and Engineering Education Facility (Shady Grove)	PC	1	\$ 23,114,000	\$ 162,481,000	
	Southern Maryland Regional Higher Education Center	PC	1	\$ 29,365,000	\$ 81,961,000	
	Systemwide Facilities Renewal (increasing ARBs)	PCE	1	\$ 17,000,000	\$ 135,428,000	
	<b>USMO Total</b>			<b>\$ 69,479,000</b>	<b>\$ 379,870,000</b>	
<b>Total USM Request - GO Bonds</b>			<b>15</b>	<b>\$ 255,222,000</b>	<b>\$ 1,600,297,000</b>	

**Morgan State University  
FY 2019 Capital Budget Request**

	Phase	# Projects	Request	CBIS Total Estimated Cost	Governor January 2018
Project Title					TBD
New Student Services Building (ongoing project)	PCE	1	\$ 49,752,000	\$ 88,000,000	
New Health & Human Services Building, Phase I - Relocate Motorpool, Demolish Turner Armory	P	1	\$ 461,000	\$ 5,362,000	
Campuswide Site Improvements - West Campus	P	1	\$ 489,000	\$ 4,735,000	
Deferred Maintenance	PC	1	\$ 10,000,000	\$ 50,000,000	
<b>Total:</b>		<b>4</b>	<b>\$ 60,702,000</b>	<b>\$ 148,097,000</b>	



**St. Mary's College of Maryland  
FY 2019 Capital Budget Request**

	Phase	Project	Request	CBIS Total Estimated Cost	Governor January 2018
<b>Project</b>					<b>TBD</b>
New Academic Building and Auditorium	PCE	1	\$ 3,600,000	\$ 77,779,000	
Campus Infrastructure Improvements	PC	1	\$ 2,405,000	\$ 20,365,000	
<b>Total:</b>		<b>2</b>	<b>\$ 6,005,000</b>	<b>\$ 98,144,000</b>	

**Maryland Independent Colleges and Universities  
FY 2019 Capital Budget Request**

<b>Institution</b>	<b>Project Title</b>	<b>Phase</b>	<b>Project</b>	<b>Request</b>	<b>CBIS Total Estimated Cost</b>	<b>Governor January 2018</b>
						<b>TBD</b>
Loyola University Maryland	Integrated Behavioral Science Complete (New)	PC	1	\$ 4,000,000	\$ 21,600,000	
Johns Hopkins University	School of Nursing's East Baltimore location (D/R/A)	R	1	\$ 4,000,000	\$ 45,000,000	
Washington College	Department of Education and Mathematics & Computer Science Bldg (New)	C	1	\$ 4,000,000	\$ 10,700,000	
<b>Total:</b>			<b>3</b>	<b>\$ 12,000,000</b>	<b>\$ 77,300,000</b>	

**Baltimore City Community College  
FY 2019 Capital Budget Request**

	Phase	Project	Request	CBIS Total Estimated Cost	Governor January 2018
<b>Project</b>					TBD
Loop Road Improvements - Liberty Campus	P	1	\$ 371,000	\$ 6,379,000	
<b>Total:</b>		<b>1</b>	<b>\$ 371,000</b>	<b>\$ 6,379,000</b>	





Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

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

## MEMORANDUM

**DATE:** October 25, 2017

**TO:** Maryland Higher Education Commission

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

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

This memorandum requests approval to publish for public comment proposed revisions to the Code of Maryland Regulations (COMAR) regarding approval processes for academic programs that utilize a distance education modality.

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 approves for publication the attached regulations regarding the approval process 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.

Revisions to Program Modality  
Proposed Regulation Changes  
**DRAFT**

*Italics* = proposed new text  
— = proposed deleted text

13B.02.03.02 Definitions

(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 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. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

Comment [ED1]: From IPEDS

(7) “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.

(XX) “On campus education” is education in which the instruction occurs when the learner(s) and the instructor(s) are in the same location, synchronously to all students. 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.

Comment [ED2]: From SREB

(XX) “Distance Education Course” is a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Comment [ED3]: From IPEDS

(XX) “Program modality” means the modality (either distance education or on campus education) used for a program. There are two types of program modalities:

(a) “Distance Education Program” is a program for which all the required coursework for program completion is able to be completed via distance education courses.

Comment [ED4]: From IPEDS

(b) “On-Campus Program” is a program that does not meet the definition of a distance education program.

Program Modality

DRAFT 5

October 24, 2017

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13B.02.03.02-1 Program Review Fees.

*A notification in change to the program modality - \$50*



### 13B.02.03.03 Statutory Authority of the Commission Regarding Academic Program Review, Approval, and Recommendation.

A. The Commission shall review program proposals for public institutions, independent institutions, and private for-profit institutions of higher education.

B. For public institutions, the Commission shall review and approve or disapprove program proposals for:

- (1) New programs; and
- (2) Substantial modifications.

C. For independent institutions and private for-profit institutions, the Commission shall review and recommend or not recommend implementation of program proposals for:

- (1) New programs; and
- (2) Substantial modifications.

D. An institution shall submit a program proposal for a new program to establish:

- (1) A program leading to a formal award in a subject area in which the award is not presently authorized;
- (2) A program in a subject area in which a formal award is offered at a different degree level (for example, an institution awards a Bachelor of Science (B.S.) in chemistry and wishes to award a Master of Science (M.S.) in chemistry, or an institution wishes to offer an associate degree in addiction counseling, but currently offers only a lower-division certificate in addiction counseling);
- (3) A new undergraduate major by combining course work offered in two or more existing programs (for example, an institution wishes to offer a program in biochemistry by permitting students to combine course work offered in its current programs in biology and in chemistry); or
- (4) A formal award of a different type in a subject matter area in which another formal award at the same level is already offered (for example, an institution awards the Master of Science in Management (M.S.) and wishes to offer a Master of Business Administration (M.B.A.), or an institution awards an Associate of Applied Science (A.A.S.) and wishes to offer an Associate of Arts (A.A.) or Associate of Science (A.S.)).

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

- (1) Change more than 33 percent of an existing program's course work;

~~(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) Offer an existing program as an off-campus program;

(4) Establish a new area of concentration within an existing program (for example, an institution offers a program in psychology and wishes to add a new area of concentration in employee assistance training, or an institution offers a program in mental health and wishes to offer a new area of concentration in addiction counseling); or

(5) Establish a new program title within an approved program (for example, an institution offers a program in human resources and wishes to offer a program in human resources management).

## 13B.02.03.06 Criteria for Program Review.

A program proposal shall address the following areas:

A. Centrality to mission and planning priorities, relationship to the program emphasis as outlined in the mission statements, and an institutional priority for program development;

B. Critical and compelling regional or Statewide need as identified in the State Plan;

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and service area;

D. Reasonableness of program duplication, if any;

E. Relevance to the implementation or maintenance of high-demand programs at HBIs;

F. Relevance to the support of the uniqueness and institutional identities and missions of HBIs;

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter;

H. Adequacy of articulation;

I. Adequacy of faculty resources consistent with Regulation .11 of this chapter;

J. Adequacy of library resources consistent with Regulation .12 of this chapter;

K. Adequacy of physical facilities, infrastructure, and instructional equipment consistent with Regulation .13 of this chapter;

L. Adequacy of financial resources with documentation consistent with Regulation .14 of this chapter;

M. Adequacy of provisions for evaluation of program consistent with Regulation .15 of this chapter;

| 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 provisions for programs that utilize distance education consistent with Regulation .22 of this chapter.*

### 13B.02.03.07 Mission and Planning Priorities

A. A program proposal submitted by an institution that is central to the institution's mission statement is eligible for approval or recommendation for implementation.

B. A proposed program shall be:

(1) Central to the institution's mission;

| (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 resourced with funding to support the program for the first 5 years of program implementation.*

C. *An institution shall demonstrate a commitment to ongoing administrative, financial, and technical support and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.*

13B.02.03.10 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.*

*C. The presence of a structured and coherent program of study with clearly delineated program objectives and intended student learning outcomes shall be evident.*

*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.*

*F. Required courses in the program may not be excessive and shall be consistent with customary expectations for the type of certificate or degree proposed.*

*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.*

*J. Accreditation Requirements; Conditional Approval.*

(1) If a professional shall graduate from a program with specialized accreditation, certification, or approval to practice in the State, the program shall meet all appropriate accreditation, certification, or approval standards.

(2) The Secretary may grant conditional approval for a program that fails to meet the standards specified in §D(1) of this regulation if the institution begins the process of securing appropriate accreditation, certification, or approval.

(3) Except as provided in §D(4) of this regulation, the Secretary's conditional approval shall be revoked if an institution fails to secure appropriate accreditation, certification, or approval for the program within a time frame consistent with the relevant approval process.

(4) The Secretary may extend conditional approval if the institution has made substantial progress in securing appropriate accreditation, certification, or approval for the program.

*K.* If an institution contracts for instructional services in the State, to be provided by another institution or a non-collegiate organization, these services shall be based on a written contract that provides for institutional control over the quality of the curriculum, instructional staffing, instructional support services, and the integrity of enrollment policies.

### 13B.02.03.11 Faculty Resources

A. Faculty resources shall be consistent with COMAR 13B.02.02.17 and shall be adequate and appropriate for a proposed program, taking into consideration the institution's mission and the character of the program to be developed.

B. The minimum educational attainment of the faculty shall be the appropriate degree commensurate with the degree level of the proposed program.

C. The doctorate is the appropriate terminal degree for bachelor's and graduate programs, however, the Master of Fine Arts (M.F.A.) or another professional degree may be adequate and appropriate for the proposed program.

D. If specialized accreditation or State licensure is an expectation, the number of terminal degree holders shall meet the minimum requirements of the appropriate accrediting association or licensing agency.

E. Programs shall involve credentialed full-time faculty in teaching, program development, and student academic support.

| **GF.** Adjunct and part-time faculty shall:

- (1) Possess the same or equivalent qualifications as the full-time faculty of the institution; and
- (2) Be approved by the academic unit through which the credit is offered.

*(G) An institution shall provide ongoing pedagogy training for faculty in evidenced-based best practices, including:*

- (1) training in pedagogy that meets the needs of the students,*
- (2) training in the learning management system, and*
- (3) training in evidenced-based best practices for distance education, if distance education is offered.*

H. Adjunct and part-time faculty are an important and necessary component of some programs. Except in circumstances to be determined by the Secretary, at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.

### 13B.02.03.13 Physical Facilities and Instructional Equipment.

A. For new programs offered at an institution's principal location, the institution shall ensure that:

(1) Physical facilities, infrastructure, and instructional equipment are consistent with COMAR 13B.02.02.20, and adequate to initiate the new program;

(2) Spaces are provided for classrooms and for staff and faculty offices; and

(3) Laboratories for studies in the technologies and sciences are designed to provide maximum utilization of facilities, materials, and equipment.

B. An institution offering courses off-campus that require laboratory facilities, specialized equipment such as computer terminals and audiovisual aids, or other special resources shall ensure that appropriate facilities and instructional equipment requirements are met.

*C. An institution offering distance education shall ensure that:*

*(1) students and faculty have adequate access to:*

*(a) an institutional electronic mailing system, and*

*(b) a learning management system that provides the necessary technological support for distance education.*



13B.02.03.15 Adequacy of Provisions for Evaluation of Programs.

*A. An institution shall evaluate a program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.*

| **AB.** An institution shall set forth instructional supervision and evaluation procedures for each program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel.

| **BC.** Curriculum review procedures established by an institution for its program offerings shall:

- (1) Include standards and guidelines for the assessment of student outcomes as defined for the program;
- (2) Be consistent with the institutional mission; and
- (3) Be specified by the institution.

13B.02.03.22 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;~~

Comment [ED5]: Moved to 13B.02.03.07

~~(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;~~

Comment [ED6]: Review of this already exists in 13B.02.03.8

~~(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;~~

Comment [ED7]: Review of this already exists in Section 13B.02.03.9

~~(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.~~

Comment [ED8]: Move to new ALL PROGRAM SECTION

~~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.

**Comment [ED9]:** Generalized to all programs and moved to 13B.02.03.10

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

**Comment [ED10]:** Found in CRAC Guidelines #4

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

**Comment [ED11]:** Generalized to all programs and moved to 13B.02.03.10

(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.

**Comment [ED12]:** Generalized to all programs and moved to 13B.02.03.10

(b) Role and Mission.

(i) A distance education program shall be consistent with the institution's mission.

**Comment [ED13]:** Found in CRAC Guidelines #1

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

**Comment [ED14]:** Revised slightly and moved to 13B.02.03.10

(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.

**Comment [ED16]:** Generalized to all programs and moved to 13B.02.03.11

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

**Comment [ED17]:** Generalized to all programs and moved to 13B.02.03.11 - Focused on best practices

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

**Comment [ED18]:** Generalized to all programs and moved to 13B.02.03.11

(d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

**Comment [ED19]:** Found in CRAC Guideline #7

(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.

**Comment [ED20]:** CRAC covers Students in Guideline #7

**Comment [ED21]:** Generalized to all programs and moved to 13B.02.03.10

~~(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.~~

**Comment [ED22]:** Found in CRAC Guideline #7

~~(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.~~

**Comment [ED23]:** Found in CRAC Guideline #7

~~(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.~~

**Comment [ED24]:** Moved to 13B.02.03.10

~~(f) Commitment to Support.~~

~~(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.~~

**Comment [ED25]:** Found in CRAC Guideline #6

~~(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.~~

**Comment [ED26]:** Moved to 13B.02.03.07

~~(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.~~

**Comment [ED27]:** Generalized to all programs and moved to 13B.02.03.15

~~(ii) An institution shall demonstrate an evidence-based approach to best online teaching practices.~~

**Comment [ED28]:** Generalized to all programs and moved to 13B.02.03.11 - focus on evidence-based practices

~~(iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.~~

**Comment [ED29]:** Generalized to all programs and moved to 13B.02.03.10

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

*(1) Is, as of January 1, 2018, offering at least one program that has been approved by the Commission for distance education with appropriate designation from the institutional accreditor; or*

*(2) Is designated under §B in 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 this 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 a request to the Secretary, on a form prescribed by the Secretary, that contains the following:*

- (a) *A description of how distance education is consistent with the institution's mission;*
- (b) *A description of the institutional resources and the source of funds to support distance education;*
- (c) *A list of intended programs to be offered as distance education;*
- (d) *A description of the academic oversight, quality control, and student services to be provided;*
- (e) *A description of how student supports are to be provided for students enrolled in a distance education program, 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.*
- (f) *A description of the faculty supports to be provided for best practices and pedagogy in distance education;*
- (g) *An affirmation that a program's curriculum and objectives shall be coherent, cohesive, and comparable regardless of program modality;*
- (h) *A signed statement from the President of the institution that the institution complies with the Guidelines for Distance Education in §C of this regulation;*
- (i) *Any complimentary materials submitted to the institutional accreditor for approval to offer distance education.*

**Comment [ED30]:** These are the guidelines used for SARA (developed by the Council of Regional Accrediting Commissions, aka C-RAC)

(3) *The Secretary shall review a request submitted under this section and:*

- (a) *Approve the request if it satisfies the criteria in paragraph (2) of this section; or*
- (b) *Disapprove the request and provide a description of the reasons that the request did not satisfy the criteria in paragraph (2) of this section.*

C. Guidelines for Distance Education

(1) *An institution offering distance education shall comply with the following provisions.*

- (a) *Online learning is appropriate to the institution's mission and purposes.*
- (b) *The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.*

**Comment [ED31]:** These are the guidelines used for SARA (developed by the Council of Regional Accrediting Commissions, aka C-RAC)

*(c) Online learning is incorporated into the institution's systems of governance and academic oversight.*

*(d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*

*(e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.*

*(f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.*

*(g) The institution provides effective student and academic services to support students enrolled in online learning offerings.*

*(h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.*

*(i) The institution assures the integrity of its online offerings.*

*13B.02.03.29 A Change in Program Modality.*

*A. Subject to COMAR 13B.02.03.22, an institution that has received approval to operate a program may add, revise, 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 that it plans to add, revise, suspend, or discontinue a program modality used in a previously approved program shall be in a form prescribed by the Secretary, and shall include:*

- (1) The name and degree of the program;*
- (2) The HEGIS and CIP code of the program;*
- (3) The change in program modality;*
- (4) A description and rationale of the program modality change;*
- (5) An affirmation that the program's most recently approved curriculum and objectives are coherent, cohesive, and comparable regardless of program modality; and*
- (6) The planned implementation date.*

*C. Suspension and Discontinuation*

*If an institution intends to suspend or discontinue a program modality, the institution shall provide:*

- (1) The information required in § B of this regulation;*
- (2) The number of students enrolled in the program using that program modality and expected graduation date; and*
- (3) A plan that covers each of the students enrolled in the program's modality so to ensure that:*
  - (a) The student's time to completion is not increased; and*
  - (b) Students and faculty continue to have access to course material, student services, and academic support until completion.*

### 13B.02.02.03 Definitions

(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 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. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.*

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



13B.02.02.16

## .16 Graduation Requirements.

### 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 in §O(2) of this regulation.

(2) ~~Standards of Good Practice for Distance Education. Guidelines 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.~~

*(a) Online learning is appropriate to the institution's mission and purposes.*

*(b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.*

*(c) Online learning is incorporated into the institution's systems of governance and academic oversight.*

*(d) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*

*(e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.*

*(f) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.*

*(g) The institution provides effective student and academic services to support students enrolled in online learning offerings.*

*(h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.*

*(i) The institution assures the integrity of its online offerings.*

13B.02.01.03

### **.03 Definitions.**

(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 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. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.*

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

13B.02.01.21

**.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~~ *guidelines for distance education* in §B of this regulation.

B. ~~Standards of Good Practice for Distance Education~~ *Guidelines 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.~~

- (1) Online learning is appropriate to the institution's mission and purposes.*
- (2) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.*
- (3) Online learning is incorporated into the institution's systems of governance and academic oversight.*
- (4) Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*
- (5) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.*
- (6) Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.*
- (7) The institution provides effective student and academic services to support students enrolled in online learning offerings.*
- (8) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.*
- (9) The institution assures the integrity of its online offerings.*







Larry J. Hogan, Jr.  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

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

**MEMORANDUM**

**DATE:** October 13, 2017  
**TO:** Maryland Higher Education Commission  
**FROM:** Michael Kiphart  
**SUBJECT:** Report on Programs Reviewed from April 1, 2017 to June 30, 2017

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

Degree Programs:	11	at independent colleges and universities
	5	at public four-year colleges and universities
	7	at public community colleges
Certificate Programs:	10	at independent colleges and universities
	9	at public four-year colleges and universities
	12	at public community colleges
Area of Concentration:	2	at independent colleges and universities
	0	at public four-year colleges and universities
	157	at public community colleges
Out-of-State Institutions:	0	new programs
	10	renewal programs
Proposals Withdrawn:	4	proposals withdrawn
Programs Denied:	0	at out-of-state institutions
Proposals Discontinued/Suspended	1	at independent year colleges and universities
Reconciled:	3	at public four-year colleges and universities
	3	at public community colleges
Partnerships:	1	new partnership agreement
	<u>3</u>	closed partnership agreement
<b>Total Program Proposal Actions:</b>	<b>238</b>	

**Academic Program Reconciliation Project**

**The appendix contains the academic program actions for Johns Hopkins University and Anne Arundel Community College undertaken for the conclusion of the Academic Program Reconciliation Project of the Maryland Higher Education Commission.**

## **I. PROGRAMS 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 April 1, 2017 and June 30, 2017. This report also identifies the Secretary's decision and its rationale.

<b>Proposing Institution</b>	<b>Program proposed</b>	<b>Objecting institution(s)</b>	<b>Objection rationale</b>	<b>Outcome</b>	<b>Date of Secretary's decision</b>	<b>Rationale for decision</b>
Maryland Institute College of Art	Bachelor of Fine Arts in Game Design	University of Baltimore	Unreasonable Duplication	Approved	5/11/2017	Determined not to be unreasonably duplicative of UB Program

## I. DEGREE PROGRAMS APPROVED/RECOMMENDED

### Independent Four Year Colleges and Universities

#### **Stevenson University**

##### Post-Baccalaureate Certificate in Community-Based Education & Leadership (Recommended 4/6/2017 )

*The Post-Baccalaureate Certificate in Community-Based Education and Leadership is intended to meet the emerging needs and growing demand for highly-qualified and skilled professionals to teach and lead in non-formal and informal educational settings. The curriculum is designed to provide practicing professionals the knowledge, skills, and ability to meet the needs of diverse populations of learners and to be change leaders in their organizations. The intended audience for these programs includes, but is not limited to, community school educators, after-school and out-of-school-time educators, librarians, museum coordinators, environmental educators, summer camp coordinators and government agency outreach providers.*

##### Master of Arts in Community-Based Education & Leadership (Recommended 4/6/2017 )

*The Master of Arts in Community-Based Education and Leadership is intended to meet the emerging needs and growing demand for highly-qualified and skilled professionals to teach and lead in non-formal and informal educational settings. The curriculum is designed to provide practicing professionals the knowledge, skills, and ability to meet the needs of diverse populations of learners and to be change leaders in their organizations. The intended audience for these programs includes, but is not limited to, community school educators, after-school and out-of-school-time educators, librarians, museum coordinators, environmental educators, summer camp coordinators and government agency outreach providers.*

##### Master of Science in Forensic Investigation (Recommended 6/13/2017 )

*The Master of Science in Forensic Investigation degree will provide graduates with the skills necessary for occupations as forensic investigators for businesses and government agencies. The M.S. in Forensic Investigation will equip students with the ability to visualize and achieve excellence in a dynamic global community. Students will graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.*

##### Master of Science in Forensic Science with AOC in Forensic Biology and Forensic Chemistry (Recommended 6/13/2017 )

*Stevenson University seeks to add a new Master of Forensic Science degree (M.F.S.) to include two areas of concentration: Forensic Biology and Forensic Chemistry. The proposed degree focuses on the forensic technician and the skills necessary to be successful. The program focuses on the application of the physical, biomedical, and social sciences to the analysis and evaluation of physical evidence. Scientific and technological advances are expected to increase the availability, reliability, and usefulness of objective forensic information used as evidence in trials. As a result, forensic science technicians will be able to provide even greater value than before.*

## **McDaniel College**

### *Bachelor of Art in Elementary Education (Recommended 5/1/2017)*

*The Bachelor of Arts (B.A.) in Elementary Education is a program that integrates theory and practice in a carefully structured series of courses and experiences. The required 89.5 credit hours in the major will be designed to prepare candidates to meet the diverse needs of students in elementary classrooms, whereas the remaining general education requirements will round out the educational program for a minimum total of 128.5 credit hours. This proposal is to create an elementary education major that will better serve the candidates at McDaniel College and meet additional requirements identified by the new accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). Graduates of the program will apply knowledge of cognitive, linguistic, physical, affective, and sociocultural aspects of child development to identify the unique strengths, needs, talents, and interests of their learners; demonstrate in-depth knowledge of the research, concepts, skills, best practices, and curricula in literacy, mathematics, science, and social studies and apply this knowledge to meet national, state, and local professional standards in grades 1-6; and enable candidates to continuously reflect on teaching and learning, analyzing their knowledge, and skill development.*

## **Maryland Institute College of Art**

### *Bachelor of Fine Art in Product Design (Recommended 5/1/2017)*

*The Bachelor of Fine Arts in Product Design is a full-time undergraduate program targeted to aspiring designers seeking in-depth education in conceptual development, design, and production of industrial and consumer products. Students will learn to design for multiple scales of production, and across various sectors. The program prepares students for competitive employment opportunities across commercial, medical, educational, and non-profit organizations throughout the mid-Atlantic region. The curriculum will encompass a full range of concepts, skills, and methodologies, from 3D design fundamentals to advanced electives tailored to specific career goals. Emphasis will be placed upon contemporary design thinking; interdisciplinary and collaborative modes of research and production; a deep understanding of materials; blending of physical and digital systems; and business skills and entrepreneurial culture. This program prepares students who are interested in a design career or those hoping to pursue graduate studies in product design or other similar fields.*

### *Bachelor of Fine Art in Game Design (Recommended 5/12/2017)*

*The Bachelor of Fine Arts in Game Design will provide students with an understanding of the influence and potential of games within society, with a focus on the enormous ability of games to educate, critique, and function as an art form. This program defines games and play broadly to include immersive theatre, real world games playful artworks as well as video games. The curriculum will facilitate development of a critical language to evaluate games and play, expand the student's use of drawing and painting into digital realms, and increase understanding of narrative and storytelling. Working in a team-based, open lab model, students will learn to make games from prototype to finished form and will be able to focus on individual areas of interest including game design, narrative, programming, art production, animation, sound, and more-as they work on collaborative projects with a variety of external partners. The new BFA in Game Design is designed to prepare students for careers in the highly interdisciplinary games industry.*

*Some students will engage in artistic practice as media/game artists, while other students will apply game design to education, medicine, health-care, user experience design, politics, theatre, non-profit work and as a force for social engagement and change.*

## **Johns Hopkins University**

### *Master of Science in Applied and Computational Mathematics Online (Recommended 5/9/2017)*

*The Master of Science in Applied and Computational Mathematics will provide students pursuing careers in applied and computational mathematics with a course of study that balances theory with practice, giving them the knowledge and skills necessary to enhance their effectiveness in a complex and rapidly evolving technological environment. The program is designed not only to broaden and strengthen students' understanding of the traditional fundamentals but also to introduce them to contemporary applications and technologies. Graduates will be prepared for specialized jobs involving all aspects of mathematical and computational techniques that are fundamentally important and practically relevant in all areas of science and engineering.*

### *Master of Applied Science in Population Health Management (Recommended 6/14/2017)*

*The Master of Applied Science in Population Health Management will provide an opportunity for advanced education for working professionals. Offered by the Online Programs for Applied Learning (OPAL) in collaboration with the Department of Health Policy and Management, the proposed online degree will consist of intensive graduate-level, core coursework that will culminate in an Integrative Activity. Intended for part-time graduate students, participants in this program will develop advanced skills in population health leadership and management, informatics, assessment, and social and behavioral techniques to engage communities and improve health. Target audiences include clinicians, especially physicians, and mid-career health organization managers or public administrators. Graduates of the program will apply the essentials of public health practice, leadership in the formation and management of health systems organizations; articulate and apply frameworks for collecting, analyzing, and using data to inform decisions; support state and local public health agency efforts in assessing health needs, quality of services, and strategies for health services research; evaluate payment systems and risk mitigation strategies and develop new structures to function under evolving value-based payment models; and apply social and behavioral constructs to developing and enhancing community engagement and involvement in improving health.*

### *Master of Applied Science in Patient Safety & Healthcare Quality (Recommended 6/14/2017)*

*The Master of Applied Science in Patient Safety and Healthcare Quality will provide an opportunity for advanced education for working professionals. Offered by the Online Programs for Applied Learning (OPAL) in collaboration with the Department of Health Policy and Management, the School of Medicine, the School of Nursing, and the Armstrong Institute for Patient Safety and Quality, the proposed online degree will consist of intensive graduate-level, core coursework that will culminate in an Integrative Activity. Intended for part-time graduate students, participants in this program will develop advanced skills in the transformative mechanisms and evidence-based protocols*

*that reduce preventable patient harm and improve clinical outcomes. The program will prepare current and future health practitioners, clinicians, researchers, policymakers, and scholars to take on the measurement of safety and quality, design safer systems, and lead organizational and cultural change in an increasingly patient-centered healthcare environment.*

## **Lincoln College of Technology**

### *Associate of Applied science in Electrical & Electronic Systems Technology Service Management (Recommended 5/10/2017)*

*The Associate of Applied Science in Electrical and Electronic Systems Technology Service Management is designed to provide the essential skills and knowledge for the installation, troubleshooting, repair, and maintenance of commercial and residential entertainment, security, monitoring, and telecommunications systems. The program prepares students on essential skills and knowledge needed for entry-level residential work. Students will train on the installation, service and maintenance areas of residential electrical industry. Upon completion of the program, students can qualify as entry-level residential electrician's apprentice.*

## **Public Four-Year Colleges and Universities**

### **University of Maryland College Park**

#### *Masters of Finance in Quantitative Finance (Approved 5/25/2017)*

*The Masters in Quantitative (MQF) is a professional degree for students wishing to pursue careers in money management, financial research, risk management, and financial market regulation. Core courses provide excellent fundamentals in the economic, statistical, and mathematical models used in the finance industry, and elective courses will allow students the flexibility to become specialists within these career paths. This program addresses a growing need in the finance industry for professionals with sophisticated quantitative and computational skills needed for the areas such as securities pricing, institutional risk management, and hedge fund management.*

#### *Masters of Science in Transformational Leadership (Approved 6/12/2017)*

*The M.S. in Transformational Leadership is designed for students with military management experience who wish to leverage and further their leadership training and skills in order to transition to business, non-profit, or government organizations. With online and hybrid courses, the program was constructed with an eye toward augmenting leadership competencies that were developed in the military. Students in the M.S. in Transformational Leadership will hone in on skills that are necessary to communicate persuasively, think creatively, manage change, and produce results through innovative and strategic decisions that can translate to public, private, and non-profit organization, as well as global business environments. The coursework will guide students through industry-relevant simulations and collaborative projects to acquire job-ready knowledge and the competence needed for leaders who can meet the demands of transforming and leading organizations and people through complex business scenarios.*

## **University of Baltimore**

### *Masters of Science in Interaction Design and Information Architecture (Approved 6/27/2017)*

*The Master of Science in Interaction Design and Information Architecture emphasizes the design, development and application of the significant information technologies to satisfy human needs and desires. Students learn to imagine, design and build interactive systems to address needs and interests that people are only beginning to recognize. The program has been approved for face to face delivery since 2001. UB requests approval to offer this program in an online delivery format.*

## **Community Colleges**

### **Community College of Baltimore County**

#### *Associate of Applied Science in Human Services Counseling (Recommended 4/20/2017)*

*The Associate of Applied Science (A.A.S.) in Human Services Counseling with areas of concentration in Human Services Generalist and Behavioral Health Counseling will provide students with necessary training for a wide variety of professional and paraprofessional jobs in the fields of human services, addiction counseling, child and youth care, and elder care. The overarching design of the program provides students with the broad training to work within many Human Services Counseling careers, while also allowing students to train as specialists in a particular field. The Human Services AOC focuses specifically on skills and abilities needed for employment within the human services area, such as case management skills, group facilitation and leadership, ethical decision making, and report writing are practiced and mastered throughout the curriculum. The burgeoning field of Behavioral Health Counseling integrates clinical work in alcohol and drug counseling, mental health, and a variety of psychosocial needs of individuals seeking services. Graduates of this AOC will be eligible to apply for certification through the Board of Professional Counselors and Therapists as Alcohol and Drug Counselors at the associate degree level and are well-suited for work in the integrated application of Behavioral Health Counseling.*

#### *Associate of Applied Science in Digital Forensics (Recommended 5/17/2017)*

*The Associate of Applied Science in Digital Forensics will prepare students with the technical skills required for entry level positions in the digital forensic field. It will also provide them with the education necessary to transfer to a four-year institution. The program enables students aspiring to work as cybersecurity professional to hone their skills and enhance their marketability. The degree allows them to effectively compete for jobs in cybersecurity, intrusion detection, data recovery, cyber incident response, E-discovery, computer crimes and other computer misuse. Students will learn how to conduct actual physical crime scene investigations in hands-on practical situations, gather electronic evidence at the scene, examine seized electronic evidence using forensically sound methodologies, and submit findings to a digital forensics examiner's report. These experiences in developing real life familiarity with the actual digital forensic process, using cutting edge digital forensic tools, and the ability to clearly articulate the digital forensic examination results in a concise written report will prepare students for a career in digital forensics.*



## **Cecil College**

### *Associate of Science in Transportation & Logistics - Transportation Management (Approved 4/20/2017)*

*The Lower Division Certificate (L.D.C.) in Behavioral Health Counseling is primarily geared toward students who already possess degrees in the Human Services Counseling field, and now are seeking to specialize in Behavioral Health Counseling, however, students are also eligible for this certificate independent of a degree. The program includes the coursework most commonly needed by students who enter the Human Services Counseling (HUSC) seeking employment opportunities, and aligns with the Certified Supervised Counselor-Alcohol and Drug (CSC-AD) workforce credential with the Board of Professional Counselors and Therapists. Students who complete the Behavioral Health Counselor Advanced Certificate, and who already possess a relevant degree, will be eligible to apply for certification or licensure at a variety of levels. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of behavioral health counseling contexts; assess and document a client's current status and apply basic therapeutic techniques; accurately evaluate the outcome of one's own clinical practice; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies..*

### *Associate of Science in Chemistry (Approved 6/2/2017)*

*The Associate of Science in Chemistry will prepare students for transfer to four-year programs as well as entry level employment as chemical technicians. Upon successful completion of this program, students will be able to: apply principles and theories in the basic areas of chemistry, collect and perform qualitative/quantitative chemical analyses of data, communicate scientific information through written and/or verbal formats, utilize critical thinking to identify and solve problems, describe and utilize the techniques applicable to chemistry research projects, and use basic laboratory instrumentation for both basic and organic chemistry processes.*

## **Allegany College of Maryland**

### *Associate of Applied Science in Medical Administrative Assistant (Approved 6/10/2017)*

*The Associate of Applied Science (A.A.S.) in Medical Administrative Assistant has been revamped to comply with changes made to comply with COMAR 13B.02.03.02. The curriculum of Medical Administrative Assistant program is the result of the consolidation and alignment of the previously offered Administrative Medical Assistant Program option that previously existed within the Office Technologies program. The A.A.S. in Medical Administrative Assistant is designed to provide students with the technological and administrative skills necessary to pursue a career in current and emerging professions within the medical field. The program develops technical and administrative*

*competencies essential for performing administrative support and managing the day-to-day operations of various medical office environments.*

*Associate of Applied Science in Paralegal (Approved 6/30/2017)*

*The Associate of Applied Science (A.A.S.) in Paralegal will prepare graduates for a number of roles in legal support services in private law firms, banks, insurance companies, corporations, and governmental agencies. Graduates will demonstrate technical, problem-solving and legal research skills; recognize common ethical situations and be prepared to respond appropriately; practice legal assisting/paralegal duties with sensitivity and recognition of cultural and socioeconomic differences; and understand the importance of life-long learning in the legal field.*

**Frederick Community College**

*Associate of Applied Science in Hospitality Management (Approved 6/21/2017)*

*The Hospitality Management Degree program prepares students as trained hospitality professionals in a variety of hospitality sectors including hotels, resorts, clubs, restaurants, convention centers, and tourism related businesses. With input from current hiring hospitality leaders, the program is designed to ensure that students will learn practical skills needed to excel in the hospitality industry that will include classifying entities, facets, and professions that comprise the industry; discussing and describing the significant core concepts in sales, hospitality services, planning, accounting, human resources, marketing, and operations; recognizing and describing the range of technologies used in the operation and marketing of a hospitality business; and analyzing financial statements and budgets. Upon completion of the program, students are immediately eligible to apply for certification as Certified Guest Service Professional (CGSP), from the American Hotel and Lodging Institute (AHLEI). Graduates should qualify for entry level positions, in the hospitality sector and, with experience advance to managerial positions or continue on to four year academic programs.*

*Associate of Arts in Social Sciences (Approved 5/10/2017)*

*The Associate of Arts in Social Sciences provides students with the opportunity to acquire knowledge about individuals and groups in the context of time and place. The degree is designed for students who plan to transfer to a four year school. Some students will choose an approved Area of Concentration and others will explore the Social Sciences more generally. The Associate of Arts in Social Sciences will allow students who might otherwise have declared a General Studies major to focus their coursework in Behavioral and Social Science disciplines during their first semester on campus. The Associate of Arts in Social Sciences and Area of Concentrations will reduce the time to degree for students who have a general sense of their academic direction and who may have previously declared a General Studies major.*

*The Area of Concentrations include:*

*Addictions Counseling: - Introduces the students to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including problems with addiction.*

*Criminal Justice - Introduces students to the highly specialized and sophisticated area of criminal justice by acquainting students with the principles underlying technical skills and procedures, administration and operation of criminal justice organizations and psychological and sociological origins of human behavior.*

*Education - Designed for students who plan to transfer to a four-year institution outside of the state of Maryland to obtain a baccalaureate degree and earn state teacher certification, or for students whose desired teaching discipline is not reflected in existing AAT programs but who will transfer to a baccalaureate program in Education to pursue a teaching career in that discipline.*

*History - This option provides the opportunity to acquire knowledge about how people have interacted within societies and between societies in relation to a multitude of disciplinary areas.*

*Psychology - Characteristic of this option is the acquiring of knowledge and skills related to working with individuals in providing for their emotional and psychological needs.*

*Sociology - Students acquire knowledge and skills necessary to work with people in a changing society.*

*Human Services - Introduces the students to a broad range of social and rehabilitation services and human development concepts designed to deal with the problems of specific populations, including the elderly, children and persons with mental or physical handicaps or problems with addiction.*

## **Garrett College**

### *Associate of Science in Computer Science (Approved 6/212/2017)*

*The A.S. in Computer Science is designed to provide theory along with practical, hands-on instruction which will enable students to develop the knowledge and skills required in order to transfer to a 4-year institution and pursue a Bachelor of Science degree in Computer Science.*

## **II. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED**

### **Independent Four-Year Colleges and Universities**

#### **Lincoln College of Technology**

### *The Lower Division Certificate (L.D.C.) in Electrical & Electronic Systems Technology (Recommended 4/20/2017)*

*The Lower Division Certificate in Electrical and Electronic Systems Technology is designed to provide the essential skills and knowledge for the installation, troubleshooting, repair, and maintenance of commercial and residential entertainment, security, monitoring, and telecommunications systems. The program prepares students on essential skills and knowledge needed for entry-level residential work. Students will train on the installation, service and maintenance areas of residential electrical industry.*

*Upon completion of the program, students can qualify as entry-level residential electrician's apprentice.*

### **Stevenson University**

#### *Post Baccalaureate Certificate in Applied Music (Recommended 5/1/2017)*

*The Post-Baccalaureate Certificate (P.B.C.) in Literacy Education seeks to bolster elementary and secondary teachers' literacy skills so they can implement more robust literacy strategies within their classrooms and be more competent in diagnosing and addressing students' literacy gaps to enhance student success. The intended audience for this certificate is elementary and secondary teachers who want to be more effective in their current classrooms. The Post-Baccalaureate Certificate (P.B.C.) in Literacy Education is structured to meet the Maryland State Department of Education (MSDE) requirements for adding a "Reading Teacher" endorsement to a teacher's professional certification. It does not prepare teachers to become a reading specialist.*

### **Notre Dame University of Maryland**

#### *Upper Division Certificate in Leadership and Entrepreneurship (Recommended 5/8/2017)*

*The Upper Division Certificate in Leadership and Entrepreneurship is designed for students who have a particular interest in entrepreneurship; two additional courses in entrepreneurship will be offered that build upon three existing leadership courses. The proposed certificate will take a new approach to the concept of entrepreneurship that goes beyond what traditionally has been equated with owning one's own independent pharmacy. Although the courses will provide students with the knowledge to pursue that goal, this new concept goes beyond this, and considers that individuals, throughout their careers, will be engaged in launching new enterprises, and initiatives within health systems and other organizations.*

#### *Post Masters Certificate in Nurse Administrator - CFED (Recommended 5/9/2017)*

*The Post-Masters Certificate – Nurse Administrator is designed to fill knowledge gaps when an individual wants to pursue a leadership position and concentrates on developing knowledge and skills critical to be effective managers, especially as health systems face resource constraints and changes in both health care policy and patient delivery. Recipients of this certificate are prepared to lead in a healthcare that is changing dramatically and stresses competencies and a way of being in educational praxis, presence, advocacy, scholarship, technology, and self-care. Graduates of this program will be well-versed in areas of leadership and administration, management principles, ethics, economics, policy, and finance as necessary components to excel as effective nurse leaders.*

#### *Post Masters Certificate in Nurse Educator - CFED (Recommended 5/9/2017)*

*The Post-MSN Nurse Educator Certificate program was designed to address the need for nurse educators in the State of Maryland in both academic and healthcare delivery settings. A Master's prepared nurse with a specialty in nurse education has a unique set of skills and knowledge base that is not generally offered in MSN programs. This certificate program is designed to fill knowledge gaps when an individual wants to pursue educating future and/or licensed professional nurses. The Post-MSN Nurse Educator Certificate program concentrates on developing increased knowledge and*

*skills in a specific area of content for nurses who are, or will be engaged in educating professional nurses in a variety of academic and/or care delivery settings including classrooms, clinics, simulation sites, laboratories, and other learning environments.*

### **Johns Hopkins University**

#### *Post Masters Certificate in Applied and Computational Mathematics (Recommended 5/9/2017)*

*The Post-Master's Certificate in Applied and Computational Mathematics will provide students pursuing careers in applied and computational mathematics with a course of study that balances theory with practice, giving them the knowledge and skills necessary to enhance their effectiveness in a complex and rapidly evolving technological environment. The program is designed not only to broaden and strengthen students' understanding of the traditional fundamentals but also to introduce them to contemporary applications and technologies. Graduates will be prepared for specialized jobs involving all aspects of mathematical and computational techniques that are fundamentally important and practically relevant in all areas of science and engineering. Applicants who have already completed a master's degree in applied and computational mathematics or a closely related technical discipline are eligible to apply for the Post-Master's Certificate in Applied and Computational Mathematics. The certificate must be completed within three years.*

#### *Post Masters Certificate in Pediatric Acute Care Nurse Practitioner (Recommended 5/9/2017)*

*The proposed certificate program prepares experienced Pediatric Nurse Practitioners to serve as Pediatric Nurse Practitioners in Acute care. Graduates of Johns Hopkins School of Nursing Master of Science in Nursing (MSN) Program who wish to expand their expertise beyond primary care to the acute care of children will experience a vigorous academic program and will benefit from rich and varied clinical opportunities to provide acute care to children across a variety of care settings throughout the continuum of care. With access to Hopkins faculty and learning resources, graduates will develop and apply advanced skills in the assessment, diagnosis, and management of health problems encountered in acutely ill children. Graduates of this program will be eligible to apply for the Pediatric Nursing Certification Board's pediatric acute care certification exam.*

#### *Post Baccalaureate Certificate in Population Health Management (Recommended 6/14/2017)*

*The Post-Baccalaureate Certificate in Population Health Management is a subset of the larger Master of Science program that will provide the essential groundwork for a broad understanding of population health management and how it differs from the traditional approach to health care delivery. Offered by the Online Programs for Applied Learning (OPAL) in collaboration with the Department of Health Policy and Management, the proposed degree will consist of online intensive graduate-level coursework. Participants in this program will develop advanced skills in population health leadership and management, informatics, assessment, and social and behavioral techniques to engage communities and improve health. Target audiences include clinicians, especially physicians, and mid-career health organization managers or public administrators. Graduates of the program will apply the essentials of public health practice to identify the determinants of population health that impact health outcomes in a community, and*

*design low cost interventions; apply leadership in the formation of management of health systems organizations; articulate and apply frameworks for collecting, analyzing, and using data to inform decisions, facilitate care coordination, and improve outcomes of targeted populations; and support state and local public health agency efforts.*

*Post Baccalaureate Certificate in Evaluation of International Health Programs (Recommended 6/15/2017)*

*The Post-Baccalaureate Certificate in Evaluation of International Health Programs is intended for current masters and doctoral students at the Johns Hopkins Bloomberg School of Public Health (JHSPH) planning to work in the field of monitoring and evaluation in low and middle income countries, and is also appropriate for public health professionals working, or planning to work, in monitoring and evaluation who seek to develop their skills in this area. The Post-Baccalaureate Certificate in Evaluation of International Health Programs will provide concrete training in program evaluation with particular focus on large-scale programs (as opposed to small projects) being rolled out in low and middle income countries. This certificate program can be completed onsite or with a combination of online and onsite courses.*

**Mount St. Mary's University**

*Post Baccalaureate Certificate in Quality Assurance and Regulatory Science (Recommended 6/27/2017)*

*The graduate certificate (PBC) in Quality Assurance and Regulatory Science is designed for biotechnology and biopharmaceutical professional who are seeking advanced knowledge and training in the area of quality assurance, quality control, regulatory affairs, and risk assessment. The curriculum will provide graduates with the knowledge and skills needed to improve process and product performance, enhance the quality and reliability of goods and services, and implement steps to make their organizations more efficient. Candidates for admission into the QA/RS program must have completed a bachelor's degree in a science, engineering, or related field, meet minimum grade point average requirements, and have five full years of relevant, professional experience. The proposed graduate certificate program has been tailored to meet the needs of biotechnology and biopharmaceutical companies utilizing coursework on-line, on-site, and hybrid modes of learning. Completion of the program will provide students with an understanding of applicable FDA standards and processes, and international regulations, Good Manufacturing Practices and supporting GxP standards; a working knowledge of quality systems and quality management; industry and regulatory standards; and a foundation for ethical decision making.*

**Public Four-Year Colleges and Universities**

**Towson University**

*Post Baccalaureate Certificate in Applied Music (Approved 5/1/2017)*

*Towson University is proposing to offer a Post-Baccalaureate Certificate (P.B.C.) in Applied Music within the existing Master of Music program. The addition of this certificate program will not change the requirements for the master's program and requires the addition of only one new 1-credit course. The new certificate will provide*

*more options for students to develop greater mastery in a musical genre and expertise to teach applied music in private settings.*

*Post Baccalaureate Certificate in Health Informaton Technology - CFED (Approved 5/30/2017)*

*The proposed Post-Baccalaureate Certificate in Health Information Technology to be housed within the existing Master of Science in Applied Information Technology program supports Towson University and the School of Emerging Technology's mission to prepare effective, ethical leaders and engaged citizens by providing then the specialized instruction in the health information field. The certificate program is structured to foster intellectual inquiry, critical thinking and creativity, and adaptability to craft solutions that will enrich their workplaces and will address public/societal needs. This program design will offer students an interdisciplinary curriculum that covers the knowledge and skills in both healthcare and information technology.*

*The addition of this new certificate provides more options for Applied Information Technology students to focus on the most relevant and timely topics in the field.*

*The target audience for this PBC program includes existing students in the AIT program who wish to gain domain knowledge in healthcare, existing graduate students in the College of Health Professions who wish to master information technology skills widely needed in the healthcare domain, and working professionals in the healthcare industry or public health field who are interested in broadening their career choice.*

*Post Baccalaureate Certificate in Computer Forensics - CFED (Approved 5/30/2017)*

*The proposed Post-Baccalaureate Certificate (P.B.C.) in Computer Forensics provides more options for Applied Information Technology (AIT) students to focus on the most relevant and timely topics in the field, as in the case of all existing Applied Information Technology certificates. The certificate will draw from the existing the M.S. in Applied Information Technology program to prepare effective, ethical leaders and engaged citizens by providing them the specialized instruction in the computer/digital forensics field to foster intellectual inquiry, critical thinking, creativity, and adaptability to craft solutions that will enrich their workplaces and will address public/societal needs. The target audience in this program includes existing students in the AIT program who wish to gain domain knowledge in computer forensics and working professionals in the computer security industry who are interested in broadening their career options.*

**University of Maryland College Park**

*Post Baccalaureate Certificate in Nonprofit Management & Leadership (Approved 5/30/2017)*

*This new certificate program, derived from the existing Master of Public Policy Program, is designed to provide skills and experiences that will allow students to delve deeply into the challenges facing nonprofit leaders. The Post-Baccalaureate Certificate in Nonprofit Management and Leadership will equip students with the capability to formulate innovative strategies to negotiate the complexities of global philanthropy and non-governmental organization (NGO) leadership. Students will develop entrepreneurial skills, engage in major international issues in the developing world, employ their skills to advance the work of nonprofit organizations, and make a significant difference around the globe. Expected learning outcomes include: understanding the principles and*

*practices of non-profit management; understanding how principles and practices relate to overall management; and possessing the ability to apply the tools and techniques related to leadership and management to address specific issues related to social entrepreneurship and philanthropy.*

*Post Baccalaureate Certificate in Nonprofit Management & Leadership (Approved 6/29/2017)*

*This new certificate program, derived from the existing Master of Public Policy Program, is designed to provide skills and experiences that will allow students to delve deeply into the challenges facing nonprofit leaders. The Post-Baccalaureate Certificate in Nonprofit Management and Leadership will equip students with the capability to formulate innovative strategies to negotiate the complexities of global philanthropy and non-governmental organization (NGO) leadership. Students will develop entrepreneurial skills, engage in major international issues in the developing world, employ their skills to advance the work of nonprofit organizations, and make a significant difference around the globe. Expected learning outcomes include: understanding the principles and practices of non-profit management; understanding how principles and practices relate to overall management; and possessing the ability to apply the tools and techniques related to leadership and management to address specific issues related to social entrepreneurship and philanthropy.*

**Salisbury University**

*Upper Division Certificate in Fraud & Forensic Accounting (Approved 6/19/2017)*

*The Certificate (Upper Division) in Fraud and Forensic Accounting has been developed to provide a new marketable skillset to individuals matriculating in undergraduate programs in accounting, business, and other majors that align with the certificate's professional focus. The proposed certificate is designed to impart on students a unique combination of technical knowledge, technology utilization, communication, and critical thinking skills that prepare them for additional employment opportunities as well as lifelong learning. This certificate will address an unfilled need for programs of this nature, particularly on the Eastern Shore. Graduates of this program will be able to identify the resources for detecting fraud, evaluate the conditions that encourage fraud, and design effective fraud and protection plans; identify, investigate, and litigate fraud and forensic accounting allegations; perform complex fraud analysis via fraud-related software applications; understand and detect fraudulent financial reporting; and integrate business disciplines to perform complex investigative cases demonstrating mastery of skill and knowledge required to be effective forensic professionals. Although this program will not lead to a specific degree, students who complete the program should be equipped to procure jobs in the fraud and forensic science arena, as well as prepare them to sit for the Certified Fraud Examiner credential through the Association of Fraud Examiners (ACFE).*

**University of Maryland Baltimore County**

*Upper Division Certificate in Health Information Technology (Approved 6/29/2017)*

*UMBC seeks approval to offer an Upper Division Certificate (UDC) in Health Information Technology . The certificate will augment our existing undergraduate curriculum in Information Systems with a a specific focus in health information*



technology. Our region is one of the primary hubs in the United States in terms of health IT activity. There is a strong and increasing market demand for health IT professionals in our area, as evidenced in a detailed study conducted in 2013 to support the creation of our current MPS program in Health IT. That study showed that the Baltimore region experienced a 44 percent increase in the total number of health IT positions from 2007 to 2012, while the number of positions declined nationally by ten percent. Employers in the Greater Baltimore region posted 78 percent more health IT positions in the first half of 2012 than they did in the first half of 2010. The core courses in this certificate teach students about the fundamental recurring concepts and essential applications in health IT. Students in our proposed certificate will also be required to synthesize the concepts and skills acquired in the courses into a final health IT experience.

Post Baccalaureate Certificate in STEM Education Leadership (Approved 6/29/2017)

The primary educational objective of the Post-Baccalaureate Certificate (PBC) in Integrated Product Management Design & Manufacturing, is to provide practicing engineers with technical expertise in key aspects of product realization, with a focus on product development informed by the organizational, logistic, and technical requirements of current manufacturing processes and methods. An Education Advisory Board (EAB) market demand study indicates a 'strong demand for professionals with credentials in integrated product design'. The report also indicated that there is a close relationship between system engineering skills and integrated product design and manufacturing. Thus, we anticipate that UMBC master's students in current Systems Engineering and Engineering Management programs will be likely candidates for enrollment in the new certificate. The proposed certificate can also be a cohesive set of electives in within Mechanical Engineering for graduate students in that field.

Post Baccalaureate Certificate in Integrated Product Development and Manufacturing (Approved 6/29/2017)

UMBC seeks approval to offer a Post-Baccalaureate Certificate (PBC) in STEM Education Leadership within its existing Master of Arts in Education (MAE). All six courses within the proposed new PBC are within the existing MAE. In 2014, the Maryland State Department of Education (MSDE) adopted a new regulation, COMAR 13.A.12.02.29, Instructional leader: STEM, PreK-grade 6. This new certification endorsement for teachers was developed and adopted to meet the needs of elementary schools to provide training and experience for leadership opportunities for teachers in the area of STEM education. The proposed PBC allows teachers to gain the knowledge and skills necessary to obtain the endorsement on their existing state certification and become STEM leaders within their schools. The proposed new PBC will offer to existing teachers the opportunity to earn a graduate credential that will prepare them to earn the MSDE endorsement of PreK-6 Instructional leader in STEM.

**Community Colleges**

**Community College of Baltimore County**

Lower Division Certificate in Elder Care (Approved 4/20/2017)

The Lower Division Certificate (L.D.C.) in Elder Care addresses the needs of the aging of the baby boomer generation. The demand for trained workers to assist with a myriad of tasks associated with aging has skyrocketed in the previous decade, and all numbers

*show it will continue. Students will find the Elder Care Specialist Certificate prepares them to work in this expanding field of elder care and geriatrics. The program will prepare students with the knowledge, skills, and abilities for entry-level positions in the Human Services Counseling field. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings; assess and document a client's current status and apply basic therapeutic techniques; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

*Lower Division Certificate in Adolescent Behavioral Health Counselor (Approved 4/20/2017))*

*The Lower Division Certificate (L.D.C.) in Adolescent Behavioral Health Counseling is primarily geared toward students who already possess degrees in the Human Services Counseling field, and now are seeking to specialize in Behavioral Health Counseling, however, students are also eligible for this certificate independent of a degree. The program includes the coursework most commonly needed by students who enter the Human Services Counseling (HUSC) seeking employment opportunities, and aligns with the Certified Supervised Counselor-Alcohol and Drug (CSC-AD) workforce credential with the Board of Professional Counselors and Therapists. Students who complete the Behavioral Health Counselor Advanced Certificate, and who already possess a relevant degree, will be eligible to apply for certification or licensure at a variety of levels. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of behavioral health counseling contexts; assess and document a client's current status and apply basic therapeutic techniques; accurately evaluate the outcome of one's own clinical practice; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

*Lower Division Certificate in Human Services Generalist (Approved 4/20/2017))*

*The Lower Division Certificate (L.D.C.) in Human Services Generalist provides the core set of skills and abilities utilized in a Human Service Counseling Generalist position. Students will study the Human Services area with its multiple focus areas, and will be trained for an entry-level human services position. The program will prepare students with the knowledge, skills, and abilities for entry-level positions in the Human Services Counseling field. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings; assess and document a client's current status and apply basic therapeutic techniques; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

*Lower Division Certificate in Behavioral Health Counseling Trainee (Approved 4/20/2017))*

*The Lower Division Certificate (L.D.C.) in At-Risk Youth Practitioner provides the core set of skills and abilities utilized working with vulnerable children and adolescents. This At-Risk Youth Practitioner certificate meets the state guidelines for Residential Child and Youth Care Practitioner certification, preparing students to work with at-risk children and adolescents, and particularly children in out-of-home care. Additionally, students who complete this coursework are qualified to sit for the state Residential Child and Youth Care Practitioner (RCYCP) exam. This certification is required by the State of Maryland to work at residential child care programs licensed by the Department of Health and Human Resources, Department of Juvenile Services or the Department of Health and Mental Hygiene. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings; assess and document a client's current status and apply basic therapeutic techniques; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

*Lower Division Certificate in Behavioral Health Counseling (Approved 4/20/2017)*

*The Lower Division Certificate (L.D.C.) in Behavioral Health Counseling Trainee includes the coursework most commonly needed by students who enter the Human Services Counseling (HUSC) seeking employment opportunities, and aligns with the Counselor Trainee workforce credential with the Board of Professional Counselors and Therapists. Students who complete the Behavioral Health Counselor Trainee Certificate will be eligible to apply for Counselor Trainee status, an entry-level workforce credential. The certificate enables students to enter the workforce while completing a degree that prepares them for full certification. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings; assess and document a client's current status and apply basic therapeutic techniques; develop, prioritize, and implement a plan to address a client's presenting problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

*Lower Division Certificate in At-Risk Youth Practitioner (Approved 5/10/2017)*

*The Lower Division Certificate (L.D.C.) in At-Risk Youth Practitioner provides the core set of skills and abilities utilized working with vulnerable children and adolescents. This At-Risk Youth Practitioner certificate meets the state guidelines for Residential Child and Youth Care Practitioner certification, preparing students to work with at-risk children and adolescents, and particularly children in out-of-home care. Additionally, students who complete this coursework are qualified to sit for the state Residential Child and Youth Care Practitioner (RCYCP) exam. This certification is required by the State of Maryland to work at residential child care programs licensed by the Department of Health and Human Resources, Department of Juvenile Services or the Department of Health and Mental Hygiene. Graduates of the program will be able to utilize a variety of counseling skills and abilities to function effectively as counselors in a variety of settings; assess and document a client's current status and apply basic therapeutic techniques; develop, prioritize, and implement a plan to address a client's presenting*

*problem; conduct themselves professionally and ethically as counselors in culturally-diverse settings; and, express themselves professionally, both verbally and in writing, to a variety of audiences, including clients, other professionals, and external monitoring agencies.*

### **Cecil College**

#### *Lower Division Certificate in Supply Chain Management (Approved 5/10/2017)*

*The Lower Division Certificate in Supply Chain Management will support the College's mission to provide career programs that meet the workforce needs in the region. This certificate will teach an individual the basics of purchasing and materials management required to support a modern lean manufacturing facility and/or manage the flow of materials through supply chain. Careers include, but are not limited to, inventory control manager, distribution center manager, warehousing/operations manager, customer service manager, buyer, and planner.*

### **Allegany College of Maryland**

#### *Lower Division Certificate in Massage Therapy (Approved 5/17/2017)*

*The growth of the massage therapy profession has been exceptional in this country and around the world. All facets of complementary and alternative health care are gaining greater acceptance as the public actively seeks options in wellness and preventive care. Massage Therapy is an exciting and rewarding field that offers the opportunity to work with individuals in a variety of professional settings to maximize their quality of life. This two-year degree program is designed for those who wish to obtain an Associate of Applied Science degree and become a Licensed Massage Therapist. After graduating from our program, you will be prepared to sit for the Massage and Bodywork Licensing Examination (MBLEx) offered by the Federation of State Massage Therapy boards. Following the passing of this exam you may now apply for the Maryland State Jurisprudence examination.*

#### *Lower Division Certificate in Spanish Language (Approved 5/17/2017)*

*This certificate is designed for students to complete an intermediate level of Spanish language. The certificate is suitable for students who wish to enhance their career opportunities with a credential in Spanish language and/or transfer to a four-year institution. It is suitable for students with no prior Spanish instruction or the student who has completed beginning Spanish in high school. The courses closely parallel the first two years of Spanish courses in a Spanish program.*

### **Montgomery College**

#### *Lower Division Certificate in Cloud Computing - CFED (Approved 5/17/2017)*

*This certificate provides fundamental knowledge for cloud computing and system administrator position and develops skills to install, configure, manage, maintain, and troubleshoot a virtual network infrastructure/cloud platform using popular tools. Designed for students pursuing a career in cloud computing and system administrator areas, students will be able to: define the Internet of Things (IoT) and list applications; evaluate delivery models; maintain high availability and fault tolerance in virtual environment; configure and deploy Cloud products, and develop a plan with strategies to pass a*

*minimum of two industry certification exams associated with cloud computing technology. Students completing the certificate may find entry-level technician opportunities; students with bachelor's degrees in related computer information areas who add this certificate will find opportunities to further advance within their profession.*

### **Carroll Community College**

#### *Lower Division Certificate in EMS - Paramedic (Approved 6/30/2017)*

*The EMS - Paramedic certificate program prepares students to sit for the National Registry for EMT-Paramedic (NREMT-P) licensure exam, which is currently required for practice in most states, including Maryland. This selective admission program is intended to serve EMS providers (paid force or volunteer) in the State who meet minimum requirements and maintain an affiliation with a fire station. The format will allow students statewide to complete non-clinical work at institutions close to home, clinical didactic courses as a hybrid online/on-site lab combination and clinical affiliation with local emergency services. In cooperation with the Carroll County Volunteer Emergency Services Association (CCVESA) and Maryland Institute for Emergency Medical Services System (MIEMSS), Carroll Community College will offer this hybrid EMS-Paramedic Certificate to serve non-traditional students.*

### **III. AREA OF CONCENTRATION**

#### **Independent Four-Year Colleges and Universities**

##### **Johns Hopkins University**

*Area of Concentration in Health, Equity, and Social Justice (Recommended 5/16/17)*

##### **Mount St. Mary's University**

*Area of Concentration in Italian (Recommended 6/23/17)*

#### **Public Four-Year Colleges and Universities**

##### **University of Maryland Eastern Shore**

#### **Community Colleges**

##### **Community College of Baltimore County**

*Area of Concentration in Human Services (Approved 4/20/2017)*

*Area of Concentration in Behavioral Health Counseling (Approved 4/20/2017)*

##### **Allegany College of Maryland**

*Area of Concentration in Art (Approved 4/24/2017)*

Area of Concentration in Biology (Approved 4/24/2017)

Area of Concentration in Chemistry (Approved 4/24/2017)

Area of Concentration in English (Approved 4/24/2017)

Area of Concentration in Health and Physical Education (Approved 4/24/2017)

Area of Concentration in Health Promotion & Retitle Athletic Training & Fitness (Approved 4/24/2017)

Area of Concentration in History (Approved 4/24/2017)

Area of Concentration in Nanotechnology (Approved 4/24/2017)

Area of Concentration in Physics (Approved 4/24/2017)

Area of Concentration in Psychology (Approved 4/24/2017)

Area of Concentration in Social Work Transfer (Approved 4/24/2017)

Area of Concentration in Sociology (Approved 4/24/2017)

Area of Concentration in Business Accounting (Approved 4/24/2017)

Area of Concentration in Business Economics (Approved 4/24/2017)

Area of Concentration in Programming (Approved 4/24/2017)

Area of Concentration in Technical Support (Approved 4/24/2017)

Area of Concentration in Web Development (Approved 4/24/2017)

Area of Concentration in Criminology Transfer (Approved 4/24/2017)

Area of Concentration in Teacher Education/Early Childhood Education (Approved 4/24/2017)

Area of Concentration in Teacher Education/Elementary Education (Approved 4/24/2017)

Area of Concentration in Teacher Education/Secondary Education (Approved 4/24/2017)

Area of Concentration in Cybersecurity (Approved 5/17/2017)

**Howard Community College**

Area of Concentration in Arabic (Approved 6/13/2017)

Area of Concentration in English (Approved 6/13/2017)

Area of Concentration in Exercise Science (Approved 6/13/2017)

Area of Concentration in Health Education (Approved 6/13/2017)

Area of Concentration in Human Services (Approved 6/13/2017)

Area of Concentration in Nutrition (Approved 6/13/2017)

Area of Concentration in Spanish (Approved 6/13/2017)

Area of Concentration in Television and Radio (Approved 6/13/2017)

Area of Concentration in Theatre (Approved 6/13/2017)

Area of Concentration in Women's Studies (Approved 6/13/2017)

Area of Concentration in Pre- Allied Health (Approved 6/27/2017)

Area of Concentration in Pre-Pharmacy (Approved 6/27/2017)

Area of Concentration in General Studies -Business,Leadership, Technology Emphasis (Approved 6/27/2017)

Area of Concentration in General Studies - Science Emphasis (Approved 6/27/2017)

Area of Concentration in CISCO Networkinbg (Approved 6/27/2017)

Area of Concentration in Cyber Forensics Technology (Approved 6/27/2017)

Area of Concentration in Cybersecurity (Approved 6/27/2017)

Area of Concentration in Mobile Development (Approved 6/27/2017)

Area of Concentration in Programming (Approved 6/27/2017)

Area of Concentration in Web Development (Approved 6/27/2017)

### **Hagerstown Community College**

Area of Concentration in Biology (Approved 6/17/2017)

Area of Concentration in Chemistry (Approved 6/17/2017)

Area of Concentration in Mathematics (Approved 6/17/2017)

Area of Concentration in Physics (Approved 6/17/2017)

Area of Concentration in Human Services (Approved 6/17/2017)

Area of Concentration in Computer Aided Design (Approved 6/17/2017)

Area of Concentration in Digital Forensics (Approved 6/17/2017)

Area of Concentration in Computer Support Specialist (Approved 6/17/2017)

Area of Concentration in Network Administration (Approved 6/17/2017)

Area of Concentration in Simulation & Digital Entertainment (Approved 6/17/2017)

Area of Concentration in Police Academy (Approved 6/17/2017)

Area of Concentration in Marketing (Approved 6/17/2017)

Area of Concentration in Administration of Justice (Approved 6/17/2017)

Area of Concentration in History (Approved 6/17/2017)

Area of Concentration in Political Science (Approved 6/17/2017)

Area of Concentration in Paralegal Studies (Approved 6/17/2017)

Area of Concentration in Psychology (Approved 6/17/2017)

Area of Concentration in Sociology (Approved 6/17/2017)

Area of Concentration in English (Approved 6/17/2017)

Area of Concentration in Graphic Design (Approved 6/17/2017)

Area of Concentration in Sociology (Approved 6/17/2017)

Area of Concentration in Music (Approved 6/17/2017)

Area of Concentration in Theater (Approved 6/17/2017)

Area of Concentration in Visual Arts (Approved 6/17/2017)

Area of Concentration in Foreign Language (Approved 6/17/2017)

Area of Concentration in Health, Physical Education, and Leisure Studies (Approved 6/17/2017)

## **Garrett College**

Area of Concentration in Fine and Performing Arts (Approved 6/24/2017)



Area of Concentration in Liberal Arts (Approved 6/24/2017)

Area of Concentration in Math-Science (Approved 6/24/2017)

Area of Concentration in Psychology (Approved 6/24/2017)

Area of Concentration in Social and Behavioral Sciences (Approved 6/24/2017)

Area of Concentration in Buisness, Management, and Entrepreneurship (Approved 6/24/2017)

Area of Concentration in Graphic/Web Design (Approved 6/24/2017)

Area of Concentration in Network Administration (Approved 6/24/2017)

Area of Concentration in Early Childhood Education (Approved 6/24/2017)

Area of Concentration in Elementary Education (Approved 6/24/2017)

Area of Concentration in Secondary Education (Approved 6/24/2017)

Area of Concentration in Health and Physical Education (Approved 6/24/2017)

### **Carroll Community College**

Area of Concentration in Ceative Writing (Approved 6/27/2017)

Area of Concentration in Criminal Justice (Approved 6/27/2017)

Area of Concentration in English Literature (Approved 6/27/2017)

Area of Concentration in Exercise Science (Approved 6/27/2017)

Area of Concentration in Health Science (Approved 6/27/2017)

Area of Concentration in Journalism (Approved 6/27/2017)

Area of Concentration in Psychology (Approved 6/27/2017)

Area of Concentration in Sociology/Anthropology (Approved 6/27/2017)

Area of Concentration in Social Work (Approved 6/27/2017)

Area of Concentration in Visual Arts (Approved 6/27/2017)

Area of Concentration in Accounting (Approved 6/27/2017)

Area of Concentration in International Business (Approved 6/27/2017)

Area of Concentration in Management Information Systems (Approved 6/27/2017)

**Montgomery College**

Area of Concentration in Art (Approved 6/26/2017)

Area of Concentration in Music (Approved 6/26/2017)

Area of Concentration in International Studies (Approved 6/26/2017)

Area of Concentration in Theatre Technical (Approved 6/26/2017)

Area of Concentration in Theatre Performance (Approved 6/26/2017)

Area of Concentration in Physical Education Teacher Education (Approved 6/26/2017)

Area of Concentration in Exercise Science (Approved 6/26/2017)

Area of Concentration in Dance (Approved 6/26/2017)

Area of Concentration in Studies in Science, Technology, Engineering, and Mathematics (STEM) (Approved 6/26/2017)

Area of Concentration in Studies in Social Sciences, Administration, and Health Integrated Studies (SSAH) (Approved 6/26/2017)

Area of Concentration in Studies in Humanities, Arts, Communication, and Languages (HACL) (Approved 6/26/2017)

Area of Concentration in Integrated Studies (INTG) (Approved 6/26/2017)

Area of Concentration in Aerospace Engineering (Approved 6/26/2017)

Area of Concentration in General Engineering (Approved 6/26/2017)

Area of Concentration in Materials Science and Engineering (Approved 6/26/2017)

Area of Concentration in Bioengineering (Approved 6/26/2017)

Area of Concentration in Chemical Engineering (Approved 6/26/2017)

Area of Concentration in Mechanical Engineering (Approved 6/26/2017)

Area of Concentration in Civil Engineering (Approved 6/26/2017)

Area of Concentration in Computer Engineering (Approved 6/26/2017)

Area of Concentration in Electrical Engineering (Approved 6/26/2017)

Area of Concentration in Fire Protection Engineering (Approved 6/26/2017)

Area of Concentration in Nuclear Engineering (Approved 6/26/2017)

Area of Concentration in Television (Approved 6/26/2017)

Area of Concentration in Radio (Approved 6/26/2017)

Area of Concentration in Biological Science (Approved 6/26/2017)

Area of Concentration in Chemistry and Biochemistry (Approved 6/26/2017)

Area of Concentration in Environmental Science and Policy (Approved 6/26/2017)

Area of Concentration in Mathematics (Approved 6/26/2017)

Area of Concentration in Physics (Approved 6/26/2017)

Area of Concentration in Computer Science (Approved 6/26/2017)

Area of Concentration in Information Sciences and System (Approved 6/26/2017)

Area of Concentration in Architecture (Approved 6/26/2017)

Area of Concentration in Management of Construction (Approved 6/26/2017)

Area of Concentration in Pre-Professional General (Approved 6/26/2017)

Area of Concentration in Interior Design-Pre-Professional (Approved 6/26/2017)

Area of Concentration in NKBA – Accredited (Approved 6/26/2017)

Area of Concentration in HVAC (Approved 6/26/2017)

Area of Concentration in Carpentry (Approved 6/26/2017)

Area of Concentration in Electric Wiring (Approved 6/26/2017)

Area of Concentration in Management/Supervision (Approved 6/26/2017)

Area of Concentration in Food and Beverage Management (Approved 6/26/2017)

Area of Concentration in Echocardiography (Approved 6/26/2017)

Area of Concentration in General Sonography (Approved 6/26/2017)

Area of Concentration in Vascular (Approved 6/26/2017)

Area of Concentration in Community Health (Approved 6/27/2017)

**Prince George's Community College**

Area of Concentration in Criminal Justice (Approved 6/30/2017)

Area of Concentration in Economics (Approved 6/30/2017)

Area of Concentration in Psychology (Approved 6/30/2017)

Area of Concentration in Sociology (Approved 6/30/2017)

Area of Concentration in Chemistry (Approved 6/30/2017)

Area of Concentration in Biology (Approved 6/30/2017)

Area of Concentration in Art (Approved 6/30/2017)

Area of Concentration in Music (Approved 6/30/2017)

Area of Concentration in English (Approved 6/30/2017)

Area of Concentration in Mass Communication (Approved 6/30/2017)

Area of Concentration in Public Relations And Journalism (Approved 6/30/2017)

Area of Concentration in Dietetics (Approved 6/30/2017)

Area of Concentration in Food Science (Approved 6/30/2017)

Area of Concentration in Health Education (Approved 6/30/2017)

Area of Concentration in Physical Education (Approved 6/30/2017)

Area of Concentration in Accounting (Approved 6/30/2017)

**Anne Arudel Community College**

**IV. OUT-OF-STATE INSTITUTIONS**

**Southern Illinois University Carbondale**

Out-of-State Renewal with Request for Extended Approval for Program Offering (Authorized 5/10/2017)

SIU has been authorized to offer its previously approved program since 1998, and seeks five (5)-year extended approval through August 31, 2022, for its previously approved program Bachelor of Science (B.S) in Health Care Management.

**Lesley University** *Out-of-State Multiple Renewals for Program Offering (Authorized 6/2/2017)*

*Lesley University submitted a renewal application to continue its offerings to students enrolled in the Urban Teacher program in Baltimore City Public Schools at the site located at Federal Hill Preparatory School, 1040 William Street, Baltimore, MD 21230, until May 31, 2017. Previously approved programs included Master of Education (M.Ed.) - Elementary Education (1 - 6), and Teacher of Students with Moderate Disabilities (PreK – 8); Master of Education (M.Ed.) - Secondary Math (7 – 12) and Teacher of Students with Moderate Disabilities (6 – 12).*

**X. PROPOSALS WITHDRAWN**

**Independent Four-Year Colleges and Universities**

**Notre Dame of Maryland University**

*Bachelor of Arts in Art Therapy (Program Withdrawn and Resubmitted 8/1/2017)*

*Master of Arts in Art Therapy (Program Withdrawn and Resubmitted 8/1/2017)*

**Public Four-Year Colleges and Universities**

**University of Maryland College Park**

*Masters of Science in Environmental Health Sciences (Withdrawn 5/11/2017)*

**Community Colleges**

**Montgomery College**

**X. PROGRAMS DISCONTINUED/SUSPENDED/RECONCILED**

**Independent Four-Year Colleges and Universities**

**Hood College**

*Discontinued Master of Science in Thanatology (Acknowledged (5/30/2017)*

**Notre Dame of Maryland University**

**Loyola University, Maryland**

**Public Four-Year Colleges and Universities**

**University of Maryland Eastern Shore**

*Suspend Area of Concentration in Mechanical Engineering Technology (Acknowledged (4/20/2017)*

**Frostburg State University**

*Suspend Bachelor of Science in Urban and Regional Planning (Acknowledged 4/20/2017)*

**University of Maryland University College**

*Bachelor of Science in Homeland Security Onsite & Online Delivery University of Maryland, Baltimore (Approved Reinstatement 5/11/2017)*

**Community Colleges**

**Community College of Baltimore County**

*Suspend Associate of Applied Science in Mental Health (Acknowledged 6/29/2017)*

*Suspend Lower Division Certificate in Mental Health (Acknowledged 6/29/2017)*

*Suspend Lower Division Certificate in Psychiatric Rehabilitation (Acknowledged 6/29/2017)*

**X. PARTNERSHIPS**

**Independent Four-Year Colleges and Universities**

*Off-Campus Offering of Master of Science with an Area of Concentration in Educational Studies to Federal Hill Preparatory School (Recommended 5/1/2017)*

**Public Four-Year Colleges and Universities**

**Towson University**

*Closed-site offering of Master of Education in Special Education to Howard County Public School System @ Centennial High School (Acknowledged 3/30/2017)*

**Anne Arundel Community College**

*Lower Division Certificate in Business Management to the Jessup Correctional Institution Approved (4/24/2017)*

*Lower Division Certificate in Entrepreneurship to the Jessup Correctional Institution Approved (4/24/2017)*

**Appendix**  
**MHEC Academic Program Reconciliation Project**

**Johns Hopkins University**

**School of Medicine**

<b>Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
BIOCHEMISTRY, CELLULAR & MOLECULAR BIOLOGY (BCMB)	P.H.D.	0414-03	26.0202
BCMB – PHARMACOLOGY AND MOLECULAR SCIENCES	P.H.D.	0409-02	26.1001
BCMB – PHYSIOLOGY	P.H.D.	0410-02	26.0707
BCMB – CELL BIOLOGY	P.H.D.	0414-02	26.0202
BCMB – BIOPHYSICS AND BIOPHYSICAL CHEMISTRY	P.H.D.	0415-03	26.0203
BCMB – MOLECULAR BIOLOGY AND GENETICS	P.H.D.	0416-02	26.0204
BCMB – NEUROSCIENCE	P.H.D.	0425-31	26.1501
BCMB – BIOLOGICAL CHEMISTRY	P.H.D.	0499-02	26.0999
IMMUNOLOGY	P.H.D.	0416-03	26.0507
MOLECULAR BIOPHYSICS	P.H.D.	0415-02	26.0206
PATHOBIOLOGY	M.S.	0408-00	26.0910
PHARMACOLOGY AND MOLECULAR SCIENCES	M.S.	0409-01	26.1001
BCMB – PHARMACOLOGY AND MOLECULAR SCIENCES	M.S.	0409-02	26.1001
CELLULAR AND MOLECULAR PHYSIOLOGY	M.S.	0414-01	26.0707
BCMB – PHYSIOLOGY	M.S.	0410-02	26.0707
FUNCTIONAL ANATOMY AND EVOLUTION	M.S.	0412-01	26.0403
CELL BIOLOGY	M.S.	0414-01	26.0202
BCMB – CELL BIOLOGY	M.S.	0414-02	26.0202
BIOCHEMISTRY, CELLULAR AND MOLECULAR BIOLOGY	M.S.	0414-03	26.0202
BIOPHYSICS AND BIOPHYSICAL CHEMISTRY	M.S.	0415-03	26.0203
MOLECULAR BIOPHYSICS	M.S.	0415-02	26.0206
BCMB – BIOPHYSICS AND BIOPHYSICAL CHEMISTRY	M.S.	0415-03	26.0203
MOLECULAR BIOLOGY AND GENETICS	M.S.	0416-00	26.0204
IMMUNOLOGY	M.S.	0416-02	26.0507
BCMB – MOLECULAR BIOLOGY AND GENETICS	M.S.	0416-03	26.0204
CELLULAR AND MOLECULAR PHYSIOLOGY	M.S.	0410-01	26.0401
HUMAN GENETICS AND	M.S.	0422-00	26.0806

MOLECULAR BIOLOGY			
NEUROSCIENCE	M.S.	0425-30	26.1501
BCMB – NEUROSCIENCE	M.S.	0425-31	26.1501
BIOLOGICAL CHEMISTRY	M.S.	0499-01	26.0999
BCMB – BIOLOGICAL CHEMISTRY	M.S.	0499-02	26.0999
BIOMEDICAL ENGINEERING	M.S.	0905-00	14.0501

The following programs had the CIP codes changed in the Academic Program Inventory as requested by the institution.

Program Title	Award Level	HEGIS	OLD CIP	NEW CIP
GENETICS	P.H.D.	0422-00	26.0804	26.0806

### School of Nursing

The following programs were discontinued from the Academic Program Inventory as requested by the institution.

Program Title	Award Level	HEGIS	CIP
PRIMARY CARE NURSE PRACTITIONER	A.O.C.	1203-00	51.3801
HEALTH SYSTEMS MANAGEMENT: EMERGENCY PREP/DISASTER RESP	A.O.C.	1203-00	51.3801

The following programs had CIP codes changed in the Academic Program Inventory as requested by the institution.

Program Title	Award Level	HEGIS	OLD CIP	NEW CIP
ADULT GERONTOLOGICAL CRIT CARE CLIN NP	P.M.C.	1203-10	51.3801	51.3813
PEDIATRIC CRITICAL CARE CLIN NURSE SPEC	P.M.C.	1203-12	51.3801	51.3813

### Bloomberg School of Public Health

Program Title	Award Level	HEGIS	CIP
HEALTH ADMINISTRATION	M.H.A.	1214-18	51.0701
HEALTH FINANCE AND MANAGEMENT	M.H.S.	1214-19	51.0701
HEALTH POLICY	M.S.P.H.	1214-20	51.0701



The following programs had the name changes made in Academic Program Inventory as requested by the institution.

<b>Program Title</b>	<b>New Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
BEHAVIORAL SCIENCES & HEALTH EDUCATION	HEALTH EDUCATION AND HEALTH COMMUNICATION	M.S.P.H.	0837-01	51.2207
ENVIRONMENTAL HEALTH SCIENCES	ENVIRONMENTAL HEALTH	M.H.S.	1214-07	51.2202
INDUSTRIAL HYGIENE AND SAFETY	OCCUPATIONAL AND ENVIRONMENTAL HYGIENE	M.S.P.H.	1299-16	51.2206
PUBLIC HEALTH	PUBLIC HEALTH (DrPH)	D.R.P.H	1214-00	51.2201
ENVIRONMENTAL HEALTH SCIENCES	ENVIRONMENTAL HEALTH	P.H.D.	1214-07	51.2202
HEALTH, BEHAVIOR & SOCIETY	SOCIAL AND BEHAVIORAL SCIENCES	P.H.D/S.C.D.	1214-08	51.2201

The following programs were discontinued from the Academic Program Inventory as requested by the institution.

<b>Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
COMPARATIVE HEALTH POLICY & FINANCING	P.B.C.	1214-13	51.0701
HEALTH, BEHAVIOR & SOCIETY	M.A.	1214-08	51.2201

**Paul H Nitze School of Advanced International Studies**

<b>Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
<b>M.A. International Studies</b> AMERICAN STUDIES	A.O.C.	2210-00	45.0901
INTERNATIONAL AFFAIRS (MAIA BOLOGNA)	M.A.	2210-06	45.0901
INTERNATIONAL STUDIES (MAIA NANJING)	M.A.	2210-07	45.0901
AMERICAN STUDIES	A.O.C.	2210-07	45.0901
CHINESE STUDIES	A.O.C.	2210-07	45.0901
ENERGY RESOURCES AND ENVIRONMENT	A.O.C.	2210-07	45.0901
COMPARATIVE AND	A.O.C.	2210-07	45.0901

INTERNATIONAL LAW			
INTERNATIONAL ECONOMICS	A.O.C.	2210-07	45.0901
INTERNATIONAL POLITICS	A.O.C.	2210-07	45.0901
INTERNATIONAL PUBLIC POLICY	M.A.	2210-08	45.0901

The following program was discontinued from the Academic Program Inventory as requested by the institution.

Program Title	Award Level	HEGIS	CIP
EMERGING MARKETS	P.B.C.	2210-03	45.0901

### **Peabody Conservatory of Music**

The following programs had the name changes made in Academic Program Inventory as requested by the institution.

Program Title	New Program Title	Award Level	HEGIS	CIP
MUSIC HISTORY & LITERATURE	MUSICOLOGY	M.M.	1006-00	50.0902
PERFORMANCE	PERFORMANCE (PERFORMERS CERTIFICATE)	U.D.C.	1004-01	50.0903
PERFORMANCE	PERFORMANCE	P.B.C.	1004-01	50.0903
RECORDING AND ACOUSTICS	AUDIO SCIENCES	M.M.	1004-17	10.0203

The following programs were discontinued from the Academic Program Inventory as requested by the institution.

Program Title	Award Level	HEGIS	CIP
ACOUSTICAL STUDIES	A.O.C.	1004-17	50.0903
AUDIO ENGINEERING & DESIGN	A.O.C.	1004-17	50.0903
CONDUCTING	P.B.C.	1004-15	50.0999
CONDUCTING	M.M.	1004-15	50.0999
CONDUCTING	D.M.A.	1004-15	50.0906
MUSIC HISTORY & CRITICISM	M.M.	1006-01	50.0999

### **Whiting School of Engineering**

Program Title	Award Level	HEGIS	CIP
M.S. Computer Science			

COMMUNICATIONS AND NETWORKING	A.O.C.	0701-00	11.0101
<b>M.S. Electrical &amp; Computer Engineering</b>			
COMMUNICATIONS AND NETWORKING	A.O.C.	0909-00	14.1001
PHOTONICS	A.O.C.	0909-00	14.1001
<b>M.S. Applied Physics</b>			
PHOTONICS	A.O.C.	1902-05	40.0899
<b>B.S. Mechanical Engineering</b>			
AEROSPACE ENGINEERING	A.O.C.	0910-00	14.1901
BIOMECHANICS	A.O.C.	0910-00	14.1901
<b>B.S. Engineering Mechanics</b>			
AEROSPACE ENGINEERING	A.O.C.	0921-00	14.1101
BIOMECHANICS	A.O.C.	0921-00	14.1101
<b>M.S. Engineering Management</b>			
CHEMICAL AND BIOMOLECULAR ENGINEERING	A.O.C.	0506-09	15.1501
<b>M.S. Geography and Environmental Engineering</b>			
ENVIRONMENTAL SCIENCE	A.O.C.	0922-00	14.1401
ENVIRONMENTAL SCIENCE AND POLICY	A.O.C.	0922-00	14.1401
CONTAINMENT FATE AND TRANSPORT	A.O.C.	0922-00	14.1401
ENVIRONMENTAL PROCESS ENGINEERING	A.O.C.	0922-00	14.1401
ENVIRONMENTAL MANAGEMENT AND ECONOMICS	A.O.C.	0922-00	14.1401
WATER RESOURCES ENGINEERING	A.O.C.	0922-00	14.1401
CLIMATE CHG,ENERGY & ENVIRON SUSTAINABIL	P.M.C.	0201-01	03.0103

The following programs were discontinued from the Academic Program Inventory as requested by the institution.

<b>Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
TECHNICAL INNOVATION & NEW VENTURES	P.B.C.	0999-20	14.9999
CONTINUING ENGINEERING STUDIES	P.B.C.	0999-10	14.9999
ENVIRONMENTAL ENGINEERING SCIENCE OR MANAGEMENT	P.M.C.	0922-02	14.1401
ENGINEERING SCIENCES	B.A.	0901-00	14.0101
ENGINEERING	U.D.C.	0901-00	14.0101
INDUSTRIAL ENGINEERING	B.S.	0913-00	14.3501

ELECTRICAL ENGINEERING	A.O.C.	0905-00	14.0501
LIFE SCIENCE	A.O.C.	0905-00	14.0501
MATERIALS SCIENCE	A.O.C.	0905-00	14.0501
MECHANICS	A.O.C.	0905-00	14.0501
BIOENGINEERING	A.O.C.	0909-00	14.1001
COMPUTER ENGINEERING	A.O.C.	0909-00	14.1001
QUANTUM ELECTRONICS	A.O.C.	0909-00	14.1001
SYSTEMS & COMMUNICATIONS	A.O.C.	0909-00	14.1001
ECOLOGY	A.O.C.	0922-00	14.1401
ENVIRONMENTAL ENGINEERING	A.O.C.	0922-00	14.1401
SYSTEMS ANALYSIS & ECONOMICS	A.O.C.	0922-00	14.1401
URBAN STUDIES	A.O.C.	0922-00	14.1401
CLIMATE CHG, ENERGY & ENVIRONMENTAL SUSTAINABILITY	P.B.C	0201-01	03.0103

### Anne Arundel Community College

<b>Program Title</b>	<b>Award Level</b>	<b>HEGIS</b>	<b>CIP</b>
Police Academy Certificate	L.D.C.	5505-08	43.0107
Help Desk Specialist	L.D.C.	5101-11	11.1003
Personal Computer Technician	L.D.C.	5101-12	11.1003
UNIX/LINUX System Administrator	L.D.C.	5199-06	11,0901
Architecture AD	L.D.C.	5304-09	50.0408
Architecture Illustration	L.D.C.	5304-10	50.0408
Construction Management	L.D.C.	5317-02	52.0701
Telecommunications Certificate	L.D.C.	5310-05	15.0303



**MHEC**  
*Creating a state of achievement*

**Larry J. Hogan, Jr.**  
 Governor

**Boyd K. Rutherford**  
 Lt. Governor

**Anwer Hasan**  
 Chairperson

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

**MEMORANDUM**

**DATE:** October 15, 2017  
**TO:** Maryland Higher Education Commission  
**FROM:** Michael Kiphart  
**SUBJECT:** Report on Programs Reviewed from July 1, 2017 to September 30, 2017

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

Degree Programs:	14	at independent colleges and universities
	3	at public four-year colleges and universities
	8	at public community colleges
Certificate Programs:	2	at independent colleges and universities
	3	at public four-year colleges and universities
	2	at public community colleges
Area of Concentration:	1	at independent colleges and universities
	0	at public four-year colleges and universities
	31	at public community colleges
Out-of-State Institutions:	2	new programs
	12	renewal programs
Proposals Withdrawn:	2	proposals withdrawn at out-of-state institutions
Programs Denied:	0	at out-of-state institutions
Proposals Discontinued/Suspended	2	at independent year colleges and universities
Reconciled:	2	at public four-year colleges and universities
	5	at public community colleges
Partnerships:	0	new partnership agreement
	<u>17</u>	closed partnership agreement
<b>Total Program Proposal Actions:</b>	<b>106</b>	

## I. PROGRAMS 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 July 1, 2017 and September 30, 2017. This report also identifies the Secretary's decision and its rationale.

*There were no objections received during the third quarter.*

### I. DEGREE PROGRAMS APPROVED/RECOMMENDED

#### **Independent Four Year Colleges and Universities**

##### **Mount St. Mary's University**

###### **Bachelor of Science in Entrepreneurship (Recommended 7/17/2017)**

*The Mount St. Mary's University Entrepreneurship is an interdisciplinary program which will allow students to blend curricular and co-curricular educational activities in order to pursue the creation and development of ideas and gain maturity as entrepreneurial problem solvers. Students will embark on an educational path of constant discovery while developing the building blocks to progress as lifelong thinkers, leaders, and contributors to their local and global communities.*

##### **Washington Adventist University**

###### **Bachelor of Music Therapy (Recommended 7/20/2017)**

*The Bachelor of Music Therapy curriculum is designed to be a four-year program that prepares for careers in which they use music, in various settings to therapeutically assist people of all age groups with various psychological, cognitive, physical, emotional, and spiritual strengths and needs. Following completion of the degree, which includes a culminating internship at an American Music Therapy Association (AMTA) approved site or one affiliated with Washington Adventists University, students are eligible to take the music therapy national examinations administered by the Certification Board of Music Therapists (CBMAT). Upon passing the examination, the credential "Music Therapist-Board Certified (MT-BC) is granted, allowing the newly credentialed clinician to practice as a music therapist in the United States. The Bachelor of Music Therapy is designed to impart professional competencies in three main areas: music foundations,*

*clinical foundations, and music therapy foundations and principles, as specified in the AMTA Professional Competencies. To these are added components of General education. The degree must be in compliance with National Association of Schools of Music NASM standards which divides the areas of study. Music Therapists are employed in various settings including general and psychiatric hospitals, community mental health agencies, rehabilitation centers, daycare facilities, nursing homes, substance abuse programs, forensic facilities, hospice programs, schools, and private practice, and to those who access an international faith-based system of education and health care delivery.*

## **Hood College**

### *Master of Science in Cybersecurity (Recommended 7/20/2017)*

*Building upon the existing graduate certificate, Hood College is proposing a Master of Science degree in Cybersecurity. The program is designed to address the core subject areas and skill-sets identified in the Cybersecurity Workforce Framework by the National Initiative for Cybersecurity Careers and Studies (NICCS). The MS in Cybersecurity program is structured for both technical and non-technical students with a bachelor's degree. The design of the program allows students to enter the program from different disciplines and provides both a common foundation and robust subject matter training necessary in today's Cybersecurity job market. The proposed Masters in Cybersecurity engages in partnerships with local technology companies and government organizations. Students will be required and supported to pursue experiential learning and research opportunities, as well as a culminating capstone project. Graduates of this program will gain practical knowledge in areas of computer forensics, systems engineering, databases, encryption and cryptology, telecommunication and networking, computer forensics, information security, network security, security policies, ethics and law, information assurance, and penetration testing.*

## **Johns Hopkins University**

### *Master of Science in Applied Physics (Recommended 8/1/2017)*

*The online version of the Master of Science in Applied Physics program will provide students pursuing careers in applied Physics with a course study that balances theory with practice, giving them the knowledge and skills necessary to enhance their effectiveness in a complex and rapidly evolving technological environment. An online option will contribute to the convenience and flexibility of an existing offering as well as open an educational opportunity to a much larger market, enabling students throughout the country and the world to take courses at Johns Hopkins University. Graduates will be prepared for specialized jobs bridging the gap between pure physics and engineering by conducting research and technical applications of natural phenomena. To prepare students for the workforce in significant careers within both industry and government, the program offers a wide variety of courses in the areas of geophysics and space science, photonics, materials and condensed matter, and energy. Most students will complete the Masters of Applied Physics degree in three to five years focusing on one of two concentrations: Material and condensed matter or Photonics. Upon completion, students will be able to demonstrate a mastery of various mathematical methods and foundations, physics fundamentals, and a working knowledge of areas germane to their area of concentration.*

*Bachelor of Fine Arts in Dance(Recommended 8/27/2017)*

*The Bachelor of Fine Arts (B.F.A.) in Dance will build on the Peabody Preparatory's 103- year history of teaching dance. A Peabody dance education will offer students the unique opportunity to experience premier conservatory dance training embedded within and informed by a world-class scientific, medical, and research institution. Peabody will develop exceptional performing artists through embodied approaches to dance training in combination with opportunities to develop expertise in non-traditional approaches to pedagogy, composition, and citizen artistry. A Peabody Dance degree will provide a unique foundation for a range of dance-related careers including professional performance and choreography, teaching, performing arts medicine, dance/movement therapy, and research.*

*Bachelor of Science in Environmental Science(Recommended 8/29/2017)*

*The interdisciplinary Environmental Science major introduces students to both the science of the Earth and its living and nonliving systems and how humans interact with those systems. Environmental Science is solution-focused on how humans can use powerful tools, such as science and policy, to help solve the environmental and sustainability problems facing society today. The goals are to advance awareness of the magnitude and consequences of these issues and to train the new generation of problem solvers to address the causes and effects of global environmental change.*

**Maryland University of Integrative Health**

*Doctor in Naturopathic Medicine (Recommended 8/3/2017)*

*Maryland University of Integrative Health (MUIH) proposes the creation of a new Doctorate in Naturopathic Medicine (N.D.), within the School of Naturopathic Medicine. Naturopathic doctors have brought a holistic perspective to healthcare, emphasizing herbal, nutritional, homeopathic, and hands-on therapies that often provide a gentler alternative to traditional medicine. The growth and evolution of naturopathic medicine have been accelerating; doctors can be found in private and integrative practices, primary care and specialty settings, hospitals, the natural products industry, laboratory testing and development, public health, corporate wellness, insurance, health policy, research institutes, think tanks, and academic institutions of all kinds. The N.D. model is prevention and education-oriented, nature-based, community focused, and relationship-centered. Instruction will focus on the clinical application of the biomedical sciences, therapeutic modalities, clinical services, genomics, and bioinformatics, educating graduates to be at the helm beside other healthcare providers and leaders.*

**Maryland Institute College of Art**

*Master of Arts in Illustration (Recommended 8/21/2017)*

*The Master of Arts (M.A.) in Illustration at Maryland Institute College of Art (MICA) is a 30-credit graduate program that provides an educational immersion in the history and practice of illustration for individuals interested in developing their creative skills, strengthening their technical abilities, and starting new careers in the field of illustration. The MA in Illustration invites applications from those without traditional training or experience in the arts, yet who demonstrate a passion for the work. The M.A. in Illustration prepares its graduates to pursue professional opportunities, to advance*



*their research capabilities, and, if they choose, to prepare for application to a terminal degree program.*

*Master of Arts in Graphic Design (Recommended 9/12/2017)*

*The Maryland Institute College of Art (MICA) proposes a 30-credit Master of Arts in Graphic Design that expands on and replaces the Post Baccalaureate Certificate in Graphic Design which has operated successfully since 2011. The full-time, one-year Master of Arts in Graphic Design will provide the focus, time, instruction, and mentorship to prepare students to enter the field of graphic design and to work in a wide variety of media and contexts. Students in the program will gain extensive knowledge of the vocabulary, processes, skills, theories of visual communication, and practice of graphic design. In addition, students will develop a personal and critical design process and an informed understanding of the context for contemporary design practice.*

**Stevenson University**

*Master of Science in Crime Scene Investigation (Recommended 8//3017)*

*Stevenson University seeks to move the crime scene investigation track currently offered in the M.S. in Forensic Science, and the criminalistics track in the M.S. in Forensic Studies, to a new stand-alone M.S. in Crime Scene Investigation. The new program can be completed entirely online in an accelerated format, and focuses more clearly on training in crime scene investigation, the justice system, and professional communication. The newly constructed M.A. in Global Humanities reflects current inquiry into the humanities; the new title is demonstrative of the new, broader, interdisciplinary focus of the revised program.*

*Master of Science in Digital Forensics (Recommended 8/1/3017)*

*Stevenson University seeks to move the computer forensics track currently offered in the M.S. in Forensic Studies to a new stand-alone M.S. in Digital Forensics. The new program can be completed entirely online in an accelerated format, and emphasizes training in the recovery and investigation of material found on digital devices and is designed to prepare student to identify, acquire, restore, and analyze electronic data, and to testify as experts in court.*

*Master of Science in Forensic Accounting (Recommended 8/1/3017)*

*Stevenson University seeks to move the forensic accounting track currently offered in the M.S. in Forensic Studies to a new stand-alone M.S. in Forensic Accounting. In order to be admitted to the proposed MS in Forensic Accounting, students must have completed Accounting I, Accounting II, Intermediate Accounting I, Intermediate Accounting II, Tax and Auditing. These are the same admissions requirements for the current Forensic Studies Accounting Track. The new program can be completed entirely online in an accelerated format, and emphasizes training in investigating financial crimes such as securities fraud and embezzlement, bankruptcies and contract disputes, and other complex and possibly criminal financial transactions.*

## **Notre Dame of Maryland University**

### *Bachelor of Arts in Art Therapy (Recommended 8/27/2017)*

*NDMU has provided written notice of its intention to offer a new Bachelor of Arts (B.A.) in Art Therapy. The program includes instruction in visual arts, human development, counseling, and psychological theories and techniques. The program was developed to promote and support the advancement of women in this growing field, and in concert with the School Sisters of Notre Dame's mission of service and the education of women for the 21st century.*

### *Bachelor of Arts in Liberal Arts (Recommended 8/27/2017)*

*The proposed program mirrors the existing on-ground Liberal Arts program which provides students with the ability to complete a generalist degree that provides them with the skills and abilities to be successful in a variety of career paths. Graduates of the program go on to work successfully in business, education, the non-profit sector, and customer service venues. The School of Arts and Sciences offers this interdisciplinary major to students of the College of Adult Undergraduate Studies and the Women's College, encouraging students to develop a broad understanding and appreciation of the main areas of human knowledge and values. Liberal Arts is one of Notre Dame's high demand programs, and offering a fully online option will provide increased levels of flexibility to current traditional and adult learner undergraduate populations, as well as provide greater regional access to students for whom the traditional classroom is not an option.*

## **Public Four-Year Colleges and Universities**

### **Frostburg State University**

#### *Master of Science in Nursing with Areas of Concentrations in Psychiatric and Mental Health Nurse Practitioner (P.M.H.N.P.) and Family Nurse Practitioner (Approved 8/1/2017)*

*The Master of Science in Nursing facilitates academic knowledge and expert clinical skills necessary for health promotion, disease prevention, advanced assessment, accurate diagnosis and evidenced based management of acute and chronic illness. Upon completion of this program, the Nurse Practitioner will be prepared to assume a leadership position, manage complex clinical care and take responsibility and accountability for primary health care or mental health care within the communities across the nation. Both Areas of Concentrations within the proposed program are the first to explicitly target seasoned, experienced registered nurses who live and work in rural, medically underserved areas.*

### **University of Maryland College Park**

#### *Master of Science in Environmental Health Sciences (Approved 9/27/2017)*

*The University of Maryland College Park has proposed a new Master of Science (M.S.) in Environmental Health Sciences. The M.S. program is scholarly-based and prepares students for research based careers, and offers a thesis or non-thesis project option. Students who chose the thesis option must successfully complete an oral defense of a written thesis research proposal and a minimum of 6 credits of M.S. thesis research,*

written thesis, and a final oral thesis defense. The non-thesis option requires successful completion of an oral defense of a written non-thesis project proposal, a minimum of six credits of independent study, a final written project, and a final oral non-thesis project defense.

#### Doctor of Philosophy in Environmental Health Sciences (Approved 9/27/2017)

The University of Maryland College Park has proposed a new Doctor of Philosophy (Ph.D.) in Environmental Health Sciences. The doctoral program requires a minimum of 46 credit hours of graduate coursework and a minimum of 12 credits of dissertation research. The program will focus on human health, environmental epidemiology, risk assessment, environmental justice, and occupational health. Students will become experts in areas including exposure assessment, environmental microbiology, and children's environmental health, and obtain a broad appreciation of public health as required by the Council on Education in Public Health.

### **Community Colleges**

#### **Frederick Community College**

##### Associate of Art in Arts and Humanities with areas of Concentrations (Approved 7/19/2017)

Frederick Community College has developed a new umbrella (or meta) major degree program in Arts and Humanities with focused concentrations to reduce the time to degree for students who have a general sense of their academic direction and who may have previously declared General Studies major, and to better prepare students for transfer to four-year institutions. The A.A. Arts & Humanities curriculum has a narrower focus than that of General Studies, allowing students to declare a major sooner, take fewer unnecessary credits, and reach their transfer goals. The Areas of Concentration include:

Art – Enables the student to explore and develop areas of concentration which may lead to an associate in arts degree, transfer to a four-year program, or pursue individual artistic directions.

Communications (Speech) – Designed for students interested in all fields stressing human interaction. In addition to communication courses, a broad range of social science and humanities courses are recommended. The option is designed to prepare the student to transfer to a four-year institution.

Digital Media Design-Computer Graphics – Designed for students whose career goals are oriented toward the mass media in the fields of graphics and publication design, video production, photography, public relations, and corporate communications.

Digital Media Design-Film and Video Production – Designed for students whose career goals are oriented toward the mass media in the fields of graphics and publication design, video production, photography, public relations, and corporate communications.

English – Provides a solid preparation for transfer to a four-year institution in a myriad of Liberal Arts fields. It also provides an excellent preparation for the competitive admission to such professional schools such as law and medicine.

Music – Provides the first two years of a four-year degree program for students planning to pursue a bachelor's degree in music performance, music education, music history or composition. It requires completion of general education courses and selected music courses.

Theatre – Offers students an opportunity to experience theater on a variety of levels, enabling them to participate as theatrical apprentices, to transfer to a four-year theater program, or to obtain an associate in arts degree.

Associate of Applied Science in STEM Technology with Areas of Concentrations  
(Approved 8/14/2017)

The Associate of Science in Science, Technology, Engineering, and Mathematics (STEM) is designed to prepare students for transfer to four-year institutions in STEM disciplines. The Associate of Science in STEM will allow students who might otherwise have declared a General Studies major to focus their coursework in Behavioral and Social Science disciplines during their first semester on campus. The AS STEM curriculum has a narrower focus than that of General Studies. Students can major in approved Areas of Concentration (Biology, Chemistry, Engineering, Mathematics) ;students who do not choose an approved Area of Concentration will explore STEM fields with the goal of narrowing their focus, or work with an advisor to transfer in STEM fields outside of Biology, Chemistry, Computer Science, Engineering, and Mathematics. The program is designed to reduce the time-to-degree for students who typically select the General Studies major by enabling students who are interested in STEM fields (but perhaps not sure which specific discipline) to start on a more focused curricular pathway their first semester on campus. This program is also designed to support students whose desired STEM transfer major is not directly represented by one of Frederick Community College's approved Areas of Concentration.

*The Areas of Concentrations include:*

*Biology - Offers a selection of biology and other natural and physical science related courses for the student who wishes to pursue a Bachelor of Science degree in biology.*

*Chemistry - Offers a variety of science and mathematics courses for students pursuing a course of study in chemistry.*

*Engineering - Intended to provide the basis for transfer to a four-year college engineering course of study.*

*Mathematics- Provides a diversity of courses for students pursuing a course of study in mathematics.*

## **Montgomery College**

Associate of Science in Bioinformatics (Approved 8/1/2017)

Montgomery College's Bioinformatics Associate of Science degree will provide students with requisite skills and knowledge necessary to meet the increasing need of employers in this growing industry as well as provide students a strong foundation in general education. Specifically, the program focuses on the fundamentals of bioinformatics as an interdisciplinary field of inquiry that effectively combines the life sciences and computer science with information technology. This program was crafted for seamless transfer to four-year institutions where students may continue to complete a bachelor of science degree in health science followed by a master of science in either bioinformatics or medical informatics. The proposed Bioinformatics degree will enrich the lives of students by providing access to a fast-growing STEM field. Upon completion of the program, students will be able to: Identify and describe skills specific to programming, data analysis, and data manipulation; Analyze contemporary problems in medicine, public health, and biology using computational approaches at the beginner level; Synthesize

issues across the disciplines of biology, chemistry, computer science, and mathematics; and Communicate effectively with diverse stakeholders, individually and in group settings, using verbal, written, and electronic modes of communication.

## **Cecil College**

### Associate of Science in Physics (Approved 8/1/2017)

*The Associate of Science in Physics enables students to develop skills in the areas of analytic thinking, problem solving, and understanding systems. The proposed program curriculum is designed to meet the needs of students who plan to transfer to a college or university that grants a baccalaureate in Physics. Upon completion of the program, students will be able to demonstrate a strong understanding of the principles of physics and the ability to apply these principles to both fundamental and practical interests; utilize mathematical problems to solve applied problems; recognize basic connections of all of the scientific disciplines; design and conduct experiments; analyze and interpret data; and identify, formulate, and solve technical problems.*

### Associate of Science in Biological Science with Areas of Concentration (Approved 9/20/2017)

*The Associate of Science in Biological Sciences provides a course of study for students with concentrations in either Biology, (including Medical, Dental, Pharmaceutical, and Allied Health) or Environmental Science. The curriculum is designed to meet the needs of students who plan to transfer to a college or a university that grants a baccalaureate degree in various areas of Biological or Environmental Science. Students will take a combination of general electives and foundation courses in the chosen concentration to allow them to seamlessly transition into a four-year institution to continue their studies.*

## **College of Southern Maryland**

### Associate of Science in Mathematics and Science (Approved 8/1/2017)

*The Associate of Science in Mathematics and Science with Areas of Concentration is designed for part- and full-time students with academic and/or professional interest in the areas of biological sciences (anatomy and physiology, biology, botany, genetics, microbiology, and zoology), physical sciences (astronomy, chemistry, geology, and physics), or mathematics. Each concentration -biology, chemistry, mathematics, and physics - is designed to prepare students for a similar four-year program at a college or university. The general concentration provides maximum flexibility for those students who want to explore mathematics and science in a broader sense before transferring to a four-year institution. All students are advised to consult an academic advisor and their intended transfer institution to ensure that courses selected are applicable for transfer.*

### Associate of Science in Pre-Professional Health Sciences (Approved 8/1/2017)

*The Associate of Science in Pre Professional Health Science with Areas of Concentration (A.O.C.) Dental Hygiene, Nursing, Pharmacy, and Physical Therapy prepares students for transfer into the following programs: dental hygiene, nursing, pharmacy and physical therapy. The pre-professional curriculum emphasizes science and liberal arts courses that are required for transfer into these professional schools at other institutions. Students are advised to review the entrance requirements of the baccalaureate institutions from which they plan to obtain their allied health degree.*

## **Anne Arundel Community College**

### *Associate of Applied Science in Construction Management (Approved 8/31/2017)*

*The AAS in Construction Management will complement the existing Architecture and Interior Design Department's current curriculum by providing a pathway into the logistical studies of resource management within the construction industry. The purpose of this degree is to train professionals in the organization and management of both large and small construction projects. Students will develop skills in the areas of project management, construction estimating, materials and methods of construction and construction documentation. The program teaches and integrates principles of business management as applied to construction technology. The Associate of Applied Science in Construction Management will serve a diverse population of students by introducing the practice of Construction Management and providing an option for transfer to a four-year institution. Upon completion of this degree program students will have achieved skills relating to interpreting single and multi-view drawings, assembling building materials and/or systems, synthesizing the construction process, applying appropriate technology, interpreting building codes and regulations, and outlining environment, health, safety, and welfare issues.*

## **II. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED**

### **Independent Four-Year Colleges and Universities**

#### **Johns Hopkins University**

### *Post Baccalaureate Certificate in International Healthcare Management & Leadership (Approved 7/20/2017)*

*The Johns Hopkins University Bloomberg School of Public Health's proposed certificate in International Healthcare Management and Leadership will provide an opportunity for future leaders of global healthcare programs, and will be open to individuals in both the US and abroad. It is a part-time program designed for early-to-mid-career working healthcare professionals already holding advance degrees (M.D., DNP, MPH, MS, MBA, or similar degrees), who are interested in pursuing roles within international healthcare organizations/institutions. The program will consist of both on-line coursework and face-to-face delivery; additional courses are planned for development by the School's Health Policy Management department in the next three years that will be very appropriate to this certificate program. The International Healthcare Management and Leadership program builds on existing JHSPH online courses that will prepare leaders in public health science and practice; advance and translate research leading to the discovery of knowledge to improve population health throughout the world; advance the evidence base for the practice of public health and strength partnerships with public health practitioners; and raise awareness of public health in the global community.*

### *Post Baccalaureate Certificate in Spatial Analysis for Public Health (Approved 9/27/2017)*

*The Certificate program in Spatial Analysis for Public Health will provide learners with training in spatial analysis through the comprehensive spatial science paradigm of spatial data, geographic information systems, and spatial statistics. The program will*

*provide students with the skills to understand, map, analyze, and interpret spatial data as they relate to public health. The program follows the School's Spatial Science paradigm, which includes three components: (i) spatial data, i.e., collecting, creating, and obtaining spatial data; (ii) Geographic Information Systems, which refers to software for spatial data manipulation, integration, and mapping; and (iii) spatial statistics, which are the tools to statistically analyze spatial data. The proposed program will equip students with the necessary tools to anticipate and directly engage in the rapidly changing role of spatial analysis in public health discovery and practice. The certificate is intended for part time graduate students, will be online, and can be completed in one academic year.*

## **Public Four-Year Colleges and Universities**

### **University of Maryland Eastern Shore**

#### **Post Baccalaureate Certificate in Special Education (Approved 7/13/2017)**

*This certificate program will support the university's mission to prepare students to meet the workforce of Maryland's Eastern Shore and beyond. The PBC in Special Education focuses on the intellectual, physical, sensory, social, and emotional needs of exceptional individuals; provides in-depth instruction relative to the comprehensive psycho-educational process; examines programs and instructional strategies, addresses theories, models, and definitions of the communication process; and explores a wide range of assistive and instructional technology applications for students with physical, cognitive, communicative, sensory, and/or multiple disabilities.*

#### **Upper Division Certificate in Special Education (Approved 7/13/2017)**

*Upon completion, students will be able to demonstrate an understanding of how to identify students with exceptionalities and be able to develop and interpret learning assessments to improve teaching, learning and program development; Demonstrate the ability to develop an Individual Education Plan with attainable goals and objectives that address learning and behavior deficits; Develop learning outcomes and assessments that include accommodations and modifications; Develop and apply rubrics to assess learning activities; Identify and use strategies within the curriculum to improve learning outcomes; and Develop ways to communicate with parents and multi-disciplinary team members to ensure all parties remain informed of students' progress.*

### **University of Maryland Baltimore County**

#### **Post Baccalaureate Certificate in Project Management (Approved 7/18/2017)**

*The project management certificate supports UMBC's mission to emphasize graduate level studies in "science, engineering, information technology" by providing students the tools to lead teams in creating products and delivering services. The target audience for the certificate is professionals who seek to gain experience in project management and want more in-depth content than provided by traditional training courses.*

## **Community Colleges**

### **Mongomery College**

Lower Division Certificate in Data Science (Approved 8/29/2017)

*Students earning a Certificate in Data Science will gain a foundational understanding of effective communication with data and learn related competencies in the field of data science. These 21st century skills of transforming large amounts of data into usable information are central to many job opportunities for students. This certificate can accommodate community college students who are curious about the field, bachelor degree holders seeking to enhance their employment skills and current data analysts who wish to modernize their knowledge base. Moreover, this certificate will attract and accommodate workforce development students who are seeking a for-credit educational experience.*

**Anne Arundel Community College**

Lower Division Certificate in Production Design (Approved 8/30/2017)

*This certificate prepares students in the field of Performing Arts or Interior Design by developing essential skills required in the workforce. It provides an intensive focus in theatrical productions supported by the interior design foundational principles and elements with an understanding of historical accuracy in production design. This certificate develops CAD (computer-aided drafting) skills for set design and construction documents and advances knowledge through the cross-curriculum study of Interior Design and Theater Arts, while offering a specialized career path and/or builds on an existing certificate or degree. Upon completion of this certificate, students will be better prepared for careers in design-related live performance and display industries. The range of potential occupations include set designer, stage manager, multimedia manager, film production manager, retail display designer, theatrical lighting designer, decorative arts consultant, and draftsman.*

**III. AREA OF CONCENTRATION**

**Independent Four-Year Colleges and Universities**

**Johns Hopkins University**

Area of Concentration in Financial Econometrics (Approved 8/29/2017)

**Community Colleges**

**Community College of Baltimore County**

Area of Concentration in Theatre/Technical Design and Production (Approved 8/21/2017)

Area of Concentration in Theatre/Performance (Approved 8/21/2017)

Area of Concentration in Philosophy (Approved 8/21/2017)

Area of Concentration in Dance (Approved 8/21/2017)



Area of Concentration in Visual Art and Design (Approved 8/21/2017)

Area of Concentration in Biology (Approved 8/21/2017)

Area of Concentration in Chemistry (Approved 8/21/2017)

Area of Concentration in Physics (Approved 8/21/2017)

Area of Concentration in Earth and Atmospheric Sciences (Approved 8/21/2017)

Area of Concentration in Environmental Sciences (Approved 8/21/2017)

Area of Concentration in Mathematics (Approved 8/21/2017)

Area of Concentration in Anthropology (Approved 8/21/2017)

Area of Concentration in History (Approved 8/21/2017)

Area of Concentration in Native American Studies (Approved 8/21/2017)

Area of Concentration in Political Science (Approved 8/21/2017)

Area of Concentration in Women's Studies (Approved 8/21/2017)

Area of Concentration in Sociology (Approved 8/21/2017)

**Anne Arundel Community College**

Area of Concentration in Arts and Sciences - Communications (Approved 8/28/2017)

Area of Concentration in Psychology (Approved 8/28/2017)

Area of Concentration in Gender and Sexuality Studies (Approved 8/28/2017)

Area of Concentration in Computer Science (Approved 8/28/2017)

Area of Concentration in Information Systems (Approved 8/28/2017)

Area of Concentration in Game Development (Approved 8/28/2017)

Area of Concentration in Graphic Design (Approved 8/28/2017)

Area of Concentration in Web and Interactive Design (Approved 8/28/2017)

Area of Concentration in Media Production (Approved 8/28/2017)

Area of Concentration in Art History/Museum Studies (Approved 8/28/2017)

Area of Concentration in Game Art and Design (Approved 8/28/2017)

Area of Concentration in Photography (Approved 8/28/2017)

Area of Concentration in Studio Arts (Approved 8/28/2017)

Area of Concentration in Visual Design (Web and Graphic) (Approved 8/28/2017)

#### **IV. OUT-OF-STATE INSTITUTIONS**

**Chamberlain University** Out-of-State Multiple Renewals for Program Offering (Authorized 8/21/2017)

*Chamberlain College of Nursing submitted a request for the following actions: 1) change of institutional designation; 2) concomitant name change; and 3) renewal application to continue to operate in Maryland, offering one (1) of its five previously approved programs which includes experiential learning components as a required part of the curriculum. Previously approved program requesting renewal included the Bachelor of Science in Nursing (B.S.N.).*

**Reformed Theological Seminary** Out-of-State Multiple Renewals for Courses Only (Authorized 8/31/2017)

*Reformed Theological Seminary (RTS) has submitted a renewal application to continue to offer three courses at Fourth Presbyterian Church in Bethesda, MD. These courses are offered to Marylanders who are otherwise completing the Master of Divinity or the Master of Arts in Religion at the institution's campus in McLean, Virginia. Approved courses included HT508 Classics of Personal Devotion, PT518 Pastoral Ministry, and PT526 Worship.*

**Central Michigan University** Out-of-State Multiple Renewals for Program Offering (Authorized 9/20/2017)

*Central Michigan University (CMU) has submitted a renewal application to renew existing programs at Joint Base Andrews, and subsequently requested to discontinue operations at Aberdeen. In addition, CMU seeks to add four new programs at Joint Base Andrews with extended approval through August 31, 2022.*

*Previously approved programs requesting renewal include the Master of Science (M. S.) in Administration with areas of concentration in General Administration, Health Services Administration, Human Resources Administration, Information Resource Management, International Administration, Leadership, and Public Administration. Graduate certificate programs were renewed in each of these areas of concentration.*

*Newly approved programs included new areas of concentrations and graduate certificates in Project Management, and Training and Development.*

#### **X. PROPOSALS WITHDRAWN**

*None*

**X. PROGRAMS DISCONTINUED/SUSPENDED/RECONCILED**

**Independent Four-Year Colleges and Universities**

**Loyola University, Maryland**

*Discontinue Master of Science in Computer Science (Acknowledged 7/12/2017)*

**Capitol Techology University**

*Suspend Master of Science in Telecommunications Engineering Technology (Acknowledged 8/8/2017)*

**Public Four-Year Colleges and Universities**

**Towson University**

*Discontinue Doctor of Philosophy in Jewish Studies (Acknowledged 9/20/2017)*

**University of Maryland Eastern Shore**

*Discontinue Bachelor of Arts in African American Studies (Acknowledged 7/13/2017)*

**Community Colleges**

**Community College of Baltimore County**

*Discontinue Lower Division Certificate in CAD Management (Acknowledged 7/11/2017)*

*Discontinue Lower Division Certificate in CAD Mechanical Modeling (Acknowledged 7/11/2017)*

*Discontinue Lower Division Certificate in Civil Design (Acknowledged 7/18/2017)*

**Frederick Community College**

*Discontinue Lower Division Certificate in Construction Technology Academy (Acknowledged 7/12/2017)*

**College of Southern Maryland**

*Discontinue Lower Division Certificate in Drafting (Acknowledged 7/18/2017)*

**X. PARTNERSHIPS**

**Public Four-Year Colleges and Universities**

## **Towson University**

*Closed-site offering of Post Baccalaureate Certificate in Autism Studies to St. Mary's County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Post Certificate of Advanced Study in Organizational Change to St. Mary's County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Science in Human Resource Development Leadership Education to St. Mary's County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Education in Reading Education to St. Mary's County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Post Baccalaureate Certificate in Autism Studies to Calvert County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Post Certificate of Advanced Study in Organizational Change to Calvert County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Science in Human Resource Development Leadership Education to Calvert County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Education in Reading Education to Calvert County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Post Baccalaureate Certificate in Autism Studies to Charles County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Post Certificate of Advanced Study in Organizational Change to Charles County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Science in Human Resource Development Leadership Education to Charles County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Education in Reading Education to Charles County Public School System @ Southern Maryland Higher Education Center (Acknowledged 7/10/2017)*

*Closed-site offering of Master of Education in Reading Education to Baltimore Public School System @ Parkville High School (Acknowledged 7/13/2017)*

*Closed-site offering of Administrator I Certification to The Center for Innovation and Leadership in Special Education (CILSEKKI), at Kennedy Krieger Education and Community Services, Inc. (Acknowledged 7/13/2017)*

*Closed-site offering of Master of Education in Instructional Technology at Towson University Northeast to Harford County Public School Teachers (Acknowledged 9/28/2017)*

*Closed-site offering of Master of Education in Instructional Technology at Towson University Northeast to Cecil County Public School Teachers (Acknowledged 9/28/2017)*

*Closed-site offering of Master of Education in Special Education at The Universities at Shady Grove to Montgomery County Public School Teachers (Acknowledged 9/28/2017)*





Larry Hogan  
Governor

Boyd K. Rutherford  
Lt. Governor

Anwer Hasan  
Chairperson

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

## MEMORANDUM

**DATE:** October 25, 2107  
**TO:** Maryland Higher Education Commission  
**FROM:** Emily Dow                      **STAFF:** Alan Gallegos  
**SUBJECT:** Report on Private Career Schools: Secretary Actions from April 1, 2017 to June 30, 2017.

From April 1, 2017 to June 30, 2017, the Secretary of Higher Education approved 3 certificate renewals, 1 Other Action, 1 Notice of Deficiencies and 1 school approval withdrawn.

**I. APPROVAL OF NEW SCHOOLS**

N/A

**II. NEW PROGRAMS REVIEWED AND APPROVED**

N/A

**III. APPROVAL OF CHANGES OF LOCATION**

N/A

**IV. APPROVAL OF NAME CHANGE**

N/A

**V. APROVAL OF CHANGE OF OWNERSHIP**

N/A

**VI. APPROVAL OF SEPARATE CLASSROOMS**

N/A

**VII. "OTHER BUSINESS"**

N/A

**VIII. CERTIFICATE RENEWALS**

1. Johns Hopkins Hospital School of Cardiac Sonography (June 8, 2017)
2. Coldwell Banker Residential Brokerage School of Real Estate (June 21, 2017)
3. NurseOne, Inc. (June 21, 2017)

**IX. OTHER ACTIONS**

1. All-State Career, Baltimore, Maryland, 21224, (6/27/2017) Substantial Program Modification approval.

**X. CEASE AND DESIST ORDERS**  
N/A

**XI. NOTICES OF DEFICIENCIES**

1. Goldenstar Education Center, Inc., Riverdale, MD, 20737, (April 3, 2017).-----  
Inadequate record keeping.

**XII. PROGRAM APPROVAL WITHDRAWN**

1. Aesthetics Institute of Cosmetology, Gaithersburg, MD, 20877, (May 1, 2017),  
Discontinued the 40 clock hours Make-Up Artistry Program.

**XIII. SCHOOL APPROVAL WITHDRAWN**

1. Maryland Beauty Academy, 152 Chartley Drive, Chartley Park Shopping Center,  
Reisterstown, Maryland 21136  
Revocation of Certificate of Approval (6/29/2017)





1. Gandhi Health Career Services, 1726 Reisterstown Road, Suite 200, Pikesville, Maryland 21208, (8/1/2017) Moved from 404 Reisterstown Road, Pikesville, Maryland 21208 to 1726 Reisterstown Road, Suite 200, Pikesville, Maryland 21208.

**IV. APPROVAL OF NAME CHANGE**

1. The Colorlab Academy of Hair, to Aveda Institute Maryland, 227 Archer Street, Bel Air, Maryland 21014 (7/5/2017)
2. The Baltimore School of Massage, to Cortiva Institute, 517 Progress Drive, Suites A-J, Linthicum, Maryland 21090

**V. APPROVAL OF CHANGE OF OWNERSHIP**

N/A

**VI. APPROVAL OF SEPARATE CLASSROOMS**

N/A

**VII. "OTHER BUSINESS"**

1. Maryland Dental Assistant School, Accokeek, Maryland, 20607 Expanded functions Dental Assistant training for existing dental assistant professionals. (8/10/2017)

**VIII. CERTIFICATE RENEWALS**

1. Award Beauty School (7/17/2017)
2. The Professional Development Institute (7/23/2017)
3. Lawyers Advantage Career School (7/25/2017)
4. O'Brien Institute of Real Estate (8/14/2017)
5. New Millennium Real Estate School (8/14/2017)
6. Montgomery Beauty School (8/30/2017)

**IX. OTHER ACTIONS**

1. Pittsburgh School of Aeronautics, Hagerstown, Maryland, 21742, (7/17/2017) Financial guarantee reduction from 50% to 30%.
2. Hair Academy II, Hillcrest Heights, Maryland 20748, (7/31/2017) Financial guarantee reduction from 30% to 10%.
3. Aveda Institute, Bel Air, Maryland, 21014, (8/14/2017) Substantial Program Modification.

**X. CEASE AND DESIST ORDERS**

1. PynkMonkeys Professional Bartending Services and School, 6345 Old Branch Ave, Suite 36, Camp Springs, Maryland, 20748 (9/18/16) Offering unapproved training in Maryland.

**XI. NOTICES OF DEFICIENCIES**

1. American Health Career Institute, LLC *d/b/a* American Health Career Institute, Baltimore, Maryland 21217, (7/5/2017), School relocated without Secretary approval.

**XII. PROGRAM APPROVAL WITHDRAWN**  
N/A

**XIII. SCHOOL APPROVAL WITHDRAWN**  
N/A





**Larry Hogan**  
Governor

**Boyd K. Rutherford**  
Lt. Governor

**Anwer Hasan**  
Chairperson

**James D. Fielder, Jr., Ph. D.**  
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 4<sup>th</sup> Wednesday of Each Month from 1:00pm to 4:00pm at the Maryland Higher Education Commission in the 7<sup>th</sup> 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>