

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 9:00 AM
November 16, 2016

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

Maryland Higher Education Commission

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Vivian S. Boyd

Joseph DeMattos, Jr.

John Holaday

Russell V. Kelley

Peri J. Kelsey, Student Commissioner

Ian MacFarlane

Donna M. Mitchell

Joel Packer

Rizwan A. Siddiqi

John W. Yaeger

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

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



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: 9:00 a.m.-12:00 p.m.
 Wednesday
 November 16, 2016

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

	Page	Action Item
Call to Order		
Commission Minutes Approval		
• October 26, 2016.....	1	*
• June 16, 2016 – Amended.....	9	*
Chairman’s and Secretary’s Remarks		
Faculty Advisory Council		
Student Advisory Council		
Department of Finance and Administration – Geoffrey Newman		
• FY 2018 Operating Budget Recommendations.....	15	*
• FY 2018 Consolidated Capital Budget Recommendations.....	39	*
• Final Adoption on Regulations		
o Amendments to Community Colleges under COMAR 13B.07.04 and COMAR 13B.07.05.....	65	*
Department of Academic Affairs – Emily Dow		
• Proposed Publication on Regulations		
o Religious Institutions under COMAR 13B.02.04.02.....	71	*
• Proposed Withdrawal and Publication on Regulations		
o Transfer and Reverse Transfer under COMAR 13B.06.01.02,.02-1,.04-.08.....	77	*
• Collegiate Quarterly Report.....	93	
• PCS Quarterly Report.....	141	
State Plan		
Adjournment		

Maryland Higher Education Commission

Regular Session
Amended Meeting Minutes

June 16, 2016

11:00 a.m.

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

Commission members present:

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

Commission members not present:

Sandra Jimenez Vice Chair	Brandon Bell
Mariyah Bryant	

Staff members present:

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

Call to Order

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

Chairman's Remarks

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

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

Secretary's Remarks

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

Approval of Minutes – Action Item

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

Faculty Advisory Council – Information Item

Dr. Nicole Dombrowski-Risser introduced Nayna Philipsen as the next FAC Chair. Dr. Dombrowski-Risser reported on the growing use of adjunct faculty. [She provided the ten point action brief and shared concerns about the unfair treatment of adjuncts. A move to collective bargaining may be used to try to address the concerns.] *She presented a ten-point action brief from the FAC identifying best practices for college and university support of adjunct faculty to promote student success. Commissioners asked staff to describe how MHEC can use these recommendations. Mark Blom agreed to review the recommendations for possible regulations, and stated that staff would meet with stakeholders to develop ways to implement the recommendations. Commissioner Boyd asked FAC to consider providing an evidence-based study of best practices and outcomes of online versus face-to-face learning. Dr. Philipsen agreed to present this request to the FAC when it met again in September.*

Student Advisory Council

No report.

Office of the Secretary – Commissioner Committees – Information Item

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

Office of the Secretary – Correctional Training Commission – Action Item

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Commissioner Boyd motioned to recommend that the Maryland Higher Education Commission approve for publication the attached proposed amendments to COMAR 13B.06.01.02, 13B.06.01.02-1 and 13B.06.01.04 - .08, as presented, and authorize MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Packer** seconded the motion. The motion was approved unanimously.

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

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

Commissioner Yaeger motioned to recommend that the Maryland Higher Education Commission approve for publication the attached proposed amendments to COMAR 13B.07.04 and COMAR 13B.07.05, as presented, and authorize MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner MacFarlane** seconded the motion. The motion was approved unanimously.

Office of Student Financial Assistance – Proposed Action on Guideline Amendments - Student Financial Assistance Program Guideline Amendments – Residency - Action Item

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Commission Committees

Commissioner MacFarlane questioned the expectation of work from the committees by the next Commission meeting. **Chairman Hasan** responded that progress should be

made and a 1 year plan should be developed to measure progress. Committees should meet at least 1-2 times or email discussions during the July and August break.

Appointment of State Superintendent of Schools

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

Adjournment

The meeting adjourned approximately 12:44 p.m.

Maryland Higher Education Commission

Regular Session
Meeting Minutes

October 26, 2016
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Thursday, October 26, 2016 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Commission members present:

Anwer Hasan, Chairman	Joseph DeMattos, Jr. (Phone)
Sandra L. Jimenez, Vice Chairperson	Russell V. Kelley, Ph.D
Donna M. Mitchell	Rizwan A. Siddiqi
Peri Kelsey	

Commission members not present:

Ian D. MacFarlane	John W. Yaeger, Ed.D
John W. Holaday, Ph.D	Vivian S. Boyd, Ph.D
Joel C. Packer	

Staff members present:

James D. Fielder, Jr. Ph.D	Dr. Emily Dow
Geoff Newman	Dr. Maria Torres
David Beard	Mark Blom
Monica Wheatley	Dr. Michael Kiphart
Alan Gallegos	Lee Towers
Christine Wellons	Donna Thomas

Call to Order

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

Commissioner DeMattos was present via telephone.

Approval of Minutes – Action Item

There was a motion by **Commissioner Siddiqi** and a second by **Commissioner Mitchell** for approval of the September 22, 2016 meeting minutes. The motion was approved unanimously.

Chairman’s Remarks

No remarks.

Secretary's Remarks

Secretary Fielder updated the commission on ITT. **Secretary Fielder** reported ITT has filed for bankruptcy which has presented issues in obtaining financial and student records. **Secretary Fielder** reported staff is continuing to work on obtaining those records. He further reported several institutions have agreed to ITT transfer agreements.

Secretary Fielder reported the annual charity campaign is underway. He is hopeful MHEC will reach 100% participation and exceed expectations. **Chairman Hasan** requested information be forwarded to the commissioners so they can participate in the charity campaign. Dr. Maria Torres will provide commissioners with that information.

Secretary Fielder welcomed and introduced new staff member Tyra Wilson, Office of Outreach and Grants Management. Ms. Wilson provided the Commission a brief introduction.

Faculty Advisory Council – Proposed Amendments to By-Laws- Action Item

Chairman Hasan recognized Dr. Nayna Philipsen. Dr. Nayna Philipsen, Chair, reported two proposed amendments to the Faculty Advisory Council By-Laws were being presented for approval by the Commission. The first amendment changes the composition of the council from 22 to 21 full-time faculty members by removing University of Maryland Biotechnology Institute from University System of Maryland representation. The second amendment clarifies the attendance and participation expectations for members of the Faculty Advisory Council. **Commissioner Jimenez** motioned that the Commission approve the Faculty Advisory Council By-Law changes regarding Council membership. **Commissioner DeMattos** seconded the motion. The motion approved unanimously.

Faculty Advisory Council – Information Item

Dr. Nayna Philipsen, Chair, indicated the June 2016 meeting minutes did not fully reflect the Faculty Advisory Council report. Dr. Philipsen requested the meeting minutes be updated as follows:

Faculty Advisory Council – Information Item

Dr. Nicole Dombrowsiki-Risser, outgoing Chair, introduced Nayna Philipsen as the next FAC Chair. Dr. Dombrowski-Risser reported on the growing use of adjunct faculty. She presented a ten-point action brief from the FAC identifying best practices for college and university support of adjunct faculty to promote student success. Commissioners asked staff to describe how MHEC can use these recommendations. Mr. Mark Blom agreed to review the recommendations for possible regulations, and stated that staff would meet with stakeholders to develop ways to implement the recommendations. **Commissioner Boyd** asked FAC to consider providing an evidence-based study of best practices and outcomes of online versus face-to-face learning. Dr. Philipsen agreed to present this request to the FAC when it met again in September.

Secretary Fielder requested any updates to meeting minutes to be provided in advance so those updates can be reflected in the minutes prior to commission approval. Mr. Mark Blom indicated the commission minutes that were adopted are legally sufficient as approved. Mr. Blom further indicated it is up to the commission to decide the extent of the detail to be provided in the minutes. **Chairman Hasan** indicated the commission will add amending the June meeting minutes to the November meeting agenda.

Chairman Hasan asked Mr. Blom what would be the process to determine if the commission has the authority to make Faculty Advisory Council recommendations binding on the institutions. Mr. Blom indicated he would need to review a draft of the proposed regulations and compare the recommendations to the commission's statutory authority.

Dr. Nayna Philipsen further reported the workgroups would like some clarification or direction on areas/information the commission would like them to focus on. **Chairman Hasan** indicated commission members should forward any requests/recommendations to the council via email. Dr. Emily Dow reported the faculty appreciates the commissions input and direction. Dr. Nayna Philipsen reported one of the workgroups will be surveying faculty and would like to ensure survey questions include commissioner input. **Secretary Fielder** indicated he would work with Dr. Emily Dow to provide additional direction.

Student Advisory Council- Information Item

Chairman Hasan recognized Ms. Monica Wheatley. Ms. Wheatley reported the next meeting is scheduled for next Saturday. Ms. Wheatley further reported she will be temporarily stepping in as staff liaison and would be able to provide the commission with a more comprehensive report at the November meeting.

Office of the Secretary – Commission Committee Updates –Information Item

Chairman Hasan requested brief updates from the commission committees. **Commissioner DeMattos**, Chairperson of the Program Review Committee, indicated there was no update at this time. **Commissioner Siddiqi**, Finance and Operations Committee, provided a brief update to the commission.

Department of Academic Affairs – Proposed Adoption on Regulations – Advertising under COMAR 13B.01.01.03 – Action Item

Chairman Hasan recognized Christine M.H. Wellons. Ms. Wellons reported that the proposed regulation would clarify that certain entities – other than private career schools or institutions of higher education – generally may not advertise themselves as “school[s], conservator[ies], academ[ies], or institute[s]. Ms. Wellons further reported the amendment would help assure that non-MHEC-approved entities do not engage in advertising that misleads the public or inaccurately connotes licensure by MHEC.

Chairman Hasan motioned that the Commission approves for publication the attached regulations regarding advertising, and authorizes MHEC's attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Siddiqi** seconded the motion. The motion was approved unanimously.

Department of Academic Affairs – Proposed Adoption on Regulations – Accreditation under COMAR 13B.02.02.08L – Action Item

Chairman Hasan recognized Christine M.H. Wellons. Ms. Wellons reported that the proposed regulations would clarify and establish a process for institutions that lose accreditation due to the accrediting agency’s recognition being terminated by the United States Department of Education. Ms. Wellons further reported the amendments would help assure that institutions have a process for potentially continued approval while seeking new accreditation from a recognized accrediting agency.

Chairman Hasan motioned that the Commission approves for publication the attached regulations regarding accreditation, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

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

Department of Academic Affairs – Proposed Adoption on Regulations – Modification of Fully Online Institutions Registration Procedures under COMAR 13B.05.01.06 – Action Item

Chairman Hasan recognized Christine M.H. Wellons. Ms. Wellons reported that the proposed regulations eliminate the requirement that institutions enrolling Maryland residents online provide annual data on enrollments to the Commission for analytical purposes, including transmission to the Maryland Longitudinal Data System Center. Ms. Wellons further reported this change is recommended because the commission and Maryland Longitudinal Data System Center currently do not report on this data.

Chairman Hasan motioned that the Commission approves for publication the attached regulations regarding modification of fully online institutions registration procedures, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents. **Commissioner Siddiqi** seconded the motion. The motion was approved unanimously.

Department of Finance and Administration - Final Adoption on Regulations - Community Colleges under COMAR 13B.07.04 and COMAR 13B.07.05 – Action Item

Chairman Hasan recognized Mr. David Beard. Mr. Beard reported that the Commission already approved the publication of the proposed regulations. Ms. Beard further reported there were no public comments were received. The amendments would align community college construction procedures and space guidelines with current practices.

Chairman Hasan motioned that the Commission approves for final adoption and publication in the Maryland Register the attached regulations regarding community college construction procedures and space guidelines, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of the Division of State Documents.

Commissioner Mitchell seconded the motion. Failed to meet quorum. **Commissioner DeMattos** left meeting at approximately 2:00 p.m. The motion was not approved. Item deferred to next commission meeting for vote.

Department of Finance and Administration – FY 2018 Operating Budget Recommendations – Action Item

Chairman Hasan recognized Mr. Geoffrey Newman. Mr. Newman provided an overview of the operating budget recommendations. Failed to meet quorum. Item deferred to next commission meeting for vote.

Department of Finance and Administration – FY 2018 Consolidated Capital Budget Recommendations – Action Item

Chairman Hasan recognized Mr. David Beard. Mr. Beard provided an overview of the consolidated capital budget recommendations. Failed to meet quorum. Item deferred to next commission meeting for vote.

Department of Academic Affairs – General Update – Information Item

Chairman Hasan recognized Dr. Emily Dow. Dr. Dow provided an ITT update. Dr. Dow reported staff has been working with institutions and currently eight (8) institutions have signed transfer agreements. More transfer agreements are expected over the next two weeks. Dr. Dow further reported Academic Affairs has two open positions and are working to fill those positions.

Adjournment

The meeting adjourned at approximately 3:08 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016

TO: Maryland Higher Education Commission

FROM: Geoffrey Newman, Assistant Secretary for Finance and Administration

SUBJECT: FY 2018 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 *2013 - 2017 Maryland State Plan for Postsecondary Education ~ Maryland Ready*. 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 *Maryland Ready*.

For the fiscal 2018 budget, Commission staff requested that the segments of higher education consider how their fiscal 2017 operating budgets will help address the following goals identified in the *Maryland Ready*:

- **Goal 1 *Quality and Effectiveness*:** Maryland will enhance the quality of its postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and increase its effectiveness in fulfilling the evolving educational needs of its students and the state;
- **Goal 2 *Access, Affordability, and Completion*:** Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion;
- **Goal 3 *Diversity*:** Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population;
- **Goal 4 *Innovation*:** Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates;

- **Goal 5 Economic Growth and Vitality:** Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research; and
- **Goal 6 Data Use and Distribution:** Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

In addition, the Commission requested that the segments provide information on how their fiscal 2018 budget requests would help progress the State toward the Maryland Completion Goal that, by 2025, at least 55 percent of the State’s residents aged 25-64 will hold at least an associate’s degree.

Higher Education Funding

State funding for higher education in fiscal 2017 continued the policy of providing funds to higher education to help Maryland make progress in several areas consistent with State goals for postsecondary education. This was accomplished despite the State’s continued economic challenges from the prior six fiscal years. The Governor and General Assembly continued the policy of placing a priority on education through continued State support of higher education.

This memorandum has been provided to provide perspective to the funding in fiscal 2016 and to help set the priorities for funding in fiscal 2018 within the framework of the priorities mentioned above.

State Higher Education Funding for Fiscal 2017

The State provided over \$1.99 billion in State funds to higher education in fiscal 2017. 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 almost 74 percent of the funds provided to higher education. Funding to community colleges is approximately 18 percent, while funding to nonprofit independent higher education institutions in the Sellinger program represents 2.6 percent.

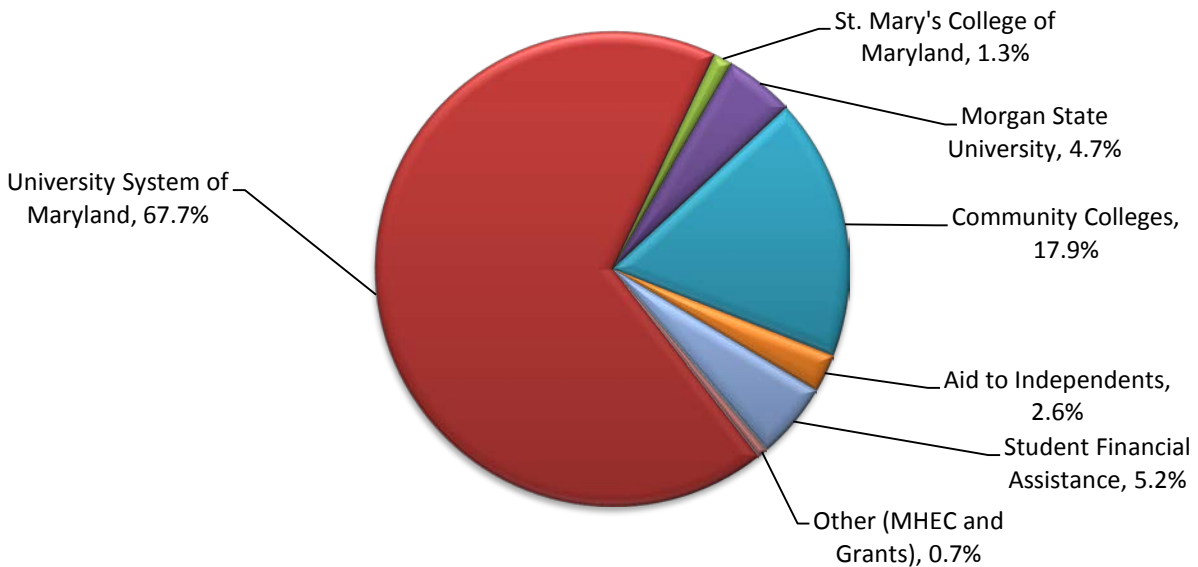
State funding for programs of student financial assistance administered by the Office of Student Financial Assistance at MHEC is 5.2 percent of total funding for higher education, while funding for State grants and pass-thru funding (0.44%) and the administration of the Higher Education Commission (0.27%) is the remaining 0.7 percent of the total.

Table 1:

**Maryland Higher Education State Funds
FY 2017**

Segment	State Funds	Percent of Total
University System of Maryland	\$ 1,344,106,984	67.7%
St. Mary's College of Maryland	25,159,549	1.3%
Morgan State University	92,551,602	4.7%
Community Colleges	355,149,458	17.9%
Aid to Independents	50,812,437	2.6%
Student Financial Assistance	103,143,000	5.2%
Other (MHEC and Grants)	14,129,791	0.7%
Higher Education Total	\$ 1,985,052,821	100.0%

Allocation of State Funds: FY 2017



Goals Supported by State Funds

Maryland Ready Goal 1: Quality and Effectiveness: Maryland will enhance the quality of its postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and increase its effectiveness in fulfilling the evolving educational needs of its students and the state.

In fiscal 2017, Maryland is able to continue 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.

These institutions have a wide array of missions, including specialty institutions in health sciences; very large research institutions; to two-year institutions awarding associate's degrees, certificates and the opportunity for students to transfer on to four-year institution to complete their baccalaureate degrees. In addition, the regional higher education centers provide opportunities to receive undergraduate or graduate degrees within proximity to students' residences or workplaces. The following table provides the name and Carnegie Classification for each institution receiving State funds.

State Funded Maryland Institutions of Higher Education

Institution	Carnegie Classification
Public Four-year Institutions	
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
Community Colleges	
Allegany College	Associate's Colleges: Mixed Transfer/Vocational & Technical-High
Anne Arundel Community College	Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional
Baltimore City Community College	Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional
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/Nontraditional
Prince George's Community College	Associate's Colleges: High Transfer-High Traditional
Wor-Wic Community College	Associate's Colleges: High Transfer-High Traditional
Sellinger Eligible Independent Institutions	
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 2017 resulted in overall funding guideline attainment of 74.0 percent. The attainment levels run from a low of 26 percent at the University of Maryland University College to a high of 137 percent for Coppin State University.

Maryland Higher Education Commission FY 2017 Funding Guidelines

Institution	FY 2017 Funding Guideline	FY 2017 State Funds Allowance	Estimated Attainment
Bowie State University	\$ 51,438,062	\$ 43,931,255	85%
Coppin State University	34,089,297	46,672,062	137%
Frostburg State University	49,624,805	41,497,121	84%
Salisbury University	70,309,875	51,857,269	74%
Towson University	174,149,404	118,599,060	68%
University of Baltimore	59,759,058	37,517,677	63%
UM, Baltimore	321,677,932	227,354,952	71%
UM Baltimore County	195,174,642	118,852,967	61%
UM Center for Env. Science	29,690,005	23,114,037	78%
UM, College Park	638,771,488	521,030,633	82%
UM Eastern Shore	52,444,056	40,636,604	77%
UM University College ¹	161,417,572	41,913,868	26%
USM Office		31,129,479	
USM Total	1,838,546,196	1,344,106,984	73%
Morgan State University	96,794,123	92,551,602	96%
Total	\$ 1,935,340,319	\$ 1,436,658,586	74%

State funding to St. Mary's College, community colleges and independent institutions is provided in formulas designated for each segment. Over the past several years, constraints caused by reduced revenue and the structural deficit in the State budget had resulted in the passage of annual Budget Reconciliation and Financing (BRFA) legislation in order to override funding mandates. In fiscal 2017, the Governor and General Assembly did not introduce and pass a BRFA to make adjustments to the State budget. As a result, the higher education formula-funded segments were funded as mandated by the law passed in fiscal 2016.

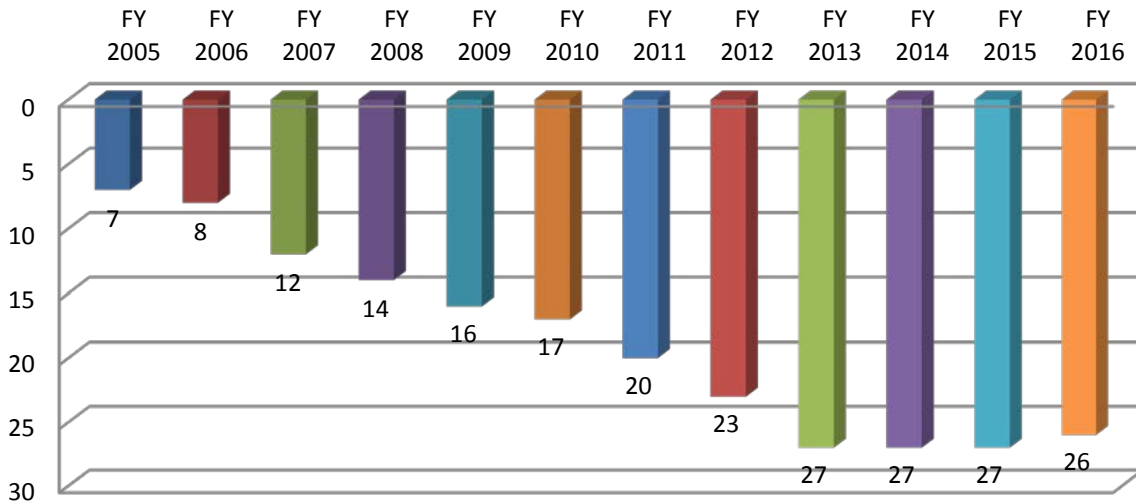
In fiscal 2017, St. Mary's College of Maryland received an appropriation of \$24.0 million. Not only did the college receive its formula increase, but, in addition, the college received \$1.13 million in State funds to allow the college to upgrade their information technology infrastructure. As a result, the college received almost \$25.2 million in State funds for fiscal 2017.

The local community colleges received \$314.3 million through Cade Aid, additional grants and retirement funding, an increase of \$18.2 million over the funding for fiscal 2016. The independent institutions received \$50.8 million through the Sellinger program, an increase of almost \$8 million funding for fiscal 2016.

Maryland Ready Goal 2: Access, Affordability, and Completion: Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

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 7th most expensive state for resident undergraduate students, at \$6,770, to the 27th most expensive state, at \$8,682, in fiscal 2015. In fiscal 2016, the policy of "buying down" tuition levels was stopped, and tuition levels were allowed to increase at a rate greater than those that had been allowed in the prior eight years. As a result, Maryland's rank for the 2016 fiscal year is now 26th nationally. Governor Hogan provided funds again in fiscal 2017 to limit resident tuition increases to 2 percent, and we will be able to see what level Maryland ranks when the 2016 Trends in College Pricing Report is released in November.

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



Prior to fiscal 2012, community colleges did not receive funding to control tuition. Between fiscal 2006 and 2011, average tuition and fees for county residents at Maryland community colleges rose by an average annual rate of 3.0 percent, but the increase from fiscal 2010 to 2011 was 5.1 percent. In fiscal 2012, \$5 million in restricted funding was appropriated for community colleges for the specific purpose of limiting increases in in-county tuition. In fiscal 2013, the \$5 million was appropriated into the base State funding to the colleges. In fiscal 2014 and 2015, the colleges were funded according to the BRFA-revised Cade formula. As a result, between fiscal 2005 and 2015, Maryland community colleges moved from being the 8th most expensive colleges to 20th in fiscal 2015 and to 19th in fiscal 2016 nationally.

Independent higher education institutions did not receive funding to control tuition. The independent institutions receive \$41.4 million through the Sellinger program in fiscal 2015. Funding for the independent institutions reached a high of \$56 million in fiscal 2008. During the past few years, the institutions have raised tuition to offset the effects of lower State funding and endowment investment returns. As a result, between 2005 and 2015, Maryland independent institutions have remained some of the highest priced in the country, ranking being the 6th and 5th most expensive, respectively. Data was not available to provide the level for fiscal 2016.

Financial Aid

The Commission received \$104.6 million in general fund and special fund support for student financial assistance in fiscal 2017. This was an increase of \$1.7 million, or 1.6 percent, from fiscal 2016.

While funding of State financial aid programs has reached an overall level of \$103 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	1,500	17.0%
GA - Total Award Amounts	12,626,990	15,225,450	14,936,100	16,324,978	18,157,050	19,226,750	19,800,000	56.8%
GA - Average Award Amount	9,849	10,407	11,350	11,594	12,216	13,017	13,200	34.0%
Campus-Based EAG Award Amounts	2,000,000	2,000,000	2,000,000	2,000,000	1,870,850	1,975,250	2,000,000	0.0%
Remaining Funds for EA	60,494,010	57,899,550	55,398,900	62,638,615	59,596,525	58,509,603	59,317,525	-1.9%
EA - Total Applicants (On-time FAFSAs)	117,447	134,305	139,983	134,669	131,696	131,232	121,168	3.2%
EA - Total Recipients	25,581	25,420	25,697	33,860	28,526	24,377	26,500	3.6%
EA - Total Award Amounts	54,977,449	52,408,175	54,203,850	72,351,900	61,096,800	53,952,240	59,317,525	7.9%
EA - Average Award Amount	2,149	2,062	2,109	2,137	2,142	2,213	2,238	4.2%
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	2,000	-63.7%
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	22,149	57.1%
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	\$ 54,820,850	

* Fiscal 2017 figures are as of October 7, 2016

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

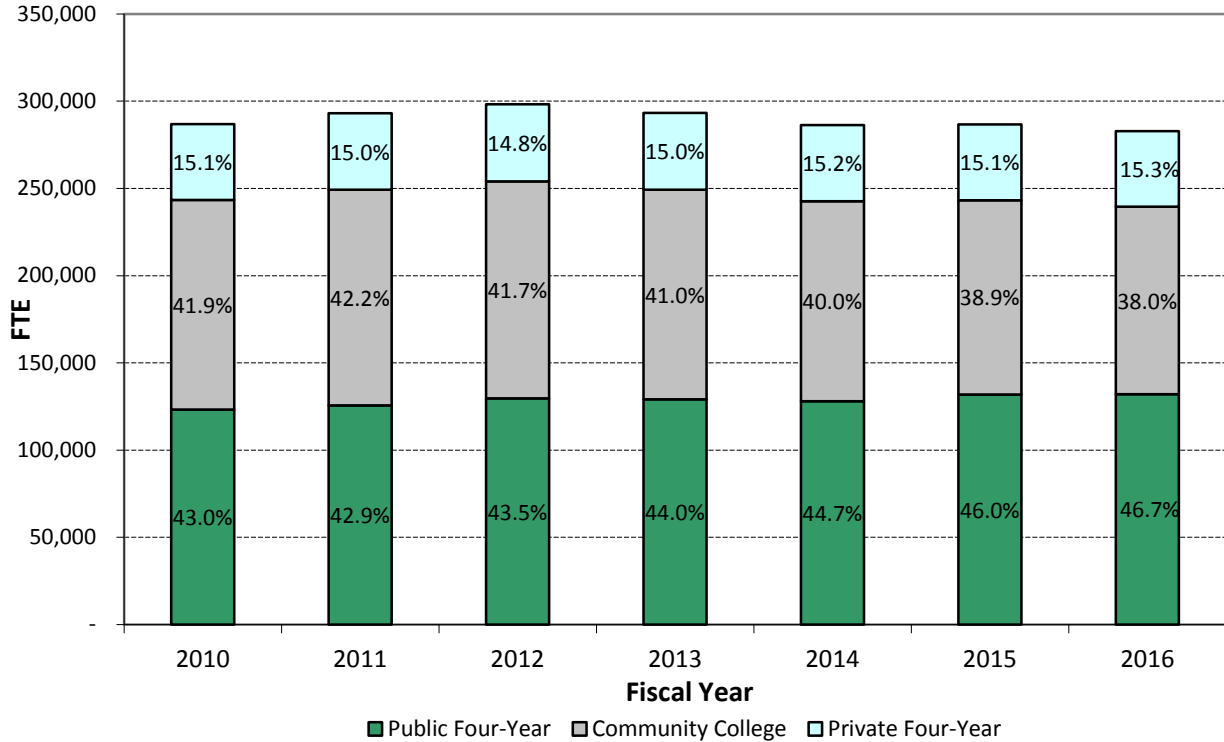
As has been discussed each year, while appropriations for State financial assistance programs have remained steady, demand for assistance has not. Financial aid applications for Maryland students increased from 103,765 in fiscal 2010 to a peak of almost 140,000 in fiscal 2013. Applications have adjusted downward gradually to a level of 121,168 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 jumped from 11,333 in fiscal 2010 to almost 36,000 in fiscal 2013, with 22,149 on the waitlist for fiscal 2017. In addition, the average award to those students receiving aid from the program had dropped from \$2,149 in fiscal 2011, but has risen each year to \$2,238 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 by Segment of Higher Education
2010-2016**

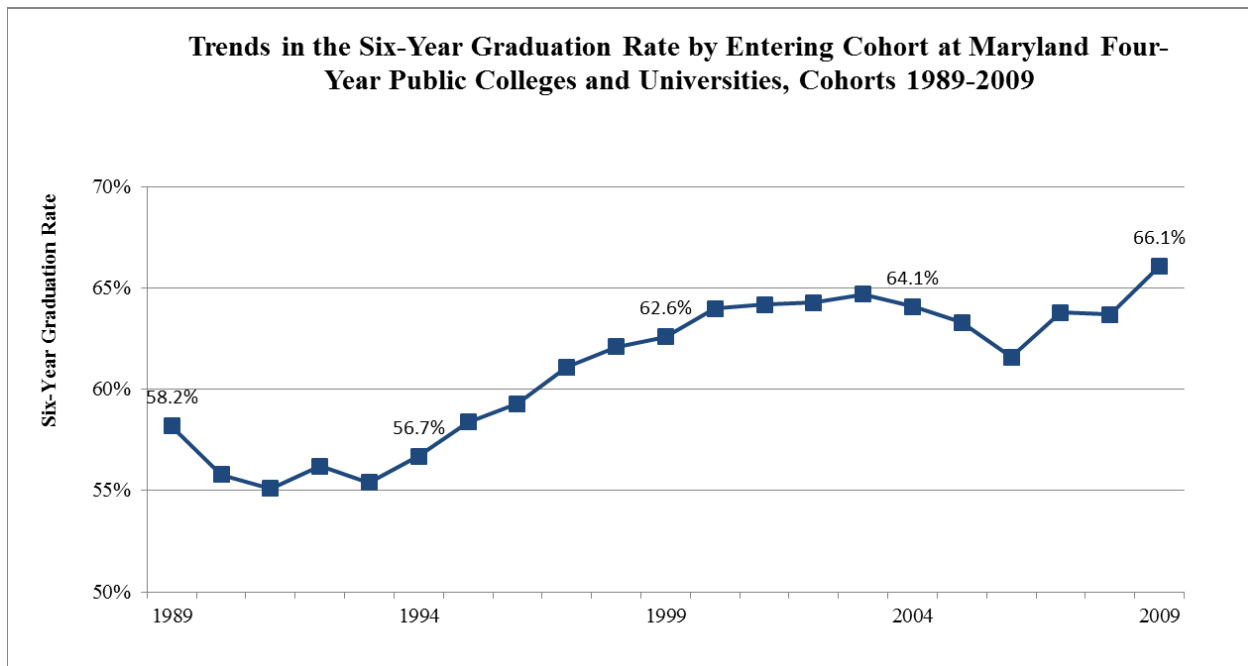


Total FTE student enrollment among the segments grew from 282,927 FTES in 2009 to 282,822 FTES in 2016. Enrollment at the community colleges has moved from 120,118 in 2010 to 107,411 following the burst of enrollment in the colleges following the 2008 recession. Public four-year institutional enrollment has moved from 123,324 in 2010 to 132,054 in 2016 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 43,357 in 2016.

Completion

Maryland Ready states that access and affordability alone are insufficient to ensure that Marylanders fully enjoy the benefits of postsecondary education; academic success leading to credential completion is a necessary component to ensure that the State postsecondary system is meeting *Maryland Ready* and Completion goals.

In the most recent reports on retention and graduation at Maryland four-year institutions and community colleges, the six year graduation rate for all students at the public four-year institutions was 66.1 percent for the 2009 Cohort. This is the highest 6-year graduation level recorded for Maryland public four-year institutions. The four year transfer rate for all students at community colleges was 24.9 percent for the 2011 cohort, and the graduation rate was 9.0 percent. These rates have fluctuated from those levels to a high of 27.1 and 9.4 percent for the 2007 cohort, but have shown an upward trajectory since the 2009 cohort. Those numbers are again approaching the combined graduation and transfer rate of the 2000 cohort of 34.0 percent, with both the 2010 and 2011 cohorts recording 33.9 percent levels. Over the past 10 years enormous success has been made at 2nd year retention, which has improved from a low of 78.5 percent for the 2007 cohort to a high of 85.1 percent for the 2013 cohort and 83.8 percent for the 2014 cohort. This success in 2nd year retention is likely to help fuel increases in graduation and transfer rates for currently enrolled cohorts.



Second-Year Retention Rates by Entering Cohort at Maryland Four-Year Public Colleges and Universities, Cohorts 1994-2014

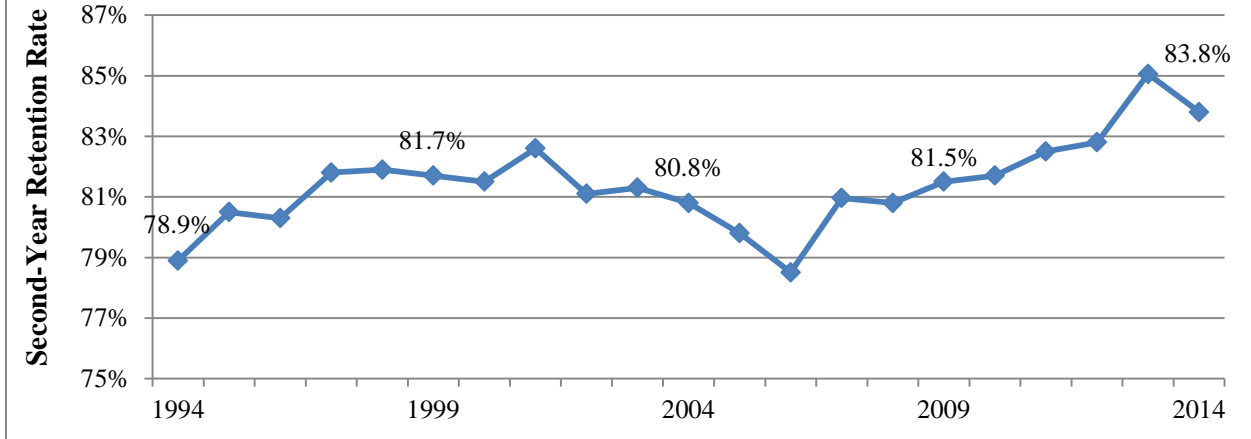
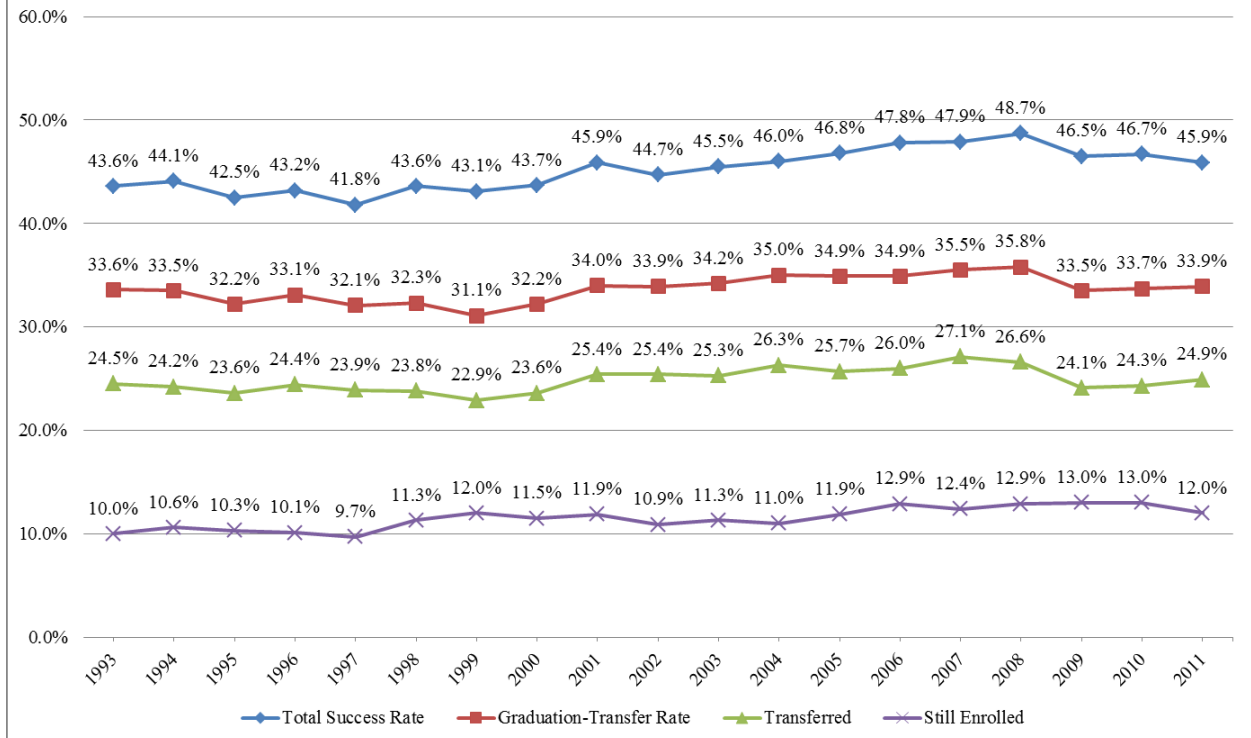


Figure 1.
Four-Year Success Rate and Graduation-Transfer Rate, with Component Rates, Cohorts Entering 1993-2011



There is a difference between degree completion and degree attainment as set out in the State’s 55 percent degree attainment goal. Recently, MHEC has examined the components of the State’s trajectory towards meeting the attainment goal of 55 percent by 2025. Data provided in the report on “Best Practices and Annual Progress Toward the 55% Completion Goal,” including

increases in the number of degrees awarded at the Maryland independent and public colleges and universities as well as migration of persons with degrees into Maryland indicate that at this time, Maryland is on target to reach that goal.

Postsecondary Education Initiatives to Increase Completion

The State continues to develop new policies, programs, and initiatives that support postsecondary degree completion. The College and Career Readiness and College Completion Act (CCRCCA) of 2013 established a number of key requirements aimed at increasing college readiness and completion in Maryland. Transition courses, which help qualifying 12th-graders prepare for college coursework, are in the first year of implementation. Maryland Community Colleges are working with local education agencies to promote and improve dual enrollment for high school students. The Commission is also updating transfer and reverse-transfer regulations to maximize college completion for both Associate and Bachelor degree. Last, the Commission will host the biennial Completion Forum, where stakeholders in all segments of education share best practices on college completion. The Commission will present recent and successful initiatives within the State aimed to meet the 55 percent completion goal by 2025.

Maryland has recently completed a Statewide Transfer and Reverse Transfer Credit agreement that will assist in moving transfer and graduation rates upwards. The regulations to support these agreements are being finalized in October and November 2016 and will become effective within the next three months.

Maryland Ready Goal 3: Diversity: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

MHEC is currently working on innovative initiatives to increase the diversity of students and faculty at Maryland colleges and universities. One effort that is underway is approaching the delivery of programs in a collaborative partnership among public and private institutions as well as Traditionally White and Historically Black Colleges and Universities. We will provide more specific information on these initiatives very soon once the details of the collaboration have been formally agreed upon by the participating institutions.

Enhancement of the State's Historically Black Institutions

Maryland's Historically Black Institutions (HBIs) have been receiving Access and Success funds to improve their retention and graduation rates for the past 14 years and have been required to report on the use and effectiveness of the funds annually. In fiscal 2007, each HBI had \$1.5 million in Access and Success funds appropriated directly to its operating budget. That funding has continued annually to fund initiatives in this program. The institutions are also required to report on how these funds are being used to support programs designed to improve retention and graduation rates of their students.

In addition, Maryland continues to provide the HBIs with additional enhancement funds for the purpose of enhancing the academic, support and physical environments of their institutions for students. These include improvements to operations in the areas of student support services,

financial aid, institutional advancement, information technology and to pay for debt service on facilities financed through the issuance of academic revenue debt. The institutions receive a total of \$4.9 million annually.

Maryland Ready Goal 4: Innovation: Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.

State Authorization and Reciprocity Agreement

On November 2, 2015, the Southern Regional Education Board (SREB) approved the State of Maryland's membership in the State Authorization and Reciprocity Agreement (SARA). SARA establishes a state-level reciprocity process that supports the nation in its efforts to increase the educational attainment of its people by making state authorization for distance education more efficient, effective, and uniform in regard to necessary and reasonable standards of practice that could span states. SARA membership is voluntary for states and institutions, and membership is open to degree-granting postsecondary institutions from all sectors (two-year and four-year, public and independent, non-profit and for-profit) that are accredited by an agency recognized by the U.S. Department of Education.

Since last year, 8 more states have joined SARA, making the current total 42 states. Maryland's membership required both statutory and regulatory changes, which were accomplished through the *Maryland College Export Act of 2015* (signed into law by Maryland Governor Larry Hogan) and through COMAR changes that were voted on by the Commission in August 2015, published in the Maryland Register, and will return to the Commission for final adoption in November 2015. Maryland's membership will officially be activated on January 1, 2016. After that time, out-of-state colleges and universities that offer online programs to Maryland residents and that participate in SARA will be exempted from Maryland's statutory requirement that out-of-state institutions offering online programs in Maryland register with MHEC. Maryland's in-state institutions that are interested in participating in SARA will apply to MHEC as the state's portal agency, and once approved, will be able to offer distance education programs to students residing in SARA member states without the need for state-by-state authorization.

Maryland Ready Goal 5: Economic Growth and Vitality: Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.

Workforce Needs

The development of a highly trained and skilled workforce is essential to a competitive State economy. Several fields have been identified as particularly important to economic development, including the Science, Technology, Engineering, and Mathematics (STEM) disciplines. Over the past few years, there has been substantial growth in the production of STEM undergraduate and graduate degrees by Maryland colleges and universities, from 9,500

STEM degrees in 2006-2007 to over 13,000 STEM degrees in 2012-2013. At the same time, however, Maryland continues to face workforce shortages in fields such as nursing and secondary teaching.

Maryland colleges and universities are aggressively developing and delivering programs in cybersecurity to train citizens to meet the rapidly and burgeoning need for qualified workers to stem the increasing number of security breaches each year.

Most recently, administered State funds to the Frederick Center for Research and Education in Science and Technology (CREST), which came about as a result of the efforts of local Frederick and State government officials and the Frederick Higher Education Center Advisory Board. While the center received \$244,013 in State funds in fiscal 2017, it has yet to record any enrollments in courses or programs.

Maryland Ready Goal 6: Data Use and Distribution: Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.

As mentioned in the Goal 4 discussion, the Commission continues to convert from its legacy COBALT based data systems to a new SQL based data environment through MAC2. Through this continuing conversion, MHEC is providing the State with considerably more data, including course level and student credit data, allowing MHEC the capacity to conduct more extensive policy analysis with greater pinpoint accuracy and respond more effectively on specific issues. Additionally, the Commission, alongside the Segments of Higher Education, has established a Data Advisory Council to support the work of this State Goal.

MHEC provides ongoing information and support for the Maryland Longitudinal Data System (MLDS). Through MAC2, MHEC will be able to provide postsecondary data to connect the State's pre-K, elementary, secondary, postsecondary, and workforce information for the purpose of better understanding the impact of the educational experience on student outcomes.

Maryland Higher Education Commission

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

MHEC is currently aggressively recruiting for all of its vacancies so that all of them are filled this year. As of this report, MHEC has eight vacancies, or 15 percent of the total 53 regular positions. Of those 8 vacancies, 4 are under active recruitment, 2 are being reclassified, and the final 2 are in the early stages of preparation for recruitment.

In the past year, MHEC has filled executive management level vacancies of the Assistant Secretary of Academic Affairs and Director of Academic Affairs.

In addition, we are reviewing our statutory functions of the agency to “systemize” all of the important functions performed by MHEC. With consideration to the fiscal challenges faced by the current administration, MHEC is committed to maximizing agency productivity within current personnel constraints. The Academic Affairs Office is currently redesigning the process whereby academic programs and institutional applications are reviewed and approved. Under the new Assistant Secretary and Director of Academic Affairs, the Office has begun reconciling all outside program applications and is in the process of eliminating duplicative or redundant steps in the review cycle..

MHEC’s Outreach and Grants Management Office in partnership with MSDE on the federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) gained two additional staff positions. GEAR UP funds the position of the GEAR UP/College Preparation Intervention Program (CPIP) Coordinator and a GEAR UP admin specialist. The GEAR UP Specialist position was filled in October 2016.

MHEC’s Office of Student Financial Assistance (OSFA) continues to convert financial aid guidelines into formal State regulations, creating a more transparent and accountable governance system for the more than \$100 million MHEC distributes annually in State student financial assistance.

MHEC has continued collecting bond repayments recording \$1.4 million in collections for a second straight year in fiscal 2016.

The Commission received State General funds of \$5.4 million for agency operations in fiscal 2017. In addition, MHEC has \$939,637 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 58.6 regular budgeted State positions and 9 contractual positions.

Academic Program Review and Online Registration Fees

This was the fifth 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 \$383,175 in program and institutional review fees in fiscal 2016. This is a reduction of \$574,712 from the fees collected in fiscal 2015 and is a result of Maryland’s participation in SARA. The agency’s fiscal 2017 budget projects expending \$616,000, but collecting only \$405,000 in revenues. In FY 2013, law was enacted requiring out-of-state institutions that provide fully online programs in Maryland to register with MHEC at a cost of \$1,000 per institution. MHEC collected \$123,000, and expended \$50,600 in fiscal 2016. The fiscal 2017 budget for online registrations fees projects \$126,800 in revenue, but \$165,000 in expenditures. 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
Program Review Fees (01423)								
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
Revenue Total	393,901.00	489,101.30	709,100.00	957,886.97	383,175.00	405,000.00	69,600.00	425,000.00
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)
On-line Certification Fees (01433)								
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
Combined Programs								
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 2017:

- **Funding to support the continued recruitment and hiring of staff to fill remaining vacancies in the agency to strengthen the Maryland Higher Education Commission as the State coordinating agency responsible for postsecondary education under the Acting Secretary’s restructuring efforts.**
- **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 help Historically Black Colleges and Universities implement and modify proven programs to improve undergraduate retention and graduation.**
 - **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 2015 - 2017**

Program	FY 2015 Actual	FY 2016 Appropriation	FY 2017 Appropriation	FY 2015 - 2016 % Change
Bowie State University	\$ 40,572,859	\$ 41,525,890	\$ 43,931,255	5.8%
Coppin State University	42,320,352	44,755,130	46,672,062	4.3%
Frostburg State University	37,380,657	38,470,741	41,497,121	7.9%
Salisbury University	44,896,987	47,533,057	51,857,269	9.1%
Towson University	102,987,452	107,050,342	118,599,060	10.8%
University of Baltimore	33,433,968	34,639,444	37,517,677	8.3%
UM, Baltimore	208,458,686	215,405,339	227,354,952	5.5%
UM Baltimore County	108,123,070	111,151,119	118,852,967	6.9%
UM Center for Environmental Science	21,563,636	22,353,347	23,114,037	3.4%
UM, College Park	466,337,576	480,925,509	521,030,633	8.3%
UM Eastern Shore	36,606,039	38,083,911	40,636,604	6.7%
UM University College	38,693,543	38,596,667	41,913,868	8.6%
USM Office	22,058,816	23,567,555	31,129,479	32.1%
USM Total	\$ 1,203,433,641	\$ 1,244,058,051	\$ 1,344,106,984	8.0%
St. Mary's College of Maryland	\$ 20,721,538	\$ 23,504,174	\$ 25,159,549	7.0%
Morgan State University	84,197,526	86,134,601	92,551,602	7.4%
Baltimore City Community College	40,136,643	40,775,643	40,814,442	0.1%
Public Total	\$ 1,348,489,348	\$ 1,394,472,469	\$ 1,502,632,577	7.8%
Maryland Higher Education Commission				
Administration	\$ 4,982,567	\$ 5,218,737	\$ 5,375,779	3.0%
Grants	8,368,394	8,510,250	8,754,012	2.9%
Student Financial Assistance	98,408,365	101,089,172	103,143,000	2.0%
Aid to Community Colleges	290,525,892	296,129,133	314,335,016	6.1%
Aid to Independents	41,422,240	42,822,240	50,812,437	18.7%
MHEC Total	\$ 443,707,458	\$ 453,769,532	\$ 482,420,244	6.3%
Higher Education Total	\$ 1,792,196,806	\$ 1,848,242,001	\$ 1,985,052,821	7.4%

Notes:

Appropriations to Public Four-year Institutions include Higher Education Investment Funds

Sources: Maryland State Operating Budget Books; Fiscal 2016 Budget Bill; Department of Budget and Management;

Maryland Higher Education Commission; University System of Maryland; Morgan State University; St. Mary's College of Maryland.

**Table 2. Joseph A. Sellinger Program of State Aid to Non-Public Institutions
FY 2015 - 2017**

Eligible Institutions	FY 2015 Actual		FY 2016 Appropriation		FY 2017 Appropriation	
	Fall 2013 FTES	Appropriation	Fall 2014 FTES	Appropriation	Fall 2015 FTES	Allowance
Capitol Technology University	524.13	\$ 497,379	489.40	\$ 486,875	492.13	\$ 579,056
Goucher College	1,727.07	1,638,923	1,741.33	1,732,344	1,741.73	2,049,372
Hood College	1,625.90	1,542,917	1,635.17	1,626,732	1,552.67	1,826,918
Johns Hopkins University	19,082.53	18,108,588	19,411.93	19,311,755	20,184.13	23,749,253
Loyola University Maryland	5,050.33	4,792,569	5,130.47	5,103,994	5,104.60	6,006,225
Maryland Institute College of of Art	2,149.77	2,040,049	2,227.07	2,215,577	2,154.33	2,534,849
McDaniel College	2,301.80	2,184,320	2,318.00	2,306,038	2,211.90	2,602,588
Mount St. Mary's University	1,849.00	1,754,630	1,918.50	1,908,600	1,916.97	2,255,564
Notre Dame of Maryland University	1,538.53	1,460,006	1,496.73	1,489,006	1,411.63	1,660,966
St. John's College	577.93	548,433	562.40	559,498	533.80	628,085
Sojourner-Douglass College	901.93	855,897				
Stevenson University	3,850.35	3,653,834	3,782.50	3,762,980	3,691.83	4,343,918
Washington Adventist University	879.53	834,640	758.60	754,685	762.00	896,592
Washington College	1,591.27	1,510,054	1,572.27	1,564,156	1,427.00	1,679,051
TOTAL	43,650.07	\$ 41,422,240	43,044.37	\$ 42,822,240	43,184.72	\$ 50,812,437
GRANT PER FTE		\$ 948.96		\$ 994.84		\$ 1,176.63

Notes:

- 1) Baltimore Hebrew University became the Baltimore Hebrew Institute of Towson University in 2009 and is no longer eligible for Sellinger funds.
- 2) Sojourner-Douglass ceased operations in fiscal 2016.

**Table 3. Maryland Higher Education Commission
Aid to Community Colleges: FY 2015 - 2017**

	FY 2015 Actual	FY 2016 Appropriation	FY 2017 Appropriation
Formula Aid:			
Allegany College	4,850,443	\$ 4,850,443	\$ 4,850,658
Anne Arundel Community College	28,715,483	28,715,483	28,800,003
Community College of Baltimore County	38,418,817	38,637,669	40,413,996
Carroll Community College	7,345,652	7,345,653	7,612,538
Cecil Community College	5,108,063	5,108,064	5,244,580
College of Southern Maryland	12,676,778	13,017,885	13,805,709
Chesapeake College	6,140,798	6,142,473	6,142,473
Frederick Community College	8,975,284	8,975,284	9,643,621
Garrett College	2,561,002	2,561,002	2,734,062
Hagerstown Community College	7,620,411	7,620,412	8,128,628
Harford Community College	10,690,697	10,865,634	11,475,320
Howard Community College	14,772,181	15,723,055	17,411,556
Montgomery College	39,344,241	40,000,786	42,264,375
Prince George's Community College	25,210,654	26,072,537	28,500,296
Wor-Wic Community College	7,108,241	7,108,241	7,347,375
Total Cade Funding Formula Aid	\$ 219,538,745	\$ 222,744,620	\$ 234,375,190
Grants:			
Small Community College/Appalachian Grants	\$ 4,197,898	\$ 4,599,774	\$ 4,678,377
Statewide and Health Manpower	6,000,000	6,000,000	6,000,000
Garrett/WVa Reciprocity Grant	59,995	66,540	56,945
ESOL Grants	5,516,743	5,624,762	5,523,778
Somerset Grant	618,835	355,157	369,053
Keeping Maryland Community Colleges Affordable	-	-	-
Total Grants	\$ 16,393,471	\$ 16,646,233	\$ 16,628,153
Subtotal Cade and Grants	\$ 235,932,216	\$ 239,390,853	\$ 251,003,343
Fringe Benefits:			
Optional Retirement	14,297,308	14,730,000	16,873,000
Teachers Retirement	40,296,368	42,008,280	46,458,673
Total Fringe Benefits	\$ 54,593,676	\$ 56,738,280	\$ 63,331,673
Total State Aid	\$ 290,525,892	\$ 296,129,133	\$ 314,335,016

Notes: Excludes Baltimore City Community College.

Sources: Maryland State Operating Budget Books; Fiscal 2012 Budget Bill; Maryland Higher Education Commission; Department of Budget and Management.

**Table 4. Maryland Higher Education Commission
Educational Grants - All Funds: FY 2015 - 2017**

Program	Program Description	FY 2015	FY 2016	FY 2017
		Actual	Appropriation	Appropriation
10007	<i>Educational Grants</i>			
	Complete College Maryland	248,444	\$ 250,000	\$ 250,000
	Complete College America Grant	-	-	-
	Credit When It's Due	133,005	-	-
	Improving Teacher Quality	882,192	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	1,950,000	2,150,000	2,150,000
	UMBI, Maryland - Israeli Partnership	-	-	-
	Higher Education Heritage Action Committee (IMPART)	-	-	-
	UMB - Wellmobile	285,250	285,250	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	772,661	1,200,000	1,000,000
	John R. Justice Grant	59,700	30,000	25,000
	Miscellaneous Adjustment	-	-	-
	St. Mary's College of Maryland Grant	1,500,000	-	1,133,000
	Frederick CREST Center	-	-	244,012
	Program 7 Total	\$ 10,906,252	\$ 9,990,250	\$ 11,137,012
		-	-	-
10007	General Funds	7,618,394	7,760,250	9,137,012
10007	Special Funds	133,005	-	-
10007	Federal Funds	1,654,853	2,230,000	2,000,000
10007	Reimbursable Funds	-	-	-
	Program 7 Total	\$ 9,406,252	\$ 9,990,250	\$ 11,137,012
		-	-	-
	<i>Other</i>	-	-	-
10002	Early Intervention/College Preparation Grants	750,000	750,000	750,000
10038	Nurse Support Program II	15,486,921	6,521,590	18,741,171
10039	Health Personnel Shortage Incentive Grant Program	351,000	750,000	750,000
	Programs 2, 30, 38 and 39 Total	\$ 16,587,921	\$ 8,021,590	\$ 20,241,171
		-	-	-
		-	-	-
All	General Funds	8,368,394	8,510,250	9,887,012
All	Special Funds	15,970,926	7,271,590	19,491,171
All	Federal Funds	1,654,853	2,230,000	2,000,000
All	Reimbursable Funds	-	-	-
	All Total	\$ 25,994,173	\$ 18,011,840	\$ 31,378,183

Sources: SB 150

**Table 5. Maryland Higher Education Commission
Student Financial Assistance - All Funds: FY 2015 - 2017**

	FY 2015	FY 2016	FY 2017
Scholarship Program	Actual	Appropriation	Appropriation
Educational Excellence Awards *	79,832,243	78,345,525	80,011,525
Senatorial	6,486,000	6,486,000	6,486,000
Edward T. Conroy	820,474	570,474	570,474
Delegate	5,625,000	5,906,250	6,319,000
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 ¹	-	-	-
Distinguished Scholar Teacher ²	-	-	-
Janet L. Hoffman Loan Assistance Repayment Pgm ¹	1,094,228	1,388,895	1,388,895
Nursing ²	-	-	-
MLARP	920,339	1,432,282	1,032,282
Physical & Occupational Therapist ²	-	-	-
Child Care Providers ²	-	-	-
Developmental Disabilities and Mental Health ²	-	-	-
Part-Time Grants	5,087,780	5,087,780	5,087,780
William Donald Schaefer Scholarship ²	-	-	-
Workforce Shortage Assistance Grants	1,080,500	1,254,775	1,229,853
Veterans of the Afghanistan and Iraq Conflicts	1,384,973	750,000	750,000
Programs Total	\$ 104,835,010	\$ 102,954,454	\$ 104,608,282
General Funds	\$ 98,408,365	\$ 101,089,172	\$ 103,143,000
Special Funds	6,026,645	1,465,282	1,465,282
Federal Funds	-	-	-
Reimbursable Funds	400,000	400,000	-
Funds Total	\$ 104,835,010	\$ 102,954,454	\$ 104,608,282

Notes:

1) Amounts combine all awards for particular program.

2) Consolidated into the Workforce Shortage Assistance Grants program.

Sources: Maryland State Operating Budget Books; Fiscal 2012 Budget Bill; Maryland Higher Education Commission; Department of Budget and Management.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016
TO: Maryland Higher Education Commission
FROM: Geoffrey F. Newman **STAFF:** David S. Beard
SUBJECT: FY 2018 Consolidated Capital Budget Recommendations

Budget Overview

Annually, the colleges and universities submit their capital budget requests to the Maryland Higher Education Commission (MHEC) and the Department of Budget and Management (DBM). The Commission has statutory responsibility for presenting a consolidated higher education capital budget request and recommendation to the Governor and the General Assembly.

State capital projects are funded through five sources: general obligation bonds; academic revenue bonds; general funds (PAYGO); non-budgeted funds (NBF); and recycled funds. Public colleges and universities are able to fund other campus projects through their own bonding authority through academic and auxiliary revenue bonds. These bonds are supported through tuition and fees, room and board, parking fees, and bookstore operations.

Decisions on capital budget requests, including to recommend deferments, reductions or advancements of project funding requests, are based on a number of considerations which include current and projected enrollment in academic programs; consistency with space guidelines; and the adequacy of current and proposed facilities to accommodate the academic, research and support requirements of the institutions. In addition, staff reviews these requests in accordance with the capital budget priority list established annually by the Commission and for their consistency with the State Plan for Postsecondary Education. The fiscal 2018 Capital Budget Priorities are provided in Table 1.

The consideration of high performance and green building technologies and environmental sustainability are other important factors within the recommendations for funding capital project requests. Maryland requires State buildings over 7,500 square feet to meet or exceed LEED Silver certification. Institutions have made a commitment to pursue LEED certification for current and future campus construction projects, consistent with State policy.

The consolidated capital budget request for higher education totals \$448.2 million. A brief description of each project and staff recommendations are presented in the following tables:

Table 2 provides a summary of the higher education requests and staff recommendations by segment. Detailed capital project requests and recommendations for the University System of Maryland, Morgan State University, St. Mary's College of Maryland, the Independent Institutions and Baltimore City Community College can be found in Tables 3 through 8. Table 9 details the capital project request and recommendation for the Community College Construction Grant, which provides the State portion of funds for capital projects at locally-controlled community colleges. Table 10 reflects the current status of the FY 2018 capital budget request for the Southern Maryland Higher Education Center's Classroom-Laboratory Building project, which has expanded in scope to include additional research and incubator space to support programs under an agreement with the University System of Maryland, SMHEC and the Navy Alliance. Table 11 provides statistical information related to the FY 2018 capital budget request with a comparison copy of the FY 2017 capital budget request of last year.

University System of Maryland

Through the five-year capital improvement program (CIP), the State provides funds to Maryland's public four-year colleges and universities. The University System of Maryland (USM) funding requests were approved by the Board of Regents and were presented to the Governor and Department of Budget and Management under the Chancellor's signature on June 30, 2016. USM is requesting \$321.8 million in General Obligation Bond funds (G.O.) to fund 16 projects, details of which are presented in Table 3.

Highlights of this year's funding request include Coppin State University's request of \$1.3 million in design funds for renovation and reconfiguration of the Julian Arts and Sciences Building, which will house the School of Management and Economics. Space in this building was vacated by the Departments of Natural Sciences, Mathematics and Computer Science as they move into the New Science and Technology Center, a 74,185 NASF/134,882 GSF academic building designed to support these science-related disciplines.

Frostburg State University is requesting \$3.4 million in design funds for the new Education Professions and Health Sciences Center, a 57,010 NASF/100,000 GSF facility which will provide modern classrooms, laboratories, offices and support space to accommodate the College of Education, the Exercise and Sports Science Program and the Nursing Program.

Towson University is requesting \$36 million in design and construction funds for the 184,730 NASF/316,000 GSF new Science Facility, which will house the College of Science and Mathematics. This project replaces a previous proposal to renovate and expand Smith Hall, as a detailed analysis of the Smith Hall Complex revealed significant deficiencies in the building envelope as well as the inability of the structural system to support the weight of additional mechanical equipment. The New Science Facility will result in the integration of teaching and research space, adding over 136,000 NASF in classroom, laboratory and research space.

The University of Baltimore is requesting \$3.8 million in construction and equipment funds to renovate the Langsdale Library and reconfigure interior space, upgrade the mechanical, fire suppression and electrical systems and to comply with ADA standards. The project will allow the building to meet current library standards and will provide modern office and library space to support staff and library functions.

The University of Maryland, Baltimore is requesting \$3.6 million in remaining construction and partial equipment funds for the 224,986 NASF/429,970 GSF Health Sciences Research Facility III. This new facility will provide research space for the Schools of Medicine, Pharmacy, and Dentistry, with approximately one-third of the total space used as surge space for functions currently in the Medical School Teaching Facility, which is scheduled for a phased renovation. The facility will provide over 16,000 NASF in animal facility space and more than 175,000 NASF in research laboratory space to help address the University's extreme need for additional research space to support growth in federal and private sponsored research. In addition, UMB is requesting \$2.9 million in planning funds to complete design of a Central Electric Substation and Redundancy Facility. The project will be phased over nine years and will include construction of a new electrical substation, upgrading the UMB central electrical infrastructure, replacement of all underground duct bank and cables, as well as renovation of the existing substation and new switchgear.

The University of Maryland, Baltimore County is requesting \$60 million in construction and equipment funds to complete the 71,940 NASF/133,735 GSF Interdisciplinary Life Sciences Building, a new facility which will include over 52,000 NASF in active learning classrooms, multi-disciplinary teaching labs and flexible research labs, as well as 6,000 NASF in animal facilities space. The integration of interdisciplinary life science research and STEM instruction will enhance undergraduate education and help the University compete for extramural research funding.

The University of Maryland Center for Environmental Science is requesting \$1 million to begin design of the new, 8,720 NASF/13,750 GSF Chesapeake Analytics Collaboration Building (CACB) located at the Chesapeake Biological Laboratory (CBL) in Solomons, Maryland. This facility will include research collaboration space, study and stack space, and information technology space to support interdisciplinary research by the research faculty, scientists and students. The building will house and integrate into one building the Chesapeake Archives library and information technologies needed to support the research and instructional programs of the campus. Space will be dedicated to information retrieval services, a supporting computer center and an Interactive Video Conference Center.

The University of Maryland, College Park (UMCP) is requesting funds for five projects:

1. New James Clark Bioengineering Building: \$25.5 million in construction and equipment funds to bring to completion the new 101,300 NASF/184,200 GSF facility. The building will house the Fischell Department of Bioengineering, Fischell Institute for Biomedical Devices and a central animal care facility for research animals, providing the bioengineering program with state-of-the art research space and equipment. The facility program includes over 60,000 NASF in classroom, laboratory and research space, as well

as 16,500 NASF in animal care space. This request is supplemented with an Academic Revenue Bond (ARB) request of \$5 million.

2. New Brendan Iribe Center for Computer Science and Innovation: \$67.5 million in construction and equipment funds to complete the 115,620 NASF/210,730 GSF facility, which will accommodate the Department of Computer Science and the University of Maryland Institute for Advanced Computer Studies (UMIACS). The building will include 38,000 NASF in classroom, open laboratory and research laboratory space and over 70,000 NASF in offices, conference rooms, study space and a multi-purpose community room. Designed with flexible spaces to maximize space use efficiency, the building will easily adapt to changing future needs. This building is needed to support the growth of the University's computer science teaching and research programs, facilitate the integration of modern teaching and research activities into these programs, improve the ability of students and faculty to collaborate, and promote collaboration with industrial and community partners. It will support Maryland's and USM's STEM initiatives and will be leveraged by private gifts of at least \$35M. This request is supplemented with an Academic Revenue Bond (ARB) request of \$10 million.
3. New Cole Field House: \$12.2 million to continue design, construction and begin equipping this 212,500 NASF/288,000 GSF facility. The project will enable the University to grow its clinical and research programs in sports medicine and occupational health by creating the new Center for Sports Medicine, Health and Human Performance in partnership with the University of Maryland, Baltimore School of Medicine. Campus-wide academic space deficits will be reduced with the expansion of the Academy for Innovation and Entrepreneurship, adding more than 66,000 NASF in classroom, laboratory, research, office and study space. Construction of the Terrapin Performance Center will accommodate a full-size football field and new training facilities that are comparable to other programs in the Big Ten Athletic Conference. State-funded space will focus only on academic-related space. The preliminary funding plan for this project anticipates an 80% contribution from institutional funds, private gifts and clinical revenues, with a 20% contribution from State funds.
4. New School of Public Policy: \$3 million to design and start construction of the 38,355 NASF/69,700 GSF office-classroom building. This project will provide space required for the School to achieve its Strategic Plan goals and to provide an opportunity to vacate Van Munching Hall and two other campus buildings to consolidate operations into a single location. The building will enhance the ability of the School to become a top-ten program, achieving its unique mission to infuse a culture of philanthropy.

5. Campuswide Building System and Infrastructure Improvements: \$10 million to continue construction for upgrading campus fire protection systems and failing infrastructure to address critical needs arising from a \$907 million deferred maintenance backlog.

The University of Maryland Eastern Shore (UMES) is requesting \$3.6 million in design funds to construct a 65,000 NASF/120,000 GSF New School of Pharmacy and Health Professions Building – Phase I. This building will centralize operations currently conducted in six, separate buildings and will house the School of Pharmacy’s Doctor of Pharmacy and Doctor of Pharmaceutical Sciences programs. Other proposed occupants include the Graduate Physician Assistants program and the Exercise Science Program (Kinesiology). Academic space will include over 40,000 NASF in classroom, laboratory, research, office and study space.

The University System of Maryland Office (USMO) is requesting \$88 million in design-construction and equipment funds to continue constructing and equipping a 136,200 NASF/228,805 GSF New Biomedical Sciences and Engineering Education (BSEE) Facility at the Universities at Shady Grove. The New BSEE facility will provide specialized laboratory space to support new academic programs, such as engineering and dentistry, and will also provide additional space for growth in STEM-related programs including the nursing and pharmacy programs

Also included in the USMO request is a \$17 million fund to assist in costs for System-wide Capital Facilities Renewal Projects. This request, not a project in the general obligation bond request, is for auxiliary revenue bonds (ARB’s) to address improvements to infrastructure as well as building exterior and interior systems.

The Commission staff recommends approval of the University System of Maryland’s fiscal 2018 capital budget request of \$321.8 million.

Morgan State University

Morgan State University’s fiscal 2018 capital budget request totals \$18.7 million in support of four projects:

1. New Behavioral and Social Sciences Building, West Campus: \$2.8 million in construction and equipment funds to complete the 74,462 NASF/148,229 GSF facility. The building will replace the existing Jenkins Behavioral and Social Sciences Building, which is scheduled for demolition. Existing instructional spaces are functionally inadequate and building systems failing. The new building will provide contemporary and functional classroom, laboratory and research space needed to support programs.
2. New Student Services Support Building: \$15 million in design and construction funds for the first phase of construction, comprising 75,945 NASF/138,220 GSF and located on the site of the former Soper Library. This facility will replace the aging Montebello Complex facility originally designed as a hospital. The project has been revised to include the

Office of Information Technology as well as a break room in addition to the office space, training rooms, meeting rooms, central facilities and lounge space.

3. New Health and Human Services Center – Phase I Motor Pool Surge Space: \$379,000 to demolish the Turner Armory and Vehicle Maintenance Facility and provide surge space, including office, locker, storage and vehicle repair, for the motor pool. The current location at Hillen Road and Argonne Avenue, is the site for the new Health and Human Services Center.
4. West Campus Site Improvements: \$479,000 to design the removal of remaining south/east walls, correcting storm water issues, adding lights in parking lot, creating a street from the parking area to Argonne Drive, re-configuring existing parking and road, and creating limited access from Hillen Road.

The Commission staff recommends approval of Morgan State University’s FY 2018 capital budget request of \$18.7 million.

St. Mary’s College of Maryland

St. Mary’s College of Maryland (SMCM) is requesting \$13.0 million for two projects in the fiscal 2018 capital budget request:

1. New Academic Building and Auditorium (ABA): \$10.6 million for design, construction and equipment funds to construct a 30,856 NASF/52,289,000 GSF New Academic Building and Auditorium (ABA). The ABA will provide much-needed, contemporary space for the College’s Music Department and Educational Studies Department, as well as learning commons study space and a 700-seat auditorium.
2. Campus Infrastructure Improvements: \$2.4 million in design and construction funds to continue a three-phase, \$18.4 million Campus Infrastructure Project including a wide range of renewal projects throughout the campus, such as construction of a pedestrian/bicycle pathway and bridge; replacement of HVAC components in the Library and Montgomery Hall; providing new windows and HVAC upgrades in Calvert Hall; and a variety of site improvements. These projects are listed in Table 5.

The Commission staff recommends approval of St. Mary’s fiscal 2018 capital budget request of \$13.0 million.

Capital Budget Priorities

The Capital budget requests for fiscal 2018 are categorized into the MHEC Capital Budget priorities that were adopted by the Commission in spring, 2016, and listed in Table 1. Projects

are categorized by the type of project, under seven categories. Within these categories, projects are then categorized by the type of space the facility represents, i.e. academic, research, support, higher education center, continuing education and by the funding phase of the project. The priority listing of capital projects for the public four-year institutions is provided in Table 6.

Maryland Independent College and University Association (MICUA)

The State provides grants to assist Maryland's independent colleges and universities with the costs of constructing and renovating academic facilities and infrastructure. These grants leverage private donations and help the institutions maintain their educational excellence. Unlike the Community College Construction Grant Program, funding through the MICUA grant is not administered by MHEC, but is provided to each institution directly with oversight by MICUA and its Board of Trustees. The Board has endorsed three capital budget requests totaling \$9.9 million for fiscal year 2018. The projects are consistent with the State goals for higher education and meet all the eligibility requirements set forth by the Department of Budget and Management. These projects are directly related to the academic missions of the individual institutions and reflect MHEC's goals of STEM-related program enhancements, workforce development and green initiatives.

Goucher College requests \$4 million to help design and construct a 59,000 square foot science building addition to create modern laboratory spaces and interactive learning facilities for undergraduate and graduate teaching and research in the sciences. The addition, adjacent to the 64 year-old Hoffberger Science Building, will include a cell and genetics lab; an anatomy lab; an environmental and biology lab; and labs for introductory biology, molecular biology and organismal labs. Total project cost is \$27.4 million.

McDaniel College requests \$3 million to assist in renovating and constructing classroom and laboratory spaces in the Gill Physical Education Learning Center to accommodate enrollment expansion in the Exercise Sciences and Physical Education program. Courses in this program require lab work and it is essential that classrooms and laboratories are in close proximity. Renovations will include the Old Gill and Main Gill Gymnasium buildings, yielding an additional 10,000 square feet of dedicated, functional academic program space. Total project cost is \$6.6 million.

St. John's College requests \$2.9 million to assist in renovating McDowell Hall, the historic central academic building, which was originally built in 1744 as the provisional Governor's mansion. Last renovated in 1989, the building houses 14 classrooms, the Great Hall and student mailboxes. The project scope includes improvements to classroom spaces and replacement of infrastructure including electrical and technology systems, heating and cooling systems, restrooms, plumbing, elevator and floor systems. Total project cost is \$5.9 million.

The Commission staff recommends approval of MICUA's fiscal 2018 capital budget request of \$9.9 million. These projects are shown in Table 7.

Baltimore City Community College

As a State public two-year college, Baltimore City Community College (BCCC) receives State funding for capital projects directly. The College is requesting second-year design funds of \$371,000 to continue progress with the Liberty Campus Loop Road, Inner Loop and Entrance Improvement Project. This project includes enhancements to accommodate circulation for emergency vehicles and pedestrians, as well as upgrading the main quadrangle and existing open spaces. Total project cost estimate is \$6.5 million over four years.

The Commission staff recommends approval of BCCC's FY 2018 budget request of \$371,000.

Community College Construction Grant Program

Through the Community College Construction Grant Program, the State provides assistance for the construction and improvements of facilities at community colleges. State funds for all projects funded through this program are administered by MHEC. This grant funds construction of major new facilities, renovation of existing facilities, and improvements to campus infrastructure.

The level of State participation in capital projects is determined by two criteria: the portion of the project that meets the space eligibility requirements for State support; and the State cost-sharing formula prescribed in statute. The cost-sharing formula is based on the current expense formula used by the Maryland State Department of Education with a floor of 50 percent. As a result, the State contributes between 50 percent and 70 percent of the eligible costs of a project for community colleges serving a single county and 75 percent of the eligible costs of a project for regional community colleges serving multiple counties.

The Governor's five-year capital improvement program includes funds to address campus space deficiencies created by a projected 30 percent increase in full-time equivalent enrollment at Maryland's community colleges over the next 10 years. The Governor's estimated community college capital improvement program (CIP) level for fiscal 2018 is \$60 million.

The fiscal 2018 CIP request, submitted by the Maryland Association of Community Colleges (MACC), is a prioritized list of eligible project requests totaling \$86.4 million. The total request from MACC would fund 17 eligible community college projects at 11 community colleges, providing assistance to construct 5 new academic structures, renovate and/or expand 8 buildings and upgrade infrastructure at 4 campuses.

In developing the fiscal 2018 Community College Construction Grant request, MACC and the community college presidents included four project requests totaling \$41.8 million that were preauthorized by the General Assembly for fiscal 2018. The remaining thirteen project requests were submitted for priority consideration using the Capital Project Prioritization Model.

Table 9a lists the 19 eligible funding requests for 17 projects in priority order. At the top of the list are four project requests that were preauthorized for the fiscal 2018 Grant program. As pre-authorized projects, the four project requests were exempt from the fiscal 2018 prioritization

formula. The fifteen remaining project requests are ranked in descending order according to MACC's Capital Project Prioritization Model.

Upon completion, these projects will increase classroom and laboratory space by 278,000 NASF, yielding 33 additional classrooms and 208 additional laboratories. Three projects improve and increase classroom and laboratory space related to workforce needs in the allied health sciences, two projects improve and increase classroom and laboratory space related to science, technology, engineering and math disciplines (STEM), two projects improve classroom and laboratory space related to workforce needs in technology and skills training for trades, and six projects improve general classroom and laboratory space, study space and administrative space. Four projects improve campus infrastructure at four campuses.

These projects are aligned with State initiatives in STEM-related programs, workforce development and building sustainability. Design and construction for all of these projects incorporates energy-saving, environmental protection and building sustainability practices, including certification levels of Silver or higher achieved through the Green Building Council's Leadership in Energy and Environmental Design (LEED) program. New buildings, as well as renovated facilities, offer opportunities for sustainability, energy conservation and protecting the environment.

Implemented by MHEC into the fiscal 2018 higher education capital planning process is the Governor's initiative to address and achieve the State's Smart Growth goals, coordinated by the Maryland Department of Planning (MDP) and the Maryland Department of Budget and Management (DBM). This initiative is designed to improve coordination between State agencies and local governments on Smart Growth strategies, such as improving existing and planned communities without sacrificing agricultural and natural resources, and serves as a management and planning tool to improve the efficient use of State resources and better coordinate those resources with local government resources and decision-making.

To align programs with the workforce needs of the community and the State, the New Health Sciences and Biology Building (Anne Arundel), Health Careers and Technology Building Renovation/Addition (CCBC), and New Health Sciences Center (CSM-Hughesville) will provide training in nursing and other allied health fields. The New Math and Science Center (Montgomery-Takoma Park) and the Science and Applied Studies Building Renovation/Addition (Montgomery-Germantown) will provide new and updated classrooms and laboratories to improve training in STEM programs. The Monroe Center Renovation (Frederick) and the New Smart House/Energy Efficiency Building (Hagerstown) will provide high-demand, specialized workforce development programs in energy conservation, environmental protection, and electrical, plumbing, mechanical and building systems.

The list of seventeen, eligible community college project funding requests, including the Program Balance/Surplus of \$2 million, totals \$84.5 million. When matched by local funds, in accordance with Section 11-105(j) of the Education Article, Annotated Code of Maryland, the State share of funding these projects will leverage an additional \$75.7 million in local funding for a total project cost of \$162.2 million for community college capital improvements. This funding represents an overall State participation level of 53.2% for FY 2018 projects.

While the FY 2018 Community College Construction Grant request exceeds the Governor's FY 2018 CIP by \$24.5 million, Commission staff recognizes the worthiness of each project included in the request and recommends funding \$84.5 million for all eligible projects in the request. Should the additional funds of \$24.5 million not be available, and to meet the Governor's FY 2018 CIP of \$60 million, Commission staff recommends that funding be provided to all pre-authorized projects for FY 2018 and projects with aggregated weight 1 through 5 on the MACC Prioritization List in Table 9.

Further analysis of project schedules and critical funding needs will be performed by the Department of Budget and Management, Office of Capital Budgeting and by the Department of Legislative Services, Office of Policy Analysis, to ascertain potential cost savings.

Regional Higher Education Centers

The Southern Maryland Higher Education Center (SMHEC) first introduced the New Classroom/Laboratory Research Building III project in its fiscal 2009 capital budget request. The project was initially designed to address space deficiencies due to increased enrollment and the expansion of programs offered at the Center. Subsequent studies and research regarding the workforce needs in the region have modified the scope of this project to address not only the needs for additional classroom and laboratory space, but also to address the research and development needs of the nearby Patuxent River Naval Base complex by adding research and possible incubator space to this new building.

Given this changing perspective on the needs of the Southern Maryland region, the Legislature set up a council charged with evaluating the academic needs of the region and issuing a report by December, 2013. In November, 2013, the Southern Maryland Higher Education Center (SMHEC), the Southern Maryland Navy Alliance (SMNA) and the University System of Maryland (USM) signed a Memorandum of Understanding (MOU) with respect to the role each party will play in the design, construction and maintenance of the New Classroom/Laboratory Research Building III. Funds for this project are expected to be provided through the USM Office in compliance with the agreement.

The fiscal 2018 higher education capital budget submission does not include a funding request for the Classroom/Laboratory Research Building III. With project completion planned for August, 2020, design of this project is underway and additional construction funding is not scheduled in this fiscal year.

Relationship of Recommended Capital Projects to the goals of *Maryland Ready* – The 2013 Maryland State Plan for Postsecondary Education

Exhibit 1 provides a listing of the six goals of *Maryland Ready* – The 2013 Maryland State Plan for Postsecondary Education. Exhibits 1-A and 1-B list the fiscal 2018 four-year and community college project requests, respectively, and indicate where each project aligns with the goals of *Maryland Ready*.

Paramount in the Governor's higher education initiatives is the goal for Maryland to achieve a 55% college completion rate. Projects proposed in the fiscal 2018 budget request will increase capacities for STEM-related programs, research facilities and workforce development programs. Capacity increases conducive to state-of-the-art learning methods will provide opportunity and support for increased enrollment and increased graduation rates.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the fiscal 2018 consolidated capital budget recommendation of \$448,213,000 for higher education.

It is further recommended that, should cost estimates for projects within this year's capital budget requests be revised to provide cost savings for these projects, funding be reduced or additional projects be funded.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

Exhibit 1. Goals of *Maryland Ready* - 2013 Maryland State Plan for Postsecondary Education

Goal 1: *Maryland will enhance the quality of its postsecondary institutions and programs, which are recognized nationally and internationally for academic excellence, and increase its effectiveness in fulfilling the evolving educational needs of its students and the state.*

Goal 2: *Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.*

Goal 3: *Maryland will ensure equitable opportunity for academic success and cultural competence for Maryland's population.*

Goal 4: *Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates.*

Goal 5: *Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.*

Goal 6: *Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision-making, and achievement of State goals.*

Exhibit 1 - A
Four-Year Institutions Meeting Maryland Ready - 2013 State Plan Goals

Four - Year Institutions		Maryland Ready - 2013 State Plan Goals					
Institution	Project Name	1	2	3	4	5	6
Coppin State University	Renovate Julian Science, Schl of Mgmt Sci & Econ	*	*	*	*	*	*
Frostburg State University	New Education Professions and Health Sciences Center	*	*	*	*	*	*
Towson University	New Science Facility	*	*	*	*	*	*
University of Baltimore	Renovate Langsdale Library	*	*	*	*	*	*
UM Baltimore	New Health Sciences Facility III	*	*	*	*	*	*
	Central Electric Substation and Redundancy	*					
UM Baltimore County	New Interdisciplinary Life Sciences Building	*	*	*	*	*	*
UM Center for Environmental Science	New Chesapeake Analytics Collaborative Building	*	*	*	*	*	*
UM College Park	New School of Public Policy	*	*	*	*	*	*
	New Clark Bioengineering Building	*	*	*	*	*	*
	New Brendan Iribe Ctr. For Computer Science & Innovation	*	*	*	*	*	*
	New Sports Performance/Acad. Research Bldg.-Cole FH	*	*	*	*	*	*
	Campuswide Bldg System & Infrastructure Improvements	*					
UM Eastern Shore	New School of Pharmacy and Health Professions	*	*	*	*	*	*
University System Office	Capital Facilities Renewal Program	*					
	USG - New Biomedical Sciences Education Facility	*	*	*	*	*	*
Morgan State University	New Behavioral & Social Sciences Center	*	*	*	*	*	*
	New Student Services Support Building	*	*	*	*	*	*
	New Health & Human Services Facility: Demo Turner/Storage	*	*	*	*	*	*
	West Campus Site Improvements	*					
St. Mary's College of Maryland	New Academic Building and Auditorium	*	*	*	*	*	*
	Campus Infrastructure Improvements - 3 Phases	*					
Goucher College	Science Building Addition	*	*	*	*	*	*
McDaniel College	Gill Physical Education Learning Center Renovation	*	*	*	*	*	*
St. John's College	McDowell Hall Renovation	*	*	*	*	*	*

Exhibit 1 - B
Community Colleges Meeting Maryland Ready - 2013 State Plan Goals

Community Colleges		Maryland Ready - 2013 State Plan Goals					
Institution	Project Name	1	2	3	4	5	6
Allegany	Technologies Building: Lobby Renovation/Alteration	*					
Baltimore City - Liberty	Loop Road Improvements Inner loop	*					
CCBC-Catonsville	Wellness and Athletics Center Renovation	*	*	*	*	*	*
CCBC-Catonsville	Multi-Building Roof Replacement	*					
CCBC-Essex	Health Careers & Technology Bldg. (HTEC) Ren./Add.	*	*	*	*	*	*
Chesapeake	TPAC Chiller & Roof Replacement	*					
College of Southern Maryland	New Health Sciences Center	*	*	*	*	*	*
Frederick	Monroe Center Renovation	*	*	*	*	*	*
Hagerstown	New Smart House/Energy Efficiency Center	*	*	*	*	*	*
Hagerstown	Student Center Parking Lot	*					
Harford	Fallston Hall Renovation	*	*	*	*	*	*
Howard	Renovations to Nursing & ST Buildings	*	*	*	*	*	*
Montgomery - Germantown	New Rockville Student Service Center	*	*	*	*	*	*
Montgomery - Rockville	Science and Applied Studies Building Renovation/Addition	*	*	*	*	*	*
Montgomery - Takoma Park/Silver Spring	New Math and Science Center	*	*	*	*	*	*
Prince George's	Queen Anne Academic Center Renovation/Addition	*	*	*	*	*	*
Prince George's	Marlboro Hall Renovation	*	*	*	*	*	*

**Table 1. Maryland Higher Education Commission
Capital Budget Priorities for Public Four-Year Colleges and Universities¹
FY 2018**

Each year the Maryland Higher Education Commission approves a set of priorities to guide in the evaluation of capital budget requests. All capital projects are placed into one of the priority categories. The Capital Budget Priority Categories provide the basic framework for evaluating and recommending projects. Under the priorities, projects are ranked first by the priority category and further by types of facilities.

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

Note(s):

¹ Maryland’s colleges and universities are also required to provide information on the impact of a proposed project on institutional capacity.

² To the extent possible, institutions are encouraged to seek non-public financing for revenue-generating facilities such as student housing, parking, bookstores, athletic facilities, and dining services.

Table 2. Summary of the FY 2018 Higher Education Capital Budget Request

Institution	Request	MHEC Recommendation	Governor January 2017	State GO Funds
Bowie State University	\$ -	\$ -	\$ -	\$ -
Coppin State University	1,300,000	1,300,000	-	\$ -
Frostburg State University	3,400,000	3,400,000	-	\$ -
Salisbury University	-	-	-	\$ -
Towson University	36,000,000	36,000,000	-	\$ -
University of Baltimore	3,750,000	3,750,000	-	\$ -
University of Maryland, Baltimore	6,490,000	6,490,000	-	\$ -
University of Maryland, Baltimore County	60,000,000	60,000,000	-	\$ -
University of Maryland Center for Environmental Science	1,071,000	1,071,000	-	\$ -
University of Maryland, College Park	118,187,000	118,187,000	-	\$ -
University of Maryland Eastern Shore	3,600,000	3,600,000	-	\$ -
University System of Maryland Office & USG	88,000,000	88,000,000	-	\$ -
USM Subtotal	\$ 321,798,000	\$ 321,798,000	\$ -	\$ -
Morgan State University	18,658,000	18,658,000	-	\$ -
St. Mary's College of Maryland	13,000,000	13,000,000	-	\$ -
Independent Institutions (MICUA)	9,900,000	9,900,000	-	\$ -
4-Year Subtotal	\$ 363,356,000	\$ 363,356,000	\$ -	\$ -
Baltimore City Community College	371,000	371,000		\$ -
Community Colleges	84,486,000	84,486,000		\$ -
2-Year Subtotal	\$ 84,857,000	\$ 84,857,000	\$ -	\$ -
Southern Maryland Higher Education Center (See USMO Bldg III)	-	-		\$ -
Regional Higher Ed Center Subtotal	\$ -	\$ -		\$ -
Higher Education Total GO Bond Request	\$ 448,213,000	\$ 448,213,000	\$ -	\$ -

Table 3. University System of Maryland - Capital Budget Request: FY 2018

Institution	Project	Phase	USM		MHEC Recommendation	Governor January 2017	CBIS
			Project	June 30, 2016 Request			Total Estimated Cost
Bowie State University							
	Bowie Total			-	-	-	-
Coppin State University	Renovate Julian Science, Schl of Mgmt Sci & Econ	P	1	1,300,000	1,300,000	-	41,381,000
	Coppin Total			1,300,000	1,300,000	-	41,381,000
Frostburg State University	Education Professions & Hlth Sciences Ctr	P	1	3,400,000	3,400,000	-	85,795,000
	Frostburg State Total			3,400,000	3,400,000	-	85,795,000
Salisbury University							
	Salisbury Total					-	
Towson University	New Science Facility	PC	1	36,000,000	36,000,000		183,819,000
	Towson Total			36,000,000	36,000,000	-	183,819,000
University of Baltimore	Renovate Langsdale Library	CE	1	3,750,000	3,750,000		23,825,000
	UB Total			3,750,000	3,750,000	-	23,825,000
University of Maryland, Baltimore	New Health Sciences Research Facility III	CE	1	3,600,000	3,600,000		305,392,000
	Central Electric Substation and Redundancy	P	1	2,890,000	2,890,000		79,412,000
	UMB Total			6,490,000	6,490,000	-	384,804,000
University of Maryland, Baltimore County	New Interdisciplinary Life Sciences Building	CE	1	60,000,000	60,000,000		125,688,000
	UMBC Total			60,000,000	60,000,000	-	125,688,000
University of Maryland Center for Environmental Science	Chesapeake Analytics Collaborative Building	P	1	1,071,000	1,071,000		15,075,000
	UMCES Total			1,071,000	1,071,000	-	15,075,000
University of Maryland, College Park	New Brendan Iribe Ctr for Comp. Science & Innovation	CE	1	67,550,000	67,550,000		142,550,000
	New School of Public Policy	PC	1	3,000,000	3,000,000	-	45,000,000
	New/Ren Human Perf & Academic Research Facility	PCE	1	12,185,000	12,185,000		155,000,000
	New James Clark Bioengineering Bldg.	CE	1	25,452,000	25,452,000		168,475,000
	Campuswide Bldg System & Infra. Improvements	C	1	10,000,000	10,000,000		135,000,000
	UMCP Total			118,187,000	118,187,000	-	646,025,000
University of Maryland Eastern Shore	New School of Pharmacy & Health Professions	P	1	3,600,000	3,600,000		85,500,000
	UMES Total			3,600,000	3,600,000	-	85,500,000
University System of Maryland Office	Capital Facilities Renewal Program	C	1				122,672,000
	USG - New Biomedical Sciences Education Facility	PCE	1	88,000,000	88,000,000		163,648,000
	Southern Maryland RHEC, New Academic Building III						
	USMO Total			88,000,000	88,000,000	-	286,320,000
Total USM Request - GO Bonds			16	\$ 321,798,000	\$ 321,798,000	\$ -	\$ 1,878,232,000

**Table 4. Morgan State University
Capital Project Request: FY 2018**

Project	Phase	Request	MHEC Recommendation	Governor January 2017	Total Estimated Cost
New Behavioral & Social Sciences Ctr (P)	CE	2,800,000	2,800,000		79,400,000
New Student Services Support Building	PC	15,000,000	15,000,000	-	81,000,000
New Hlth & Human Svcs Bldg: Demo. Turner Armory Phase I Des.	P	379,000	379,000	-	4,400,000
West Campus Site Improvements	P	479,000	479,000		4,600,000
Total		\$ 18,658,000	\$ 18,658,000	\$ -	\$ 169,400,000

**Table 5. St. Mary's College of Maryland
Capital Project Request: FY 2018**

Project	Phase	Request	MHEC Recommendation	Governor January 2017	Total Estimated Cost
New Academic Building & Auditorium	PCE	\$ 10,600,000	10,600,000		75,700,000
Campus Infrastructure Improvements - Phase I	PC	\$ 2,400,000	2,400,000		15,400,000
Total		\$ 13,000,000	\$ 13,000,000	\$ -	\$ 91,100,000

**Table 6. Maryland Higher Education Commission
FY 2017 Capital Budget Priorities: Public Four-Year Institutions**

Priority	Institution	Project	Phase	Request	Recommendation	
Category I - Life Safety, Health and Regulatory Concerns						
No Projects						
				Sub-total \$	- \$	-
Category II - Project Completion and Equipment						
1	Morgan State University (Completion 05/2017)	New Behavioral & Social Sciences Building	CE	2,800,000	2,800,000	
2	University of Maryland, College Park (Completion 06/2017)	New James Clark Bioengineering Building	CE	25,452,000	25,452,000	
3	University of Baltimore (Completion: 09/2017)	Renovate Langsdale Library	CE	3,750,000	3,750,000	
4	University of Maryland, Baltimore (Completion 09/2017)	New Health Sciences Research Laboratory III	CE	3,600,000	3,600,000	
				Sub-total \$	35,602,000 \$	35,602,000
Category III - Renovation or Renewal of Existing Projects						
5	University System of Maryland Office	Capital Facilities Renewal Program (\$17M ARB Only)	PCE	-	-	
6	Coppin State University (Completion 02/2021)	Renovate Julian Science, Schl of Mgmt Sci & Econ	P	1,300,000	1,300,000	
				Sub-total \$	1,300,000 \$	1,300,000
Category IV - Improvements to Utility and Basic Support Systems services						
7	University of Maryland, College Park	Campuswide Bldg Systems & Infrs. Improvements	C	10,000,000	10,000,000	
8	University of Maryland, Baltimore (Completion 01/2026)	Central Electric Substation and Redundancy	P	2,890,000	2,890,000	
				Sub-total \$	12,890,000 \$	12,890,000
Category V - New Construction						
9	University of Maryland, College Park (Completion 06/2018)	Brendan Iribe Center for Computer Science & Innovation	CE	67,550,000	67,550,000	
10	University of Maryland, College Park (Completion 12/2018)	New Human Performance & Academic Research Facility	CE	12,185,000	12,185,000	
11	USM Office - Universities at Shady Grove (Completion 10/2018)	New Biomedical Sciences & Engineering Facility	PCE	88,000,000	88,000,000	
12	University of Maryland, Baltimore County (Completion 04/2019)	New Interdisciplinary Life Sciences Building	CE	60,000,000	60,000,000	
13	University of Maryland, College Park (Completion 12/2019)	New School of Public Policy	PC	3,000,000	3,000,000	
14	Morgan State University (Completion 04/2020)	New Student Services Support Building	PC	15,000,000	15,000,000	
15	Towson University (Completion 05/2020)	New Science Facility	PC	36,000,000	36,000,000	
16	Morgan State University Completion Phase I (Completion 05/2019)	New Health and Human Services Building/Demo Armory	P	379,000	379,000	
17	Frostburg State University (Completion 10/2020)	Education Professions & Health Sciences Center	P	3,400,000	3,400,000	
18	UM Center for Environmental Science (Completion 09/2020)	Chesapeake Analytics Collaborative Building	P	1,071,000	1,071,000	
19	University of Maryland, Eastern Shore (Completion 04/2021)	New School of Pharmacy and Health Professions	P	3,600,000	3,600,000	
20	St. Mary's College of Maryland (Completion 07/2022)	New Academic Building and Auditorium	PCE	10,600,000	10,600,000	
				Sub-total \$	300,785,000 \$	300,785,000
Category VI - Site Improvements						
21	Morgan State University (Completion 03/2020)	West Campus Site Improvements	P	479,000	479,000	
22	St. Mary's College of Maryland (Completion 09/2021)	Campus Infrastructure Improvements - Phase I B	PC	2,400,000	2,400,000	
				Sub-total \$	2,879,000 \$	2,879,000
Category VII - Land Acquisition						
				Sub-total \$	- \$	-
				Total \$	353,456,000 \$	353,456,000

**Table 7. Independent Colleges and Universities
Capital Project Request: FY 2018**

Institution/Project	Project Detail	Total Estimated Cost	Requested Funding	MHEC Recommendation	Governor January 2017	State Request As A Percent of Total Cost
Goucher College	Science Building Addition	\$ 27,400,000	\$ 4,000,000	\$ 4,000,000		15%
McDaniel College	Gill Physical Education Learning Center Renovations	6,600,000	3,000,000	3,000,000		45%
St. John's College	McDowell Hall Renovation	\$ 5,900,000	\$ 2,900,000	\$ 2,900,000		49%
Total		\$ 39,900,000	\$ 9,900,000	\$ 9,900,000	\$ -	25%

Source: Maryland Independent College and University Association, FY 2018 Capital Budget Request

**Table 8. Baltimore City Community College
Capital Project Request: FY 2018**

Institution	Project	Phase	Request	MHEC Recommendation	Governor January 2017	Total Estimated Cost
Baltimore City Community College	Loop Road Improvements - Liberty Campus	P	\$ 371,000	\$ 371,000		
	Total		\$ 371,000	\$ 371,000	\$ -	-

**Table 9a. Community College Capital Grant Program
Maryland Association of Community Colleges: Project Funding Prioritization
Capital Budget Request for FY 2018**

Aggregate Weight	Community College	Project Name	Project Phase	Project Cost	Running Total
Preauthorized Split Funded Projects from FY 2017	Community College of Baltimore County	Essex Health Careers & Technology Bldg	Renovation	\$ 5,000,000	\$ 5,000,000
	Frederick Community College	Monroe Center Renovation	Renovation	681,000	5,681,000
	Montgomery College	Rockville Student Services Center	Construction	18,856,000	24,537,000
	Prince George's Community College	Queen Anne Fine Arts Renovation	Renovation	17,288,000	41,825,000
1	Prince George's Community College	Queen Anne Fine Arts Renovation	Completion	\$ 4,026,000	\$ 45,851,000
2	Allegany College	Technologies Bldg - Project 1: Infrastructure	Design+	2,572,000	48,423,000
3	Howard Community College	Renovations to N and ST Buildings	Construction	10,592,000	59,015,000
4	Hagerstown Community College	Smart House/Energy Efficiency	Design+	1,087,818	60,102,818
5	Frederick Community College	Monroe Center Renovation	Construction	1,106,300	61,209,118
6	Anne Arundel Community College	Health Sciences and Biology Building	Design	6,520,000	67,729,118
7	Chesapeake College	TPAC Chiller and Roof Replacement	Construction	645,672	68,374,790
8	Montgomery College	Takoma Park/Silver Spring Math and Science Center	Design	5,138,000	73,512,790
9	Community College of Baltimore County	Wellness and Athletics Center	Design+	3,126,000	76,638,790
10	College of Southern Maryland	Health Sciences Center	Design	1,584,074	78,222,864
11	Montgomery College	Germantown Science and Applied Studies Building	Completion	2,456,000	80,678,864
12	Harford Community College	Fallston Hall Renovation	Design	308,880	80,987,744
13	Hagerstown Community College	Student Center Parking Lot	Design+	447,528	81,435,272
14	Community College of Baltimore County	Multi-Building Roof Replacement	Design+	350,000	81,785,272
15	Prince George's Community College	Marlboro Hall Renovation and Addition	Design	4,785,000	86,570,272
Total FY 2018 Request (New Projects)				\$ 44,745,272	\$ 44,745,272
Total FY 2018 Request (Rounded)				\$ 86,486,000	\$ 86,570,272
CCCG Program Balance				\$ (2,000,000)	
Final FY 2018 Request (Rounded)				\$ 84,486,000	

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 on August 2, 2016

**Table 9b. Community College Capital Grant Program
Capital Project Funding Request of FY 2018: Alphabetical by College**

FY 2018 Higher Education Capital Budget - Community Colleges						
Institution	Project	No.	Phase	N-R-Inf	STEM	Request
						8/15/2016
Allegany	Technology Building Renovation - Project 1	443	PC	Infra		\$ 2,487,000
Anne Arundel	New Health Sciences & Biology Building	New	P	New	Y	\$ 6,520,000
CCBC-Catonsville	Multi-Building Roof Replacement	New	PC	Infra		\$ 350,000
CCBC-Essex	Wellness & Athletics Renovation/Addition	New	PCE	Ren		\$ 3,126,000
CCBC-Essex	N (HTEC) Building Renovation/Addition	438	C	Ren/Add	Y	\$ 5,000,000
Chesapeake	TPAC Chiller & Roof Replacement	New	PCE	Infra		\$ 646,000
CSM - Hughesville	New Health Sciences Center	New	P	New	Y	\$ 1,584,000
Frederick	Monroe Center Renovation	448	PC	Ren		\$ 1,787,000
Hagerstown	Student Center Parking Lot	New	PC	Infra		\$ 448,000
Hagerstown	Smart House/Energy Efficiency Building	New	PCE	New		\$ 1,088,000
Harford	Fallston Hall Renovation	New	P	Ren		\$ 309,000
Howard	Renovations to N & ST Buildings	441	C	Ren		\$ 10,592,000
Montgomery- Rockville	New Student Services Center	429	C	New		\$ 18,856,000
Montgomery-SSTP	New Math & Science Center	New	P	New	Y	\$ 5,138,000
Montgomery - Germantown	Science & Applied Studies Building Ren/Add	430	E	Ren	Y	\$ 2,456,000
Prince George's	Queen Anne Academic Center Renovation/Addition	437	CE	Ren		\$ 21,314,000
Prince George's	Marlboro Hall Renovation/Addition	New	P	Ren		\$ 4,785,000
	17 Projects/11 Colleges/14 Campuses (10 New Projs.)				5	86,486,000
Program Balance						(2,000,000)
Total Grant Program						84,486,000
Baltimore City						\$ 371,000.00
Total Community Colleges						\$ 84,857,000

**Table 10. Southern Maryland Higher Education Center
Capital Project Request: FY 2018**

Project	Phase	Request	MHEC Recommendation	Total Estimated Cost
New Research Building III - No Funding Request in FY 2018*				
Total		\$ -	\$ -	\$ -

*The University System of Maryland Office (USMO) is designated the State funding coordinator for this project.

**Table 11a. Higher Education Capital Budget Statistics
FY 2018 Recommendation vs. FY 2017 Recommendation**

18.8%

FY 2018

FY 2018 Higher Education Capital Budget - Recommendation											
Segment	Request		Institutions		Projects					STEM Projects	
	FY18	% of Budget	Total Institutions	% of Institutions	Total Projects	New	Ren	Infra	% of Projects	No. STEM	% of STEM
USM	\$ 321.8	71.8%	10	40.0%	16	10	3	3	37.2%	11	57.9%
MORGAN	\$ 18.7	4.2%	1	4.0%	4	3		1	9.3%	2	10.5%
ST MARY'S	\$ 13.0	2.9%	1	4.0%	2	1	0	1	4.7%	0	0.0%
MICUA	\$ 9.9	2.2%		0.0%	3	1	2	0	7.0%	1	5.3%
HIGHER EDUC CENTERS	\$ -	0.0%		0.0%	0	0	0	0	0.0%	0	0.0%
BCCC	\$ 0.4	0.1%	1	4.0%	1	0	0	1	2.3%	0	0.0%
CC GRANT PROGRAM*	\$ 84.5	18.9%	12	48.0%	17	6	7	4	39.5%	5	26.3%
Total GO	\$ 448.3	100.0%	25	100.0%	43	21	12	10	100.0%	19	100.0%
Total ARB	\$ 32.0					48.8%	27.9%	23.3%		44%	

* Includes \$2M Program Balance

FY 2017

FY 2017 Higher Education Capital Budget - Recommendation											
Segment	Request		Institutions		Projects					STEM Projects	
	FY17 Budget	% of Budget	Total Institutions	% of Institutions	Total Projects	New	Ren	Infra	% of Projects	No. STEM	% of STEM
USM	\$ 338.0	65.0%	11	39.3%	19	12	3	4	38.0%	12	54.5%
MORGAN	\$ 45.6	8.8%	1	3.6%	5	1	2	2	10.0%	1	4.5%
ST MARY'S	\$ 2.7	0.5%	1	3.6%	3	1	0	2	6.0%	0	0.0%
MICUA	\$ 10.0	1.9%	3	10.7%	3	2	1		6.0%	3	13.6%
HIGHER EDUC CENTERS*	\$ -	0.0%	0	0.0%	0	0	0	0	0.0%	0	0.0%
BCCC**		0.0%		0.0%	0	0	0		0.0%	0	0.0%
CC GRANT PROGRAM	\$ 124.1	23.8%	12	42.9%	20	4	13	3	40.0%	6	27.3%
Total GO	\$ 520.4	100.0%	28	100.0%	50	20	19	11	100.0%	22	100.0%
Total ARB	\$ 22.0					40.0%	38.0%	22.0%		44%	

* New Class/Lab Research Building #3 included in USM

** Loop Road Project Funding of \$248,000 (Design) submitted and authorized at end of Session.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016

TO: Maryland Higher Education Commission

FROM: Geoffrey Newman

STAFF: David Beard
Mark Blom

SUBJECT: Final Adoption on Proposed Amendments to COMAR

On June 16, 2016, the Maryland Higher Education Commission adopted proposed amendments to the following COMAR regulations:

- 13B.07.04 Construction Procedures (Community College Construction)
- 13B.07.05 Space Allocation Guidelines (Community College Construction)

The proposed amendments (attached) align community college construction procedures and space guidelines with current practices and were published for public comment in the September 2, 2016 Maryland Register. No comments were received within the required 30-day time period for publication, which ended on October 2, 2016. No changes to the proposed recommendations are being recommended by staff.

Therefore, the proposed amendments are ready for final approval by the Commission. Once approved, they will be effective ten days after notice is published in the Maryland Register.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission adopt the proposed amendments to the regulations governing Community College Construction Procedures and Space Allocation Guidelines.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 07 COMMUNITY COLLEGES

Chapter 04 Construction Procedures

.01 College Facilities.

A. A college shall:

(1) (text unchanged)

(2) In submitting a proposal for a project for which the college is not eligible or does not seek State participation, indicate:

(a) Why additional space beyond current guidelines is necessary, if applicable[.]; *and*

(b) How the space will be used[.]; and

[(c) The estimated life cycle impact of the proposed facility on the operating costs of the college;]

(3) (text unchanged)

B.—D. (text unchanged)

.02 Facilities Master Plan (Includes Baltimore City Community College).

A. Each college shall develop and submit by February 1 of each year a facilities master plan or [addendum] *an update to the current facilities master plan* which supports the college's role and mission. The plan shall cover a period of not less than 10 years. Colleges should consider developing 20-year land use plans.

B. A college should regularly review the college's facilities master plan. The plan shall be updated every [5] 10 years or whenever major changes occur in the role and mission statements or in other plan components which have significant facilities implications.

C. The facilities master plan shall include:

(1)—(3) (text unchanged)

(4) Specific plans to meet identified needs, including:

(a)—(e) (text unchanged)

(f) *Bike path plan*;

(g) *Sustainability*;

[(f)] (h) Utilities extensions and improvements;

[(g)] (i) Long-range telecommunications plan needs which address the future requirements of the college for voice, data, video, and radio;

[(h)] (j) New construction;

[(i)] (k) A site development plan; and

[(j)] (l) An approach for updating the plan;

(5) [Details of plans for all projects in the plan prepared under PlanMaryland Goals and Objectives and Guidelines for Capital Budgeting] *Provisions indicating that the Maryland Department of Planning Growth and Conservation map was considered*; and

(6) (text unchanged)

D. (text unchanged)

E. Assessment and Analysis of Existing Land and Facilities and Planning Assumptions.

(1) (text unchanged)

(2) All proposals for new campuses, new site development, and new facilities projects shall [conform to PlanMaryland Goals and Objectives and Guidelines for Capital Budgeting] *consider the Maryland Department of Planning Growth and Conservation map*.

(3) (text unchanged)

F. Review Process for Facilities Master Plans.

(1) A board of trustees approved new or updated facilities master plan shall be submitted concurrently to the Commission, the Department of Budget and Management, the Department of General Services, and the Maryland [Office] *Department of Planning*.

(2) The Commission shall review the plan with specific attention to:

(a) [Conformity with Plan Maryland Goals and Objectives and Guidelines for Capital Budgeting] *Consideration of the Maryland Department of Planning Growth and Conservation map*;

(b)—(e) (text unchanged)

(f) Library construction with regard to:

(i) (text unchanged)

(ii) *Library commons*;

[(ii)] (iii) *Library automation*; and

- [iii)] (iv) New forms of book storage such as compact shelving;
- (g)—(h) (text unchanged)
- (3) (text unchanged)
- (4) The Department of General Services and the Maryland [Office] *Department* of Planning shall concurrently submit questions and concerns to the Commission and the Department of Budget and Management. The Commission shall forward its questions and concerns to the Department of Budget and Management to facilitate a consolidated response to the college from the Commission and the Department of Budget and Management. The college shall provide a response addressing the questions and concerns and may choose to modify its plan as a result of the issues raised. If appropriate, a meeting including the review agencies and the college may be held to assure a coordinated approach to completing the review process.
- (5) (text unchanged)

.03 Five-Year Capital Improvements Program/Annual Capital Budget Request Submission.

- A.—B. (text unchanged)
- C. Projects identified in the program shall be consistent with [PlanMaryland Goals and Objectives and Guidelines for Capital Budgeting and] the approved facilities master plan *and should consider the Maryland Department of Planning Growth and Conservation map*. The program shall be updated annually to reflect actual capital appropriations and any changes affecting project priorities within the program, as well as to add an additional year.
- D. (text unchanged)
- E. (text unchanged)
- F. Review Process for Five-year Capital Improvements Program.
 - (1) A facility program statement is required for each project to be [included in the 5-year capital improvements program] *considered for funding in the capital budget*. The program statement consists of Part I/project justification and Part II/technical specifications. [A] *The* college shall submit [a] *the* Part II/project justification by May 1 of the year in which the project is to be included in the 5-year capital improvement program for the first time. The Part I/project justification shall be submitted to the Commission] *and Part II to the Commission, the Department of Budget and Management, the Department of General Services, and the Department of Planning no later than May 1 of the year that the college is requesting funding.*
 - (2) The Commission review of the Part I/project justification shall focus on:
 - (a)—(b) (text unchanged)
 - (c) [Conformity with PlanMaryland Goals and Objectives and Guidelines for Capital Budgeting] *Consideration of the Maryland Department of Planning Growth and Conservation map; and*
 - (d) (text unchanged)
 - (3) The Part II/technical specifications shall be submitted by May 1 of the year in which the design funds are requested. The Part II/technical specifications review shall be conducted by the Department of Budget and Management, the Department of General Services, and the Maryland [Office] *Department* of Planning.
 - (4)—(5) (text unchanged)

.04 Site Selection.

- A. The general location for each proposed college or addition to a college shall be selected by the board of trustees for the college concerned, and submitted for the approval of the Commission and the Board of Public Works through the Department of General Services, which shall seek comments and recommendations from the Maryland [Office] *Department* of Planning.
- B. (text unchanged)
- C. Specific Site Selection Procedure.
 - (1) The board of trustees of the college shall study the available sites and have prepared a report that ranks the available sites in order of preference. Technical data, including proximity within [PlanMaryland] *Maryland Department of Planning Growth and Conservation* planning areas and a site check list, shall support this ranking.
 - (2)—(4) (text unchanged)
 - (5) Material supporting the selection of the specific site in §C(4) of this regulation, including an analysis of alternative sites which were considered, shall be submitted to the Secretary. The Secretary shall submit these documents to the Department of General Services and the Maryland [Office] *Department* of Planning for their confidential review and findings.
 - (6)—(7) (text unchanged)
 - (8) The Secretary shall notify the college of the responses of the Department of General Services and the Maryland [Office] *Department* of Planning.
 - (9)—(12) (text unchanged)

Chapter 05 Space Allocation Guidelines

.01 General Principles.

- A.—E. (text unchanged)

F. On-campus daytime weekly student contact hours (WSCH) shall be used to compute classroom and laboratory space needs. The WSCH shall be certified by the Secretary of Higher Education. [Except for remedial or other prerequisite courses, noncredit contact hours are not included in computing space, and only "on campus" hours shall be included.]

G. Eligible noncredit contact hours may be included in computing space, and only on-campus hours shall be included. When reporting eligible non-credit contact hours, MHEC Form CC-S6 shall be used.

[G.] H. Enrollment projections to be used by a college in applying these regulations should be consistent with the approved role and mission statement for that college. The enrollment projection should be that which is contained in the facilities master plan most recently endorsed by the Commission.

[H.] I. Office space is based on the count of full-time equivalent faculty, full-time administrators, full-time librarians, full-time staff, and student officers as certified to by the Secretary.

[I.] J. The space inventory to be used by a college in applying these regulations to determine eligibility for State funding is the total amount of on-campus space minus space contained in temporary structures. Temporary structures are those with an anticipated useful life of less than 15 years or those that were not intended to occupy space on campus for more than 15 years from original construction.

[J.] K. The space inventory is recorded in terms of net assignable square feet (NASF). The space allowances computed under these guidelines are also recorded as NASF.

.02 Capital Guidelines.

Space allocation guidelines for college campuses are as follows:

Room Use Category		Space Factor by Size of FTDE		
HEGIS Code	Space	Base	3000 & Under	3001 & Up
100	Classroom Facilities	WSCH1	1.50	1.11
110	Classroom			
200	Laboratory Facilities	WSCH2	7.00	5.83
210	Class Laboratory			
220	Open Laboratory	FTDE	4.20	4.20
300	Office	FTEF3	166.00	166.00
		FT Staff		
		Student Offices ⁴		
320	Testing & Tutoring Centers	FTDE5	Core of 1,500 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	
400	Library			
410	Study/Seating	FTDE	6.25	6.25
420	Stack	BVE6	.10-	.10+
400— 455	Processing	Percent of 420 with minimum of 1,200 NASF ⁷	.40	.40
500	Special Use			
520	Physical Education— Pool, Gym, and Fitness/Wellness Center	FTDE8	Core of 28,000 NASF (consisting of 14,000 for a gym, 8,000 for a pool, and 6,000 for a fitness center) and 10 NASF/FTDE in excess of 1,500 FTDE and 6,000 NASF of service space (consisting of 3,500 for lockers and 2,500 for storage).	
530	Audiovisual, Radio, TV	FTDE	Core of 1,600 NASF and 0.8 NASF/FTDE in excess of 1,500 FTDE up to 3,000 FTDE and 2 NASF/FTDE in excess of 3,000 FTDE.	
580	Greenhouse	Campus	Core of 1,000 NASF	
600	General Use			
610	Assembly	FTDE	Core of 12,000 NASF and 2 NASF/FTDE in excess of 1,500 FTDE.	
620	Exhibition	FTDE	Core of 1,500 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	

630	Food Facilities	PHC9	10.2	8.4
650	Lounge Facilities	PHC10	3.0	3.0
660	Merchandising	FTDE	Core of 1,600 NASF and 0.5 NASF/FTDE in excess of 1,500 FTDE.	
680	Meeting Space	FTDE	Core of 6,000 NASF	Core of 8,000 NASF
700	Support			
710	Data Processing, Telecomm	FTDE11	Core of 2,500 NASF for the first 4,000 FTDE and 0.75 NASF/FTDE beyond 4,000 FTDE.	
720— 745	Shops, Storage, Vehicle Storage, and Repair	Total Campus Allowance minus this category ¹²	0.04	0.04
750	Central Service	FTDE	Core of 4,000 NASF for the first 4,000 FTDE and 1 NASF/FTDE beyond 4,000 FTDE.	
760	Hazardous Materials	Total Storage	2% of existing inventory in Room Use Categories 720—745.	
800	Health Care	FTDE	Core of 500 NASF and 0.2 NASF/FTDE in excess of 1,500 FTDE.	

¹WSCH-Lecture. Weekly student contact hours for on-campus day students in credit courses and eligible noncredit courses where instruction is lecture.

²WSHC-Lab. Weekly student contact hours for on-campus day students in credit courses and eligible noncredit courses where instruction is lab.

³FTEF—Full-time equivalent faculty, including librarians, plus 25% of all part-time faculty.

⁴1,120 square feet maximum for student offices.

⁵FTDE—Full-time day equivalent is total credit hours taught on campus between 8 a.m. and 5 p.m. divided by 15 credit hours.

⁶BVE—Bound volume equivalent which is 20,000 BVE for the first 1,000 FTE and 1,000 BVE for every 100 FTE above 1,000.

⁷A minimum allowance is needed for cataloging, binding, and maintenance regardless of collection size.

⁸Minimum size of gym is 14,000 NASF for activity space, 8,000 NASF for pool, 6,000 NASF for fitness space, 3,500 NASF for lockers, and 2,500 NASF for storage.

⁹PHC—Planning headcount is 50% of FTDE for on-campus credit and eligible noncredit courses plus FTEF and FT Staff and includes space for seating, preparation, and storage.

¹⁰Allowance includes quiet, study, and building lounges.

¹¹FTDE for on-campus credit courses and eligible noncredit courses.

¹²Allowance related to required service space on campus total square footage.

¹³Computed need in any larger institutional size category may not be less than the maximum amount for any smaller institutional size category.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016

TO: Maryland Higher Education Commissioners

FROM: Emily A. A. Dow, Assistant Secretary for Academic Affairs
Michael Kiphart, Director, Academic Affairs
Monica Wheatley, Associate Director, Collegiate Affairs

SUBJECT: Proposed Publication in the Maryland Register of Regulations Regarding Religious Institutions

The purpose of this memorandum is to request your approval to publish for public comment in the Maryland Register the attached proposed amendments to the Code of Maryland Regulations (COMAR). The amendments would change the criteria that a “religious educational institution” must meet in order to obtain an exemption from the requirement to obtain a certificate of approval (COA) from the Commission. Currently, the regulations provide that a religious educational institution may not be exempt from the COA requirement if it offers any instruction in “nonsectarian or general education.”

These amendments would make COMAR consistent with changes in Education Article § 11-202.1 from the 2016 legislative session. (A copy of the law, Chapter 162 of the Acts 2016, is attached for reference.) The amendments would no longer restrict religious institutions from offering general education coursework. Religious institutions often offer limited general education in the way of coursework related to accounting, public speaking, writing, etc. Additionally, consistent with § 11-202.1, the amendments would not consider religious institutions exempt if they have accreditation from an accrediting body recognized by the United States Department of Education. These amendments would align COMAR with the new statutory requirements.

RECOMMENDATION: It is recommended that the Commission approves for publication in the Maryland Register the attached regulations regarding religious institutions, and authorizes MHEC’s attorneys to approve non-substantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Proposed Amendments to Code of Maryland Regulations (COMAR)

Re: Religious Institutions

November 16, 2016

Page 1 of 1

13B.02.04.02¹

.02 Scope of Exemption.

A. An institution of postsecondary education may obtain an exemption as a religious educational institution and operate without a certificate of approval from the Commission if the institution:

- (1) Is established for religious educational purposes;
- (2) Provides educational programs only for religious vocations or purposes;
- (3) Offers only sectarian instruction designed for and aimed at individuals who hold or seek to learn the particular religious faiths or beliefs taught by the institution; *and*
- [(4) Does not offer instruction in nonsectarian or general education; and
- (5)] (4) States on the certificate or diploma the religious nature of the award.

B. A religious educational institution that is accredited by an accrediting body recognized by the United States Department of Education may not operate without a certificate of approval from the Commission.

[B] C. An institution that applies for exemption and that, at the time of application, does not hold a certificate of approval from the Commission may not operate, do business, or offer instruction unless and until the Commission grants the institution an exemption under this chapter.

¹ New text is *italicized*. Deleted text is [bracketed].

Chapter 162

(House Bill 878)

AN ACT concerning

Maryland Higher Education Commission – Religious Educational Institutions – Authority to Operate

FOR the purpose of repealing a certain condition under which a religious educational institution may operate without a certificate of approval from the Maryland Higher Education Commission and may enroll certain students in a certain online distance education program without a certain registration; and generally relating to the authority of religious educational institutions to operate without certificates of approval from the Maryland Higher Education Commission.

BY repealing and reenacting, with amendments,
 Article – Education
 Section 11–202.1
 Annotated Code of Maryland
 (2014 Replacement Volume and 2015 Supplement)

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

Article – Education

11–202.1.

(a) A private nonprofit institution of higher education operating under a charter granted by the General Assembly may operate without a certificate of approval from the Commission.

(b) (1) Subject to the requirements imposed by this section, and except as prohibited in paragraph (2) of this subsection, a religious educational institution may operate without a certificate of approval from the Commission and may enroll Maryland students in a fully online distance education program in the State without a registration from the Commission if the institution:

(i) Is established for religious educational purposes;

(ii) Provides educational programs only for religious vocations or purposes;

(iii) Offers only sectarian instruction designed for and aimed at individuals who hold or seek to learn the particular religious faiths or beliefs taught by the institution; **AND**

(iv) [Does not offer instruction in nonsectarian or general education;
and
(v)] States on the certificate or diploma the religious nature of the
award.

(2) A religious educational institution that is accredited by an accrediting body recognized by the United States Department of Education may not operate without a certificate of approval from the Commission.

(c) Each religious educational institution authorized to operate without a certificate of approval or without a registration under subsection (b) of this section:

(1) Shall submit to the Commission, every 2 years, a renewal application that includes a financial statement reviewed by an independent accountant retained by the institution and a copy of the current catalog of courses; and

(2) May not commence or continue to operate, do business, or function unless the Commission determines on the basis of the financial statement submitted by the institution that the institution possesses adequate financial resources to support the institution's educational program.

(d) The Commission shall adopt regulations establishing procedures and standards for the submission and evaluation of the application for exemption, renewal application, and reports and financial statements submitted by religious educational institutions.

(e) A religious educational institution seeking to operate without a certificate of approval under subsection (b) of this section that is denied the right to operate has the right to judicial review as provided by the Administrative Procedure Act.

(f) Nothing in this section precludes a religious educational institution authorized to operate without a certificate of approval under subsection (b) of this section from seeking a certificate of approval from the Commission.

(g) A religious educational institution authorized to operate without a certificate of approval under subsection (b) of this section shall disclose on all transcripts, catalogs, advertisements, and publications of the institution that the institution does not have a certificate of approval from the Commission.

(h) With regard to a religious educational institution authorized to operate without a certificate of approval under subsection (b) of this section, a person may not:

(1) Make a statement, whether verbal or written, that the institution is approved by, or has a certificate of approval from, the Commission, including a statement

on any certificate, diploma, academic transcript, or other document issued by the institution or in any advertisement or publication, or on a Web site; or

(2) Enroll a student in the institution unless, before enrollment, the person gives written notice to and obtains a written acknowledgment from the student that:

(i) The institution's instructional program is only designed for and aimed at persons who hold or seek to learn the particular religious faith or beliefs of the church or religious institution, and provides only educational programs for religious vocations or purposes;

(ii) An institution of higher education is not required to accept for transfer credits earned at the institution;

(iii) An institution of higher education is not required to recognize an award earned at the institution;

(iv) A potential employer may determine that an award earned at the institution does not meet minimum educational requirements for employment;

(v) With respect to a religious counselor program, State licensing boards are not required to recognize the program as a prerequisite of licensure; and

(vi) If applicable, the institution:

1. Is not accredited; or

2. Is accredited by an accrediting body that is not recognized by the United States Department of Education.

(i) The written acknowledgment obtained from a student under subsection (h) of this section shall be:

(1) In a form approved by the Commission;

(2) Signed by both the student and a representative of the institution; and

(3) Permanently retained in the student's file by the institution.

(j) A person who violates subsection (g), (h), or (i) of this section is liable for a penalty of up to \$5,000 for each violation.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2016.

Approved by the Governor, April 26, 2016.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016

TO: Maryland Higher Education Commissioners

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

SUBJECT: Proposed Withdrawal and Publication in the Maryland Register of Regulations Regarding Transfer and Reverse Transfer Regulations

The purpose of this memorandum is to request your approval to withdraw previously published regulations and to publish new regulations for public comment in the Maryland Register regarding the transfer and reverse transfer of credits between community colleges and public senior higher education institutions. The Commission previously approved the publication of regulations on this topic at its June 16, 2016 meeting (attached). After my arrival to MHEC, I reviewed the previously published amendments, the College and Career Readiness and College Completion Act of 2013 (CCRCCA), and the Student Transfer Advisory Committee (STAC) report to the General Assembly. As you know, supporting students who transfer between community colleges and 4-year institutions is a significant initiative of MHEC, the Segments, and the General Assembly. Upon my review, I decided that further improvements can be made. I convened STAC to discuss further edits. The result of that effort and discussion with STAC is the recommendation that the Commission withdraw the previous version of regulations and approve the attached revision for publication in the Maryland Register. In summary, the attached revisions reflect the following:

- Transfer of either an Associate's Degree or 60 credits earned towards a degree at a community college to a public 4-year institution, as noted in the CCRCCA
- Reverse transfer definition, student eligibility, and process, as noted in the STAC report to the General Assembly
- Expanded and clarified definitions
- General and organizational edits to the current regulations for readability

The Student Transfer Advisory Committee will continue to meet to address processes for credit transfer, specific articulation agreements between community colleges and 4-year institutions, and address challenges that programs and institutions face in support transfer students.

RECOMMENDATION: It is recommended that the Commission:

1. withdraws proposed regulation 13B.06.01.02, .02-1, .04--08 that was published in the August 5, 2016 Maryland Register;

2. approves for publication the attached regulations 13B.06.01.02, .02-1, .04--.08 regarding transfer regulations; and
3. authorizes MHEC's attorneys to approve nonsubstantive revisions as necessary to conform the proposed regulations to the stylistic and formatting requirements of AELR and of the Division of State Documents.

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 Public Institutions of Higher Education

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms defined.

(1)--(2) (text unchanged)

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

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

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

[(4)] (6) "A.S. degree" means the Associate of Sciences degree.

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

(8) *"Associate's degree" includes an:*

(a) *A.A. degree;*

(b) *A.S. degree;*

(b) *A.A.S. degree;*

(c) *A.A.T. degree;*

(d) *A.F.A. degree; and*

(e) *A.S.E. degree.*

[(5)] (9) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

(10) *"Cumulative grade point average" means the average of grades received for completed coursework at all institutions attended.*

[(6)] (11) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

[(7)] (12) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

[(8)] (13) "General education program" means a program that is designed to:

(a)—(c) (text unchanged)

[(9)] (14) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. [Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.]

[(10)] (15) "Mathematics" means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

[(11)] (16) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

[(12)] (17) "Parallel program" means the program of study or courses at one institution of higher education which has *parallel courses and* comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

[(13)] (18) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

[(14)] (19) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first [2 years] *half* of the baccalaureate degree.

(20) "*Reverse transfer*" means a process whereby [up to 45] credits that a student earns at any public senior higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree.

[(15)] (21) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

[(16)] (22) "Social and behavioral sciences" means courses that [examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another] *are concerned with the examination of society and the relationships among individuals within a society.* [The courses include, but are not limited to, subjects which focus on:

- (a) History and cultural diversity;
- (b) Concepts of groups, work, and political systems;
- (c) Applications of qualitative and quantitative data to social issues; and
- (d) Interdependence of individuals, society, and the physical environment.]

[(17)] (23) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution [which is] *that are* applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions.

(1) *Subject to section B. of this regulation, a [A] student attending a public institution who has completed an [A.A., A.A.S., or A.S.] associate's degree or who has completed [56] 60 or more semester hours of credit, may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0*

on a 4.0 scale or its *equivalent at the sending institution* [in parallel courses], except as provided in §A(4) of this regulation.

(2) *Subject to section B. of this regulation, a [A] student attending a public institution who has not completed an [A.A., A.A.S., or A.S.] associate's degree or who has completed fewer than [56] 60 semester hours of credit, is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:*

(a) Satisfied the admission criteria of the receiving public institution as a high school senior; and

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its *equivalent at the sending institution* [in parallel courses].

(3) *Subject to section B. of this regulation, a [A] student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.*

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution *on the institution's website*; and

(b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

(1) A receiving public institution may require [higher performance standards for admission] *additional program admission requirements* to some programs if the standards and criteria for admission to the program:

(a) Are developed and published by the receiving public institution; and

(b) Maintain fair and equal treatment for native and transfer students.

[(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

(a) Based on criteria developed and published by the receiving public institution; and

(b) Made to provide fair and equal treatment for native and transfer students.]

[(3)] (2) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.

C. Receiving Institution Program Responsibility.

(1) The faculty of a receiving public institution is responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.

(2) A receiving public institution may set program requirements in major fields of study which simultaneously fulfill general education requirements.

(3) A receiving public institution, in developing lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its programs.

(4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.

.04 [.05] Transfer of [Nongeneral Education Program]Credit.

A. Transfer of Credit to Another Public Institution.

(1) Credit earned at any public institution in the State is transferable to any other public institution if the:

(a) Credit is from a college or university parallel course or program;

(b) Grades in the block of courses transferred average 2.0 or higher; and

(c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.

(2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college. [is limited to:]

(1) Except as provided in subsection (5) of this section, at least 60 credits but not more than 70 credits of general education, elective, and major courses that a student earns at any community college in the State toward an associate's of art or an associate's of

science degree shall be transferrable to any public senior higher education institution in the State for credit toward a bachelor's degree.

(2) To be transferrable, a credit shall have been earned in accordance with the student's degree plan.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.

(4) Students earning an A.A.S. or A.F.A. degree shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.

(5) A community college and a public senior higher education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under subsection (5) of this section.

[(1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and

(2) The first 2 years of the undergraduate education experience.]

C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis *according to the same standards that apply to native students at the receiving institution:*

(a) Technical courses from career programs;

(b) Course credit awarded through articulation agreements with other segments or agencies[;], *including course credit awarded by articulation with Maryland public secondary schools. To facilitate the transfer of credits, articulation agreements should be developed in collaboration with all public institutions;*

(c) Credit awarded for clinical practice or cooperative education experiences; [and]

(d) Credit awarded for life and work experiences[.]; and

(e) *Credit awarded for training, coursework, or education through the military.*

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower-division level that the receiving institution offers at the upper-division level. The validated credits earned for the course shall be substituted for the upper-division course.

D. Program Articulation.

(1) Recommended transfer programs shall be developed through *collaboration* between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan [their programs] *for seamless transfer*. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.

(2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

E. Reverse Transfer of Credit

(1) Subject to paragraph (2) of this section, a community college shall accept for reverse transfer any credits that an individual earned at a public senior institution up to 45 credits. Credits in excess of 45 credits may be accepted in accordance with the community college's policy.

(2) To be eligible for the transfer of credit under paragraph (1) of this section, a student shall have completed at least 15 credits at the community college to which the credits are transferred.

(3) Community colleges and public senior institutions shall develop a process to identify students eligible for reverse transfer at no cost to the student.

[04 Transfer of General Education Credit.]

F. Transfer of General Education Credit

[A.] (1) A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.

[B.] (2) A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

[C.] (3) Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

[D.] (4) *A Maryland community college shall accept 28 - 36 credits of general education as specified in § C of Regulation .03 of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.*

[D.] (5) The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.

[E.] (6) Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10----[16] 18 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

[F.] (7) [A sending institution] *Each public institution* shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

[G.] (8) [A.A.S.] *Associate's Degrees.*

[(1)] (a) While there may be variance in the numbers of hours of general education required for [A.A., A.S., and A.A.S.] *associate's* degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

[(2)] (b) [An A.A.S.] A student *possessing an associate's degree* who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in

Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 *credits* [semester hours].

[H.] (9) Student Responsibilities. A student is held:

[(1)] (a) Accountable for the loss of credits that:

[(a)] (i) Result from changes in the student's selection of the major program of study,

[(b)] (ii) Were earned for remedial course work, or

[(c)] (iii) Exceed the total course credits accepted in transfer as allowed by this chapter; and

[(2)] (b) Responsible for meeting all requirements of the academic program of the receiving institution.

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the associate degree [or to complete 56 hours] in a recommended transfer program [which] *that* includes both general education courses and courses applicable toward the program at the receiving institution.

(2) (text unchanged)

(3) The sending institution shall:

(a) Provide to community college students information about the specific transferability of courses *and programs* [at] to 4-year colleges;

(b)—(c) (text unchanged)

B. Receiving Institutions.

(1)—(2) (text unchanged)

(3) A receiving institution shall evaluate the transcript(s) of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results [not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least] *within* [15] 20 working days [before mid-semester.] *of the receipt of all official transcripts*. The receiving institution shall inform a student of the courses [which] *that* are acceptable for transfer credit and the courses [which] *that* are applicable to the student's intended program of study.

(4) A [receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.] *transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that*

were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.

.07 Programmatic Currency.

A. [A receiving institution] *Maryland public institutions* shall [provide] *collaborate* [to the community college] *to develop and provide to students* current and accurate information on [recommended] transferable programs and [the transferability status of courses. Community college students shall have access to this information] *courses*.

B. *Upon approval of new baccalaureate programs*, [R]recommended transfer programs shall be developed with each community college [whenever new baccalaureate programs are approved by the degree-granting institution].

C. (text unchanged)

.08 Transfer Mediation Committee.

A. [There is a Transfer Mediation Committee, appointed by] *Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Secretary, who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee* [which is] *shall be* representative of the public 4-year colleges and universities and the community colleges.

[B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.]

B. *The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. As appropriate, the Committee shall consult with faculty on curricular issues.*

C. (text unchanged)

**Title 13B
MARYLAND HIGHER
EDUCATION COMMISSION**

**Subtitle 05 FULLY ONLINE
PROGRAMS**

13B.05.01 Registration

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

Notice of Proposed Action
[16-188-P]

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

Statement of Purpose

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

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

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

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

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

.11 Institutional Operations.

An institution that is registered under this chapter shall:

A. — D. (text unchanged)

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

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

**Subtitle 06 GENERAL EDUCATION
AND TRANSFER**

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

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

Notice of Proposed Action
[16-195-P]

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

Statement of Purpose

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

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

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

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

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

.02 Definitions.

A. (text unchanged)

B. Terms Defined.

(1)—(2) (text unchanged)

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

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

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

[(4)] (6) (text unchanged)

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

[(5)] (8) (text unchanged)

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

[(6)] (10) — [(8)] (12) (text unchanged)

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

language, history, literature, and philosophy of Western and other cultures.]

[(10)] (14) — [(13)] (17) (text unchanged)

[(14)] (18) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first [2 years] half of the baccalaureate degree.

(19) "Reverse transfer" means a process whereby up to 45 credits that a student earns at any public 4-year higher education institution in the State toward a bachelor's degree are transferrable to any community college in the State for credit toward an associate's degree.

[(15)] (20) (text unchanged)

[(16)] (21) "Social and behavioral sciences" means courses that [examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another] are concerned with the examination of society and the relationships among individuals within a society. [The courses include, but are not limited to, subjects which focus on:

- (a) History and cultural diversity;
- (b) Concepts of groups, work, and political systems;
- (c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.]

[(17)] (22) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution [which is] that are applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions.

A. Admission to Institutions and Programs.

(1) A student attending a public institution who has completed an [A.A., A.A.S., or A.S.] *associate's* degree [or who has completed 56 or more semester hours of credit,] may not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, [except as provided in §A(4) of this regulation] *provided there is space available and, where applicable, the student has met any additional program admission requirements. The receiving institution shall publish application and admission data from the most recent admission cycle on the institution's website.*

(2) Admissions.

(a) *If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:*

- (i) *Based on criteria developed and published by the receiving public institution; and*
- (ii) *Made to provide fair and equal treatment for native and transfer students.*

(b) *A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:*

- (i) *Are developed and published by the receiving public institution; and*
- (ii) *Maintain fair and equal treatment for native and transfer students.*

(c) *If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:*

- (i) *Based on criteria developed and published by the receiving public institution; and*

(ii) *Made to provide fair and equal treatment for native and transfer students.*

[(2)] (3) A student attending a public institution who has not completed an [A.A., A.A.S., or A.S.] *associate's* degree [or who has completed fewer than 56 semester hours of credit,] is eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

- (a) Satisfied the admission criteria of the receiving public institution as a high school senior; [and]
- (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent *in course work at the sending institution; [in parallel courses.] and*
- (c) *Where applicable, the student has met any additional program admission requirements.*

[(3)] (4) (text unchanged)

[(4)] If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

- (a) Based on criteria developed and published by the receiving public institution; and
- (b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

(1) A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:

- (a) Are developed and published by the receiving public institution; and
- (b) Maintain fair and equal treatment for native and transfer students.

(2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

- (a) Based on criteria developed and published by the receiving public institution; and
- (b) Made to provide fair and equal treatment for native and transfer students.

(3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a receiving public institution granting the baccalaureate degree.]

[C.] B. Receiving Institution Program Responsibility.

(1) (text unchanged)

(2) A receiving public institution may set program requirements in major fields of study [which] *that* simultaneously fulfill general education requirements.

(3) (text unchanged)

(4) *A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits maintain the fair and equal treatment of native and transfer students, and are communicated in a timely manner.*

.04 Transfer of General Education Credit.

A.—D. (text unchanged)

E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10 — [16] 18 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

[F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.]

F. *A Maryland community college shall accept 28 — 36 credits of general education as specified in Regulation .03C of this chapter as completion of the general education requirements at the community college, without further review or the need for a course-by-course match.*

G. *All public institutions shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.*

[G.] *H. A.A.S. and A.F.A. Degrees.*

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., [and] A.A.S., and A.F.A. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. or A.F.A. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

[H.] *I.* (text unchanged)

.05 Transfer of [Nongeneral Education Program] Other Credit.

A. *Transfer of Credit to Another Public Institution.*

(1) *Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at the receiving public institution granting the degree if successfully completed in accordance with the receiving institution's policies governing native students in the same program.*

(2) *Students earning an A.A.S. or A.F.A. degree shall have their credits evaluated in a manner that maximizes the transfer of articulated and elective credit.*

[(1)] (3) — [(2)] (4) (text unchanged)

(5) *If a community college has a request and signed waiver from a student for reverse transfer, the 4-year institution must provide an official electronic transcript to the community college at the college's request with no charge to the student or college.*

B. [Credit] *Unless otherwise specified in an articulation agreement, credit earned in or transferred from a community college is limited to:*

(1) (text unchanged)

(2) The [first 2 years] *equivalent of the first half of the undergraduate education experience.*

C. *Nontraditional Credit.*

(1) (text unchanged)

(2) *Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis according to the same standards that apply to native students at the receiving institution:*

(a) (text unchanged)

(b) *Course credit awarded through articulation agreements with other segments or agencies[.], including course credit awarded by articulation with Maryland public secondary schools. To facilitate the transfer of credits, articulation agreements should be developed in collaboration with all public institutions;*

(c) *Credit awarded for clinical practice or cooperative education experiences; [and]*

(d) *Credit awarded for life and work experiences[.]; and*

(e) *Credit awarded for military training, course work, and education.*

(3)—(5) (text unchanged)

D. *Program Articulation.*

(1) *Recommended transfer programs shall be developed through [consultation] collaboration between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan [their programs] for seamless transfer. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.*

(2) (text unchanged)

.06 Academic Success and General Well-Being of Transfer Students.

A. *Sending Institutions.*

(1) *Community colleges shall encourage their students to complete the associate degree [or to complete 56 hours] in a recommended transfer program [which] that includes both general education courses and courses applicable toward the program at the receiving institution.*

(2) (text unchanged)

(3) *The sending institution shall:*

(a) *Provide to community college students information about the specific transferability of courses [at] and programs to 4-year colleges;*

(b)—(c) (text unchanged)

B. *Receiving Institutions.*

(1)—(2) (text unchanged)

(3) *A receiving institution shall evaluate the transcript or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results [not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15] within 20 working days [before mid-semester.] of the receipt of all official transcripts. The receiving institution shall inform a student of the courses [which] that are acceptable for transfer credit and the courses [which] that are applicable to the student's intended program of study.*

(4) *A [receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.] transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.*

.07 Programmatic Currency.

A. *[A receiving institution] Maryland public institutions shall [provide to the community college] collaborate to develop and provide to students current and accurate information on [recommended transfer] transferable programs and [the transferability status of courses. Community college students shall have access to this information] courses.*

B. [Recommended] *Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college [whenever new baccalaureate programs are approved by the degree-granting institution].*

C. (text unchanged)

.08 Transfer Mediation Committee.

A. [There is a Transfer Mediation Committee, appointed by] *Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Secretary, [which is] who shall appoint a Transfer Mediation Committee to adjudicate the disagreement. Members appointed to the Transfer Mediation Committee shall be representative of the public 4-year colleges and universities and the community colleges.*

[B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.]

B. *The Transfer Mediation Committee shall address general education issues at the course or curricular level, not individual student cases. As appropriate, the Committee shall consult with faculty on curricular issues.*

C. (text unchanged)

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

Title 30
MARYLAND INSTITUTE
FOR EMERGENCY
MEDICAL SERVICES
SYSTEMS (MIEMSS)

Subtitle 01 GENERAL

30.01.02 Documents Incorporated by Reference

Authority: Education Article, §13-516, Annotated Code of Maryland

Notice of Proposed Action

[16-199-P-I]

The Maryland State Emergency Medical Services Board proposes to amend Regulation .01 under **COMAR 30.01.02 Documents Incorporated by Reference**. This action was considered and approved by the State Emergency Medical Services Board at its regular meeting on June 14, 2016, notice of which was given by publication in 43:11 Md. R. 650 (May 27, 2016) under General Provisions Article, §3-302(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to incorporate by reference the current Maryland Medical Protocols for Emergency Medical Services Providers.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

I. Summary of Economic Impact. Amiodarone has replaced lidocaine for cardiac-related emergencies. However, lidocaine will still be required for treatment of other conditions. Assuming amiodarone sufficient for two patients is added to the medication carried on public safety ambulances there will be an increase in the cost per ambulance of \$64 or a total of approximately \$23,424 for the total number of public safety ambulances. Assuming amiodarone sufficient for a single patient is added to the medication on commercial ambulances, the cost will increase \$32 per commercial ambulance or a total of approximately \$4,960 for the total number of commercial ambulances.

Dextrose 10% has been added as an optional supplemental protocol for providers to administer to adults in place of the more expensive dextrose 50% solution. Replacing dextrose 50% with dextrose 10% sufficient for two patients for public safety ambulances will decrease the cost per ambulance by \$40 or a total of savings of approximately \$14,640 for the total number of public safety ambulances. Replacing dextrose 50% with dextrose 10% sufficient for one patient for commercial ambulances will decrease the cost per ambulance by \$20 or a total of approximately \$1,705 for the total number of commercial ambulances.

II. Types of Economic Impact.	Revenue (R+/R-)	Magnitude
	Expenditure (E+/E-)	
A. On issuing agency:	NONE	
B. On other State agencies:	NONE	
C. On local governments:		
(1) Two doses of amiodarone at \$32 per dose	(E+)	\$64 per unit
(2) 10% Dextrose for two patients instead of 50%	(E-)	\$40 savings per unit
	Benefit (+) Cost (-)	Magnitude

D. On regulated industries or trade groups:		
(1) Amiodarone for one patient on each ambulance	(-)	\$32 per ambulance
(2) 10% Dextrose on each ambulance	(+)	\$20 savings per ambulance
E. On other industries or trade groups:	NONE	
F. Direct and indirect effects on public:	NONE	
(1) Amiodarone	(+)	Uncertain

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

C(1). Amiodarone has replaced lidocaine for cardiac-related emergencies. However, lidocaine will still be required for treatment of other conditions. Assuming amiodarone sufficient for two patients is added to the medication carried on public safety ambulances there will be an increase in the cost per ambulance of \$64 or a total of approximately \$23,424 for the total number of public safety ambulances.



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: November 7, 2016
TO: Maryland Higher Education Commission
FROM: Dr. Emily A. A. Dow **STAFF:** Monica Wheatley
 Sheila Coleman
SUBJECT: Report on Programs Reviewed from July 1, 2016 to September 30, 2016

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

Degree Programs:	11	at independent colleges and universities
	5	at public four-year colleges and universities
	10	at public community colleges
Certificate Programs:	3	at independent colleges and universities
	10	at public four-year colleges and universities
	6	at public community colleges
Area of Concentration:	0	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
Out-of-State Institutions:	2	new programs
	12	renewal programs
Programs Denied:	3	at independent colleges and universities
Proposals Discontinued/Suspended:	2	at independent year colleges and universities
	11	at public year colleges and universities
	2	at public community colleges
Proposals Withdrawn:	1	proposal withdrawn
Partnerships:	0	new partnership agreement
	<u>2</u>	closed partnership agreement
Total Program Proposal Actions:	80	

In accordance with COMAR 13B.02.05 ‘State Authorization Reciprocity Agreement – SARA’, the Commission approved **5** in-state institutions to participate in the agreement. Additionally, in accordance with COMAR 13B.05.01 ‘online registration’, the Commission registered **31** out-of-state institutions to offer **660** programs to Maryland residents..



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

I. PROGRAMS THAT RECEIVED OBJECTIONS

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

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

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

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

What follows is a report on all objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between July 1, 2016 and September 30, 2016. This report also identifies the Secretary's decision and its rationale.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Morgan State University	Master of Social Work (substantial modification - online)	Salisbury University	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved	7/1/2016	Proposal found not to be unreasonably duplicative due to the current market need not being met by existing programs and unique nature of proposed program.
Washington Adventist University	Bachelor of Science in Respiratory Care (substantial modification)	Salisbury University	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved	8/12/2016	Proposal not found unreasonably duplicative due to the current market need not being met by the existing program. The objecting institution has enrollment restrictions placed by their specialized accreditor (CoARC). Additionally, the AARC is now recommending baccalaureate level education for respiratory therapists.

II. DEGREE PROGRAMS APPROVED/RECOMMENDED

Independent Four Year Colleges and Universities

Goucher College

Bachelor of Arts in American Studies (Recommended 8/26/2016)

The Bachelor of Arts (B.A.) in American Studies seeks to examine the economic, political, and cultural aspects of American history and society through an interdisciplinary approach. The program provides preparation for graduate training and professional careers in a variety of fields, including journalism, communications, law, public service, business, planning, social work, teaching, publishing, historic preservation, and museum work.

Courses are distributed among at least four academic departments or major programs and examine the following key themes:

- *Power and Responsibility*
- *Identity*
- *The Natural and Human-Made Environment*
- *Cultural and Social Expression*

Hood College

Master of Science in Mathematics Instructional Leadership (Approved 7/22/2016)

The Master of Science in Mathematics Instructional Leadership is a 30-credit degree program, comprising ten required and elective courses in mathematics, education, and mathematics leadership. It is designed for current teachers of mathematics at the elementary or middle school levels seeking to enhance their professional qualifications through graduate study. Individuals who successfully complete the program will be eligible for Maryland teaching endorsement as Mathematical Instructional Leader in either Grades PreK-6 or Grades 4-9. All courses will be offered in the late afternoon or evenings in order to accommodate working teachers. This program does not lead to initial teacher certification.

Master of Science Education, Multidisciplinary Studies (Recommended 8/31/2016)

The proposed Master's degree at Hood College is designed to meet the professional needs of public school systems and, in keeping with Hood's mission, to prepare students to excel in meeting this challenge. The program stems from collaborative discussions with leaders in Frederick County Public Schools (FCPS). The degree will satisfy many early career needs of today's educator by (1) providing the essential knowledge and in-demand skills needed for today's most demanding and diverse classrooms; (2) increasing the candidates' knowledge in designing curriculum, implementing research-based instructional strategies, and developing leadership capacity; and (3) providing flexibility in designing a plan of study suited to one's individual academic and professional goals.

Johns Hopkins University

Master of Arts in Teaching Writing (Recommended 7/22/2016)

The M.A. in Teaching Writing, offered through Krieger's Advanced Academic Programs division (JHU-AAP), will target current and prospective teachers from all subjects and at all levels, by offering effective theories, strategies, and practices for writing instruction. The goal of the proposed program is to improve the teaching of writing and student writing in general. With the understanding that the best writing teachers themselves know how to write and read well, the new M.A. Teaching Writing requires the practice of writing and coursework in reading as a writer. The program is designed to prepare teachers of English, creative writing, composition, and any other subject to incorporate more writing into their instruction. The M.A. in Teaching Writing is not a teacher certification program; the target audience will be current or prospective teachers who already have certification or do not need it.

Master of Science in Energy Policy & Climate (Recommended 7/22/2016)

The Master of Science (M.S.) in Energy Policy & Climate is designed to prepare interdisciplinary professionals to address the imposing challenges posed by climate change for human institutions and ecosystems and the potentially transformative role of sustainable energy systems. The program enables students to develop a firm grasp of the science of climate change and the potential impacts of it during this century and beyond. Moreover, they develop substantial understanding of energy technologies, including both fossil fuel-based systems and renewable energy options, and expertise in energy law and policy making. This innovative degree recognizes that all sectors working at the energy and climate nexus share common goals -creating more sustainable and resilient energy systems that can withstand the challenges of climate and environmental change. This will remain the focus of the proposed fully online option for the degree. Program graduates hold leadership positions in the industry, government, and the associated non-profits.

Doctor of Nursing Practice (Recommended 9/21/2016)

The Doctor of Nursing Practice (D.N.P.) prepares nurses to develop and apply advanced skills in the assessment, diagnosis, and management of health problems encountered in individuals across the adult lifespan (young adults to frail elders). Graduates of the program will demonstrate mastery of the advanced nursing practice role; integrate the practice of nursing with ethics and biophysical, psychosocial, analytical, organizational and public health sciences to improve patient and population health outcomes; and develop leadership for health care policy and advocacy that shapes health care financing, regulation, access and delivery.

McDaniel College

Master of Science in Curriculum and Instruction (Recommended 8/1/2016)

McDaniel College's highly regarded M.S. in Curriculum and Instruction (C&I) program is ideal for educators in schools, colleges, and in staff development roles within business and social service organizations.

Key Features of the C&I Program include:

Dynamic programming that is responsive to changing trends and issues in education

Courses address global initiatives and their relationship to school systems

Educational theory is examined in the context of practice

Instructional technology is incorporated into the program – it is not an “add on”

Universal Design for Learning principals and techniques are fundamental to course design

Alternatives to a master's thesis are provided through a choice of capstone experiences

Course assignments are flexible, allowing students to focus on their instructional areas and interests

Mount St. Mary's University

Bachelor of Science in Forensic Accounting (Recommended 7/15/2016)

The proposed Bachelor of Science in Forensic Accounting program is designed to train students in the following content areas:

Criminology, specifically oriented to the nature, dynamics, and scope of fraud and financial crimes; the legal environment; and ethical issues.

Fraud prevention, deterrence, detection, investigation, and remediation

a. Asset misappropriation, corruption, and false representations;

b. Financial statement fraud; and

c. Fraud and forensic accounting in the digital environment.

Forensics and litigation advisory services, including research and analysis, valuation of losses and damages, dispute investigation, and conflict resolution (including arbitration and mediation).

Notre Dame of Maryland University

Bachelor of Business Online (Recommended 8/4/2016)

Business is architected to prepare today's students to be tomorrow's business leaders. The requirements of the business major have been greatly influenced by the needs of the dynamic business community where our students intern and work upon graduation. As a result of conducting focus groups with mid-level managers representing a variety of industries the Notre Dame business major was recently updated to include course work in teamwork, negotiation, leadership, communications, data analysis and business research in addition to the traditional areas of business study which include economics, marketing, management, accounting and finance. Managers from various industries indicated that study in each of these areas was needed to provide graduates with the confidence as well as the knowledge, skills and competencies needed to succeed in their respective organizations.

Washington Adventist University

Bachelor of Science in Respiratory Care (Recommended 9/14/2016)

The proposed program at Washington Adventist University is designed to admit graduates of entry-to-practice associate degree programs, who have demonstrated competency by earning the Registered Respiratory Therapist credential from the National Board for Respiratory Care into a curriculum that develops them into managers, educators, researchers, and leaders for the profession. Completion of this post-professional degree advancement program will enhance the professional knowledge, skills, and attributes of RRTs beyond the current training level and prepare them for practice as advanced degree respiratory therapists.

Master of Education in School Counseling (Recommended 9/14/2016)

The a Master of Education (M.Ed.) in School Counseling is designed to train, equip, and prepare graduate students with the necessary theoretical knowledge and practical experiences in school counseling from a faith based perspective using various scheduling formats including but not limited to blended, flexible and other non-traditional educational delivery formats. Graduate students develop professional school counseling skills that promote the mental health and holistic wellness of K-12 students from diverse populations. Students throughout the program are taught to be sensitive to the student's emotional, spiritual, and physical health in order to facilitate the academic and learning process.

Public Four-Year Colleges and Universities

Morgan State University

Master of Social Work (Approved 7/1/2016)

The Master of Social Work (M.S.W.) is designed to prepare to address the specific needs of Urban Children, Youth and Family. The program's emphasis on alleviating poverty and human suffering, oppression, and injustice through multi-level and specialized fields of practice further addresses the hallmarks of the social work profession. Graduates of

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

the program will be able to prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations and communities; to socialize students to the values and ethics of the profession of social work; to address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed and vulnerable populations; to develop in students an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice; to prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms; and to promote the fullest understanding of the realities and complexities of human diversity, using a strengths-oriented perspective as a basis for culturally competent social work practice.

Master of Public Health (Approved 9/6/2016)

MSU's online Master of Public Health program with an area of concentration in Executive Health Management is designed for working professionals coming from diverse careers in a variety of organizational settings. The goal of the program is to provide rigorous public health training to practicing professionals with consideration of their career and personal demands, with a particular emphasis on individuals who want to progress in upper level health management positions. This program meets the competencies established by the Association of Schools and Programs in Public Health (ASPPH) for public health curricula, which are social and behavioral sciences, epidemiology, environmental, health policy and management, and biostatistics.

University of Maryland, Baltimore

Master of Science in Health Science (Recommended 8/31/2016)

The University of Maryland Baltimore's Master of Science in Health Science will be innovative in the state of Maryland, interdisciplinary in its delivery, and will prepare students from diverse professional backgrounds for careers in the health sciences. The modified program is designed for students with related work experience in healthcare, governmental, private, and not-for-profit organizations. The proposed changes to the MSHS program emphasize concepts, practices, and skills that professionals need to be effective in a wide range of organizations. The modified program will require students to complete a minimum of 18 core credits and 12-18 credits in an area of concentration, including a culminating capstone project, for a total of 30 to 36 total credits. Students may complete the degree over a minimum of four 8-week terms, with most full-time students expected to complete the program in 18 months.

Master of Science in Palliative Care (Approved 8/1/2016)

The Master of Science (M.S.) in Palliative Care will address the tremendous need for educational opportunities in palliative care both in the US and globally. The purpose of this program is to provide interprofessional education and training for professionals who wish to gain experience in caring for patients with advanced and terminal illnesses and their families, emphasizing and integrating the unique contributions made by all disciplines who provide palliative care. Disciplines include physicians, pharmacists, nurses, nurse practitioners, physician assistants, social workers, chaplains and grief and bereavement specialists. The program will be conducted completely online, with learners working primarily asynchronously. The target learner audience includes healthcare

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

providers who are working in palliative care and wish to advance their knowledge and skills. Candidates will minimally have a baccalaureate degree, and most will have an entry-level health care disciplinary degree (e.g., MD, PharmD, RN, APRN, PA-C, LCSW, etc.).

University of Maryland, College Park

Bachelor of Science in Public Policy (Approved 8/22/2016)

The University of Maryland College Park's School of Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers related to public service and policy-making in the public, private, and non-profit sectors. The interdisciplinary major will focus on using analytical decision-making to study and array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state and national levels through real-time projects.

Community Colleges

Carroll Community College

Associate of Applied Science in Cybersecurity (Approved 9/21/2016)

The Associate of Applied Science (A.A.S.) in Cybersecurity is designed to prepare students for a career in cybersecurity, computer network security, or a related field. The program is intended to provide a well-rounded base of knowledge and skills including computer networking and network security, network analysis, systems hardening, penetration testing, forensics, scripting, and technical writing and documentation. The program incorporates a combination of classroom instruction, industry certification preparation and internship opportunities (through the assistance of the Cyber Technology Navigator position and the Career Development office) to provide an effective career preparation experience. Upon successful completion of the degree, students will also be prepared to sit for the CompTIA A+, CompTIA Network+, CompTIA Security+, CompTIA Linux+, EC-Council Certified Ethical Hacker (CEH), Cisco Certified Entry Networking Technician (CCENT) and Microsoft Certified Professional (MCP) industry certification exams.

Cecil College

Associate Degree in Engineering with AOC in Aerospace, Chemical, Computer Engineering and Engineering Science (Approved 7/15/2016)

The Associate of Science degree in Engineering is designed for students to earn the first two years of an engineering degree and transfer to a four-year engineering program. This supports the College's mission which includes "transfer programs to meet the

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

economic development of the country and surrounding region.” The program provides the necessary general education and foundation courses in math, physics, and chemistry, as well as some basic engineering courses. The areas of concentration in aerospace, chemical, and computer engineering; and engineering sciences (consisting of 18-20 credits) permit students to further refine their studies.

Chesapeake College

Applied Science in Agriculture with AOC in Production and Sustainability *(Approved 7/14/2016)*

Chesapeake College has submitted a proposal to offer a new 120-credit hour Associate of Applied Science (A.A.S.) in Agriculture with two Areas of Concentration:

1) Production and 2) Sustainability. The degree program will prepare graduates to run their own farms, participate in the activities of others, and join one of the many industries that support agriculture. The concentrations in Production and Sustainability are comprised of core courses (13 credit hours each), which point to a different set of potential career objectives. The Production concentration focuses on animal and plant production as well as a wide variety of industries that support growers. The Sustainability curriculum incorporates topics on ecological, social and financial challenges faced by humanity along with practical solutions.

Associate of Applied Science in Computer Information Systems (Approved 7/14/2016)

The Computer Information Systems program is designed to provide a general education background, and the knowledge and skills needed for a career in a variety of computer fields. The Web Design program prepares students for employment as Webpage/multimedia presentation operators and designers in the business community. The Social Media Specialist program is designed for individuals who are looking to gain in-depth knowledge of social media so they can control social media to build and extend brand awareness, better service current customers, and leverage social media for new customers. The Digital Administrative Assistant is designed for individuals who wish to gain an in-depth training in modern administrative skills and communication technology that will allow them to work at the executive level within an organization. The curriculum demands significant practical, technical and communication skills.

Associate of Science in Biological Science (Approved 7/15/2016)

The Associate of Science degree in Biological Science is designed to prepare students for transfer to a four-year institution to continue preparation for professional careers in the biological sciences, medical and health service fields, research, industry, and education. The program of study is structured around a comprehensive core curriculum that includes principles of biology, chemistry, mathematics, and electives in anatomy and physiology, microbiology, chemistry, physics, and specialized biology courses. This plan allows students to develop a strong foundation of knowledge in varied fields of study: Cell and Molecular Biology, Biochemistry, Physiology, Evolutionary Biology, or Ecology. The curriculum is designed for students with college-level preparation in mathematics and demands significant practical, technical and communication skills.

College of Southern Maryland

Associate of Applied Science in Photography (Approved 7/14/2016)

The College of Southern Maryland has submitted a proposal to offer a new 60-credit hour Associate of Applied Science (A.A.S.) in Photography. The proposed program will prepare students for a career path that integrates the disciplines of the photographic arts and digital technology. The graduate will be prepared to perform a variety of technical photographic functions including working with both digital and film cameras; understand contemporary studio lighting techniques; ability to edit and output images with current software and traditional materials; manage images with an appropriate workflow; and maintain photographic equipment in a professional manner. Graduates will receive a strong foundation in the formal elements of design, as well as an understanding of the history of image making in the visual arts.

Associate of Applied Science in Engineering Technology (Approved 8/28/2016)

The program in Engineering Technology at CSM prepares students who are currently employed in the engineering technology field as well as those without prior work experience to develop the skills and knowledge required of technicians in a variety of engineering settings. In this program, students all share a similar first semester experience; however, after that, students must select an area of concentration in Electronics, Robotics, or Drafting.

- *Students in Electronics will develop fundamental competencies that are important in the design, development, installation, testing, and troubleshooting of electronics equipment including communications equipment, computer components, medical devices, aircraft systems, and many other applications.*
- *Student in Robotics will learn the basic principles of robotics, including drives, actuators, sensors, control systems, human-machine interface, programming, and autonomy. CAD skills are also emphasized.*
- *Students in Drafting will learn how to use a variety of software tools to develop complete drawing packages for engineering or architectural designs.*

Community College of Baltimore County

Associate of Arts in Teaching Secondary Education: English (Approved 8/28/2016)

The Associate of Arts in Teaching at CCBC is intended to provide those students seeking employment as English teachers, the opportunity to meet the college's mission of "allowing students to make progress toward the completion of their educational goals through degree attainment." The AAT Secondary Education: English is transferrable to all four-year institutions of higher education in the State of Maryland. The curriculum is divided between general education and core courses, which will allow students to smoothly articulate into a 4-year program upon completion of their students at CCBC.

Howard Community College

Associate of Applied Science in Entertainment Technology (Approved 7/22/2016)

The Entertainment Technology (EN-TECH) AAS is a hands-on workforce training program. The program partners with local businesses and organizations to offer on-the-job training, as well as potential post-graduation employment. EN-TECH students will train in the application of electrical, lighting, and acoustical theories and designs. The curriculum for this program meets multimedia communication needs and will provide advance-skilled specialists for this growing field. Students who complete this program will be able to seek entry-level and more advanced positions as multimedia specialists and gain employment in areas such as universities, school districts, science research centers, conference centers, hotels, concert facilities and other venues with integrated, high-technology communication needs.

Montgomery College

Associate of Applied Science in Criminal Justice (Approved 7/22/2016)

The AAS degree in Criminal Justice is designed to prepare students for careers within the criminal justice system. The program offers a combination of liberal arts and specialized career courses to help students upon entry into the criminal justice field. The curriculum is designed for those already employed in the criminal justice profession as well as for high school students interested in pursuing careers with local, state, federal or private agencies in the field. The degree offers coursework to improve written, oral and critical thinking skills that are essential to a successful career in any criminal justice profession.

III. CERTIFICATE PROGRAMS APPROVED/RECOMMENDED

Independent Four-Year Colleges and Universities

Johns Hopkins University

Post-Baccalaureate Certificate in National Security Issues (Recommended 7/22/2016)

The Post-Baccalaureate Certificate in National Security Issues has been offered since 2003 and was formerly the PBC in Homeland Security. The program is designed to offer students expertise and understanding of the broad range of threats to the United States security, while emphasizing the intersection of science and technology with security. The modifications to the program would not eliminate any existing requirements; rather they would refine those requirements and add some new ones.

Post Baccalaureate Certificate in Teaching Writing (Recommended 7/22/2016)

The Post Baccalaureate Certificate in Teaching Writing, will target current and prospective teachers from all subjects and at all levels by offering effective theories, strategies, and practices for writing instruction. The goal of the program is to improve the teaching of writing and student writing in general. The PBC requires the practice of writing and coursework in reading as a writer. The program will focus in part on the writing components of the Common Core Curriculum Standards. It will help teachers of English, creative writing, composition, and other subjects who want to incorporate more writing into their instruction. The proposed program is not a teacher certification program; the target audience will be current or prospective teachers who already have certification or do not need it.

Lincoln College of Technology

Automotive Technology with AUDI Education (Recommended 7/15/2016)

The Lower Division Certificate (L.D.C.) in Automotive Technology with AUDI Education Partnership will provide the graduate with the entry-level knowledge and skills required to correctly test, diagnose, replace, repair and adjust as necessary the components of the mechanical, electronic, hydraulic, and accessories systems on current automobiles. Upon completion of this program, the graduates will be qualified for entry into the automotive service career field as a technician capable of analysis, problem solving, performing most common service operations and under supervision, more specialized or involved tasks with a dealer, independent shop or other service outlet. Students will be required to complete out-of-class assignments in each course. The certificate includes specific instruction on the mechanics of AUDI vehicles.

Public Four-Year Colleges and Universities

Morgan State University

Post-Baccalaureate Certificate in Urban Journalism (Approved 9/6/2016)

The proposed online PBC in Urban Journalism program contributes to MSU's overarching vision and mission by educating and training students who will study topics and "carry out research that gives significant priority to solving difficult real-world

problems faced by society” directed toward the needs of urban and underserved communities. It will require students to write and edit for various delivery platforms, including print and online media, social media, mobile applications and other delivery systems used for reporting the news. The program uses courses from the current M.A. in Journalism program, along with several strategically developed new courses that address the special need of urban journalism.

Salisbury University

Post Baccalaureate Certificate in Higher Education (Approved 7/15/2016)

The proposed post baccalaureate certificate in Higher Education has been developed to provide individuals already employed within higher education setting on the Eastern Shore with the knowledge and skills to advance within their post-secondary organizations. The current M.Ed. post-secondary track at Salisbury is very popular, with approximately 20-30 graduate students enrolled at any one time. Though there are several higher education options within the state, this program is unique in that it is directed toward existing higher education staff members at Salisbury University and local, neighboring institutions. The objective of this program is to give participants a background in higher education policy, history and student development.

Post-Master Certificate in Literacy Education (Approved 9/29/2016)

The proposed post-master certificate supports Salisbury University’s mission that specifically highlights a graduate curriculum designed to assist students in attaining greater mastery of their fields of specialization, improving skills, and increasing professional knowledge and ability through study of new findings in areas of special interest. Students who complete this certificate will already have completed a master’s degree and will be able to gain MSDE Reading Teacher Endorsement without having to complete another master’s degree. Literacy Educators have specialized knowledge in literacy assessment and instruction. They can explain the role of the various components of reading and identify students’ strengths and weaknesses. They can intervene when students are not meeting developmental benchmarks providing corrective instruction with appropriate materials. They can articulate the research that grounds their practice. These competencies are the foci of the proposed certificate program.

University of Baltimore

Post-Master Certificate in Family Law (Approved 9/14/2016)

The proposed PMC in Family Law program at University of Baltimore provides attorneys with the specialized training needed for the effective practice of family law, including knowledge of the relevant law, knowledge in areas impacting family law cases (e.g., finance, child development, mental health), and the technical skills needed to litigate or otherwise resolve a family law case. This is achieved through intensive coursework, problem-solving, and simulations of real cases, taught by School of Law full-time faculty and prominent family law practitioners. To enroll in this program, students must have obtained their J.D. degree.

Post-Baccalaureate Certificate in Internal Audit Services (Approved 8/1/2016)

The mission of the Merrick School of Business at UB is to provide exceptional learning experiences that facilitate the transformation and empowerment of students into knowledgeable, responsive business professionals and leaders. The proposed certificate aligns well with the School's mission in that it provides expert knowledge in auditing, an area increasingly important to corporations, nonprofit entities, and accounting firms, among others. Internal auditors combine skills from several areas, such as accounting, finance, operations management, and IT/cyber-security, and hence this certificate will combine courses from these areas.

Post-Baccalaureate Certificate in Organizational Leadership (Approved 9/14/2016)

The proposed PBC in Organizational Leadership is designed to enhance the leadership acumen and skill sets of professionals interested in a short, focused program. Taking this certificate program will help increase understanding the concepts and tools needed for effective leadership. The credits earned for the certificate can count toward the regular MBA program. When the MBA program became a joint program with Towson, UB faculty developed the Leadership for Organizations post-baccalaureate certificate (PBC), which was approved in 2009. That PBC has been suspended and is being discontinued as it was part of the joint MBA program, which is also being suspended and will be discontinued within the coming year or two. This certificate updates the curriculum from that joint certificate and supplants it.

University of Maryland, Baltimore

Post-Baccalaureate Certificate in Principles and Practice of Hospice and Palliative Care (Approved 8/5/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Principles and Practice of Hospice and Palliative Care will address the tremendous need for educational opportunities in palliative care both in the US and globally. The purpose of this program is to provide interprofessional education and training for professionals who wish to gain experience in caring for patients with advanced and terminal illnesses and their families, emphasizing and integrating the unique contributions made by all disciplines who provide palliative care. Disciplines include physicians, pharmacists, nurses, nurse practitioners, physician assistants, social workers, chaplains and grief and bereavement specialists. The program will be conducted completely online, with learners working primarily asynchronously. The target learner audience includes healthcare providers who are working in palliative care and wish to advance their knowledge and skills. Candidates will minimally have a baccalaureate degree, and most will have an entry-level health care disciplinary degree (e.g., MD, PharmD, RN, APRN, PA-C, LCSW, etc.). This certificate includes courses in Principles of Hospice and Palliative Care; Communication and Healthcare Decision Making; Psychosocial, Cultural and Spiritual Care; and Symptom Management in Advanced Illness.

Post-Baccalaureate Certificate in Clinical Aspects of Hospice and Palliative Care (Approved 8/1/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Clinical Aspects of Hospice and Palliative Care will address the tremendous need for educational opportunities in palliative care both in the US and globally. The purpose of this program is to provide

interprofessional education and training for professionals who wish to gain experience in caring for patients with advanced and terminal illnesses and their families, emphasizing and integrating the unique contributions made by all disciplines who provide palliative care. Disciplines include physicians, pharmacists, nurses, nurse practitioners, physician assistants, social workers, chaplains and grief and bereavement specialists. The program will be conducted completely online, with learners working primarily asynchronously. The target learner audience includes healthcare providers who are working in palliative care and wish to advance their knowledge and skills. Candidates will minimally have a baccalaureate degree, and most will have an entry-level health care disciplinary degree (e.g., MD, PharmD, RN, APRN, PA-C, LCSW, etc.). This certificate includes courses in Advanced Pain Management and Opioid Drug; Advanced Non-Pain Symptom Management; Advanced Disease State Management; and Clinical Management of Special Patient Populations.

Post-Baccalaureate Certificate in Psychosocial/Spiritual Aspects of Hospice and Palliative Care (Approved 8/1/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Psychosocial/Spiritual Aspects of Hospice and Palliative Care will address the tremendous need for educational opportunities in palliative care both in the US and globally. The purpose of this program is to provide interprofessional education and training for professionals who wish to gain experience in caring for patients with advanced and terminal illnesses and their families, emphasizing and integrating the unique contributions made by all disciplines who provide palliative care. Disciplines include physicians, pharmacists, nurses, nurse practitioners, physician assistants, social workers, chaplains and grief and bereavement specialists. The program will be conducted completely online, with learners working primarily asynchronously. The target learner audience includes healthcare providers who are working in palliative care and wish to advance their knowledge and skills. Candidates will minimally have a baccalaureate degree, and most will have an entry-level health care disciplinary degree (e.g., MD, PharmD, RN, APRN, PA-C, LCSW, etc.). This certificate includes courses in Advanced Decision-Making and Communication Skills; Advanced Spirituality and Psychosocial Skills; Self-Care; Death and Dying – Ethical and Legal Considerations.

Post-Baccalaureate Certificate in Leadership and Administration in Hospice and Palliative Care (Approved 8/5/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Leadership and Administration in Hospice and Palliative Care will address the tremendous need for educational opportunities in palliative care both in the US and globally. The purpose of this program is to provide interprofessional education and training for professionals who wish to gain experience in caring for patients with advanced and terminal illnesses and their families, emphasizing and integrating the unique contributions made by all disciplines who provide palliative care. Disciplines include physicians, pharmacists, nurses, nurse practitioners, physician assistants, social workers, chaplains and grief and bereavement specialists. The program will be conducted completely online, with learners working primarily asynchronously. The target learner audience includes healthcare providers who are working in palliative care and wish to advance their knowledge and skills. Candidates will minimally have a baccalaureate degree, and most will have an entry-level health care disciplinary degree (e.g., MD, PharmD, RN, APRN, PA-C, LCSW, etc.). This certificate includes courses in Hospice Leadership and

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Administration; Palliative Care Leadership and Administration; Practice Development and Strategic Planning; and Principles and Practice of Palliative Care Education.

Community Colleges

Chesapeake College

Lower-Division Certificate in Exercise Science (Approved 7/14/2016)

The Exercise Science Certificate at Chesapeake College is designed to prepare students for transfer and eventual employment in the field of exercise science. Students majoring in exercise science examine the relationship between exercise and human performance and the role of physical activity in the promotion of healthy lifestyles. The program of study is designed to prepare students for baccalaureate study, where they will train for careers that include exercise/fitness specialist, group fitness instructor, or personal trainer (employment settings include corporate fitness programs, community exercise/wellness settings, health clubs, and fitness-related organizations), and strength and conditioning coach (employment settings include high school, college, and professional sports teams).

Lower-Division Certificate in Theatre & Performance Studies (Approved 8/31/2016)

The Theatre and Performance Studies is designed for students wishing to transfer to a four-year institution, specifically to pursue a degree in Theatre. The courses selected for this certificate have been chosen because they cover the first two years of pre-requisites for a theatre major at a four-year institution. The program addresses basic curricular requirements in technical theatre and theatre performance. The certificate is also designed so that students can complete it in tandem with Chesapeake's Associate's degree in Liberal Arts and Sciences within two years. The program will prepare students who want to pursue careers in the performing arts as a technician, performer, writer, researcher, entrepreneur, or arts manager.

Frederick Community College

Lower-Division Certificate in Game Programming (Approved 7/1/2016)

Frederick Community College has submitted a proposal to offer a new 17-credit hour Lower-Division Certificate in Game Programming within the new proposed A.A.S. in Game and Simulation Development degree. The degree program is currently being reviewed and circulated separately from this certificate. The proposed certificate will prepare students to develop interactive computer games on the Internet, mobile computers and personal computers. The curriculum targets students who wish to obtain the skills necessary to develop computer games using programming languages such as Java, C++, C# and Python. Students will become proficient in current programming languages used in developing computer gaming software. Courses will be delivered in traditional face-to-face, hybrid and online instruction.

Lower-Division Certificate in Computer Animation (Approved 7/1/2016)

The Lower Division Certificate (L.D.C.) in Computer Animation introduces students to the current animation and modeling software, such as Blender, Autodesk 3ds Max, and Autodesk Maya, and covers animation production, computer graphics, interactive 3D

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

foundations, and 3D modeling & animation. This proposed certificate directly supports the mission of Frederick Community College (FCC) and prepares students for workforce preparation and career development. This new certificate contributes to FCC's goal to provide learning opportunities based on students goals, needs for lifelong learning and participation in society. This certificate prepares graduates to become contributing information technology professionals in the areas of Digital Graphic Designers, Multimedia Designers, Digital Animators, Character Riggers, or Web Designers/Developers. Course delivery will be in flexible forms, including traditional face-to-face, hybrid, and online.

Harford Community College

Lower-Division Certificate in Cyber Defense (Approved 7/14/2016)

The Cyber Defense Certificate program at Harford Community College is designed to prepare students for entry into information assurance/cybersecurity positions upon completion. It is being offered in response to the increasing regional market demand for skills and knowledge in cybersecurity. In addition to the core competencies needed for proficiency in this area, the program will also prepare students to sit for many industry recognized certifications such as Net+, Security+, Linux+ and Cisco.

Howard Community College

Lower-Division Certificate in Entertainment Technology (Approved 7/22/2016)

The Entertainment Technology (EN-TECH) LDC is a hands-on workforce training program. The program partners with local businesses and organizations to offer on-the-job training, as well as potential post-graduation employment. EN-TECH students will train in the application of electrical, lighting, and acoustical theories and designs. The curriculum for this program meets multimedia communication needs and will provide advance-skilled specialists for this growing field. Students who complete this program will be able to seek entry-level and more advanced positions as multimedia specialists and gain employment in areas such as universities, school districts, science research centers, conference centers, hotels, concert facilities and other venues with integrated, high-technology communication needs.

IV. OUT-OF-STATE INSTITUTIONS

Bard College

Out-of-State Renewal for Program Offering (Authorized 9/9/2016)

The Associate of Arts (A.A) in Liberal Arts and Sciences program offered through Bard College in partnership with Baltimore City Public Schools is designed to offer a two year, liberal arts degree as part of a four year public high school program that also meets all state and local standards for the high school diploma. The program requires 60 credit hours and takes place during the third and fourth year of high school.

Florida Institute of Technology

Master of Science in Flight Test Engineering (Authorized 8/31/2016)

The Master of Science (M.S.) in Flight Test Engineering seeks to expand student knowledge, skills, ability and competency in the field of aircraft flight testing. Flight test engineering involves performances evaluation of existing aircraft, rather than designing aircraft to meet performance specifications. Students receive instruction in how to test aircraft, measure aircraft performance, and determine flying capabilities. The program requires 30 credit hours completed in classroom/lab environment.

Certificate Post-Baccalaureate in Flight Test Engineering (Authorized 8/31/2016)

The Post-Baccalaureate Certificate (P.B.C.) in Flight Test Engineering also seeks to expand student knowledge, skills, ability and competency in the field of aircraft flight testing. Flight test engineering involves performances evaluation of existing aircraft, rather than designing aircraft to meet performance specifications. The program requires applicant to have earned a bachelor's degree from a regionally accredited institution (or international equivalent) in aerospace engineering or a closely related discipline. The program requires 12 credit hours completed in classroom/lab environment.

Gratz College

Out-of-State Renewal for Program Offering (Authorized 8/28/2016)

The Master of Arts in Education (M.A) program is designed for practicing certified teachers who seek advanced study in contemporary pedagogy and educational issues and/or individuals who require additional coursework to meet licensure requirements. In addition to P-12 teachers, the program is also beneficial for persons with teaching certification who work in the areas of instructional design, educational training, or organizational development in business, government, and not-for-profit agencies. The program requires 30 credits and offers four concentrations: Creativity and Technology, Dimensions in Identity, or Teaching Spirituality, and is offered in a hybrid format. A valid teaching certificate is required for admission into the program.

Northcentral University

Out-of-State Renewal for Multiple Program Offerings (Authorized 8/29/2016)

Master of Education (M.Ed.) in PK-12 Principal Leadership: The program is focused on developing the knowledge, skills and dispositions required for leadership roles in the diverse field of education. Students in this program will critically analyze a broad range of theories, current trends and practices, and practical knowledge in education. The program is approved by the Arizona Department of Education to prepare candidates for certification as PK-12 school principals in the State of Arizona. Certification requirements vary by state and students are advised to contact their state department of education for guidance in obtaining certification or licensure. The program requires 36 credit hours.

Master of Arts (M.A.) in Marriage and Family Therapy: The program is focused on developing the skills and personal and professional growth that are required for effective practice in the field of marriage and family therapy. The program is designed to provide an integrated learning experience for adult students seeking specific training in the profession of marriage and family therapy. The program prepares students for therapeutic and educational work in a variety of settings including mental health centers, public service agencies, correctional facilities, industry, medical settings and private practice. Graduates will be prepared to seek licensure in their home state. The program requires 45 credit hours.

Doctor of Philosophy (Ph.D.) in Marriage and Family Therapy: The program is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. The program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. The program requires 69 credit hours.

SUNY Empire State College

Out-of-State Renewal for Program Offering (Authorized 9/6/2016)

The Master of Arts in Work and Labor Policy: This program is designed for unionists, human resource professionals, arbitrators, educators, journalists, political activists, lawyers and individuals involved in government or private industry. Program emphasis is on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace. It also provides a background in American labor relations, labor history, labor law and collective bargaining. The residency-based, blended-delivery program features three intensive classroom residencies at the Winpisinger Center in Hollywood, MD, supplemented by additional online courses, and the completion of a final project.

The residency consists of the following:

- *Residency I – Intro to Labor Policy*
- *Residency II – Research Design and Leadership in Labor*
- *Residency III – Capstone*

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Bachelor of Science in Labor Studies: This degree program features residency-based, blended-intensive classroom residencies at the Winpisinger Center, individualized degree planning, mentoring, personal instruction, academic support, and capstone projects. Students examine the topics of work, workers and worker organizations. Additional program requirements include the study of the history of the labor movement, labor law and collective bargaining. Students focus on current problems and policies generated by changes in the global economy, technology, the work force and the workplace.

The program is offered in a blended format to include online and independent study, in addition to a residency. The residency consists of the following:

- *Residency I – Educational Planning*
- *Residency II – Intermediate Arts and Sciences*
- *Residency III – Advanced Capstone*

Associate of Science in Labor Studies: This program is designed to provide a firm academic foundation for upper division study toward a bachelor's degree. Labor studies comprises an examination of work, workers and worker organizations, both historically and in a contemporary context. Students examine the topics of work, workers and worker organizations. Students also study the history of the labor movement, labor law and collective bargaining, and focus on current problems and policies generated by changes in the global economy, technology, the workforce and the workplace.

The program is offered in a blended format to include online and independent study, in addition to a residency. The residency consists of the following:

- *Residency I – Educational Planning*
- *Residency II – Intermediate Arts and Sciences*
- *Residency III – Advanced Capstone*

University of Cincinnati

Out-of-State Renewal for Multiple Program Offerings (Authorized 9/6/2016)

The Master of Science in Nursing (M.S.N.) program prepares individuals for advanced nursing practice in several specialty areas. The specialty areas include: adult nurse practitioner, clinical nurse specialist/nurse educator, family nurse practitioner, nurse-midwifery, nursing administration, psychiatric/mental health clinical nurse specialist, psychiatric/mental health nurse practitioner, and women's health nurse practitioner. The MSN program specialties are designed so that upon completion of programs of study, students meet the educational requirements to take specialty certification examinations. The program consists of 42 to 58 semester credit hours, including 504 to 784 clinical hours depending on the specialty. This program is accredited by the Commission on Collegiate Nursing Education (CCNE). Specialties previously approved include:

- I. Adult-Gero Primary Care Nurse Specialist (Practitioner)*
- II. Adult-Gero Clinical Nurse Specialist/Nurse Educator*
- III. Family Nurse Practitioner*

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

IV. Nurse Midwifery

V. Psychiatric/Mental Health Nurse Practitioner

VI. Women's Health Nursing

The Bachelor of Science (B.S.) in Medical Laboratory Science program offers working professional the opportunity to learn and develop the skills needed for professional growth. This program is open to students who currently hold an A.S. or A.A.S. in clinical laboratory technology/medical laboratory technology from an accredited institution. Courses include didactic lecture and seminar formats delivered through discussion boards, assignments, virtual laboratory activities and online chat. The program consists of 60 semester credit hours. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

The Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner program is designed to prepare nurses who already have master's degrees in primary and acute care specialties to add advanced psychiatric skills to the scopes of practice, positioning them to do therapy and to prescribe and manage psychiatric medication for individuals of all ages and psychiatric conditions. The program prepares PMHNP to diagnose children and adults with psychiatric and/or substance abuse disorders, as well as address the mental health problems that often go along with medical illness. It fosters the application of evidence based practices, psychopharmacology, group and individual therapy. The program requires 20 credit hours.

The Graduate Certificate in Nursing Education program is designed to address the shortage of faculty in nursing programs and enhance the skills of practicing nurses as preceptors and facilitators of staff development. Graduates of this program will be prepared to become educational leaders in academic and practice settings. The program provides students with essential knowledge and skills in teaching and learning, program development, assessment, evaluation and other aspects of the educational process in nursing. The program requires 12 credit hours.

V. PROPOSALS DENIED

Brightwood College, Baltimore

Associate Degree in Medical Assistant (Denied 8/12/2016)

The objective of the proposed Medical Assistant program at Brightwood College is to provide students with the knowledge, technical skills, and work habits required to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in laboratory practices, clinical procedures, medical office activities, professional communication, medical practice operational assessment, financial accounting, personnel management, and medical software. Duties for graduates of this program may include performing routine laboratory tests, such as blood work, venipuncture, urinalysis, and electrocardiograms; assisting the doctor in patient preparation and examination; patient education; financial management; personnel management; medical records management; insurances coding and billing; patient communication; and appointment management and scheduling.

Brightwood College, Beltsville

Associate Degree in Medical Assistant (Denied 8/12/2016)

The objective of the proposed Medical Assistant program at Brightwood College is to provide students with the knowledge, technical skills, and work habits required to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in laboratory practices, clinical procedures, medical office activities, professional communication, medical practice operational assessment, financial accounting, personnel management, and medical software. Duties for graduates of this program may include performing routine laboratory tests, such as blood work, venipuncture, urinalysis, and electrocardiograms; assisting the doctor in patient preparation and examination; patient education; financial management; personnel management; medical records management; insurances coding and billing; patient communication; and appointment management and scheduling.

Brightwood College, Towson

Associate Degree in Medical Assistant (Denied 8/12/2016)

The objective of the proposed Medical Assistant program at Brightwood College is to provide students with the knowledge, technical skills, and work habits required to pursue an entry-level position in the medical field. This program concentrates on helping students acquire knowledge and develop skills in laboratory practices, clinical procedures, medical office activities, professional communication, medical practice operational assessment, financial accounting, personnel management, and medical software. Duties for graduates of this program may include performing routine laboratory tests, such as blood work, venipuncture, urinalysis, and electrocardiograms; assisting the doctor in patient preparation and examination; patient education; financial management; personnel management; medical records management; insurances coding and billing; patient communication; and appointment management and scheduling.

VI. PROGRAMS DISCONTINUED

Independent Colleges and Universities

Lincoln College of Technology

Associate of Applied Science in Culinary Arts (Approved 9/13/2016)

Lower Division Certificate in Culinary Arts (Approved 9/13/2016)

Loyola University Maryland

Master of Education in Special Education (Approved 9/13/2016)

Certificate of Advanced Study in Special Education (Approved 9/13/2016)

Public Colleges and Universities

Frostburg State University

Upper Division Certificate in Networking (Approved 7/28/2016)

Upper Division Certificate in Software Development (Approved 7/28/2016)

Upper Division Certificate in Programming (Approved 7/28/2016)

Upper Division Certificate in Secondary/Adult Generic Special Education (Approved 7/28/2016)

Upper Division Certificate in International Area Studies (Approved 7/28/2016)

Salisbury University

Bachelor of Science in Business Administration (Approved 9/14/2016)

Community Colleges

Community College of Baltimore County

Associate of Applied Science in Geospatial Applications (Statewide) (Approved 9/13/2016)

Lower Division Certificate in Introduction to Geospatial Applications (Statewide) (Approved 9/13/2016)

VII. PROGRAMS SUSPENDED

Public Colleges and Universities

Towson University

Master of Science in Kinesiology (Approved 7/28/2016)

Master of Science in Applied Gerontology (Approved 7/28/2016)

Post-Baccalaureate Certificate in Applied Gerontology (Approved 7/28/2016)

Post-Baccalaureate Certificate in Application of Dalcroze, Orff, and Kodaly (Approved 9/12/2016)

University of Maryland Eastern Shore

Bachelor of Arts in African American Studies (Approved 9/12/2016)

VIII. PROPOSALS WITHDRAWN

Out-of-state Institutions

University of South Alabama

Out-of-State renewal application (Withdrawn 8/9/2016)

IX. PARTNERSHIP

Out-of-state Institutions

University of Delaware

Closed-site offering of Introduction to RADAR Systems and RF Electronics II to employees of Aberdeen Proving Ground (Acknowledged 8/1/2016)

Southern Illinois University

Closed-site offering of the Bachelor of Science in Health Care Management to employees of Walter Reed National Naval Medical Center (Acknowledged 7/27/2016)

X. OUT-OF-STATE ON-LINE REGISTRATION

American Academy McAllister Institute of Funeral Service (1 Program)

Program Title	Award
Funeral Service/Mortuary Science	A.O.S.

American College of Education (23 Programs)

Program Title	Award
Adult and Corporate Training	CERT
Christian Education	CERT
Content Area Instruction	CERT
English as a Second Language and Bilingual Education	CERT
Transition to Teaching in Elementary Education	CERT
Transition to Teaching in Secondary Education	CERT
Education Specialist in Leadership	Ed.S.
Elementary	M.A.
Secondary Teaching	M.A.
Advanced Studies	M.Ed.
Curriculum and Instruction	M.Ed.
Early Childhood Education	M.Ed.
Educational Leadership	M.Ed.
Educational Technology	M.Ed.
Elementary Education	M.Ed.
English as a Second Language	M.Ed.
Health and Wellness Education	M.Ed.
Instructional Design and Technology	M.Ed.
Integrated Curriculum	M.Ed.
Literacy	M.Ed.
STEM Leadership	M.Ed.
Teacher	M.Ed.
Teaching English Language Learners	M.Ed.

American University (10 Programs)

Program Title	Award
Project Monitoring	GCERT
Economics	M.A.
International Relations	M.A.
International Service	M.A.
Strategic Communication	M.A.
Teaching	M.A.
Business Administration	M.B.A.
Public Administration and Policy	M.P.A.P.
Analytics	M.S.
Nutrition Education	M.S.

Bethel College (5 Programs)

Program Title	Award
Church Ministries	A.S.
Church Ministries - Biblical Studies	B.S.
Church Ministries - Christian Counseling Concentration	B.S.
Church Ministries - Ministerial Leadership Concentration	B.S.
Church Ministries - Missions	B.S.

California Intercontinental University (31 Programs)

Program Title	Award
Business Administration	A.A
General Studies	A.A
Information Technology	A.A
Business Administration	B.B.A.
Business Administration in Healthcare Administration	B.B.A.
Business Administration in Internet Marketing and Entrepreneurship	B.B.A.
Engineering Information Technology in Project Management	B.E.I.T
Engineering Information Technology in Networking and Systems Security	B.E.I.T.
Management Information Systems	B.S.
Business Administration	D.B.A.
Business Administration Entrepreneurship and Business Management	D.B.A.
Business Administration Global Business and Leadership	D.B.A.
Business Administration Healthcare Management and Leadership	D.B.A.
Business Administration Information Systems and Enterprise Resource Management	D.B.A.

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

California Intercontinental University (Continued)

Program Title	Award
Banking and Finance	GCERT
General Business	GCERT
Healthcare Leadership	GCERT
Human Resource Management	GCERT
Knowledge Management	GCERT
Leadership	GCERT
Marketing	GCERT
Organizational Behavior and Development	GCERT
Project Management	GCERT
Six Sigma and Total Quality Management	GCERT
Business Administration	M.B.A.
Business Administration in Banking and Finance	M.B.A.
Business Administration in Healthcare Management and Leadership	M.B.A.
Business Administration in Information Systems and Knowledge Management	M.B.A.
Business Administration in International Management Marketing	M.B.A.
Business Administration in Organizational Development and Human Resources Management	M.B.A.
Business Administration in Project and Quality Management	M.B.A.

California Southern University (26 Programs)

Program Title	Award
Liberal Studies	A.A.L.S.
Psychology	B.A.
Business Administration	B.B.A.
Applied Technology	B.S.A.T.
Criminal Justice	B.S.C.J.
Nursing	B.S.N.
Addiction Studies	CERT
Alcoholism and Chemical Dependency	CERT
Financial Management	CERT
Health Care Services	CERT
Human Resource Management	CERT
Industrial and Organizational Psychology	CERT
International Business	CERT
Leadership	CERT

California Southern University (Continued)

Program Title	Award
Project Management	CERT
Management	CERT
Pastoral Counseling	CERT
Sport Psychology	CERT
Business Administration	D.B.A.
Psychology	M.A.
Business Administration	M.B.A.
Psychology	M.S.
Law	M.S.L.
Law Enforcement Executive Leadership	M.S.L.E.E.L.
Nursing	M.S.N.
Psychology	PSYD

Central Michigan University – Global Campus (59 Programs)

Program Title	Award
Administration with concentration in Organization Administration	B.S.
Bachelor of Applied Arts, Major in Administration with concentration in Building Code Administration	B.S.
Bachelor of Applied Arts, Major in Administration with concentration in Organization Administration	B.S.
Bachelor of Science, Major in Administration with concentration in Building Code Administration	B.S.
Community Development with concentration in Community Services	B.S.
Community Development with concentration in Health Sciences	B.S.
Community Development with concentration in Public Administration	B.S.
Integrated Leadership Studies	B.S.
Political Science	B.S.
Psychology	B.S.
Cybersecurity	CERT
Deaf Blind Intervener	CERT
Social Media	CERT
Educational Technology	D.E.T.
Health Administration	D.H.A.
Educational Leadership	ED.D.
College Teaching	GCERT
Cybersecurity	GCERT

Central Michigan University – Global Campus (Continued)

Program Title	Award
General Administration	GCERT
Engineering Management	GCERT
ERP using SAP Software	GCERT
Health Systems Leadership	GCERT
Human Resources Administration	GCERT
Information Resource Management	GCERT
International Administration	GCERT
International Health	GCERT
Leadership	GCERT
Logistics Management	GCERT
Philanthropy and Fundraising	GCERT
Public Administration	GCERT
Recreation & Park Administration	GCERT
Research Administration	GCERT
Education degree with concentration in Curriculum and Instruction	M.A.
Education degree with concentration in Training and Development	M.A.
Educational Leadership, Charter School Leadership Emphasis	M.A.
Educational Leadership, Rural Education Leadership Emphasis	M.A.
Educational Leadership, Supervision Emphasis	M.A.
Educational Leadership, Virtual Education Leadership Emphasis	M.A.
Educational Technology	M.A.
Reading and Literacy K-12	M.A.
Special Education	M.A.
Business Administration - Enterprise Resource Planning (ERP) using System Application Products (SAP)	M.B.A.
Business Administration - Human Resource Management	M.B.A.
Business Administration - Logistics Management	M.B.A.
Business Administration - Marketing	M.B.A.
Business Administration - Value Driven Organization	M.B.A.
Health Administration	M.H.A.
Nutrition and Dietetics	M.S.
Administration with concentration in Engineering Management	M.S.A.
Administration with concentration in General Administration	M.S.A.
Administration with concentration in Human Resources Administration	M.S.A.
Administration with concentration in Information Resource Management	M.S.A.
Administration with concentration in International Administration	M.S.A.
Administration with concentration in Leadership	M.S.A.

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Central Michigan University – Global Campus (Continued)

Program Title	Award
Administration with concentration in Philanthropy and Fundraising	M.S.A.
Administration with concentration in Public Administration	M.S.A.
Administration with concentration in Recreation & Park Administration	M.S.A.
Administration with concentration in Research Administration	M.S.A.
Administration with concentration in Training and Development	M.S.A.

Chamberlain College of Nursing (3 Programs)

Program Title	Award
RN to BSN	B.S.N.
Nursing Education	GCERT
Informatics	GCERT

George Washington University (116 Programs)

Program Title	Award
Health Sciences	A.S.
Health Sciences in Lab Technology	A.S.
Police and Security Studies	B.P.S.
Clinical Management and Leadership	B.S.H.S.
Health Sciences and Clinical Research Administration	B.S.H.S.
Health Sciences in Clinical Health Sciences	B.S.H.S.
Health Sciences in Emergency Medical Services Management	B.S.H.S.
Health Sciences in Health Intervention and Disaster Response	B.S.H.S.
Health Sciences in Medical Informatics	B.S.H.S.
Health Sciences in Medical Laboratory Sciences	B.S.H.S.
Health Sciences in Bioinformatics	B.S.H.S..
Bachelor of Science in Nursing	B.S.N.
RN to Bachelor of Science in Nursing	B.S.N.
RN to Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner	B.S.N. & M.S.N.
RN to Master of Science in Nursing: Family Nurse Practitioner	B.S.N. & M.S.N.
RN to Master of Science in Nursing: Nurse Coaching and Leadership	B.S.N. & M.S.N.
RN to Master of Science in Nursing: Nurse-Midwifery	B.S.N. & M.S.N.
Budget and Public Finance	CERT
Health Care Quality	CERT

George Washington University (Continued)

Program Title	Award
Medical Laboratory Science: Chemistry	CERT
Medical Laboratory Science: Hematology	CERT
Medical Laboratory Science: Microbiology	CERT
LGBT Health Policy & Practice Program	CERT
Medical Laboratory Science: Blood Banking	CERT
Engineering Management	D.Eng
Adult-Gerontology Acute Care Nurse Practitioner (post-BSN opportunity)	D.N.P.
Adult-Gerontology Primary Care Nurse Practitioner (post-BSN opportunity)	D.N.P.
Executive Leadership (post-MSN opportunity)	D.N.P.
Family Nurse Practitioner (post-MSN opportunity)	D.N.P.
Family Specialty for Nurse Practitioners (post-MSN opportunity)	D.N.P.
Health Care Quality (post-MSN opportunity)	D.N.P.
Nursing Education Concentration (post-MSN opportunity)	D.N.P.
Nursing Practice (post-MSN opportunity)	D.N.P.
Palliative Care Specialty for Nurse Practitioners (post-MSN opportunity)	D.N.P.
Educational Leadership and Administration Education Specialist Degree	E.L.A.E.S.
Adult-Gerontology Acute Care Nurse Practitioner (post-MSN opportunity)	GCERT
Adult-Gerontology Primary Care Nurse Practitioner (post-MSN opportunity)	GCERT
Brain Injury: Transition Services Graduate Certificate	GCERT
Clinical and Translational Research	GCERT
Clinical Practice Research	GCERT
Clinical Research Administration	GCERT
Educational Leadership and Administration	GCERT
E-Learning	GCERT
Family Nurse Practitioner (post-MSN opportunity)	GCERT
Family Specialty for Nurse Practitioners (post-MSN opportunity)	GCERT
Forensic Investigations	GCERT
Health Care Quality	GCERT
Healthcare Corporate Compliance	GCERT
Instructional Design	GCERT
Integrating Technology into Education	GCERT
Integrative Medicine	GCERT
Job Development Job Placement Graduate Certificate	GCERT

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

George Washington University (Continued)

Program Title	Award
Medical Laboratory Science	GCERT
Multimedia Development	GCERT
Leadership in Educational Technology	GCERT
Museum Collections Management and Care	GCERT
Nursing Education (Post-MSN opportunity)	GCERT
Palliative Care Specialty for Nurse Practitioners (post-MSN opportunity)	GCERT
Paralegal Studies	GCERT
Political Communications and Campaigns	GCERT
Psychiatric-Mental Health Nurse Practitioner	GCERT
Regulatory Affair	GCERT
Special Education for Culturally and Linguistically Diverse Learners	GCERT
Strategic Governance and Political Management	GCERT
Teaching English Language Learners	GCERT
Training and Educational Technology	GCERT
Transition Special Education	GCERT
Engineering Cybersecurity	M. Eng.
Educational Leadership and Administration	M.A.
Educational Technology Leadership	M.A.
Organizational Leadership and learning	M.A.
Rehabilitation Counseling	M.A.
Secondary Special Education and Transition Services	M.A.
Special Education for Culturally and Linguistically Diverse Learners	M.A.
Business Administration	M.B.A.
Healthcare Administration (MHA@GW)	M.H.A.
Health Informatics and Analytics (MHIA@GW)	M.H.I.A.
Public Health (MPH@GW)	M.P.H.
Cybersecurity Strategy and Information Management	M.P.S.
Law Firm Management	M.P.S.
Paralegal Studies	M.P.S.
Political Communications and Governance	M.P.S.
Political Management	M.P.S.
Publishing	M.P.S.
Security and Safety Leadership	M.P.S.
Strategic Public Relations	M.P.S.
Public Leadership	M.P.S. (currently being taught out)

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

George Washington University (Continued)

Program Title	Award
Crime Scene Investigations (MS/CSI)	M.S.
Engineering Management	M.S.
Government Contracts	M.S.
Information Systems Technology	M.S.
Project Management	M.S.
System Engineering	M.S.
Health Sciences in Clinical and Translational Research	M.S.H.S.
Health Sciences in Clinical Management and Leadership	M.S.H.S.
Health Sciences in Clinical Microbiology	M.S.H.S.
Health Sciences in Clinical Research Administration	M.S.H.S.
Health Sciences in Emergency Medical Services Leadership	M.S.H.S.
Health Sciences in Health Care Quality	M.S.H.S.
Health Sciences in Immunohematology & Biotechnology	M.S.H.S.
Health Sciences in Integrative Medicine	M.S.H.S.
Health Sciences in Medical Laboratory Sciences	M.S.H.S.
Health Sciences in Molecular Diagnosis Science	M.S.H.S.
Health Sciences in Regulatory Affairs	M.S.H.S.
Health Sciences in Translational Microbiology	M.S.H.S.
Adult-Gerontology Acute Care Nurse Practitioner	M.S.N.
Adult-Gerontology Primary Care Nurse Practitioner	M.S.N.
Family Nurse Practitioner	M.S.N.
Health Care Quality	M.S.N.
Nurse-Midwifery Concentration (with Shenandoah University)	M.S.N.
Nursing Leadership and Management	M.S.N.
Tourism Administration	M.T.A.
Occupational Therapy	O.T.D.
Engineering Management	Ph.D.
System Engineering	Ph.D.
PHD in Translational Health Sciences	Ph.D.

International Sports Sciences Associations (8 Programs)

Program Title	Award
Exercise Science	A.S.
Certified Fitness Trainer	CERT
Specialist in Exercise Therapy	CERT
Specialist in Fitness Nutrition	CERT
Specialist in Group Fitness	CERT
Specialist in Senior Fitness	CERT
Specialist in Sports Nutrition	CERT
Specialist in Strength and Conditioning	CERT

Lock Haven University of Pennsylvania (7 Programs)

Program Title	Award
RN to BSN	B.S.N.
Alternative Education	M.Ed.
Teaching and Learning	M.Ed.
Health Science	M.H.S.
Clinical Mental Health Counseling	M.S.
Sport Science	M.S.
Actuarial Science	P.S.M.

Neumann University (7 Programs)

Program Title	Award
Liberal Studies	B.A.
Liberal Studies	B.S.
Organizational Leadership	B.S.
Professional Studies	B.S.
Public Safety Administration	B.S.
Organizational and Strategic Leadership	M.S.
Sport and Entertainment Management	M.S.

New York Chiropractic College (2 Programs)

Program Title	Award
Applied Clinical Nutrition	M.S.
Human Anatomy and Physiology Instruction	M.S.

Northcentral University (29 Programs)

Program Title	Award
Psychology (Completion)	B.A.
Business Administration (Completion)	B.B.A.
Education (Completion)	B.ED.
Business Administration	CERT
Education	CERT
Marriage and Family Therapy	CERT
Psychology	CERT
Business Administration	D.B.A.
Marriage and Family Therapy	D.M.F.T.
Education	ED.D.
Education	ED.S.
Business Administration	GCERT
Education	GCERT
Marriage and Family Therapy	GCERT
Psychology	GCERT
Psychology	M.A.
Marriage and Family Therapy	M.A.M.F.T.
Business Administration	M.B.A.
Education	M.ED.
Education (PK-12 Principal Leadership Specialization)	M.ED.
Forensic Psychology	M.S.
Technology and Innovation Management	M.S.
Organizational Leadership	M.S.O.L.
Business Administration	PH.D.
Education	PH.D.
Marriage and Family Therapy	PH.D.
Organizational Leadership	PH.D.
Psychology	PH.D.
Technology and Innovation Management	PH.D.

Notre Dame College (7 Programs)

Program Title	Award
Business Administration	B.A.
Criminal Justice Studies	B.A.
Psychology	B.A.
RN - BSN	B.S.N.
Security Policy Studies	GCERT
Security Policy Studies	M.A.
Nursing Education	M.S.

Pacific Oaks College (5 Programs)

Program Title	Award
Early Childhood Education	B.A.
Human Development	B.A.
Early Childhood Education	M.A.
Human Development	M.A.
Organizational Leadership and Change	M.A.

Post University (54 Programs)

Program Title	Award
Accounting – Online	A.S.
Criminal Justice - Online	A.S.
Early Childhood Education - Online	A.S.
Legal Studies - Online	A.S.
Management - Online	A.S.
Marketing – Online	A.S.
Psychology – Online	B.A.
Accounting – Online	B.S.
Business Administration - Online	B.S.
Child Studies - Online	B.S.
Computer Information Systems - Online	B.S.
Criminal Justice - Online	B.S.
Emergency Management and Homeland Security - Online	B.S.
Finance – Online	B.S.
Human Services - Online	B.S.
Instructional Design & Technology - Online	B.S.
Interactive Communications	B.S.
International Business - Online	B.S.
Legal Studies - Online	B.S.
Management - Online	B.S.
Marketing – Online	B.S.
Online RN to BSN	B.S.
Sport Management - Online	B.S.
Finance – Online	CERT
Forensic Accounting - Online	CERT
Game Design & Animation - Online	CERT
Human Resource Management - Online	CERT
Legal Nurse Consulting - Online	CERT
Paralegal Studies - Online	CERT
Accounting – Online	GCERT
Alcohol and Drug Counseling - Online	GCERT
Corporate Innovation - Online	GCERT
Entrepreneurship	GCERT
Finance	GCERT
Higher Education Administration	GCERT
Instructional Design and technology	GCERT
Leadership	GCERT

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
 T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Post University (Continued)

Program Title	Award
Marketing	GCERT
Non-Profit Management	GCERT
On-Line Teaching	GCERT
Professional Counseling	GCERT
Project Management	GCERT
Healthcare – Online	H.C.M.B.A.
Business Administration - Online	M.B.A.
Education / Online Teaching	M.Ed.
Higher Education	M.Ed.
Instructional Design and Technology	M.Ed.
Teaching and Learning	M.Ed.
Teaching English to Speakers of other Languages/TESOL	M.Ed.
Public Administration	M.P.A.
Accounting	M.S.A.
Human Services/Alcohol & Drug Counseling - Online	M.S.H.S.V.
Human Services/Clinical Counseling Within Organizational Settings - Online	M.S.H.S.V.
Human Services/Non-Profit Management - Online	M.S.H.S.V.

Rockridge Seminary (7 Programs)

Program Title	Award
Information Assurance	D.SC
Information Assurance	D.R.
Information Security Management	M.S.
Cybersecurity Best Practices	GCERT
Information Security Professional Practices	GCERT
Information Security Analysis	GCERT
Information Security for the Enterprise	GCERT

Siena Heights University (7 Programs)

Program Title	Award
Applied Science	B.A.S.
Business Administration	B.B.A.
Professional Communications	B.A.
Multidisciplinary Studies	B.A.
Organizational Leadership	M.A.
Health Care Leadership	M.A.
Higher Education Leadership	M.A.

Simmons College (10 Programs)

Program Title	Award
Business Administration	M.B.A.
Health Care	M.B.A.
Behavior Analysis	M.S.
Nursing	M.S.
Registered Nurse to Master of Science in Nursing (R.N. to M.S.N.)	M.S.
Social Work	M.S.
Strategic Communications	M.S.
Library and Information Science	M.S.L.I.S.
Archives Management	PMC
Digital Stewardship	PMC

Steven Henager College – Online (2 Programs)

Program Title	Award
Computer Science, Emphasis in Networking and Information Systems Security Bachelor of Science	B.S.
Computer Science, Emphasis in Software and Mobile Applications Development, Bachelor of Science	B.S.

SUNY Empire State College (87 Programs)

Program Title	Award
Business and Environmental Sustainability	CERT
Business Management and Economics	A.A
Business Management and Economics	A.S.
Business Management and Economics	B.A.
Business Management and Economics	B.P.S
Business Management and Economics	B.S.
Community and Human Services	A.A
Community and Human Services	A.S.
Community and Human Services	B.A.
Community and Human Services	B.P.S
Community and Human Services	B.S.
Cultural Studies	A.A
Cultural Studies	A.S.
Cultural Studies	B.A.
Cultural Studies	B.S.
Educational Studies	A.A
Educational Studies	A.S.
Educational Studies	B.A.
Educational Studies	B.S.
Historical Studies	A.A
Historical Studies	A.S.
Historical Studies	B.A.
Historical Studies	B.S.
Human Development	A.A
Human Development	A.S.
Human Development	B.A.
Human Development	B.S.
Interdisciplinary Studies	A.A
Interdisciplinary Studies	A.S.
Interdisciplinary Studies	B.A.
Interdisciplinary Studies	B.P.S
Interdisciplinary Studies	B.S.
Labor Studies	A.A
Labor Studies	A.S.
Labor Studies	B.A.
Labor Studies	B.P.S
Labor Studies	B.S.

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

SUNY Empire State College (Continued)

Program Title	Award
Manufacturing Management	CERT
Public Affairs	B.A.
Public Affairs	B.P.S
Public Affairs	B.S.
Science, Mathematics and Technology	A.A
Science, Mathematics and Technology	A.S.
Science, Mathematics and Technology	B.A.
Science, Mathematics and Technology	B.S.
Social Theory, Structure and Change	A.A
Social Theory, Structure and Change	A.S.
Social Theory, Structure and Change	B.A.
Social Theory, Structure and Change	B.S.
Technology	B.P.S
The Arts	A.A
The Arts	A.S.
The Arts	B.A.
The Arts	B.P.S
The Arts	B.S.
American Studies	GCERT
Child and Family Advocacy	GCERT
Community Advocacy	GCERT
Emerging Media and Technology for the Arts	GCERT
Financial Management and Analysis	GCERT
Global Brand Marketing	GCERT
Healthcare Management	GCERT
Heritage Preservation	GCERT
Human Resource Management	GCERT
Innovation Management & Technology Transfer	GCERT
Nonprofit Management	GCERT
Optometry Business Management	GCERT
Project Management	GCERT
Public History	GCERT
Social Entrepreneurship	GCERT
Veterans Services	GCERT
Women's and Gender Studies	GCERT
Work and Public Policy	GCERT
Workforce Development	GCERT

SUNY Empire State College (Continued)

Program Title	Award
Adult Learning	M.A.
Community and Economic Development	M.A.
Labor and Policy Studies	M.A.
Learning and Emerging Technologies	M.A.
Liberal Studies	M.A.
Social and Public Policy	M.A.
Social Policy	M.A.
Work and Labor Policy	M.A.
Global Leadership	M.B.A.
Healthcare Leadership	M.B.A.
Management	M.B.A.
Nursing Administration	M.S.
Nursing Education	M.S.

Ultimate Medical Academy (11 Programs)

Program Title	Award
Health and Human Services	A.S.
Health Information Technology	A.S.
Health Sciences - Healthcare Technology and Systems	A.S.
Health Sciences - Medical Administrative Assistant	A.S.
Health Sciences - Medical Administrative Assistant	A.S.
Health Sciences - Medical Office and Billing Specialist	A.S.
Health Sciences - Medical Office and Billing Specialist	A.S.
Health Sciences - Pharmacy Technician	A.S.
Healthcare Management	A.S.
Medical Billing and Coding	A.S.
Medical Billing and Coding	A.S.

University of Cincinnati (32 Programs)

Program Title	Award
Fire Science Technology	A.A.S.
Radiation Science	B.R.S.T.
Respiratory Therapy	B.S.
RN to BSN	B.S.
Fire Science	B.S.F.S.E.T.
Health Information Management Administration	B.S.H.S.
Health Sciences - Behavioral and Occupational Sciences	B.S.H.S.
Fire Investigations and Building Construction	CERT
BSN to DNP	D.N.P.
MSN to DNP	D.N.P.
Behavioral Analysis	GCERT
Business Foundations	GCERT
Corporate Taxation	GCERT
Cosmetic Science	GCERT
Family Nurse Practitioner	GCERT
Health Care Administration	GCERT
Health Care Finance	GCERT
Health Care Operations	GCERT
Health Care Policy and Regulation	GCERT
Individual Taxation	GCERT
Pharmacy Leadership	GCERT
Regulatory Affairs in Drug Development	GCERT
Administration	M.B.A.
Foundations in Behavioral Analysis	M.Ed.
Engineering (Electrical/Mechanical)	M.Eng.
Health Administration	M.H.A.
Health Informatics	M.H.I.
Cosmetic Science	M.S.
Criminal Justice	M.S.
Drug Development	M.S.
Pharmacy Leadership	M.S.
Taxation	M.S.

University of Fairfax (7 Programs)

Program Title	Award
Information Assurance	D.R.
Information Assurance	D.SC
Cybersecurity Best Practices	GCERT
Information Security Analysis	GCERT
Information Security for the Enterprise	GCERT
Information Security Professional Practices	GCERT
Information Security Management	M.S.

University of Massachusetts – Lowell (48 Programs)

Program Title	Award
Information Technology	A.S.
Management	A.S.
English	B.A.
Psychology	B.A.
Liberal Arts	B.L.A.
Business Administration	B.S.
Criminal Justice	B.S.
Information Technology	B.S.
Information Technology (Second Degree)	B.S.
Computer Assisted Manufacturing	CERT
Contemporary Communications	CERT
Data/Telecommunications	CERT
Graphic Design & Digital Imaging	CERT
Information Technology	CERT
Java	CERT
Linux/UNIX	CERT
Multimedia Applications	CERT
Paralegal Studies	CERT
Security Management and Homeland Security	CERT
Website Design & Development	CERT
Leadership in Schooling	Ed.D.
Administration, Planning & Policy	Ed.S.
Curriculum and Instruction	Ed.S.
Reading and Language	Ed.S.
Behavioral Intervention in Autism	GCERT
Biomedical Engineering	GCERT
Clinical Pathology	GCERT
Domestic Violence Prevention	GCERT

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201

T 410.767.3300 • 800.974.0203 • F 410.260.3200 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

University of Massachusetts – Lowell (Continued)

Program Title	Award
Forensic Criminology	GCERT
Foundations of Business	GCERT
Health Informatics	GCERT
Network Security	GCERT
New Venture Creation	GCERT
Plastics Engineering Fundamentals	GCERT
Public Health Laboratory Sciences	GCERT
Security Studies	GCERT
System Models and Management	GCERT
Victim Studies	GCERT
Criminal Justice	M.A.
Security Studies	M.A.
Business Administration	M.B.A.
Curriculum and Instruction	M.Ed.
Educational Administration	M.Ed.
Reading and Language	M.Ed.
Security Studies	M.S.
Accounting	M.S.A.
Finance	M.S.F.
Information Technology	M.S.I.T.

University of Wisconsin – Oshkosh (13 Programs)

Program Title	Award
Liberal Studies	B.S.
Business Administration	M.S.
Nursing - Nurse Educator	M.S.
Nurse Practitioner	Ph.D.
BAS - Fire and Emergency Management	B.S.
BAS - Leadership and Organizational Studies	B.S.
Clinical Nurse Leader	M.S.
Aviation Management	B.S.
Sustainable Management	B.S.
Human Services Leadership	B.S.
Transnational Human Services Leadership	B.S.
Criminal Justice	B.S.
Data Science Program	M.S.

Upper Iowa University (40 Programs)

Program Title	Award
Criminal Justice	A.A.
General Business	A.A.
Liberal Arts	A.A.
Psychology	A.A.
Graphic Design	B.A.
Liberal Arts	B.A.
Sociology	B.A.
Accounting	B.S.
Business Administration	B.S.
Communication Studies (2 emphasis)	B.S.
Criminal Justice	B.S.
Emergency and Disaster Management	B.S.
Financial Management	B.S.
Health Services Administration	B.S.
Human Resources Management	B.S.
Human Services	B.S.
Information Systems	B.S.
Information Technology	B.S.
Management	B.S.
Marketing	B.S.
Nursing (RN to BSN)	B.S.

Upper Iowa University (Continued)

Program Title	Award
Psychology	B.S.
Public Administration (5 emphasis)	B.S.
Social Science	B.S.
Software Engineering	B.S.
Communication Studies	CERT
Emergency and Disaster Management	CERT
Human Resources Management	CERT
Management	CERT
Marketing	CERT
Organizational Leadership	CERT
Psychology	CERT
Accounting	GCERT
Corporate Financial Management	GCERT
Human Resources Management	GCERT
Organizational Development	GCERT
Business Administration	M.B.A.
Education	M.Ed.
Public Administration	M.P.A.
Sport Administration	M.S.A.

Wake Forest University (2 Programs)

Program Title	Award
Counseling	M.A.
Human Services	M.A.

Washington University in St. Louis (1 Program)

Program Title	Award
Legal Studies	M.L.S.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

MEMORANDUM

DATE: November 16, 2016

TO: Maryland Higher Education Commission

FROM: Dr. Emily Dow **STAFF:** Alan Gallegos

SUBJECT: Report on Private Career Schools: Secretary Actions from July 1, 2016 to September 30, 2016.

From July 1, 2016 to September 30, 2016, the Secretary of Higher Education approved 1 new school, 1 new programs, 3 change of location, 1 Other Business, 6 certificate renewal, and 1 approval withdrawn.

I. APPROVAL OF NEW SCHOOLS

1. Dental Assisting School of Maryland (8/10/2016), Program: Dental Assisting – 128 clock hours

II. NEW PROGRAMS REVIEWED AND APPROVED

1. Von Lee International School of Aesthetics, Pikesville, MD 21208 (8/10/2016)
Esthetics: Skin Care – 600 clock hours
Make-up Artistry – 40 Clock Hours

III. APPROVAL OF CHANGES OF LOCATION

1. Baltimore School of Massage, 517 Progress Drive, Suites A-J, Linthicum, MD 21090 (8/10/2016)
Moved from 517 Progress Drive, Suites A-L Linthicum, MD 21090 to 517 Progress Drive, Suites A-J, Linthicum, MD 21090
2. Columbia Nursing Assistant Academy, 138 N. Mechanic Street, Cumberland, MD 21502 (9/1/2016)
Moved from 5310 Old Court Road, Suite 105, Randallstown, MD 21133 to 138 N. Mechanic Street, Cumberland, MD 21502
3. Omega Studios' School of Applied Recording Arts (The), 12712 Rock Creek Mill Road, Rockville, MD 20852 (9/29/2016)
Moved from 5609 Fishers Lane, Rockville, MD 20852 to 12712 Rock Creek Mill Road, Rockville, MD 20852

IV. APPROVAL OF NAME CHANGE

N/A

V. APPROVAL OF CHANGE OF OWNERSHIP

N/A

VI. APPROVAL OF SEPARATE CLASSROOMS

N/A

VII. "OTHER BUSINESS"

1. Secretary's Advisory Council Appointment, Dean Kendall appointed (9/22/2016)

VIII. CERTIFICATE RENEWALS

1. Baltimore School of Massage (8/10/2016)
2. Dental Assisting School of Maryland (8/10/2016)
3. Chesapeake School of Esthetics: Skin Care and Makeup Artistry (8/21/2016)
4. Columbia Nursing Assistant Academy (9/1/2016)
5. Healthcare Training Solutions, LLC (9/27/2016)
6. Omega Studios' School of Applied Recording Arts and Sciences (9/29/2016)

IX. OTHER ACTIONS

N/A

X. CEASE AND DESIST ORDERS

N/A

XI. NOTICES OF DEFICIENCIES

N/A

XII. PROGRAM APPROVAL WITHDRAWN

N/A

XIII. SCHOOL APPROVAL WITHDRAWN

1. The CE Shop, 5670 Greenwood Plaza Blvd #420, Greenwood Village, CO 80111
Revocation of Certificate of Approval (9/21/2016)



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

Maryland Higher Education Commission 2016 Meeting Dates

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

Meeting Dates and Locations

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

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

Dates and Times Subject to Change

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