

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 10:00 AM – 1:00 PM
Wednesday, March 26, 2025

Place: Video Teleconference

Maryland Higher Education Commission

Catherine J. “Cassie” Motz, Chair

Chike Aguh, Vice Chair

Kathleen Bands, Ph.D.

Mickey L. Burnim, Ph.D.

Charlene Mickens Dukes, Ed.D.

Barbara Kerr Howe

Ray Serrano, Ph.D.

Rebecca Taber Staehelin

Sheila D. Thompson, Ph.D.

Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Praise Alayode, Student Commissioner

Sanjay Rai, Ph.D.

Secretary

Wes Moore
Governor

Aruna Miller
Lt. Governor



Maryland Higher Education Commission

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Aruna Miller

Secretary
Sanjay Rai, Ph.D.

Commission Chair
Cassie Motz

Commission Vice Chair
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Praise Alayode, Student Commissioner

Principal Counsel
Kimberly Smith Ward

Maryland Higher Education Commission Meeting Agenda

TIME: 10:00 a.m.
Wednesday
March 26, 2025

PLACE: Virtual
(via Google Meet)

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Chair’s and Secretary’s Remarks		
Public Comments		
Commission Meeting Minutes Approval		
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Update on the Maryland State Plan for Higher Education – Vice Chair Chike Aguh and Ms. Elena Quiroz-Livanis		
Presentation: The Future of Work & Learning – Mr. Matt Sigelman, The Burning Glass Institute		
Pathways into Teaching for Federal Employees – Ms. Elena Quiroz-Livanis		
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Page **Action
Item**

Department of Finance and Administration – Mr. Geoffrey Newman

Office of Student Financial Assistance – Mr. Al Dorsett

- Approval of Proposed Amendments to COMAR 13B.08.03 – Charles W. Riley
Firefighter and Ambulance and Rescue Squad Member Scholarship –
Mr. Al Dorsett.....49 *
- Approval of Proposed Amendments to COMAR 13B.08.23 – Workforce
Development Sequence Scholarship – Mr. Al Dorsett.....60 *

Adjournment

**The next Commission meeting will be on Wednesday, April 23, 2025 @ 10 a.m.*

Maryland Higher Education Commission
Meeting Minutes

February 26, 2025
10:00 a.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, February 26, 2025 via video teleconference (Google Meet).

Commission members present:

Catherine J. “Cassie” Motz, Chair	Ray Serrano, Ph.D.
Chike Aguh, Vice Chair	Sheila D. Thompson, Ph.D.
Kathleen Bands, Ph.D.	Craig A. Williams, Ph.D.
Mickey L. Burnim, Ph.D.	Janet E. Wormack, Ed.D.
Charlene Mickens Dukes, Ed.D.	Praise Alayode, Student Commissioner
Barbara Kerr Howe	

Commission members absent:

Rebecca Taber Staehelin	
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Staff members present:

Sanjay Rai, Ph.D.	Emily A. A. Dow, Ph.D.
Bryson Barksdale	Soma Kedia
Anthony Reiner	Kimberly Smith Ward
Derrick Coley	Melissa Leuschel
Victoria Johnson	Deborah Ing
Barbara Schmertz, Ph.D.	Brittany Martin
Alexandra Nguyen	Yuxin Lin, Ph.D.
Allie Edelstein	Alexis Merriman
Khia Poteat	Frances Turner
Glenda Abney	Younger Oliver
Lyndsay Silva, D.P.A.	Eliza Kritz
Kristin Clarkson	Alexandra Chaillou, Ph.D.
Thomas Waters	Elena Quiroz-Livanis

Call to Order

The meeting was called to order by **Chair Motz** at approximately 10:01 a.m. A meeting quorum was established with eleven (11) out of twelve (12) members present.

Chair’s Remarks

Chair Motz remarked that this was a very busy time for all. She commended the MHEC team and higher education partners for their work. It is important to work together on behalf of the students.

Secretary's Remarks

Secretary Rai thanked higher education partners in the face of recent challenges. He also remarked that the MHEC team was settling well into their new location. Additionally, they were currently busy with the legislative session, attending budget hearings and testifying on legislation. He gave an overview of the agenda and noted that he was grateful to the Moore-Miller Administration for their continued investment in higher education in Maryland. Lastly, he reported that he attended recently a roundtable with the Lieutenant Governor on the topic of artificial intelligence. The event brought together state leaders and academia.

Public Comments

There were no public comments.

Commission Meeting Minutes Approval

Commissioner Howe made a motion to approve the meeting minutes of November 20, 2024, and **Vice Chair Aguh** seconded the motion. **Commissioner Burnim** abstained from voting, as he was not present at the meeting. The motion passed.

Commissioner Burnim made a motion to approve the meeting minutes of December 11, 2024, and **Commissioner Thompson** seconded the motion. **Vice Chair Aguh** and **Commissioner Dukes** abstained from voting, as they were not present at the meeting. The motion passed.

Vice Chair Aguh made a motion to approve the meeting minutes of January 22, 2025, and **Commissioner Burnim** seconded the motion. **Commissioner Serrano** abstained from voting, as he was not present at the meeting.

Update on the Maryland State Plan for Higher Education – Information Item

Vice Chair Aguh shared an update on the Maryland State Plan for Higher Education. First, he thanked the MHEC team for their work on the Plan. He would like to see a draft plan ready for review near the end of the year. In future Commission meetings, he would like to bring in outside groups who are national experts to hear their perspectives on the direction of higher education in our country. Additionally, feedback from all the higher education segments and various stakeholders will be considered.

Department of Academic Affairs – Office of Research & Policy Analysis – 2024 Performance Accountability Report – Action Item

Chair Motz recognized Dr. Emily Dow, Assistant Secretary for Academic Affairs, who provided some background on the Performance Accountability Report (PAR), which is a key

mechanism for ensuring that Maryland public colleges and universities are accountable for achieving institutional and statewide higher educational goals. The report tracks progress on institutional priorities by assessing key metrics, setting benchmarks, and measuring outcomes. PAR is required by statute. Each public institution prepares an annual report on their institutional metrics and benchmarks reviewed by its governing board and submits that report to MHEC. These reports, along with comments and recommendations, are presented to the Commissioners for their approval. Ultimately, the PAR is sent to the Governor and the Maryland General Assembly. The Performance Accountability Report primarily reflects institutional priorities highlighting the progress of a college in achieving its self-defined goals. However, the PAR is just one of many performance evaluation tools.

Dr. Yuxin Lin, Associate Director of Research and Policy Analysis, continued with this presentation. The 2023-2024 Performance Accountability Report summarizes institutions' progress toward the three key goals of the 2022 State Plan for Higher Education. In addition, institutions responded to several reporting prompts related to the long-term equity gaps. Their responses reflect institutional strategies and initiatives to: 1) increase completion; 2) improve the success of transfer; 3) eliminate equity gaps; 4) equip graduates with employable skills; and 5) secure federal grants on student success.

Overall, the performance accountability metrics reflect that the institutions slowly recovered from the negative impact that the COVID-19 pandemic has had on enrollment and student success. However, many institutions have not returned to levels of performance seen since before the pandemic and are not on track to meet some of their established benchmarks before the end of their cycle. The full institutional reports in the latter part of the report provide a more detailed summary of the efforts that the institutions made to meet the goals, objectives, and priorities of the State Plan.

Dr. Lin presented more findings and highlights from the submissions by Maryland's public institutions for the 2023-2024 academic year reporting cycle. For example, undergraduate enrollment is rebounding, though equity gaps persist. On a positive note, undergraduate enrollment continued to grow in fall 2024, and Maryland has the third highest transfer rate nationwide. The Commissioners asked clarifying questions about Dr. Lin's presentation.

Dr. Lin recommended that the Maryland Higher Education Commission approve the 2024 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law. **Commissioner Howe** made a motion for approval, and **Commissioner Dukes** seconded the motion. The motion passed unanimously.

Update on Workforce Needs Analysis – Information Item

Chair Motz recognized Dr. Dow to present this item. During the 2024 legislative session, House Bill 1244 passed, requiring the Maryland State Plan to include current and emerging state and regional workforce needs as annual appendices. A draft was released in December and shared with various groups. Additionally, a public-facing survey was launched. Some of the feedback centered on data sources and methodology. A draft will be presented at the March Commission meeting.

Closed Session

At this time, the Commission entered into Closed Session to receive legal advice of Counsel regarding a pending Administrative Appeal, in compliance with § 3-305 (b)(7) of the General Provisions Article, Annotated Code of Maryland.

Commissioner Dukes made a motion to go into closed session, and **Commissioner Thompson** seconded the motion. The motion passed unanimously.

The Commissioners entered into closed session at 11:36 a.m.

Adjournment

The Commissioners re-entered the open session at 11:46 a.m. **Vice Chair Aguh** made a motion to adjourn the meeting, and **Commissioner Howe** seconded the motion. The motion passed unanimously. The meeting was adjourned at 11:47 a.m.

Approved by the Commission:

Catherine J. "Cassie" Motz, Chair



MARYLAND HIGHER EDUCATION COMMISSION
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MEMORANDUM

Governor
Wes Moore

Lt. Governor
Aruna Miller

Secretary
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Commission Chair
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Commissioner

Principal Counsel
Kimberly Smith Ward

DATE: March 28, 2025
TO: Commissioners, Maryland Higher Education Commission
FROM: Emily A. A. Dow, Ph.D., Assistant Secretary for Academic Affairs
SUBJECT: Approval of 2025 Workforce Needs Analysis

We are pleased to present the first annual Workforce Needs Analysis. The 2025 Workforce Needs Analysis is required by statute as an appendix to the Maryland State Plan for Higher Education. The 4 draft appendices described in this memo and found on the MHEC website were developed in collaboration with the Maryland Department of Labor and the Maryland Department of Commerce, with input from the segments of higher education via the Segmental Advisory Council, the Program Review Process Advisory Council, and the Advisory Council on Workforce Shortage.

Background

In the 2024 Legislative Session, the General Assembly passed HB1244 (CH963 of the Acts of 2024), which requires the Maryland Department of Labor (“MDL”), the Maryland Department of Commerce (“Commerce”), and MHEC to collectively define, identify, and compile data regarding the workforce needs in the State. In identifying state and regional workforce needs and emerging workforce need programs, we are expected to:

- Use uniform and consistent baseline data, including common sources and measurements, about workforce needs developed in collaboration with Commerce and MDL;
- Consult, as necessary, with other state agencies with unique expertise in specific workforce segments, including the Maryland Longitudinal Data System Center, occupational licensing boards, and national organizations;
- Use data from resources and literature relating to specific occupations;
- Provide all institutions of higher education in the state with access to this baseline data; and,

- Consult with each segment of higher education.

As a result of this collaboration, MHEC is expected to publish an annual appendix to the Higher Education State Plan that identifies (a) the current and emerging state and regional workforce needs and (b) any specific academic programs institutions could develop to fulfill or support the identified needs. MHEC, MDL, and Commerce have had initial discussions to develop this work.

Collaboration

We developed the draft appendices in collaboration with the MDL and Commerce between June 2024 and December 2024. A formal update was provided to the Commission at the August 28, 2024 Commission meeting. We posted the draft appendices to our website and circulated the materials to the Segmental Advisory Council for further distribution on December 23, 2024. A survey for responses was available on our website, with a priority deadline for feedback by February 14, 2025. We discussed the analysis at the Segmental Advisory Council meeting (January 13, 2025), the Advisory Council on Workforce Shortage meeting (January 14, 2025), and the Program Review Process Advisory Council (February 10, 2025). A brief update was provided to the Commission at the February 26, 2025 meeting.

Purpose and Utility

The Workforce Needs Analysis is a comprehensive effort to identify in-demand and emerging occupations across the state and assess how well Maryland's higher education institutions and training programs are positioned to meet those needs. This initiative helps ensure that our postsecondary education ecosystem is responsive to workforce demands, equipping students with the skills and credentials needed to thrive in in-demand and high-growth industries. The Workforce Needs Analysis can and should be used for the following purposes.

First, the Workforce Needs Analysis can help further align postsecondary education with workforce projections. By examining labor market trends and employer needs, institutions can align educational program capacity with projected workforce shortages, ensuring a pipeline of qualified graduates in key industries. This can materialize through new program development or changes to existing programs. By identifying in-demand and emerging occupations, the analysis provides a data-driven foundation for institutions to develop new academic programs that align with Maryland's evolving workforce needs. Similarly, the analysis highlights industry demands for Maryland so that institutions can update curricula, course offerings, and program specializations to better prepare students for the job market.

Second, the Workforce Needs Analysis can help inform the duplication analysis as it pertains to the need for a particular academic program for specific occupations. The Workforce Needs Analysis serves as a valuable resource for evaluating program proposals, ensuring that new offerings are justified by labor market demand and do not result in unnecessary duplication of programs across institutions.

Third, the Workforce Needs Analysis can be used to enhance collaborations in two ways: (a) between and among colleges and (b) between higher education and industry. The analysis

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provides a framework for institutions to identify opportunities for collaboration, such as joint degree programs, articulation agreements, and resource sharing to better meet workforce demands. Regional partnerships among community colleges, four-year institutions, and alternative education providers can help create seamless pathways for students pursuing in-demand careers. Moreover, institutions can use the analysis to strengthen partnerships with employers, develop work-based learning opportunities, and align program outcomes with real-world job expectations.

Fourth, the Workforce Needs Analysis can help guide workforce-focused scholarships and workforce-related funding initiatives. The analysis can help prioritize funding for scholarships and grant programs that support students pursuing careers in high-need fields. One key example is the Workforce Shortage Student Assistance Grant, which provides financial aid for students entering critical workforce areas.

We want to highlight that the analysis should be considered as a universal, baseline data source. We recognize that this is the first iteration with improvements in future revisions. If there is evidence that a specific occupation or industry should be on the list, we welcome requests (with detailed data and justification) to modify accordingly. Finally, there will likely be other uses for the Workforce Needs Analysis as future iterations are developed.

Appendix A: In-Demand Occupations

This list identifies occupations in Maryland requiring more than a high school diploma and projected to have significant job openings.

Process

- Data were sourced from the Maryland Workforce Exchange¹ and Maryland Department of Labor's occupational projections², organized by the 6-digit Standard Occupational Classification (SOC)³ code.
- Two inclusion criteria:

¹ The **Maryland Workforce Exchange (MWE)** is an online platform provided by the Maryland Department of Labor that connects job seekers and employers. In addition to job postings, it offers tools for job searches, resume building, labor market information, and career exploration. The MWE also supports workforce development initiatives by offering training resources and services for individuals and businesses. More information can be found here: <https://mwejobs.maryland.gov/vosnet/default.aspx>

² The **Maryland Occupational Projections** are based on data from the **U.S. Bureau of Labor Statistics (BLS)** and are tailored to reflect Maryland's labor market trends. These projections are typically updated every two years to ensure they align with national economic trends and local workforce changes. They serve as a valuable resource for aligning state education and workforce programs with future labor market demands. More information can be found here: <https://labor.maryland.gov/lmi/iandoproj/>

³ A Standard Occupational Classification (SOC) code is a numerical system used by federal agencies to classify workers into occupational categories for the purpose of collecting, analyzing, and reporting data. Each SOC code represents a specific job or occupation and groups similar jobs together based on their duties, skills, and education requirements. This standardized system ensures consistency in labor market and workforce analysis across the United States. More information can be found here: https://www.bls.gov/oes/current/oes_stru.htm

1. Occupations that typically require an education beyond high school⁴.
2. Occupations with either:
 - More than 1,000 new job postings on the Maryland Workforce Exchange in 2023; or
 - Over 1,000 total new openings (2022–2032) as indicated in the summer 2024 occupational projections produced by the Maryland Department of Labor.

Limitations

- Focus is primarily quantitative, excluding qualitative insights (e.g., industry-specific reports like those from the Maryland Health Care Commission).
- Occupational codes may be outdated (last revised in 2018).
- Analysis emphasizes state and regional needs (as required by law), excluding national and global demand.

Appendix B: In-Demand Academic Programs

This list maps Maryland’s academic programs to identify in-demand occupations.

Process

- Data were sourced from the Maryland Academic Program Inventory⁵ (API) and the MHEC Degree Trend File.⁶
- The federal CIP-SOC crosswalk⁷ was used to align academic programs with in-demand occupations found in Appendix A.
- Identifies:

⁴ The U.S. Bureau of Labor Statistics (BLS) assigns a "typical education" level to each occupation based on the education most commonly required for entry-level positions in that field. These classifications include categories such as high school diploma, associate degree, bachelor's degree, and beyond, along with on-the-job training requirements. More information can be found here: <https://www.bls.gov/careeroutlook/2024/article/education-level-and-openings-2023-33.htm>

⁵ The Maryland Academic Program Inventory (API) is a comprehensive database maintained by the Maryland Higher Education Commission (MHEC) that lists all approved academic programs offered by Maryland’s public and private colleges and universities. More information can be found here: https://mhec.maryland.gov/institutions_training/Pages/HEPrograms.aspx

⁶ The MHEC Degree Trend File is an annually updated data file maintained by the Maryland Higher Education Commission (MHEC) that tracks the number and types of degrees awarded by Maryland’s higher education institutions over time. It provides detailed information on degree trends by level (associate, bachelor’s, master’s, etc.), field of study, and institution. More information can be found here: <https://mhec.maryland.gov/publications/Pages/research/index.aspx> (under “Student Outcomes - Degree Reports”)

⁷ The CIP-SOC Crosswalk is a tool developed by the National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) that links educational programs (CIP codes) to related occupations (SOC codes). It helps align academic training with career pathways, showing how specific fields of study prepare individuals for corresponding jobs in the workforce. This resource is useful for career planning, program development, and workforce alignment. More information can be found here: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?v=56>

- Active academic programs (using the CIP code) at the typical education level⁸ for a specific occupation (e.g., bachelor-level programs for Graphic Designers).
- The number of degrees or awarded for the past five years for the identified academic programs (as described above).
- CIP codes for in-demand occupations in which there is no active program at the typical education level.

Limitations

- Excludes discontinued programs and non-degree programs (e.g., programs at Maryland's private career schools, noncredit programs at community colleges, or programs offered at out-of-state institutions operating in Maryland).
- Analysis focuses on academic programs at the "typical" education level for the in-demand occupation.

Appendix C: Emerging Workforce Needs

This list identifies emerging occupations in Maryland's workforce.

Process

- Data were sourced from the Maryland Department of Labor's occupational projections.
- Inclusion criteria:
 1. Occupations requiring education beyond high school.
 2. Occupations with a location quotient (LQ)⁹ ≤ 1 , indicating occupations that are less concentrated in Maryland compared to the national average.
 3. Occupations with a positive growth projection.

Limitations

- Analysis is quantitative and relies on national comparison via the location quotient.
- Outdated occupational codes (2018) may not reflect new or rapidly evolving fields like drone technology.

Appendix D: Emerging Workforce Need Programs

This list identifies graduate-level programs that meet the statutory definition outlined below. The list focuses on graduate programs (by CIP code) for occupations identified in Appendix C but absent in Appendix A.

⁸ The U.S. Bureau of Labor Statistics (BLS) assigns a "typical education" level to each occupation based on the education most commonly required for entry-level positions in that field. These classifications include categories such as high school diploma, associate degree, bachelor's degree, and beyond, along with on-the-job training requirements. More information can be found here: <https://www.bls.gov/careeroutlook/2024/article/education-level-and-openings-2023-33.htm>

⁹ A location quotient (LQ) is a statistical measure used by the Bureau of Labor Statistics (BLS) and state Departments of Labor to compare the concentration of an industry or occupation in a specific area to its concentration at the national level. An LQ greater than 1 indicates a higher local concentration, suggesting regional specialization, while an LQ less than 1 indicates that the industry or occupation is less concentrated in the area compared to the national average. More information can be found here: <https://www.bls.gov/k12/students/economics-made-easy/location-quotients.pdf>

Statutory Definition for Emerging Workforce Need Program¹⁰

“Emerging workforce need program” means a graduate level program identified by the Commission... that:

- (i) no institution of higher education in the State offers;
- (ii) Addresses a job or industry need that is innovative, unique, and rare; and
- (iii) could leverage federal, State, or private resources on a long-term basis with immediate development by an institution of higher education

“Emerging workforce need program” does not mean a specific academic program identified by the Commission to fulfill or support an identified current State and regional workforce need.”

Process

- Data were sourced from the Maryland Academic Program Inventory¹¹ (API) and the MHEC Degree Trend File.¹²
- The federal CIP-SOC crosswalk¹³ was used to align academic programs with in-demand occupations found in Appendix C.
- Focuses on graduate programs for occupations identified in Appendix C but absent in Appendix A.
- Inclusion criteria:
 - CIP codes aligned with emerging occupations in Appendix C in which there are no academic programs in Maryland at the graduate level.

Limitations

- Excludes emerging needs at undergraduate and non-degree levels.

Revisions to be addressed in 2026 List

We received detailed feedback through the survey and discussions at various meetings. We are

¹⁰ Education Article §11–105:

<https://mgaleg.maryland.gov/mgawebsite/Laws/StatuteText?article=ged§ion=11-105&enactments=false>

¹¹ The Maryland Academic Program Inventory (API) is a comprehensive database maintained by the Maryland Higher Education Commission (MHEC) that lists all approved academic programs offered by Maryland’s public and private colleges and universities. More information can be found here:

https://mhec.maryland.gov/institutions_training/Pages/HEPrograms.aspx

¹² The MHEC Degree Trend File is an annually updated data file maintained by the Maryland Higher Education Commission (MHEC) that tracks the number and types of degrees awarded by Maryland’s higher education institutions over time. It provides detailed information on degree trends by level (associate, bachelor’s, master’s, etc.), field of study, and institution. More information can be found

here: <https://mhec.maryland.gov/publications/Pages/research/index.aspx> (under “Student Outcomes - Degree Reports”)

¹³ The CIP-SOC Crosswalk is a tool developed by the National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) that links educational programs (CIP codes) to related occupations (SOC codes). It helps align academic training with career pathways, showing how specific fields of study prepare individuals for corresponding jobs in the workforce. This resource is useful for career planning, program development, and workforce alignment. More information can be found here: <https://nces.ed.gov/ipeds/cipcode/post3.aspx?v=56>

already planning to make revisions to the 2026 appendices. First, we recognize that there are opportunities regarding data sources and methodology. For example, we will need to expand the data sources to include occupation-specific analyses from Maryland licensing boards (and other state-specific industry-oriented entities). We will also need to incorporate a regional analysis (as required by statute). Finally, we will need to address data gaps, particularly in noncredit programs and emerging occupations that may not yet be fully captured in traditional labor data.

Second, we recognize that there are opportunities to improve the presentation and usability of the appendices. We have already made adjustments to improve the visual formatting of the lists to enhance readability and accessibility. Future iterations could possibly further refine the organization of the lists by occupation category and associated education pathways.

Third, future revisions will focus on further alignment between workforce need and educational programs. The 2026 iteration will better identify gaps between current program offerings and workforce projections. Additionally, feedback highlighted the need to consider alternative methods for identifying emerging fields to ensure program innovation is welcomed to meet future demands. We will also need to address concerns about degree inflation and explore alternative pathways, including credentialing and non-degree workforce training.

RECOMMENDATION: It is recommended that the Commission adopt the 4 draft appendices as the “2025 Workforce Needs Analysis” as required by Education Article §11–105.



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MEMORANDUM

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Praise Alayode, Student
Commissioner

Principal Counsel
Kimberly Smith Ward

DATE: March 26, 2025

TO: Commissioners, Maryland Higher Education Commission

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

STAFF: Dr. Lyndsay Silva, Associate Director, Collegiate Affairs, Program Review Unit
Victoria Johnson, Administrative Officer, Program Review Unit
Glenda Abney, Sr. Education Policy Analyst, Program Review Unit
Bryson Barksdale, Sr. Education Policy Analyst, Program Review Unit
Allie Edelstein, Education Policy Analyst, Program Review Unit
Brittany Martin, Education Policy Analyst, Program Review Unit
Rose Robinson, Education Policy Analyst, Program Review Unit
Shayla Hunter, Education Policy Analyst, Program Review Unit
Alexis Merriman, Education Policy Analyst, Program Review Unit
Thomas Waters, Education Policy Analyst, Program Review Unit

SUBJECT: Report on Institutions of Higher Education Program Review: Secretary Actions for July 1, 2024 to December 31, 2024

During the current reporting period, the Secretary of Higher Education acted on a total of **182** academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and 13B.02.03, and they are outlined immediately below.

Actions by In-State Institutions (ISI)	Number of Actions	Segment
Programs Objected to	3	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
New Degree Programs	3	at independent colleges and universities
	10	at public four-year colleges and universities
	6	at public community colleges
New Certificate Programs	1	at independent colleges and universities
	7	at public four-year colleges and universities
	3	at public community colleges
New Areas of Concentration	1	at independent colleges and universities
	1	at public four-year colleges and universities
	3	at public community colleges
Substantial Modifications to Existing Program	1	at independent colleges and universities
	1	at public four-year colleges and universities
	5	at public community colleges
Non-substantial Modifications to Existing Program	13	at independent colleges and universities
	33	at public four-year colleges and universities
	83	at public community colleges
Withdrawn Proposals	0	at independent colleges and universities
	1	at public four-year colleges and universities
	3	at public community colleges
Institutional Program Partnerships	1	at independent colleges and universities
	2	at public four-year colleges and universities

	1	at public community colleges
Proposals Not Approved or Recommended	3	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
Total Actions for ISI	23	at independent colleges and universities
	55	at public four-year colleges and universities
	104	at public community colleges
	182	

I. PROGRAM OBJECTIONS - 3

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 summary of all in-state objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between July 1, 2024 and December 31, 2024.

Proposing Institution	Program Proposed	Objecting Institution	Objection Rationale	Action	Rationale for Action	Action Date
Loyola University Maryland	Construction Management and Real Estate Development	Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Not Recommended	Unreasonable program duplication	9/13/2024

Loyola University Maryland	Construction Management and Real Estate Development (Construction Engineering AoC)	Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Not Recommended	Unreasonable program duplication	9/13/2024
Loyola University Maryland	Construction Management and Real Estate Development (Real Estate Development AoC)	Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Not Recommended	Unreasonable program duplication	9/13/2024

II. NEW DEGREE PROGRAMS APPROVED/RECOMMENDED – 19

Independent Four-Year Colleges and Universities – 3

Institution	Degree Award	Academic Program Name	Action Date
Johns Hopkins University	MEd	Teaching Professionals	12/2/24
Johns Hopkins University	MS	Management	12/2/24
Johns Hopkins University	BM	Hip-Hop	10/29/24

Public Four-Year Colleges and Universities – 10

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Eastern Shore	BS	Aviation Maintenance Management	7/18/24
Morgan State University	Doc	Advanced and Equitable Computing	7/29/24
University of Maryland, Global Campus	BS	Artificial Intelligence	9/23/24
University of Maryland, Global Campus	MS	Homeland Security Leadership	9/23/24
University of Maryland, Global Campus	MS	Public Safety Leadership	9/23/24
University of Maryland, Global Campus	MS	Innovation and Entrepreneurial Leadership	9/24/24

University of Maryland, Global Campus	MS	Operations Management	10/9/24
University of Maryland, Global Campus	BS	Sustainable Value Chain	10/9/24
University of Maryland, College Park	MS	Climate Finance and Risk Management	10/9/24
Bowie State University	MEd	English for Speakers of Other Languages	10/29/24

Community Colleges – 6

Institution	Degree Award	Academic Program Name	Action Date
Anne Arundel Community College	AS	Cloud Computing Transfer	05/20/24
Anne Arundel Community College	AA	Music Transfer	7/15/24
College of Southern Maryland	AA	Psychology	7/15/24
College of Southern Maryland	AS	Exercise and Sport Science	7/15/24
College of Southern Maryland	AA	Art	7/15/24
Garrett College	AAS	Radiologic Technology	7/15/24

III. NEW CERTIFICATE PROGRAMS APPROVED/RECOMMENDED - 11

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Action Date
Johns Hopkins University	PBC	Social Epidemiology	9/19/24

Public Four-Year Colleges and Universities – 7

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Baltimore County	PBC	Healthcare Emergency Management	9/10/24
Coppin State University	PBC	Teacher leadership in Action	11/4/24
Coppin State University	PBC	Teacher Leadership in Culturally Sustaining Practices	11/4/24
Coppin State University	PBC	Teaching Leadership in High-Tech & High Impact Practices	11/4/24
Coppin State University	PBC	Contemporary Teacher Leadership	11/4/24
Towson University	PBC	Music Therapy	9/23/24
University of Maryland, Global Campus	PBC	Teaching Cybersecurity	12/2/24

Community Colleges – 3

Institution	Degree Award	Academic Program Name	Action Date
Garrett College	LDC	Limited Scope Radiologic Technologist	7/16/24
College of Southern Maryland	LDC	Data Science	9/4/24
Montgomery College	LDC	Practical Nursing	8/29/24

IV. NEW AREAS OF CONCENTRATION APPROVED/RECOMMENDED – 5

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Mount St. Mary's University	BA	Visual and Performing Arts	Graphic Design	7/30/24

Public Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Salisbury University	MS	Nursing	Family Nurse Practitioner	10/18/24

Community Colleges – 3

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Cecil College	AAS	Skilled Trades	Transportation	7/24/24
Cecil College	AAS	Sports Management	Esports Management	11/21/24
Cecil College	AAS	Sports Management	Sports Management	11/21/24

V. SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 7

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Sans Technology Institute	BS	Applied Cybersecurity	Substantial Change to Degree Program	10/10/24

Public Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
University of Maryland, Global Campus	Doc	Business Administration	Substantial Change to Degree Program	10/18/24

Community Colleges – 5

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Anne Arundel Community College	AS	Arts and Sciences Transfer - Plant Science	Substantial Change to Degree Program	7/29/24
Cecil College	AS	Physics	Substantial Change to Degree Program	11/7/24
Hagerstown Community College	AS	Biology Concentration, Arts and Sciences	Substantial Change to Area of Concentration	12/10/24
Cecil College	LDC	Pre-Veterinary Technician	Substantial Change to Certificate Program	8/27/24
Allegany College of Maryland	LDC	Criminal Justice	Substantial Change to Certificate Program	12/10/24

VI. NON-SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 129

Independent Four-Year Colleges and Universities – 13

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Johns Hopkins University	PBC	Humanitarian Health	Change Program Modality	8/12/24
Johns Hopkins University	MS	Information Technology and Systems Sciences	Change Program Title	8/2/24
Johns Hopkins University	MS	Business Analytics and Risk Management	Change Program Title	8/2/24
Maryland Institute College of Art	MPS	Business of Art and Design	Change Program Title	12/18/24
Johns Hopkins University	MS	Cellular and Molecular Physiology	Change Program Title	9/17/24

Maryland University of Integrative Health	PMC	Chinese Medicine for Women's Health and Wellness	Discontinued Program	7/15/24
Maryland University of Integrative Health	PMC	Animal Acupuncture	Discontinued Program	7/15/24
Maryland University of Integrative Health	PBC	Chinese Wellness Therapies	Discontinued Program	7/15/24
Maryland University of Integrative Health	MS	Health Education and Integrative Health	Discontinued Program	7/15/24
Maryland University of Integrative Health	MS	Health Promotion	Discontinued Program	7/15/24
Maryland University of Integrative Health	MS	Health Promotion	Discontinued Program	7/15/24
Maryland University of Integrative Health	Doc	Naturopathic Medicine	Discontinued Program	7/15/24
Hood College	MS	Mathematics Instructional Leadership	Suspend Program	12/17/24

Public Four-Year Colleges and Universities – 33

Institution	Degree Award	Academic Program Name	Review Action	Action Date
University of Maryland, Global Campus	MS	Cybersecurity Technology	Non-Substantial Program Change	12/2/24
Morgan State University	MS	Urban Transportation	Change Program Modality	7/1/24
Morgan State University	MS	Hospitality Management	Change Program Modality	7/1/24
University of Maryland, Eastern Shore	BS	General Studies	Change Program Modality	7/1/24
Bowie State University	PBC	Public Health Informatics	Change Program Modality	9/10/24
Morgan State University	MS	Nursing	Change Program Modality	10/29/24
Bowie State University	PBC	Project Management	Change Program Modality	11/14/24
Salisbury University	MA	Conflict Analysis and Dispute Resolution	Change Program Modality	11/14/24
Morgan State University	BS	Physical Education	Change Program Title	7/1/24
University of Maryland, Baltimore County	PBC	Emergency Health Services	Change Program Title	8/2/24

University of Maryland, Baltimore County	BS	Emergency Health Services	Change Program Title	8/12/24
University of Baltimore	MS	Business	Change Program Title	11/14/24
University of Maryland, Baltimore	MS	Molecular Medicine	Change Program Title	12/2/24
University of Maryland, Baltimore	BS	Medical and Research Technology	Discontinued Program	9/3/24
University of Maryland, Baltimore	MS	Medical and Research Technology	Discontinued Program	8/22/24
University of Maryland, Global Campus	MS	Software Engineering	Discontinued Program	10/9/24
University of Maryland, Baltimore	PBC	Oral Health Sciences	Discontinued Program	12/2/24
University of Maryland, Baltimore County	PBC	Mechatronics	Suspend Program	7/15/24
University of Maryland, Baltimore County	PBC	STEM Education	Suspend Program	8/2/24
University of Maryland, Baltimore County	PBC	Secondary Science Inquiry	Suspend Program	8/2/24
University of Maryland, Baltimore County	PBC	Elementary/Middle Science Education	Suspend Program	8/2/24
University of Maryland, Baltimore County	PBC	Mathematics Instructional Leadership	Suspend Program	8/2/24
University of Maryland, Baltimore County	PBC	STEM Education Leadership	Suspend Program	8/12/24
University of Maryland, Baltimore County	PBC	Secondary Physical Science Education	Suspend Program	8/13/24
Towson University	MFA	Theatre Arts	Suspend Program	9/3/24
University of Baltimore	BA	Arts Production and Management	Suspend Program	10/14/24
University of Maryland, Global Campus	MS	Cyber Operations	CIP Code Change	7/1/24
University of Maryland, College Park	MS	Management Studies	CIP Code Change	7/1/24
University of Maryland, College Park	MA	Community Planning	CIP Code Change	7/15/24
Morgan State University	MS	Hospitality Management	CIP Code Change	7/1/24
Salisbury University	BA	Economics	CIP Code Change	7/15/24
Salisbury University	BS	Business of Economics	CIP Code Change	7/15/24
University of Maryland, Global Campus	Doc	Business Administration	CIP Code Change	9/17/24

Community Colleges – 83

Institution	Degree Award	Academic Program Name	Review Action	Action Date
College of Southern Maryland	AA	Teacher Education Transfer	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AA	Administration of Justice, Arts and Sciences	Non-Substantial Program Change	7/15/24
Hagerstown Community College	AA	History Concentration, Arts and Sciences	Non-Substantial Program Change	7/15/24
Hagerstown Community College	AA	Paralegal Studies Concentration, Arts and Sciences	Non-Substantial Program Change	7/15/24
Hagerstown Community College	AA	Sociology Concentration, Arts and Sciences	Non-Substantial Program Change	7/15/24
Hagerstown Community College	AAS	Administration of Justice,	Non-Substantial Program Change	8/26/24
Hagerstown Community College	AA	General Studies	Non-Substantial Program Change	8/26/24
Hagerstown Community College	AS	Cybersecurity	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AA	Graphic Design Concentration, Arts and Sciences	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AAS	Mechatronics and Industrial Technology	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AAS	Commercial Transportation Administration	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AAS	Cybersecurity	Non-Substantial Program Change	7/1/24
Hagerstown Community College	AAS	Graphic Design Technology	Non-Substantial Program Change	7/1/24
Frederick Community College	AAS	Respiratory Care	Non-Substantial Program Change	10/9/24
Frederick Community College	AAS	Graphic Design	Non-Substantial Program Change	10/9/24
Frederick Community College	AAS	Early Childhood Development	Non-Substantial Program Change	10/9/24
Prince George's Community College	AS	Chemistry	Non-Substantial Program Change	12/23/24
Prince George's Community College	AAS	Cybersecurity	Non-Substantial Program Change	12/23/24
Prince George's Community College	AS	Engineering	Non-Substantial Program Change	12/23/24

Prince George's Community College	AAS	Health Navigator	Non-Substantial Program Change	12/23/24
Prince George's Community College	AAS	Information Technology	Non-Substantial Program Change	12/23/24
Prince George's Community College	LDC	Internet of Things	Non-Substantial Program Change	12/23/24
Prince George's Community College	AAS	Marketing Management	Non-Substantial Program Change	12/23/24
Prince George's Community College	LDC	Marketing Management	Non-Substantial Program Change	12/23/24
Prince George's Community College	AA	Mass Communication	Non-Substantial Program Change	12/23/24
Prince George's Community College	AAT	Secondary Education - Chemistry	Non-Substantial Program Change	12/23/24
Prince George's Community College	AAT	Secondary Education - Physics	Non-Substantial Program Change	12/23/24
College of Southern Maryland	LDC	Education	Change Program Modality	7/1/24
Montgomery College	LDC	Database Systems	Change Program Modality	8/12/24
Montgomery College	LDC	Information Technology	Change Program Modality	8/12/24
Prince George's Community College	LDC	Accounting	Change Program Modality	9/23/24
Prince George's Community College	AAS	Accounting Professional	Change Program Modality	9/23/24
Prince George's Community College	AAS	Criminal Justice	Change Program Modality	9/23/24
Prince George's Community College	LDC	Marketing Management	Change Program Modality	9/23/24
Prince George's Community College	AAS	paralegal/Legal Assistant	Change Program Modality	9/23/24
Prince George's Community College	LDC	Paralegal/Legal Assistant	Change Program Modality	9/23/24
Harford Community College	LDC	Photography	Change Program Title	7/29/24
Hagerstown Community College	AA	Arts and Sciences	Change Program Title	12/20/24
Hagerstown Community College	LDC	Biotechnology	Discontinued Program	7/1/24
Hagerstown Community College	AAS	Biotechnology	Discontinued Program	3/11/00
Frederick Community College	LDC	Biotechnology	Discontinued Program	7/15/24

Frederick Community College	LDC	Retail Management	Discontinued Program	7/15/24
Frederick Community College	LDC	Social Media Management	Discontinued Program	7/15/24
Cecil College	AS	General Studies	Discontinued Program	7/30/24
Cecil College	AAT	Secondary Education - Chemistry	Discontinued Program	8/12/24
Cecil College	AAT	Secondary Education - English	Discontinued Program	8/13/24
Cecil College	AAT	Secondary Education - Physics	Discontinued Program	8/12/24
Cecil College	AAT	Secondary Education - Mathematics	Discontinued Program	8/12/24
Prince George's Community College	AS	Business Administration	Discontinued Program	10/22/24
Prince George's Community College	AA	General Studies	Discontinued Program	10/13/24
Prince George's Community College	AA	General Studies	Discontinued Program	10/10/24
Prince George's Community College	AA	General Studies	Discontinued Program	10/10/24
Prince George's Community College	AA	General Studies	Discontinued Program	10/13/24
Prince George's Community College	AA	General Studies	Discontinued Program	10/13/24
Prince George's Community College	LDC	Purchasing and Contracting	Discontinued Program	10/29/24
Prince George's Community College	LDC	Theatre and Entertainment Technology	Discontinued Program	11/14/24
Allegany College of Maryland	AS	Criminal Justice Transfer	Discontinued Program	11/21/24
Allegany College of Maryland	LDC	Criminal Justice	Discontinued Program	11/2/24
Anne Arundel Community College	LDC	Addiction Counseling	Statewide and Health Manpower Designations MOD	12/2/24
Anne Arundel Community College	AAS	Addiction Counseling	Statewide and Health Manpower Designations MOD	12/2/24
Cecil College	AAS	Health Information Technology	Discontinued Program	12/2/24
Community College of Baltimore County	LDC	General Networking	Discontinued Program	12/12/24

Carroll Community College	AAT	Secondary Education - Chemistry	Discontinued Program	12/12/24
Carroll Community College	AAT	Secondary Education - Mathematics	Discontinued Program	12/12/24
Carroll Community College	AAT	Secondary English - English	Discontinued Program	12/12/24
Community College of Baltimore County	LDC	Preparation for Network +	Suspend Program	12/2/24
Prince George's Community College	LDC	Entertainment Technology	Suspend Program	12/23/24
Garrett College	AAS	Radiologic Technology	Statewide and Health Manpower Designations MOD	8/27/24
Garrett College	LDC	Limited Scope Radiologic Technologist	Statewide and Health Manpower Designations MOD	8/26/24
Frederick Community College	LDC	Tactical Strength and Conditioning	Statewide and Health Manpower Designations MOD	8/26/24
Prince George's Community College	AAS	Culinary Arts	Statewide and Health Manpower Designations MOD	8/26/24
Prince George's Community College	LDC	Culinary Arts	Statewide and Health Manpower Designations MOD	8/26/24
Prince George's Community College	AAS	Health Navigator	Statewide and Health Manpower Designations MOD	10/4/24
Prince George's Community College	AAS	Medical Assisting	Statewide and Health Manpower Designations MOD	10/4/24
Prince George's Community College	LDC	Medical Coder/Billing Specialist	Statewide and Health Manpower Designations MOD	10/4/24
Prince George's Community College	AAS	Surgical Technology	Statewide and Health Manpower Designations MOD	10/4/24
Prince George's Community College	LDC	Medical Assisting	Statewide and Health Manpower Designations MOD	10/4/24
Montgomery College	LDC	Practical Nursing	Statewide and Health Manpower Designations MOD	10/22/24

Frederick Community College	AS	Arts & Sciences	Statewide and Health Manpower Designations MOD	8/26/24
Chesapeake College	AAS	Computer Science Technology	CIP Code Change	7/1/24
Carroll Community College	AAS	Digital Fabrication and Design	CIP Code Change	11/13/24
Carroll Community College	LDC	Digital Design and Fabrication	CIP Code Change	12/12/24
Carroll Community College	LDC	SolidWorks	CIP Code Change	12/12/24

VII. WITHDRAWN PROPOSAL – 4

Independent Four-Year Colleges and Universities – 0

Public Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Baltimore	Doc	Social Work	9/23/24

Community Colleges – 3

Institution	Degree Award	Academic Program Name	Action Date
Allegany College of Maryland	AS	Nursing	7/26/24
Frederick Community College	AAS	Biotechnology	9/26/24
Cecil College	AAS	Criminal Justice	11/12/24

VIII. INSTITUTIONAL PROGRAM PARTNERSHIPS/ENGAGEMENT – 4

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Capitol Technology University	MS	(Joint) Cyber Intelligence and Security	Cooperative Degree Program SUB	11/21/24

Public Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Towson University	MAT	Teaching	Closed Site Approval MOD	12/18/24
Towson University	BS	Special Education	Closed Site Approval MOD	12/18/24

Community Colleges – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Anne Arundel Community College	LDC	Business Management - Small Business management	Closed Site Approval MOD	7/15/24

IX. PROPOSALS NOT APPROVED/ RECOMMENDED - 3

Independent Four-Year Colleges and Universities – 3

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Loyola University Maryland	BS	Construction Management and Real Estate Development	New Degree Program	9/13/24
Loyola University Maryland	BS	Construction Management and Real Estate Development (Real Estate Development AoC)	New AoC	9/13/24
Loyola University Maryland	BS	Construction Management and Real Estate Development (Construction Engineering AoC)	New AoC	9/13/24

Public Four-Year Colleges and Universities – 0

Community Colleges - 0 |



MARYLAND HIGHER EDUCATION COMMISSION
ENGAGE. INFORM. SUPPORT.

MEMORANDUM

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Lt. Governor
Aruna Miller

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Janet E. Wormack, Ed.D.
Praise Alayode, Student
Commissioner

Principal Counsel
Kimberly Smith Ward

DATE: March 26, 2025

TO: Commissioners, Maryland Higher Education Commission

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

STAFF: Dr. Alix Chaillou, Associate Director, Institution Review Unit
Melissa Leuschel, Education Policy Analyst, Institution Review
Ebony Walters, Education Policy Analyst, Institution Review
Stephanie Frangos, Education Policy Analyst, Institution Review
Quentin Snively, Online Education Analyst, Institution Review
Cara Martinez, Administrative Officer, Institution Review

SUBJECT: Report on Institutions of Higher Education Institution Review: Secretary Actions for July 1, 2024 – December 31, 2024

During this reporting period, the Secretary of Higher Education acted on a total of 74 actions from the Institution Review Unit under Code of Maryland Regulations (COMAR) 13B.02.01, 13B.02.02, 13B.02.04, 13B.02.05, 13B.02.06, 13B.05.01, and 13B.09.01, and they are outlined immediately below.

Actions by Institution Review Unit	Number of Actions*
In-State Institution Actions (including site visits)	3
Out-of-State Institution Actions	7
Out-of-State Online Registration Actions	24
NC-SARA Actions	15
Religious Exempt Actions	4
Collegiate Complaints Requiring Action by the Secretary	12
Title IX Reimbursements	1
Institutional Questionnaire Determinations	8
Total Actions for Institution Review <i>*Objections and in-process items not included in this total</i>	74

I. OBJECTIONS TO NEW IN-STATE INSTITUTIONS AND OUT-OF-STATE PROGRAM PROPOSALS

Code of Maryland Regulations (COMAR) 13B.02.02.06G requires the Commission to circulate new in-state institution proposals for thirty days for comment or objections from in-state institutions. COMAR 13B.02.01.07E and 13B.02.01.08D require the Commission to circulate out-of-state program proposals for thirty days for comment or objections from in-state institutions. What follows is a summary of all in-state objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between July 1, 2024 to December 31, 2024.

There were no objections received for new In-State Institutions or new or renewing Out-of-State Institutions.

II. PROPOSAL FOR IN-STATE INSTITUTIONS (IS)

COMAR 13B.02.02 outlines the requirements for out-of-state institutions of higher education operating or seeking to operate.

Actions by In-State Institutions (IS)		Number of Final Actions*
Stage 1 Applications		
<i>Approved</i>	<i>0</i>	
<i>Denied</i>	<i>0</i>	
<i>In-process</i>	<i>0</i>	
<i>Withdrawn</i>	<i>0</i>	
Stage 1 applications objected to		0
Stage 2 Applications		1
<i>Approved</i>	<i>1</i>	
<i>Denied</i>	<i>0</i>	
<i>In-process</i>	<i>3</i>	
<i>Withdrawn</i>	<i>0</i>	
Institution Closures		0
<i>In-process</i>	<i>1</i>	
<i>Completed</i>	<i>0</i>	
Site visits		2
Total Actions by IS <i>*objections and in-process not included in this total</i>		3

III. OUT-OF-STATE INSTITUTIONS (OOS)

COMAR 13B.02.01 outlines the requirements for out-of-state institutions of higher education operating or seeking to operate in Maryland. Unlike in-state proposals, approval of out-of-state institutions expires each year on August 31st, unless the institution has been granted an “extended approval” after 5 years of operating in Maryland. Institutions not under extended approval are required to submit a request for renewed approval annually, typically by March 31st. At this time, the majority of out-of-state institutions are currently under extended approval; they are expected to submit an application for new programs requested during the extended approval period and a renewal application at the end of their extended approval period.

Actions by Out-of-State Institutions (OOS)		Number of Actions*
Out-of-State Initial Site Applications		0
<i>Approved</i>	0	
<i>Denied</i>	0	
<i>In-Process</i>	1	
<i>Withdrawn</i>	0	
Out-of-State Renewal Site Applications		7
<i>Approved</i>	7	
<i>Denied</i>	0	
<i>In-Process</i>	0	
<i>Withdrawn</i>	0	
Out-of-State New Programs Proposals under Extended Review		0
<i>Approved</i>	0	
<i>Denied</i>	0	
<i>In-Process</i>	0	
<i>Withdrawn</i>	0	
Objections		0
Site Visits		0
Institution Closures		0
<i>In-process</i>	3	
<i>Completed</i>	0	
Total Actions by OOS <i>*Objections and in-process not included in this total</i>		7

IV. OUT-OF-STATE ONLINE EDUCATION REGISTRATION

COMAR 13B.05.01 outline requirements for out-of-state institutions offering fully online programs that do not participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Through the renewal application process, out-of-state institutions report enrolling 6,792 Maryland residents in 1,754 approved online programs.

Actions for Online Registration Institutions (OR)		Number of Actions*
Initial Applications		
<i>Approved</i>	<i>9</i>	9
<i>Denied</i>	<i>0</i>	
<i>In-Process</i>	<i>4</i>	
<i>Withdrawn</i>	<i>0</i>	
Renewal Applications		
<i>Approved</i>	<i>15</i>	15
<i>Denied</i>	<i>0</i>	
<i>In-Process</i>	<i>1</i>	
<i>Withdrawn</i>	<i>0</i>	
Applications Withdrawn		0
Applications Denied		0
Total Actions for OR <i>*In-process not included in this total</i>		24

V. IN-STATE INSTITUTIONS PARTICIPATING IN NC-SARA

COMAR 13B.02.05 outlines requirements for the approval and oversight of in-state SARA Institutions.

Actions for SARA Participation (NC-SARA)	Number of Actions
Initial Applications	0
Renewal Applications	14
Applications Withdrawn	0
Applications Denied	1
Total Actions for NC-SARA	15

*Enrollment data for Fall 2023.

36,379 out-of-state residents enrolled in SARA participating Maryland institutions through SARA participation. This is up from 33,978 in Fall 2022.

4,128 out-of-state residents enrolled in SARA participating Maryland institutions, not enrolled through SARA participation.

40,507 total out-of-state residents enrolled in an online program at SARA participating Maryland institutions.

1,246 SARA participating out-of-state institutions report enrolling 42,507 Maryland residents in online programs.

VI. RELIGIOUS EXEMPT INSTITUTIONS

COMAR 13B.02.04 outlines the requirements to determine if an institution of postsecondary education as a religious educational institution is eligible for exemption from the approval process. Institutions with a religious exemption cannot hold institutional accreditation from a national accreditor recognized by the U.S. Department of Education.

Actions for Religious Exempt Institutions (REX)		Number of Actions*
Initial Applications		1
<i>Approved</i>	1	
<i>Denied</i>	0	
<i>In-process</i>	2	
<i>Withdrawn</i>	0	
Renewal Applications		3
<i>Approved</i>	3	
<i>Denied</i>	0	
<i>In-process</i>	0	
<i>Withdrawn</i>	0	
Total Actions for REX <i>*In-process not included in this total</i>		4

VII. COLLEGIATE COMPLAINTS

Federal Regulation 600.9(a)(1) requires that the State have a process to review and appropriately act on complaints concerning an institution, including enforcing applicable State laws. Furthermore, COMAR 13B.02.02.19G and 13B.02.01.18G require that in-state and out-of-state institutions adhere to published student grievance procedures that assure a fair and timely review of student complaints. COMAR 13B.02.05.07 outlines student complaint procedures for in-state SARA institutions.

Actions for Collegiate Complaints	Number of Actions
In-Process	8
Withdrawn by Request of Complainant	4
Closed due to No Response from Complainant	3
Directed to Alternative Unit/Agency	3
Directed to Complete Process with Institution	3
Required Action by the Secretary	12
Total Received	33
SARA Complaints (included in Total)	1 (withdrawn)

VIII. TITLE IX REIMBURSEMENTS

Pursuant to Education Article §11-601, COMAR 13B.09.01 outlines guidelines for administering a legal representation fund for Title IX proceedings. Title IX Reimbursement has a maximum allowable amount of \$2400 per proceeding.

Actions for Title IX Reimbursements		Number of Actions*
Reimbursement Requests Received		0
<i>Approved</i>	<i>0</i>	
<i>In-process</i>	<i>1</i>	
<i>Denied</i>	<i>0</i>	
2 Reimbursement Requests in-process prior to July 1		1
<i>Approved</i>	<i>1</i>	
<i>In-process</i>	<i>1</i>	
<i>Denied</i>	<i>0</i>	
Total Amount Reimbursed		\$2,376
Total Actions for Title IX Reimbursements <i>*In-process not included in this total.</i>		1

IX. INSTITUTIONAL SITE VISITS

Institution Name	Reason for visit	Date of visit
Meritus School of Osteopathic Medicine	Stage 2 Application Site Visit	7/19/2024
Faith Theological Seminary of Catonsville	Stage 2 Application Site Visit	10/25/2024

X. OTHER IN-STATE APPLICATIONS

Institution Name	Application	Determination	Date of Action
Collegium Sanctorum Angelorum	Designation as an Institution Eligible to Offer Online Programming	In-process	N/A

XI. INSTITUTION QUESTIONNAIRES

Institution Questionnaires		Number of Actions*
Questionnaires Distributed		
<i>Questionnaires Distributed</i>	14	
<i>Questionnaires Submitted for Review</i>	9	
<i>Transferred to PCS</i>	1	
Determinations		8
<i>In-State</i>	0	
<i>Out-of-State with Physical Presence</i>	1	
<i>Out-of-State Online</i>	1	
<i>Eligible for a Religious Exemption</i>	6	
<i>Does not require authorization at this time</i>		
Total Questionnaire Actions		8



MARYLAND HIGHER EDUCATION COMMISSION
ENGAGE. INFORM. SUPPORT.

MEMORANDUM

Governor
 Wes Moore

Lt. Governor
 Aruna Miller

Secretary
 Sanjay Rai, Ph.D.

Commission Chair
 Cassie Motz

Commission Vice Chair
 Chike Aguh

Commissioners
 Kathleen Bands, Ph.D.
 Mickey L. Burnim, Ph.D.
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 Sheila D. Thompson, Ph.D.
 Craig A. Williams, Ph. D.
 Janet E. Wormack, Ed.D.
 Praise Alayode, Student
 Commissioner

Principal Counsel
 Kimberly Smith Ward

DATE: March 26, 2025

TO: Commissioners, Maryland Higher Education Commission

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

STAFF: Donita Moore, Interim Associate Director, Career & Workforce Education
 Desiree Rodriguez, Education Analyst, Career & Workforce Education
 Briana Hines, Education Analyst, Career & Workforce Education
 Jodie Fair, Administrative Officer II, Career & Workforce Education

SUBJECT: Biannual Report on Private Career Schools: Actions for July 1, 2024 – December 31, 2024

During the current reporting period, the agency acted on a total of **93** **non-degree academic program proposals** requiring review under Code of Maryland Regulations (COMAR) 13B.01.01, and they are outlined immediately below.

Private Career School Activities	Number of Actions
New Schools	3
New Programs	0
Approval of Changes of Location	4
Approval of Name Changes	0
Approval of Change of Ownership	0
Approval of Change of Director	0
Approval of Separate Classrooms	0
Other Business Approvals	0
Certificate Renewals	1
Cease and Desist Orders	0
Notices of Deficiencies	1
School Approvals Withdrawn	0
Program Approvals Withdrawn	0
Training Provider Questionnaires	84
Total Actions	93

I. APPROVAL OF NEW SCHOOLS – 3

Institution Name	Address	Approval Date	Program
Instituto Internacional de Cosmetología Adonay d/b/a Adonay Beauty School	628 Main Street Laurel, MD, 20707	7/30/2024	Cosmetology; Esthetics; Nail Technician
The Kimo Bentley Academy	7900 Georgia Ave Silver Spring, MD, 20910	09/23/2024	Esthetician Training
PRG Real Estate Academy	10903 Indian Head Highway, Suite 206 Fort Washington, MD, 20744	08/14/2024	Real Estate Salesperson Pre-Licensing

II. NEW PROGRAMS REVIEWED AND APPROVED – 0

III. APPROVAL OF CHANGE OF LOCATION – 4

Institution Name	Approval Date	Former Address	Current Address
Precise Academy	9/17/24	10806 Reisterstown Road, Suite 3B Owings Mills, MD 21117	606 Main Street, Suite A Reisterstown, MD 21136
North American Trade Schools (NATS)	11/27/24	6901 Security Blvd., Ste. 16, Baltimore, MD 21244	5760 Wabash Avenue, Baltimore, MD 21215
Shawntay’s School of Creative Nails	09/05/2024	31 Allegheny Ave. # 206 Towson, MD 21204	22 West Pennsylvania Ave. Suite 214 Towson, MD 21204
Lexington Healthcare	07/01/2024	22738 Maple Road, Suite 116 Lexington Park, MD 20653	6188 Oxon Hill Road, Suite 802 Oxon Hill, MD 20475

IV. APPROVAL OF NAME CHANGES – 0

V. APPROVAL OF CHANGE OF OWNERSHIP – 0

VI. APPROVAL OF CHANGE OF DIRECTOR – 0

VII. APPROVAL OF SEPARATE CLASSROOMS – 0

VIII. “OTHER BUSINESS” – 0

IX. CERTIFICATE RENEWALS – 1

Institution Name	Renewal Date	Certificate Number
Precise Academy	09/17/2024	1913

X. CEASE AND DESIST ORDERS – 0

XI. NOTICE OF DEFICIENCIES – 1

Institution Name	Deficiencies	Effective Date
Vein Angels of Health		

XII. SCHOOL APPROVALS WITHDRAWN – 0

XIII. PROGRAM APPROVALS WITHDRAWN – 0

XIV. TRAINING PROVIDER QUESTIONNAIRES – 93

Not-Exempt (Secretary Approval Required)		
Proposed Institution Name	Programs	Final Action Letter
Battle's Transportation, Inc. Commercial Driving Training School	Commercial Driver License Class BP/B; Class B Refresher Course; Professional Driver, Class A; Class A Refresher Course; Advanced Commercial Driver, Class A	10/01/2024
Career Ready Dental Assisting Academy	CareerReady Dental Assisting Academy	10/30/2024
Ey3 Technologies	FAA Part 107 Drone & UAS Certification Course; Certified CMMC Professional (CCP) Immersive Course	10/03/2024
Progressive Academy School of Health and Career Development	Progressive Academy School of Health and Career Development (CNA/GNA)	
Eastern Shore Real Estate Academy	Principles and Practices of Real Estate for Salespersons; Principles and Practices of Real Estate Broker Training	09/30/2024

KC Medical Training1	Medical Assistant, Phlebotomy Technician, and EKG Technician	10/16/2024
Second Chance Resource Center	Job Readiness, Traffic Control	10/02/2024
Frankie Mae Kitchen	Line Cook Pre-Apprenticeship Training	08/19/2024
BD McKoy Non Profit Training Center	Entry Level Drone Operator Course; Vision Quest Culinary Training/Small Electronics Certification; Entry Level IT Certification; Painter Program & Training; Security Guard Training; Creative & Technical Writing Skills Training; Business Development Training	08/29/2024
NFR Cosmetics	Cosmetologist; Limited Hairstylist; Limited Blow Dry Stylist; Limited Esthetician; Limited Nail Technician	10/16/2024
Rebel Trucking and Transportation Services, LLC	CDL Driver Training	08/27/2024
Simones General Touch Training, LLC	Phlebotomy Training Course	12/20/2024
HTAA IT Institute	Introduction to Healthcare Processes and Technology; Health IT, Informatics and Analytics Part 1&2; Security and Privacy in Healthcare; AI in Healthcare; Leadership Training, 1x1 Coaching and Team Coaching; CAHIMS/CPHIMS Certification Bootcamp	10/11/2024
J Ivy Medical	Phlebotomy	09/05/2024
Stellar Data and IT Consulting	Data Science	11/21/2024
Yar Beauty Academy	Cosmetology	10/11/2024
Favor College of Nursing and Allied Health	CNA	10/15/2024
A Tow Truck Training School	The Rob Jones Way Towing School	9/23/2024
Queen of Hearts Health Studies	Phlebotomy Technician; Phlebotomy Instructor; Medical Assistant; Lab Assistant; Office Assistant; EKG Technician; Paramedical Insurance Examiner	10/01/2024
Travelling Specimen Collectors	Traveling Specimen Collectors Phlebotomy Training	09/24/2024
Incodable, LLC	AI Developer, Machine Learning Engineer specialty, Data Scientist training, App Development	09/27/2024

Embrace Health Systems	CNA/GNA	09/17/2024
Skilltrade, Inc.	Medical Assistant Certificate Program (Online); Medical Assistant Certificate Program (Hybrid)	10/04/2024
Arthur Careers Institute	Nursing Assistant	10/11/2024
XOXO Healthcare & Co	XOXO Healthcare & Co CNA-GNA Program	10/03/2024
MoCo Green Futures	Green futures training	11/25/2024
DIMENSIONS BARBER ACADEMY	Barbering	10/11/2024
CitiLife Development	Let's Work Essentials	11/19/2024
mvp safety b/b/a Stepping UP	Flagger	
O's Elite Phlebotomy	Phlebotomy	10/11/2024
Beauty Boss Academia	Cosmetology	12/20/2024
AIMS	CNA	11/15/2024
Europa Salon and Spa	Europa School of Cosmetology	11/19/2024
Captiva Solutions	Certified CMMC Professional (CCP) Certification Training	10/23/2024
HMP Training, Inc.	Heavy Equipment Operator Training	11/21/2024
TAB Consultancy Services	CCNA	10/28/2024
Hope Transit Inc.	Bridge Inspection Training	11/19/2024
Elite Dental Assisting Academy	Dental Assistant	11/15/2024
Maryland School of Massage and Bodywork	Licensed Massage Therapist	11/25/2024
Love Yoga Studio	Licensed Yoga Instructor	11/04/2024
Nucreway Health Institute	Certified Nursing Assistant	11/04/2024
Day and Night Labor Services	Comprehensive Traffic Control Training	
The SOFEI Group	Amazon Web Services Certified Solution Architect Associate	12/09/2024
Impact Institute	Nurse Aid	11/27/2024

Phlebotomy Training Specialists	Phlebotomy Training with ECG Training	12/06/2024
Trinity's Real Estate School	Pre-licensing Real Estate Sales Person	12/17/2024
First Step Medical Care	CNA Training, BLS/AED Course	12/23/2024
TBD	Nail Technician	
NYIPG	Pet Care career development	12/19/2024
Carter's Healing Hands, LLC: A Health Career Training Center	Certified Nursing Assistant	12/23/2024
Roadway Academy, LLC	CDL	01/17/2025
Southern Maryland School of Massage & Skincare	Anatomy, physiology, and kinesiology, massage therapy theory, ethics, contraindications & pathology, health & hygiene, research, hands-on techniques, business best practices.	
Bre's Beauty Academy	Cosmetology	01/17/2025
CMC Medical Assistant Academy	Medical Assistant Training	01/29/2025
Continuum	CAN	01/17/2025
Stepping With Leaders Real Estate Academy	Real Estate Licensure, Renatl Counseling, Pre-purchasing Counseling Continuing Education, Outreach +Education, Pre-Foreclosure Counseling, Housing Counselor and Financial Literacy	
IBSS Corporation	Total Assure basics Security + training, Basics Network+	01/23/2025

Exempt (Secretary Approval Not Required)		
Proposed Institution Name	Programs	Final Action Letter
iTeach	iTeach	08/28/2024
Maryland Multi-Housing Association (MMHA)	MMHA Leasing Training	11/01/2024
HD Tech Holdings, Incorporated	Digital Marketing and Design Excellence Program Administrator Program; CompTIA Security: Cyber Security Specialist Program; CompTIA Data+: Data Analyst Program;	09/17/2024

	CompTIA ITF+: Introduction to IT Knowledge and Skills Program.	
Atlantic General Hospital	CNA (Existing Employees)	08/27/2024
Advanced Institute of Information Technology	Business Administration Diploma; Diploma Pay Roll; Medical Office Administration; Data Analytics and Business Intelligence	12/03/2024
The Society of Beauty and Barber Creatives	CHESS (Compliance, Health, Ethics, Sanitation, and Safety)	10/23/2024
Victorian Center of Phlebotomy	Safety in Blood Collection	09/26/2024
Homewood at Frederick	Nursing Assistant Training	11/26/2024
DiverseNote Mobility	Intro to Programming; Intermediate Programming; Enterprise Programming; Intro to Cybersecurity; Intermediate Cybersecurity; Enterprise Cybersecurity; Intro to Data Analytics; Digital Literacy; Intro to Networking; Electric Vehicle Systems	12/17/2024
Essential Learning Center	Phlebotomy Training/CPR Training	10/17/2024
Stepful	Certified Medical Assistant; Pharmacy Tech	
Bay Harbor Post-Acute and Rehabilitation Center	CNA/ GNA	11/24/2024
AHIP	Health Insurance 101: An Orientation	
Transcend STEM Education	Transcend STEM Education	

Not Regulated (Secretary Approval Not Required)		
Proposed Institution Name	Programs	Final Action Letter
Cloud Walk Coaching	Managing Stress through Mindfulness	08/27/2024
Johns Hopkins Bayview Medical Center	Johns Hopkins Dietetic Internship	
Lion Solutions	CompTIA IT Fundamentals ITF+ FC0-061 Certification Program (TECH+ FC0-071 the successor program)	09/24/2024
C&J Migrant Solutions Foundation, LLC	Migrant Literacy Program	10/08/2024

Ingennicom	Leverage the Power of AI: Education, Training & Empowerment	09/12/2024
Eastern Shore Area Health Education Center	Community Health Worker Training	10/29/2024
QUANTUM INTRINSIX	Certified Information Systems Auditor	10/23/2024
CodeBoxx Academy	Full Stack Web Development	10/28/2024
OfficePro, Inc.	Introduction to Artificial Intelligence (AI)	10/30/2024
Benefits Understood Counseling Services	Putting Your Best Foot Forward	11/24/2024
American Contractor Training & Education Services, LLC	Maryland Contractor Licensing Examination Preparation (MHIC PSI).	11/19/2024
Cybertec Technologies	CompTIA Security+	09/23/2024
Cornerstone for Women Leaders	On Campus Training	01/23/2025



MARYLAND HIGHER EDUCATION COMMISSION
 ENGAGE. INFORM. SUPPORT.

MEMORANDUM

DATE: February 26, 2025

TO: Commissioners, Maryland Higher Education Commission

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

STAFF: Everette Jackson, Jr., Associate Director, Veterans Affairs/State Approving Agency
 Olayta Rigsby, Staff Specialist II
 Wayne Holmes, Staff Specialist II

SUBJECT: FY 2024 Biannual Report on VA Education Benefits: MD SAA Actions for April 1, 2024 – September 30, 2024

Governor
 Wes Moore

Lt. Governor
 Aruna Miller

Secretary
 Sanjay Rai, Ph.D.

Commission Chair
 Cassie Motz

Commission Vice Chair
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 Kathleen Bands, Ph.D.
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 Sheila D. Thompson, Ph.D.
 Craig A. Williams, Ph. D.
 Janet E. Wormack, Ed.D.
 Praise Alayode, Student Commissioner

Principal Counsel
 Kimberly Smith Ward

During this reporting period, the Maryland State Approving Agency (MD SAA)¹ for Veterans Education and Training Benefits acted on **2,649** program related actions. The program activities listed below are related to institutions and training facilities approved to participate in the Veterans Education and Training programs administered by the U.S. Department of Veterans Affairs (VA). The actions listed below are dictated by federal law and regulations.

State Approving Agency Program Related Activities	Number of Actions
Program Actions	1,658
Other Program Actions	991
Risk Based Surveys	0
Supervisory Visits	12
Inspection Visits	1
Technical Assistance	356
Total Actions	3,018

¹ MHEC serves as the Maryland State Approving Agency for Veterans Education and Training programs administered by the U.S. Department of Veterans Affairs. The statutory authority for State Approving Agencies is granted in accordance with Chapter 36 of Title 38 United States Code ([36 U.S.C. §3671](#)). This report was calculated following the Federal fiscal year.

Section I. Program Actions- Initial and revised program approval (Certificate, Diploma or Degree).

Type of Facility	IHL	NCD	APP	OJT	LACAS	FLT	PREP
Number Approved	1607	20	15	1	6	8	1
Number Disapproved	0	0	0	0	0	0	0

Section II. Other Program Actions- Those actions taken to assess: (a) program and policy information contained in facilities’ publications; (b) contents of a supplement or an addendum to facilities’ publications; (c) revision to a policy or a practice; or (d) any actions that substantiate the continuation of an existing approval.

Type of Facility	IHL	NCD	APP	OJT	LACAS	PREP	FLT
Number Approved	769	164	14	2	11	2	29
Number Disapproved	0	0	0	0	0	0	0

Section III. Visits to Facilities – See Appendix A for list of facilities.

	IHL	NCD	APP	OJT	LACAS	PREP	FLT
Risk Based Survey Visits (1)	0	0	0	0	0	0	
Supervisory Visits (2)	4	8	0	0	0	0	0
Inspection Visits (3)	0	1	0	0	0	0	0
DVA Requested Visits (4)	0	0	0	0	0	0	
Other Visits (5)	0	0	0	0	0	0	0

1. A visit to a previously approved facility to monitor and assure continued acceptability of approval triggered by an indicator tracked by VA data.
2. A visit to a previously approved facility to monitor and assure continued acceptability of approval.
3. A visit to a new facility requesting approval or to an approved facility requesting approval of a new program.
4. Visits made at the request of the VA.
5. Visits made at the request of a facility for assistance, Licensure/Certification Test visits; etc.

Section IV. Technical Assistance- Technical assistance is any interaction designed to assist an individual, a school, or training site personnel with any portion of the approval function. Assistance could be rendered either before or after initial approval.

Type of Facility	IHL	NCD	APP	OJT	PREP	FLT	LACAS
Number of Technical Assistant Actions	165	75	24	19	25	36	12

Definitions

1. APP- Apprenticeship Program
2. CORR- Correspondence courses (i.e. by mail or electronic transmission)
3. FLT- Flight facilities
4. IHL- Institution of Higher Learning (i.e. colleges and universities)
5. LACAS- License and Certification (i.e. bar exam, cosmetology board exam)
6. NCD- Non-college degree facility (i.e. private career school)
7. OJT- On-the-job training program
8. SCO- School Certifying Official, the VA point of contact for an approved educational training institute.

Appendix A

Supervisory Visits	
Aspen Beauty Academy Laurel	Avara’s Academy of Hair Design
Aveda Institute Maryland	The Sheffield Institute for the Recording Arts
University of MD – School of Pharmacy	University of MD – School of Social Work
University of MD – School of Dentistry	Johns Hopkins University School of Medicine
Omega Studios School of Applied Recording Arts	Anne Arundel County Police Training Academy
Montgomery County Public Safety Training Academy	Maryland State Police Training Academy
Inspection Visits (for new VA facility approvals)	
The Institute of Epidermal Services	
New Facility Approvals	
Charles County Sherriff’s Office (APP)	North East High School
Chesapeake High School	Baltimore County Police (APP)
Franklin Apprenticeships (APP)	Edgewood High School
Northern High School	National Institute for Industry and Career Advancement (APP)
Academy of Health Sciences @PGCC	The Siena School



MARYLAND HIGHER EDUCATION COMMISSION
ENGAGE. INFORM. SUPPORT.

MEMORANDUM

Governor
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Janet E. Wormack, Ed.D.
Praise Alayode, Student
Commissioner

Principal Counsel
Kimberly Smith Ward

DATE: March 26, 2025
TO: Maryland Higher Education Commissioners
FROM: Al Dorsett, Director, Office of Student Financial Assistance
SUBJECT: Approval of Proposed Amendments to COMAR 13B.08.03 – Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship

During the 2024 legislative session, changes were made to the Riley Scholarship administered by the Office of the Student Financial Assistance (Ch. 223/HB 899 and Ch. 224/SB 691). The legislative changes expanded eligibility for the scholarship to increase recruitment and retention of career and volunteer firefighters and emergency services personnel. Specifically, the legislation eliminated the requirement that an applicant enroll in an undergraduate degree or certificate program. Under the current statute, an applicant may receive the scholarship for enrollment in any course at a public or private nonprofit institution of higher education.

A copy of the enacted bill is enclosed for your reference. The attached proposed amendments change the regulations for this scholarship to align them with the statutory changes made by the legislature.

The proposed amendments have been approved for legality by MHEC's Assistant Attorney General as required by the Maryland Administrative Procedure Act and are now enclosed for your review and approval. Upon your approval, proposed regulations and regulatory amendments are submitted to the legislature's Joint Committee on Administrative, Executive, and Legislative Review (AELR), after which they are submitted to the Division of State Documents (DSD) for publication in the Maryland Register. After a public comment period, they may be brought back before the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission:

- (1) Approves for publication in the Maryland Register the enclosed proposed regulatory amendments to the Riley Scholarship; and
- (2) Authorizes its Assistant Attorneys General to make non-substantive edits to the proposed regulations to conform to the stylistic and formatting requirements of AELR and DSD.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 03 Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship Program

Authority: Education Article, §§11-105~~(u)~~, 18-204~~(e)~~, and 18-603.1, Annotated Code of
Maryland

.02 Eligibility.

A. In this regulation, “actively engaged” means:

(1) A career member who has worked a minimum of 1000 hours as part of a fire, ambulance, or rescue squad in the tax year prior to the award year; and

(2) A volunteer member:

(a) Within a county or municipality that operates a Length of Service Award Program (LOSAP), who has recorded at least 50 LOSAP points as part of a fire, ambulance, or rescue squad in the tax year prior to the award year, and the points have been earned in at least two different categories; and

(b) Within a county or municipality that does not operate a LOSAP, who has recorded at least 50 points under the point system established by the county or municipality to identify active members as part of a fire, ambulance, or rescue squad in the tax year prior to the award year, and the points have been earned in at least two different categories.

B. To be eligible for a Riley Scholarship, an individual shall be:

(1) A resident of Maryland;

(2) Actively engaged as a:

(a) Career firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State; or

(b) Volunteer firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State; and

(3) Accepted for admission or enrolled ~~as a full-time (12 or more credits per semester) or part-time (6—11 credits per semester) student~~ in a course offered at a public institution of higher education in the State or a private nonprofit institution of higher education in the State.;

~~(a) Regular undergraduate program at an eligible institution (public or private nonprofit institution of higher education in the State that possesses a certificate of approval from the Commission); or~~

~~(b) 2-year terminal certificate program in which the course work is acceptable for transfer credit toward an accredited baccalaureate degree program in an eligible institution.~~

.04 Award Amount.

~~A. The Office for Student Financial Assistance shall determine each recipient's scholarship award as provided in §B of this regulation in accordance with Education Article, § 18-603.1(d), Annotated Code of Maryland.~~

~~B. An annual award shall be at least 50 percent of the student's actual annual tuition and mandatory fees at an eligible institution, but may not exceed the annual tuition and mandatory fees of a resident undergraduate student at the 4-year public institution of higher education within the University System of Maryland, other than the University of Maryland University College and the University of Maryland, Baltimore, with the highest annual expenses for a full-time resident undergraduate for courses credited toward a degree in fire service technology, emergency medical technology, fire service management, or public safety administration with a minor or concentration in fire service technology or fire service management.~~

.09 Service Obligation.

A. A recipient shall serve for 1 year after completion of ~~an eligible program~~ study as a volunteer or career firefighter or ambulance or rescue squad member, in a full-time or part-time capacity, of an organized fire department or ambulance or rescue squad in the State.

B. Each applicant offered an award shall sign and return a promissory note agreeing to begin fulfillment of the service obligation within 1 year of completing the degree for which they received assistance. The service obligation begins after completion of the degree program and cannot be fulfilled prior to completion.

C. If a recipient holds a Riley Scholarship along with any other State award requiring a service obligation, the service obligations shall be served in consecutive years.

Chapter 224

(Senate Bill 691)

AN ACT concerning

**Higher Education – ~~Firefighters and EMS Recruitment and Retention~~
~~Scholarship and Loan Repayment Assistance~~ Charles W. Riley Firefighter and
 Ambulance and Rescue Squad Member Scholarship – Alterations**

FOR the purpose of altering the Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship to make the scholarship applicable to all courses at institutions of higher education in the State; altering the maximum award amount available, when a scholarship should be credited, and to whom initial awards should be provided under the scholarship; ~~establishing the Maryland Loan Repayment Assistance Program for Firefighters and Emergency Medical Services Providers; providing for the administration of the loan repayment program; requiring the Department of Budget and Management to evaluate the feasibility of providing firefighters with certain health care and child care benefits; and generally relating to the recruitment and retention of firefighters and emergency medical services providers~~ Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship.

BY repealing and reenacting, with amendments,
 Article – Education
 Section 18–603.1
 Annotated Code of Maryland
 (2022 Replacement Volume and 2023 Supplement)

~~BY adding to
 Article – Education
 Section 18–4001 through 18–4004 to be under the new subtitle “Subtitle 40,
 Maryland Loan Repayment Assistance Program for Firefighters and
 Emergency Medical Services Providers”
 Annotated Code of Maryland
 (2022 Replacement Volume and 2023 Supplement)~~

Preamble

WHEREAS, The lives and property of Maryland residents and businesses are all protected by and benefit greatly from strong and efficient fire, rescue, and emergency medical services response systems, coordinated at the county and community level across Maryland; and

WHEREAS, The social and demographic makeup of communities has largely shifted, presenting both career and volunteer fire companies and emergency medical services great difficulty in recruiting and retaining individuals for service; and

WHEREAS, Appropriate educational attainment in the fire and emergency medical service in either a career or volunteer capacity is important but also creates a meaningful barrier to new entrants into any fire fighting or emergency medical service capacity; and

WHEREAS, A stark shortage of available recruits and on-duty firefighters and emergency medical services personnel has caused fire companies to call on volunteers who are well into their 60s and 70s for primary response to fire and emergency medical calls; and

WHEREAS, Volunteer fire companies remain deeply embedded in many communities, serving as the primary fire fighting and emergency medical response across large parts of the State; and

WHEREAS, Relatively metropolitan parts of the State rely on coordinated services from both career and volunteer firefighters and emergency medical services personnel to provide needed service coverage, but face strains in finding adequate participation at both levels; and

WHEREAS, Maryland and its local governments currently offer a variety of support incentives, staff benefits, and other compensation targeted to career and volunteer fire company members and those working in emergency medical services; and

WHEREAS, The recruitment and retention of both career and volunteer firefighters and emergency medical services personnel pose an urgent and high priority concern for Marylanders' safety and security in the short term and long term; and

WHEREAS, the Maryland General Assembly, through Chapter 655 of the Acts of the General Assembly of 2023, created the Commission to Advance and Strengthen Fire Fighting and Emergency Medical Services Within Maryland to develop a set of recommendations to strengthen the State's fire fighting and emergency medical services; now, therefore,

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

Article – Education

18–603.1.

(a) (1) In this section the following words have the meanings indicated.

(2) “Eligible institution” means a public or private nonprofit institution of higher education in the State that possesses a certificate of approval from the Commission.

(3) “Fund” means the Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship Fund.

(4) “Scholarship” means the Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship.

(b) There is a Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship.

(c) An individual may apply to the Office for the scholarship if the individual:

(1) Is a resident of Maryland;

(2) [(i)] Is accepted for admission or enrolled in [the regular undergraduate program] **A COURSE OFFERED** at an eligible institution[; or

(ii) Is accepted for admission or enrolled in a 2–year terminal certificate program in which the course work is acceptable for transfer credit for an accredited baccalaureate program in an eligible institution]; and

(3) Is actively engaged as a career or volunteer firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State.

(d) **(1)** A scholarship awarded under this section:

[(1)] (I) May be used for the tuition and mandatory fees at any eligible institution; and

[(2)] (II) May be up to:

1. 100% of the equivalent annual tuition and mandatory fees of a resident **STUDENT AT A 2–YEAR PUBLIC INSTITUTION OF HIGHER EDUCATION ESTABLISHED UNDER TITLE 16 OF THIS ARTICLE WITH THE HIGHEST ANNUAL EXPENSES FOR A FULL–TIME RESIDENT STUDENT; OR**

2. 50% OF THE EQUIVALENT ANNUAL TUITION AND MANDATORY FEES OF A RESIDENT undergraduate student at the 4–year public institution of higher education within the University System of Maryland, other than the University of Maryland Global Campus and University of Maryland, Baltimore Campus, with the highest annual expenses for a full–time resident undergraduate [for courses credited toward a degree in fire service technology, emergency medical technology, fire service management, or public safety administration with a minor or concentration in fire service technology or fire service management].

(2) ANY STUDENT FINANCIAL AID, OTHER THAN A STUDENT LOAN, AWARDED TO A SCHOLARSHIP RECIPIENT SHALL BE CREDITED TO THE RECIPIENT'S TUITION BEFORE THE CALCULATION OF ANY AWARD AMOUNT PROVIDED THROUGH THE SCHOLARSHIP.

(3) INITIAL AWARDS SHALL BE PROVIDED TO SCHOLARSHIP RECIPIENTS ON A FIRST-COME, FIRST-SERVED BASIS.

(e) A scholarship recipient shall maintain a grade point average of at least 2.5 on a 4.0 scale.

(f) Each recipient of a scholarship under this section may hold the award for 5 years of full-time study or 8 years of part-time study.

(g) A Senator or Delegate may authorize the Office to award all or a portion of the funds authorized under Subtitles 4 and 5 of this title to eligible recipients of scholarships awarded under this section.

(h) (1) Funds for the Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship shall be as provided in the annual budget of the Commission by the Governor.

(2) There is a Charles W. Riley Firefighter and Ambulance and Rescue Squad Member Scholarship Fund in the Commission.

(3) The Commission shall administer the Fund.

(4) The Fund is a special, nonlapsing fund that is not subject to § 7-302 of the State Finance and Procurement Article.

(5) The State Treasurer shall hold the Fund separately and the Comptroller shall account for the Fund.

(6) The Commission:

(i) May accept any gift or grant from any person or corporation for the Fund;

(ii) Shall use any gift or grant that it receives for a scholarship from the Fund; and

(iii) Shall deposit any gift or grant that it receives for the Fund with the State Treasurer.

(7) (i) At the end of the fiscal year, the Commission shall prepare an annual report on the Fund that includes an accounting of all financial receipts and expenditures to and from the Fund.

(ii) The Commission shall submit a copy of the report to the General Assembly in accordance with § 2-1257 of the State Government Article.

(i) A recipient of a scholarship shall work for at least 1 year as a volunteer or career firefighter or ambulance or rescue squad member in an organized fire department or ambulance or rescue squad in the State after completion of [an eligible program in] ~~STUDY AT~~ an eligible institution.

(j) A scholarship recipient shall repay the Commission the funds received under this section if the recipient does not perform the service obligation required under subsection (i) of this section.

~~**SUBTITLE 40. MARYLAND LOAN REPAYMENT ASSISTANCE PROGRAM FOR
FIREFIGHTERS AND EMERGENCY MEDICAL SERVICES PROVIDERS.**~~

~~**18-4001.**~~

~~(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.~~

~~(B) "FIRE, RESCUE, OR EMERGENCY MEDICAL SERVICES ENTITY" HAS THE MEANING STATED IN § 7-101 OF THE PUBLIC SAFETY ARTICLE.~~

~~(C) "HIGHER EDUCATION LOAN" MEANS A LOAN THAT IS OBTAINED FOR TUITION FOR UNDERGRADUATE OR GRADUATE STUDY.~~

~~(D) "PROGRAM" MEANS THE MARYLAND LOAN REPAYMENT ASSISTANCE PROGRAM FOR FIREFIGHTERS AND EMERGENCY MEDICAL SERVICES PROVIDERS.~~

~~(E) "PUBLIC RESCUE PERSONNEL MEMBER" MEANS AN INDIVIDUAL WHO IS EMPLOYED BY OR A VOLUNTARY MEMBER OF A FIRE, RESCUE, OR EMERGENCY MEDICAL SERVICES ENTITY.~~

~~**18-4002.**~~

~~(A) THERE IS A MARYLAND LOAN REPAYMENT ASSISTANCE PROGRAM FOR FIREFIGHTERS AND EMERGENCY MEDICAL SERVICES PROVIDERS.~~

~~(B) THE OFFICE SHALL DISTRIBUTE FUNDS FROM THE PROGRAM TO ASSIST IN THE REPAYMENT OF A HIGHER EDUCATION LOAN OWED BY A PUBLIC RESCUE PERSONNEL MEMBER WHO:~~

~~(1) RECEIVES A GRADUATE, PROFESSIONAL, OR UNDERGRADUATE DEGREE FROM A PUBLIC COLLEGE OR UNIVERSITY IN THE STATE;~~

~~(2) WORKS FOR AT LEAST 1 YEAR AS A VOLUNTEER OR CAREER FIREFIGHTER OR AMBULANCE OR RESCUE SQUAD MEMBER FOR A FIRE, RESCUE, OR EMERGENCY MEDICAL SERVICES ENTITY IN THE STATE; AND~~

~~(3) SATISFIES ANY OTHER CRITERIA ESTABLISHED BY THE OFFICE.~~

~~18-4003.~~

~~(A) THE OFFICE SHALL ADOPT REGULATIONS TO CARRY OUT THIS SUBTITLE.~~

~~(B) THE REGULATIONS SHALL INCLUDE:~~

~~(1) A LIMIT ON THE TOTAL AMOUNT OF ASSISTANCE PROVIDED BY THE OFFICE IN REPAYING THE LOAN OF AN ELIGIBLE INDIVIDUAL, BASED ON THE INDIVIDUAL'S TOTAL INCOME AND OUTSTANDING HIGHER EDUCATION LOAN BALANCE; AND~~

~~(2) THE PROVISION OF ASSISTANCE ON A FIRST-COME, FIRST-SERVED BASIS FOR ALL ELIGIBLE APPLICANTS.~~

~~18-4004.~~

~~SUBJECT TO § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE OFFICE SHALL REPORT TO THE GENERAL ASSEMBLY ON OR BEFORE JANUARY 1 EACH YEAR ON THE IMPLEMENTATION OF THE PROGRAM.~~

~~SECTION 2. AND BE IT FURTHER ENACTED, That:~~

~~(a) (1) In this section the following words have the meanings indicated:~~

~~(2) "Fire or rescue entity" means:~~

~~(i) a governmental subdivision, by its appropriate designated authority;~~

~~(ii) a board or fire commission of a fire department or governmental subdivision;~~

~~(iii) a fire department;~~

~~(iv) a fire company; or~~

~~(v) a rescue squad.~~

~~(3) "Program" means the State Employee and Retiree Health and Welfare Benefits Program established under Title 2, Subtitle 5 of the State Personnel and Pensions Article.~~

~~(b) The Department of Budget and Management shall evaluate the feasibility of including firefighters in the Program who:~~

~~(1) are employed by or are voluntary members of a fire or rescue entity; and~~

~~(2) do not receive comparable health care benefits to those offered by the Program from their relationship to a fire or rescue entity.~~

~~(c) The Department's evaluation shall consider:~~

~~(1) the possibility of allowing firefighters to fully pay for coverage through the Program;~~

~~(2) any increased costs associated with effectively and efficiently incorporating firefighters into the Program, including any costs related to additional management, administration, oversight, and information-sharing burdens on the Program; and~~

~~(3) the effect incorporating firefighters into the Program would have in attracting individuals to become firefighters working or volunteering for a fire or rescue entity.~~

~~(d) On or before December 31, 2024, the Department shall report the results of its evaluation to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.~~

~~SECTION 3. AND BE IT FURTHER ENACTED, That:~~

~~(a) In this section, "fire or rescue entity" means:~~

~~(1) a governmental subdivision, by its appropriate designated authority;~~

~~(2) a board or fire commission of a fire department or governmental subdivision;~~

~~(3) a fire department;~~

~~(4) a fire company; or~~

~~(5) a rescue squad.~~

~~(b) (1) The Department of Budget and Management shall evaluate the feasibility of a program designed to efficiently and effectively provide child care for firefighters who are employed by or are voluntary members of a fire or rescue entity.~~

~~(2) The Department's evaluation shall include possible mechanisms to fund the program through funding provided by both the State and the county in which the fire or rescue entity is located.~~

~~(c) The Department's evaluation shall include considerations of:~~

~~(1) the cost of providing child care through the program, including administrative and other indirect costs; and~~

~~(2) the effect incorporating firefighters into the program would have in attracting individuals to become firefighters working or volunteering for a fire or rescue entity.~~

~~(d) On or before December 31, 2024, the Department shall report the results of its evaluation to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly.~~

SECTION 4. ~~2.~~ AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2024. ~~Sections 2 and 3 of this Act shall remain effective for a period of 1 year and, at the end of June 30, 2025, Sections 2 and 3 of this Act, with no further action required by the General Assembly, shall be abrogated and of no further force and effect.~~

Approved by the Governor, April 25, 2024.



MARYLAND HIGHER EDUCATION COMMISSION
ENGAGE. INFORM. SUPPORT.

Governor

Wes Moore

Lt. Governor

Aruna Miller

Secretary

Sanjay Rai, Ph.D.

Commission Chair

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Praise Alayode, Student

Commissioner

Principal Counsel

Kimberly Smith Ward

M E M O R A N D U M

DATE: March 26, 2025
TO: Maryland Higher Education Commissioners
FROM: Al Dorsett, Director, Office of Student Financial Assistance
SUBJECT: Approval of Proposed Amendments to COMAR 13B.08.23 –
Workforce Development Sequence Scholarship

The Workforce Development Sequence Scholarship was created in 2017 designed to provide financial assistance to students enrolling in an approved non-credit certificate program leading to apprenticeships, employment, licensure, or job skill enhancement only at a participating Maryland Community College. A workforce sequence is a series of non-credit courses or training programs designed to provide individuals with the skills and certifications needed for in-demand jobs in various industries, such as healthcare, information technology, skilled trades, and transportation. The regulations that implemented the scholarship created a decentralized program, meaning that OSFA allocates funds to community colleges, and the community colleges make scholarship awards to students of up to \$2,000 each. The funds are divided on a *pro rata* basis, based on each community college's share of the total enrollment in workforce sequences across the State.

The attached proposed amendments make a technical adjustment to the allocation method for the Workforce Development Sequence Scholarship. Under the revised regulations, community colleges will receive initial funding notifications by August 15. Funds will be allocated annually based on each college's proportional share of total FTE enrollment in workforce development sequences, as reported in the most recent CC3 report. Initially, colleges will receive half of their calculated annual allocation, with the remaining funds to be distributed at a later date determined by the Office. After the initial disbursement, remaining funds will be distributed as follows:

1. Colleges that have awarded at least 66% of their initial funds by December 31 will receive half of the remaining allocation on a date set by the Office.
2. Colleges that have awarded 95% of their initial funds before December 31 may request an earlier second disbursement at the Office's discretion.
3. Colleges awarding less than 66% by December 31 must consult with the Office. If they do not anticipate needing the full remaining amount, they may allow the Office to retain and reallocate those funds.

MARYLAND HIGHER EDUCATION COMMISSION

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4. Reallocated funds will be distributed to colleges based on their proportional share of awarded funds as of December 31.
5. The Office will notify colleges of any reallocated funds by January 21.

The proposed amendments have been approved for legality by MHEC's Assistant Attorney General as required by the Maryland Administrative Procedure Act and are now enclosed for your review and approval. Upon your approval, proposed regulations and regulatory amendments are submitted to the legislature's Joint Committee on Administrative, Executive, and Legislative Review (AELR), after which they are submitted to the Division of State Documents (DSD) for publication in the Maryland Register. After a public comment period, they may be brought back before the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission:

(1) Approves for publication in the Maryland Register the enclosed proposed regulatory amendments to the Workforce Development Sequence Scholarship; and

(2) Authorizes its Assistant Attorneys General to make non-substantive edits to the proposed regulations to conform to the stylistic and formatting requirements of AELR and DSD.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 23 Workforce Development Sequence Scholarship

Authority: Education Article, §§11-105~~(h)~~ and 18-204~~(e)~~, and Title 18, Subtitle 33, Annotated Code of Maryland

.07 Institutional Allocation ~~and Notification.~~

A. At the beginning of each State fiscal year, and no later than ~~September~~ August 15, the Office shall notify each participating community college of the total dollar amount of ~~Scholarships that may be awarded to students attending the college during the fiscal year~~ funds allocated to the institution for awards.

B. The Office shall annually allocate ~~equally among the community colleges up to 50 percent of the annual dollar amount budgeted~~ the funds appropriated for the Workforce Development Sequence Scholarship in the State budget based on a community college's pro rata share of the total FTE enrollment in workforce development sequences, based on the most recently available Enrollment Report for Equated Credit Continuing Education Courses (CC3 report).

~~C. The amount remaining after the allocation required under §B of this regulation shall be allocated proportionately to participating community colleges based upon student enrollment as follows:~~

~~(1) Each college's most recent FTE enrollment in workforce development sequences, based upon the previous year's Enrollment Report for Equated Credit Continuing Education Courses (CC3 report), shall be divided by the total FTE enrollment for all workforce development sequences offered by all participating colleges; and~~

~~(2) The percentage derived from the calculation in §C(1) of this regulation shall be multiplied by the total number of awards (in \$2,000 increments) not allocated, and the result shall be the additional allocation to the college.~~

~~C. On a date established by the Office, each community college shall be initially disbursed half of the amount of their annual allocation as calculated under §B of this regulation.~~

~~D. The amount of total funds remaining after the initial disbursement shall be disbursed as follows.~~

~~(1) A community college that has awarded at least 66 percent of their initial disbursement by December 31 shall receive the remaining half of the amount calculated under §B of this regulation in a second disbursement on a date established by the Office.~~

(2) A community college that has awarded 95 percent of their initial disbursement prior to December 31 shall notify the Office and the Office may, at its discretion, provide the second disbursement to the community college at an earlier date.

(3) If a community college has awarded less than 66 percent of their initial disbursement by December 31, the community college shall consult with the Office. If the community college determines, after consultation with the Office, that the community college is unlikely to need the entirety of the remaining 50 percent of the amount calculated under §B of this regulation, the community college may authorize the Office to retain all or part of the remaining 50 percent of their annual allocation for reallocation to community colleges that have awarded a higher percent of their initial disbursement.

(4) The Office shall calculate the reallocation of the funds retained under §D(3) of this regulation to community colleges based on a community college's pro rata share of the amount of funds from the initial disbursement awarded to students by each community college by December 31.

(5) The Office shall notify the community colleges of the amount of any reallocated funds they will receive no later than January 21.

.08 Disbursement and Reallocation of Funds.

~~A. Each participating community college is responsible for awarding its allocation to eligible students.~~

~~B. If a college fails to use 66 percent or more of its allocated awards by March 15, the remaining unused awards shall be returned to the Office and redistributed to community colleges meeting the 66 percent requirement, on a pro rata basis, unless the community college losing the award demonstrates, in the judgment of the Office, that it has eligible candidates to whom it will make the remaining awards.~~

~~C. The Office shall notify colleges of any reallocation of awards made after March 15.~~

~~D. If a community college does not spend the entire amount allocated to it in a fiscal year by June 15, the following year's allocated amount will be reduced by the amount of unspent funds.~~



Wes Moore
Governor

Aruna Miller
Lt. Governor

Cassie Motz
Chair

Sanjay Rai, Ph.D.
Secretary

Maryland Higher Education Commission 2025 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.

Commission meetings (meeting modality TBD) are held on the 4th Wednesday of each month from 10:00 a.m. to 1:00 p.m., with certain exceptions noted below.

Scheduled Meeting Dates for 2025

January 22, 2025

February 26, 2025

March 26, 2025

April 23, 2025

May 28, 2025

June 25, 2025

July 23, 2025

August 27, 2025

September 17, 2025

(3rd Wednesday)

10:00 a.m. to 4:00 p.m.

October 22, 2025

November 19, 2025

(3rd Wednesday)

December 10, 2025

(2nd Wednesday)

Dates, times, and details are subject to change.

Please check this website for the most up-to-date information:

<http://www.mhec.maryland.gov/About/Pages/Meetings.aspx>

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