

Maryland Higher Education Commission

Meeting Book

October 22, 2025



Wes Moore
Governor

Aruna Miller
Lt. Governor

Commission Member Roster

Name	Title
Sanjay Rai, Ph.D.	Secretary of Higher Education
Catherine J. “Cassie” Motz	Chair
Chike Aguh	Vice Chair
Kathleen Bands, Ph.D.	Commissioner
Mickey L. Burnim, Ph.D.	Commissioner
Charlene Mickens Dukes, Ed.D.	Commissioner
Barbara Kerr Howe	Commissioner
Narcisa A. Polonio, Ed.D.	Commissioner
Rebecca Taber Staehelin	Commissioner
Sheila D. Thompson, Ph.D.	Commissioner
Craig A. Williams, Ph.D.	Commissioner
Janet E. Wormack, Ed.D.	Commissioner
Sarah Otwey	Student Commissioner

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Maryland Higher Education Commission
Meeting Agenda: Wednesday, October 22, 2025
Time: 10:00 AM
Location: Virtual via Google Meet

Key: * = Voting Item

- I. Welcome & Call to Order**
 - A. Chair's and Secretary's Remarks
- II. Review & Approval of Previous Minutes**
 - A. *Review of minutes from the meeting on Wednesday, September 17, 2025
- III. Business**
 - A. *FY 2027 Operating Budget Recommendations (Assistant Secretary for Finance and Administration Newman)
 - 1. Financial Aid Update and Regulations (Director of Student Financial Assistance Dorsett)
 - a) *Approval of Proposed Amendments to COMAR 13B.08.22 – Teaching Fellows for Maryland Scholarship Program
 - B. *Capital Improvement Plan (CIP) Presentation and FY 2027 Capital Budget Recommendations (Finance Policy Analyst Schuster)
 - C. Bi-Annual Reports (Assistant Secretary for Academic Affairs Dow)
 - D. Unreasonable/Unnecessary Duplication - Draft Regulations (Assistant Secretary for Academic Affairs Dow)
 - E. Update on the Maryland State Plan for Higher Education (Vice Chair Aguh, Deputy Secretary Quiroz-Livanis, Director of Reporting Services Kellogg)
 - F. Measuring Performance: Data Assets and Remedial Education (Deputy Secretary Quiroz-Livanis, Director of Research and Policy Analysis Schmertz, and Research and Policy Analyst Kritz)
 - G. Update on 2025 Student Success Summit (Assistant Secretary for Academic Affairs Dow)
- IV. Public Comment**
- V. Announcements**
- VI. Adjournment**

Maryland Higher Education Commission (MHEC) Meeting Minutes

Date: September 17, 2025

Time: The meeting began shortly after 10:00 AM EDT and concluded after 5:20 PM EDT (with breaks).

Location:

15th Floor Conference Room
217 E Redwood St.
Baltimore, MD 21202

Google Meet joining info:

Video call link: <https://meet.google.com/fma-pbsx-gqs>

Or dial: (US) +1 224-999-1740 PIN: 826 768 508#

More phone numbers: <https://tel.meet/fma-pbsx-gqs?pin=4683682793316>

Commission Members Present:

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
Narcisa A. Polonio, Ed.D.	Sheila D. Thompson, Ph.D.	Craig A. Williams, Ph.D.
Janet E. Wormack, Ed.D.	Sarah Otwey, Student Commissioner	

Commission Members Absent:

- Rebecca Taber Staehelin

I. Welcome & Call to Order

- The meeting was called to order by Chair Motz.
- Secretary Rai provided initial remarks, welcoming everyone to the September 2025 meeting of the Maryland Higher Education Commission.
 - Secretary Rai acknowledged unfortunate events from the preceding week, including personal threats of violence received by leadership from the Maryland Senate and House of Delegates. He also noted news reports of

threats against several Historically Black Colleges and Universities (HBCUs) nationwide, which led to lockdowns and increased police/security presence, including at some Maryland HBCU campuses. Letters were sent extending "heartfelt support" to the legislatures and HBCU leaders.

- Secretary Rai delivered the keynote speech at Lincoln Tech 65th Anniversary commemorating the anniversary, recognizing the "critical role that technical education plays with Maryland's higher education ecosystem" in providing pathways to in-demand and good paying jobs.
- The application period for the Student Loan Debt Relief Tax Credit Program is July 1st and September 15th annually. MHEC received 18,300 applications this year, an increase of almost 7,000 applications from 2024. Special recognition was given to Mary Logan, who manages the program.
- The Academic Program Review team continues to receive and review academic proposals. Six proposals were approved in the past week, including: Frederick Community College's substantial modification in Computer Science, Morgan State University's new Masters in Community Health Nutrition, Coppin State University's new Area of Concentration (AOC) in Early Childhood Education and a new AOC in Special Education, College of Southern Maryland's new Associate of Arts in Music, and University of Maryland College Park's change of location for the Master of Business Administration program. Over the past two years, Academic Program Review fully processed 1,042 proposals, with 1,038 approved. This resulted in a 99% success rate within the 60-day timeframe for approvals.

II. Review & Approval of Previous Minutes

- Commissioner Howe made a motion to approve the minutes from the last meeting on Wednesday, August 27th. Commissioner Aguh seconded the motion. The motion carried.

III. Business

The meeting transitioned to budget discussions for the next fiscal year, which included presentations from various segments of Maryland's higher education system.

Department of Finance & Administration (Assistant Secretary of Finance and Administration Newman)

- The University System of Maryland (USM) is composed of twelve institutions and three regional higher education centers.

- Morgan State University and Saint Mary's College of Maryland, which are independently governed, are considered Public Non-USM Institutions.
- There are 15 Community Colleges that are locally governed and receive state and local funding. Baltimore City Community College is state-owned and receives only state funding.
- 13 Independent Nonprofit Colleges and Universities participate in the Sellinger program (state funding).
- There are seven Regional Higher Education Centers (RHECs) total (three within USM, four outside).
- Private Career Schools do not receive state funding.

Operating and Capital Budget Presentations

1. Baltimore City Community College (BCCC) (President McCurdy and team)

- The college is committed to a "Students First" model.
- Tuition has been maintained at \$110 per credit hour for nearly nine years.
- BCCC now offers a new "First Day Complete" program with Barnes & Noble College, allowing students to save over 50% on textbooks by charging a rate per credit hour.
- The ten-year projection to 2034 is 3,899 Full-Time Enrollment (FTE), but the college is at about 4,600 students today and expects to exceed the ten-year projection much sooner. Non-credit headcount is also increasing.
- BCCC is implementing and testing the use of embedded tutors (physically present in the classroom) to improve student success, especially in historically difficult courses (high Ds, Fs, and withdrawal rates). Assessment is being developed to compare student performance with and without embedded tutors.
- BCCC does not participate in the Federal Direct Loan Program.
- BCCC is participating in the Maryland Transfer Intensive with the University of Baltimore (UB), focusing on the business program, their number one transfer program to UB. They aim to ensure transfer courses count toward degree attainment and are not just electives.

2. University System of Maryland (USM) (Senior Vice Chancellor Alison Wrynn, Senior Vice Chancellor Herbst)

- USM enrolls 172,000 students. They awarded over 45,000 degrees in FY 2025, a system record. They account for approximately 80% of all bachelor's degrees awarded in the state annually.

- Retention efforts include intrusive advising, strategic use of need-based aid, new academic pathways with two-year partners, and formalized peer mentorship programs across campuses.
- The system is tracking Federal Fiscal Concerns: Approximately \$50 million in lost grants from cancellations in FY 2025; Significant drop in award rates for new grants from agencies like National Institutes of Health; Potential loss of \$70 to \$150 million if federal changes limit indirect cost recovery; and changes to federal financial aid programs (Parent PLUS and Grad PLUS) could impact ~8,000 students.
- Retention and graduation data is publicly available and highly disaggregated on the USM IRIS database website.
- USM is focused on commercializing research, using venture funds (like a \$10 million revolving fund at the system level) and mentoring to help faculty, students, and staff with startups.

3. Saint Mary's College of Maryland (SMCM) (President Rhonda Phillips, Provost Dr. Katie Gantz, and Chief Financial Officer Eileen Petula)

- Designated in 1992 as Maryland's Public Liberal Arts Honors College.
- SMCM has held tuition flat for five consecutive years. The average graduate accrues 11% less debt than the statewide median.
- Five-year enrollment growth rate is just over 11%. 87% of students are from Maryland.
- The curriculum guarantees engagement in high-impact practices, resulting in 100% of students completing at least two high-impact practices before graduation. Internship rates increased from 37% to 53%.
- SMCM has higher retention rates than both public and private statewide averages.
- Marine Science enrollment is growing exponentially, exceeding initial projections by nearly 300%.
- The number one priority is the renovation of Montgomery Hall, aiming for net zero emission goals. Planning funds are also requested for the renovation of Schaefer Hall to support the growth of the Life Sciences and Marine Science departments.
- The college is redesigning its approach to institutional advancement and alumni affairs.

4. Morgan State University (MSU) (President Dr. David Wilson and Executive Vice President/Chief Financial Officer David LaChina)

- Maryland's "preeminent public urban research university".
- Morgan has set a record freshman class for the fifth straight year. Total enrollment is nearly 12,000. Graduate enrollment has more than doubled in the last 10 years and is projected to exceed 2,000 students this fall. Enrollment growth is currently constrained by capacity, primarily housing. Morgan manages over 5,300 beds.
- About 60% of students qualify for the Pell Grant, and 35% qualify for the maximum Pell Grant. 64% of the student population receives federal loans. The university provides aggressive financial and academic support, including a six-week summer Center for Academic Success and Achievement Program for academically talented but at-risk students.
- Morgan is on track to become the fourth public R1 (very high research) institution in Maryland. They have met the doctoral and research expenditure criteria for two consecutive years and project they will meet the criteria for the third year (Carnegie looks at a three-year trailing average).
- Morgan was ranked 98th in the country for utility patents granted off of research expenditures. This is the first time an HBCU has ever made the top 100.
- Morgan has a \$1.5 billion economic impact in Maryland annually, supporting 8,200 jobs.
- Morgan's Master of Business Administration program in the Earl G. Graves School of Business and Management was ranked number 54 in the country by Bloomberg, the only HBCU on the list.
- Operating Priorities include Center for Brain Science, Urban Future Laboratory (smart campus research), and Transportation Safety Lab. Requesting operational funding to maintain security enhancements put in place by a prior grant.
- Less than \$6 million requested for deferred maintenance, the new science center, and electrical upgrades.

5. Maryland Association of Community Colleges (MACC) (Executive Director Brad Phillips)

- Maryland's community college system has been ranked #1 in the nation by WalletHub for the third consecutive year.
- Enrollment is growing, with 107,000 students in credit programs and 140,000 in workforce development/continuing education.
- Requesting full support of the Cade funding formula. Also asking for \$92 million for 17 capital projects across 13 colleges.

- There is a \$100 million backlog in deferred maintenance across the colleges, and MACC is looking to dedicate capital funding for facilities renewal.
- The statewide Cyber Workforce Accelerator (CWA) model has been a major success, enrolling 275 students and completing training for 62. MACC is asking for additional funding to support the CWA.
- MACC developed a comprehensive cohort model to measure graduation, transfer, and persistence more accurately than the Integrated Postsecondary Education Data System model. Persistence rates (students still continuing) remain 72.4%.
- Community colleges generate \$11 billion in economic return for Maryland.
- Student loan debt is highest for older adult learners. MACC is working to figure out implementation of the new Workforce Pell grant. They also advocate for eliminating the cap on courses for dual enrollment.

6. Maryland Independent College and University Association (MICUA) (President Power)

- Consists of 39% students of color, 25% Pell Grant recipients, 24% first-generation students, 12% transfer students.
- MICUA schools produce 43% of nursing degrees, 30% of Science, Technology, Engineering, and Mathematics (STEM) degrees, and 44% of education degrees in Maryland.
- 45 states provide public funding to private institutions. Maryland ranks 14th in the percent of education funding going to private institutions (3.6%).
- Undergraduate second-year retention rate is 84%. The four-year graduation rate is 68%. Women have a graduation rate about 10% higher than men.
- The taxpayer cost per undergraduate degree is \$4,000, versus \$31,000 per degree at public institutions.
- MICUA schools agreed to start matching the Guaranteed Access Grant in 2016. They are concerned about the reduction for returning students and respectfully request grandfathering those students.
- Requesting \$10 million in capital funding for three projects at Johns Hopkins, St. John's College, and Washington College.
- The Aspen Institute will now work with MICUA schools in a special convening for private institutions.

7. Regional Higher Education Centers (RHECs) (Geoff Newman (MHEC), Marcus Wright (Anne Arundel Community College), and Justin Sayre (University of Maryland Global Campus))

- RHECs provide access to affordable higher education programs for citizens in unserved or underserved areas of the state (education deserts).
- The pandemic and the increase in online offerings by four-year institutions have impacted in-person utilization.
- The main challenge is securing commitment from four-year institutions to offer more programs at the centers. Institutions can be hesitant due to the cost of sending faculty off-site or the perception of "cannibalizing their program".
- RHECs serve as vital community resources, hosting non-credit programs, workshops, and providing technology and meeting space.
- Programs at RHECs help to address local workforce shortages, such as STEM educators in Anne Arundel County.

Final Adoption: Proposed Amendments to COMAR 13B.02.01.12 and COMAR 13B.02.0216 – Definition of a Credit Hour (Assistant Secretary for Academic Affairs Dow)

- Dr. Dow presented proposed amendments to COMAR 13.02.01.12 and 13.02.02.16. The amendments update the definition of a credit hour for in-state and out-of-state institutions to align with the federal definition. This moves the definition from a purely time-based formula to one that allows institutions to define credit hours based on student work and accommodates various instructional models (online, hybrid, competency-based, experiential learning).
 - Commissioner Burnim moved to approve the recommended changes. Commissioner Thompson seconded the motion. The motion carried unanimously.

IV. Public Comment

- There were no public comments.

V. Announcements

- Commissioners Dukes and Polonio raised concerns about the Commission's role in addressing the risks posed by current federal policy changes (e.g., defunded grants, attacks on academic freedom, financial aid changes) and the need for the Commission to have a more visible public voice.

- The Deputy Secretary confirmed that staff are actively following and tracking all federal policy changes, including meeting with the Segmental Advisory Council and sister agencies like the Governor's Workforce Development Board.
- An update on federal policy changes and accountability work will be brought to the October Commission Meeting.
- The State Plan for Higher Education is already focused on cross-cutting priorities like "leave no Marylander behind" and workforce development.
- The next Commission Meeting is on Wednesday, October 22nd, in person/hybrid.
- The 2025 Student Success Summit is scheduled for November 13th (evening dinner for presidents/board chairs) and 14th (all-day event) in the Greater Baltimore area. The agenda will include time for campuses to meet, and will feature other state higher education leaders.

VI. Adjournment

- The meeting adjourned.

Approved by the Commission:

Catherine J. "Cassie" Motz, Chair

**Governor**

Wes Moore

Lt. Governor

Aruna Miller

Secretary

Sanjay Rai, Ph.D.

Commission Chair

Catherine J. "Cassie" Motz

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Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: October 22, 2025

TO: Maryland Higher Education Commission

FROM: Geoffrey Newman, Assistant Secretary for Finance and Administration
Al Dorsett, Executive Director, Office for Student Financial Assistance
Samuel Durai Pandian, Director, Budget and Administration

SUBJECT: FY 2027 Higher Education State Operating Budget Recommendations

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

2022 Maryland State Plan for Higher Education

The 2022 Maryland State Plan for Higher Education contains three goals:

1. Student Access - Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents;
2. Student Success - Promote and implement practices and policies that will ensure student success; and
3. Innovation - Foster innovation in all aspects of Maryland higher education to improve access and student success.

State Higher Education Funding for Fiscal 2026

The State provided over \$3.3 billion in State funds to higher education in fiscal 2026. Table 1 provides the level of State funding to each segment as well as a

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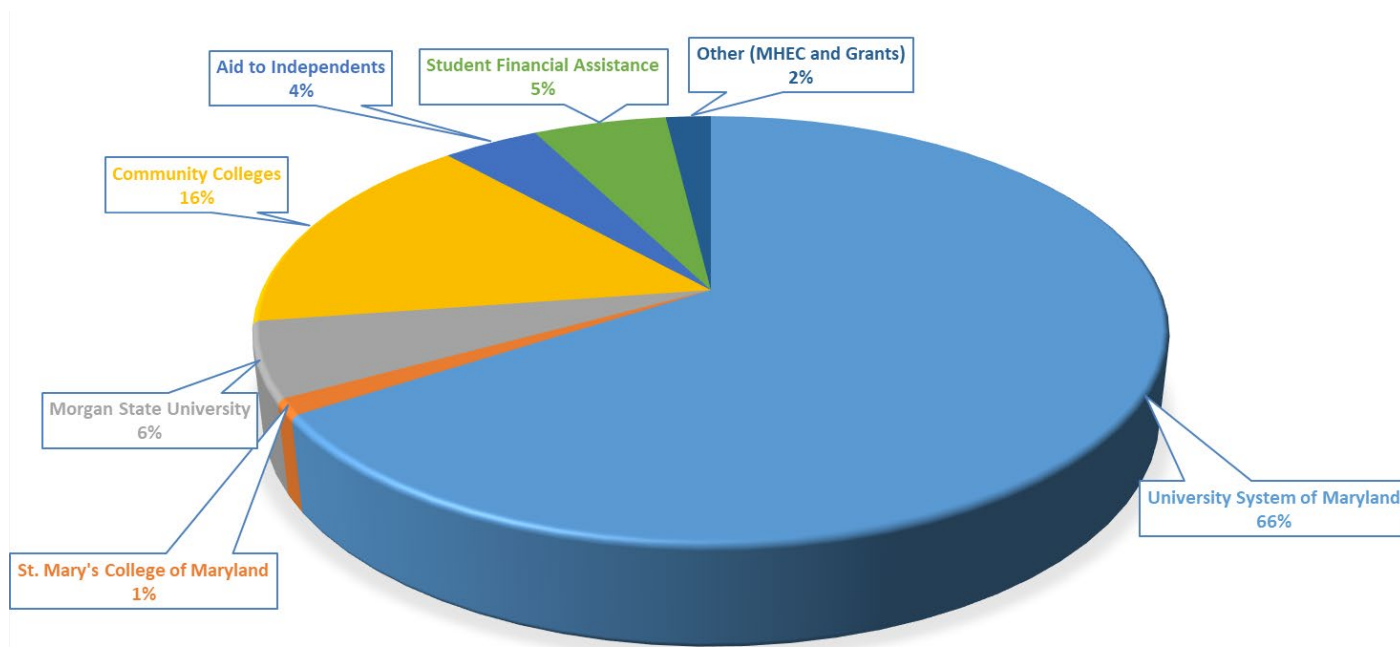
chart showing the allocation of State funds appropriated to each segment. Funding to the public four-year institutions represents 74 percent of the funds provided to higher education. Funding to community colleges is 16.7 percent, while funding to nonprofit independent higher education institutions in the Seller program represents 2.2 percent.

State funding for programs of student financial assistance administered by the Office of Student Financial Assistance at MHEC is 5.6 percent of total funding for higher education, while funding for State grants, pass-thru funding, and the administration of the Higher Education Commission is the remaining 1.4 percent of the total.

Table 1:

Maryland Higher Education State Funds - FY 2026		
Segment	State Funds	% of Total
University System of Maryland	\$ 2,211,668,116	66.8%
St. Mary's College of Maryland	41,684,737	1.3%
Morgan State University	197,572,536	6.0%
Community Colleges	553,278,162	16.7%
Aid to Independents	73,322,724	2.2%
Student Financial Assistance	186,264,211	5.6%
Other (MHEC and Grants)	44,708,196	1.4%
Higher Education Total	\$ 3,308,498,682	100.0%

Allocation of State Funds: FY 2026



State Fund Allocations

The University System of Maryland's and Morgan State University's operating budget requests are compared in relation to the operating funding guidelines. Funding and performance of each Maryland institution is compared to a set of peer institutions from Competitor States (CA, MA, MN, NC, NJ, NY, OH, PA, VA, & WA) that have similar profiles as the Maryland institutions according to the Carnegie Classification system. The guidelines are

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used to inform the budget process with respect to funding levels and allocations and do not represent a request for an appropriation.

As shown below, budget decisions for fiscal 2026 resulted in overall funding guideline attainment of 78 percent.

Maryland Higher Education Commission
FY 2026 Funding Guidelines

Institution	FY 2026 AFTES Enrollment	Peer Recommended Funding per	Recommended Resources	FY 2026 Tuition & Fee Revenue	FY 2025 Funding Guideline	FY 2025 State Funds	Estimated Attainment
Bowie State University	5,939	29,636	176,008,204	52,327,972	123,680,232	85,517,127	69%
Coppin State University	1,876	31,024	58,201,024	17,785,170	40,415,854	70,638,402	175%
Frostburg State University	3,598	28,235	101,589,530	34,891,177	66,698,353	60,574,786	91%
Morgan State University	10,162	34,356	349,125,672	105,755,096	243,370,576	197,572,536	81%
Salisbury University	7,148	27,246	194,754,408	75,656,598	119,097,810	91,246,846	77%
Towson University	18,663	25,568	477,175,584	187,237,899	289,937,685	207,984,906	72%
University of Baltimore	4,058	25,182	102,188,556	50,238,887	51,949,669	59,848,284	115%
UM, Baltimore Campus	17,304	37,181	643,380,024	185,815,698	457,564,326	359,113,139	78%
UM Baltimore County	13,858	31,570	437,497,060	157,426,984	280,070,076	215,791,167	77%
UM Center for Environmental Science					36,107,356	28,367,292	79%
UM, College Park Campus	42,267	39,557	1,671,955,719	758,816,222	913,139,497	834,441,002	91%
UM Eastern Shore	2,837	34,787	98,690,719	31,219,261	67,471,458	80,385,903	119%
UM Global Campus	31,703	26,033	825,324,199	469,448,904	355,875,295	62,975,263	18%
USM Office						26,679,429	
Total	159,413		5,135,890,699	2,126,619,868	3,045,378,187	2,381,136,082	78%

Note:

1. Towson peers include both Doctoral Universities High and Masters Large
2. UMBC peers exclude AAU and flagships

State funding to St. Mary's College, community colleges and independent institutions is provided in formulas designated for each segment. In fiscal 2026, St. Mary's College of Maryland received an appropriation of \$41.7 million. The local community colleges received \$504.9 million through Cade Aid, additional grants and retirement funding. Baltimore City Community College received \$48.4 million in support through the State budget. The non-public institutions received \$73.3 million through the Sellinger program.

State Institutional Expenditures

Table 2 shows Expenditures at the public-four year institutions of higher education in FY 2025. As shown, the institutions expended varying levels of their FY 2025 funds in Instruction. This level ranged from a low of 22 percent at the University of Maryland Global Campus and 26 percent at the University of Maryland, Baltimore to the high of 41 percent at the University of Maryland Baltimore County. The expenditure levels in Instruction at the institution reflects the institutional missions of the institutions with respect to their status as research institutions and Master's institutions, with the Masters institution having higher levels of instruction expenditures due to the nature of their missions.

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Table 2.

Public Four-Year Colleges and Universities
FY 2025 Four-Year Expenditures

Institution	Instruction	Percent of Total	Research	Percent of Total	Public Service	Percent of Total	Academic Support	Percent of Total	Student Services	Percent of Total	Institutional Support	Percent of Total	Operation & Maintenance	Percent of Total	Scholarships & Fellowships	Percent of Total	Total
Bowie State University	51,244,872	36%	-	0%	174,810	0%	19,806,564	14%	13,768,958	10%	28,098,065	20%	18,931,179	13%	9,320,459	7%	\$ 141,344,908
Coppin State University	25,266,991	30%	-	0%	-	0%	9,753,794	12%	8,755,734	11%	20,882,530	25%	13,448,225	16%	4,911,995	6%	83,019,270
Frostburg State University	35,412,890	37%	-	0%	694,978	1%	10,276,076	11%	6,537,293	7%	17,734,978	19%	11,769,826	12%	13,215,998	14%	95,642,040
Salisbury University	73,192,659	40%	706,334	0%	3,707,211	2%	21,484,600	12%	11,488,659	6%	25,613,245	14%	27,945,023	15%	19,186,195	10%	183,323,927
Towson University	171,328,506	40%	2,214,934	1%	2,827,110	1%	47,972,143	11%	27,680,195	7%	59,430,555	14%	65,506,137	15%	46,223,417	11%	423,182,998
University of Baltimore	39,689,326	34%	1,093,001	1%	-	0%	16,822,223	14%	12,745,331	11%	20,122,491	17%	14,242,469	12%	11,445,678	10%	116,160,520
UM, Baltimore	227,389,382	26%	171,411,407	19%	88,723,120	10%	77,650,659	9%	17,647,539	2%	164,327,748	18%	116,885,828	13%	26,701,187	3%	890,736,871
UM Baltimore County	180,606,463	41%	24,480,060	6%	10,319,277	2%	29,436,508	7%	28,437,673	6%	63,101,465	14%	63,147,797	14%	40,225,582	9%	439,754,826
UM Center for Environmental Science	-	n/a	35,049,162	100%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	35,049,163
UM, College Park	722,598,253	40%	203,542,403	11%	46,788,713	3%	255,985,470	14%	93,156,627	5%	197,258,430	11%	194,404,482	11%	114,492,578	6%	1,828,226,957
UM Eastern Shore	48,972,140	45%	3,320,778	3%	1,598,846	1%	7,607,053	7%	3,520,807	3%	19,360,108	18%	19,666,837	18%	5,834,980	5%	109,881,550
UM Global Campus	120,780,771	22%	-	0%	16,492,834	3%	55,639,838	10%	167,985,741	30%	134,096,414	24%	35,788,217	6%	24,664,211	4%	555,448,027
USM Office	-	0%	-	0%	-	0%	7,893,751	19%	-	0%	33,060,463	81%	-	0%	-	0%	40,954,215
Universities at Shady Grove	-	n/a	-	n/a	-	0%	13,932,413	43%	3,645,440	11%	14,791,523	46%	-	0%	-	0%	32,369,377
Total	1,696,482,253	34%	441,818,079	9%	171,326,899	3%	574,261,092	12%	395,369,997	8%	797,878,015	16%	581,736,020	12%	316,222,280	6%	4,975,094,648
St. Mary's College of Maryland	23,087,283	31%	-	0%	64,800	0%	2,039,290	3%	11,936,568	16%	20,188,238	27%	7,072,573	10%	9,065,658	12%	73,454,411
Morgan State University	83,322,361	27%	18,685,917	6%	278,747	0%	39,994,452	13%	12,211,658	4%	69,237,474	23%	40,648,075	13%	39,545,455	13%	303,924,140
4-year Total	1,802,891,897	34%	460,503,996	9%	171,670,446	3%	616,294,834	12%	419,518,223	8%	887,303,727	17%	629,456,668	12%	364,833,393	7%	5,352,473,199

Source: Maryland Budget Books

The other area where expenditures can reflect the activity at the institution is research expenditures. Please note that the University OF Maryland, Baltimore and College Park each report Research expenditure levels of 10% and 11 percent respectively. This reflects the research activity that is performed at these institutions.

Another category that is interesting to note is the expenditures for Scholarships and Fellowships. All public institutions of higher education dedicate a portion of their institutional budgets to these expenditures.

Table 3 shows the expenditure categories for the community colleges. As expected, the data show that community colleges spend a significantly larger portion of their budgets, ranging from 25 percent to 46 percent of their budgets on instruction. The colleges also dedicate a portion, although smaller portion, of their budgets to scholarships and fellowships.

Table 3.

Community Colleges
FY 2025 Expenditures

College	Instruction	Percent of Total	Research	Percent of Total	Public Service	Percent of Total	Academic Support	Percent of Total	Student Services	Percent of Total	Institutional Support	Percent of Total	Operation & Maintenance	Percent of Total	Scholarships & Fellowships	Percent of Total	Mandatory Transfers	Percent of Total	Auxiliary Enterprises	Percent of Total	Other Transfers	Percent of Total	Total
Allegany College	\$ 12,085,159	33%	-	0%	\$ 369	0%	\$ 6,866,112	19%	\$ 2,972,245	8%	\$ 7,559,219	21%	\$ 3,657,071	10%	\$ 2,360,442	6%	-	-	817,084	2%	-	0%	\$ 36,317,882
Anne Arundel Community College	64,917,500	43%	-	0%	-	0%	22,261,700	15%	15,718,225	10%	22,735,600	15%	12,217,800	9%	-	0%	84,475	-	10,996,100	7%	-	0%	149,919,801
Community College of Baltimore County	99,621,515	46%	-	0%	-	0%	15,437,032	7%	21,817,710	10%	45,662,301	21%	18,942,998	9%	11,727,050	5%	825,000	-	816,000	0%	-	0%	214,849,607
Baltimore City Community College	21,782,558	35%	-	0%	-	0%	7,580,488	12%	6,857,216	11%	17,995,023	29%	8,526,127	14%	14,500	0%	-	-	-	0%	-	0%	62,755,913
Carroll Community College	15,835,052	42%	-	0%	-	0%	5,057,317	13%	3,910,520	10%	8,683,967	23%	4,455,295	12%	-	0%	75,000	-	-	0%	-	0%	38,017,152
Cecil College	11,229,920	38%	-	0%	-	0%	4,214,810	14%	3,738,160	13%	6,489,323	22%	3,198,150	11%	495,878	2%	-	-	-	0%	-	0%	29,366,242
College of Southern Maryland	21,427,013	37%	254,996	0%	400,993	1%	5,929,725	10%	6,858,738	12%	19,407,949	34%	3,230,866	6%	312,673	1%	-	-	-	0%	-	0%	58,322,954
Chesapeake College	11,889,756	45%	-	0%	6,172	0%	1,681,824	6%	2,553,289	10%	6,811,921	26%	2,611,511	10%	51,600	0%	-	-	1,016,273	4%	-	0%	26,622,347
Frederick Community College	26,969,919	40%	-	0%	-	0%	1,359,592	2%	9,301,612	14%	15,773,868	23%	7,986,758	12%	230,000	0%	57,825	-	2,850,376	4%	3,159,535	5%	67,689,486
Garrett College	4,324,567	25%	-	0%	945,315	6%	1,054,606	6%	2,928,843	17%	3,205,627	19%	2,732,602	16%	405,046	2%	-	-	1,473,759	9%	-	0%	17,070,366
Hagerstown Community College	15,523,700	33%	-	0%	-	0%	3,990,991	8%	6,040,871	13%	15,018,887	32%	4,674,281	10%	-	0%	-	-	2,390,000	5%	-	0%	47,638,731
Harford Community College	23,229,801	35%	-	0%	-	0%	9,094,694	14%	8,310,559	13%	13,732,679	21%	5,484,467	8%	785,400	1%	45,000	-	4,555,454	7%	427,200	1%	65,664,955
Howard Community College	56,759,780	38%	-	0%	1,368,977	1%	19,774,989	13%	15,390,603	10%	28,535,311	19%	19,800,568	13%	5,686,124	4%	-	-	1,101,265	1%	-	0%	149,217,618
Montgomery College	108,798,333	35%	-	0%	-	0%	51,982,538	17%	39,818,036	13%	49,353,887	16%	51,520,380	17%	6,529,146	2%	-	-	1,959,598	1%	-	0%	309,961,919
Prince George's Community College	43,400,100	32%	-	0%	761,000	1%	29,751,900	22%	11,290,900	8%	32,271,448	24%	15,291,400	11%	3,941,000	3%	-	-	-	0%	-	0%	136,707,749
Wor-Wic Community College	11,640,785	34%	-	0%	-	0%	6,431,593	19%	3,755,875	11%	7,279,513	21%	4,395,719	13%	370,500	1%	-	-	-	0%	-	0%	33,873,986
Total	\$ 549,435,558	38%	\$ 254,996	0%	\$ 3,482,826	0%	\$ 192,469,911	13%	\$ 161,063,402	11%	\$ 301,004,523	21%	\$ 169,725,993	12%	\$ 32,909,359	2%	\$ 1,087,300	-	\$ 27,975,889	2%	\$ 3,586,735	0%	\$ 1,443,996,508

Source: MHEC CC-4 Reports

Financial Aid

The Commission received over \$221 million in general fund and special fund support for student financial assistance in fiscal 2026.

Financial aid applications for Maryland students who completed a 2025-2026 Free Application for Federal Student Aid (FAFSA) or Maryland State Financial Aid Application (MSFAA) FAFSA imports into MDCAPS rose significantly between FY 2025 and FY 2026, with approximately 16,700 more records, equating to an 8.65% increase year-over-year. This upward trend signals improved application activity, likely influenced by expanded outreach and partnerships between various agencies and entities throughout the state. MHEC continues to receive FAFSA records from the U.S. Department of Education.

MARYLAND HIGHER EDUCATION COMMISSION

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For fiscal 2026,

- Approximately 14,858 applicants have been awarded a Howard P. Rawlings Educational Excellence Award (EEA) for a total of \$152 million.
- Of the 14,858 applicants awarded, 3,695 have been awarded an Educational Assistance Grant for a total of \$9.7 million, 11,163 have been awarded the Guaranteed Access Grant for a total of \$142 million.
 - MHEC initially overawards funds based upon projections of percent of declines/cancellations from past three years.
- As of October 1, 2025 –
 - 167 Educational Assistance Grant awards have been declined/cancelled for a total of \$236,700 and 3,310 Guaranteed Access Grant award have been declined/cancelled for a total of \$40,649,350.
 - 3,528 renewal students have an active Educational Assistance Grant award for a total of \$9.5 million and 7,853 students have an active Guaranteed Access Grant award (3,601 initials and 4,252 renewals) for a total amount of \$101.7 million.

In fiscal year 2026, the Howard P. Rawlings Educational Excellence Awards (EEA) program reflects both structural and budgetary changes. While the maximum award amount has been reduced to \$18,000, the overall program budget increased by 21 percent, rising from \$114 million in FY 2025 to more than \$138 million in FY 2026. This expanded investment underscores the State’s commitment to sustaining and broadening access to need-based financial aid despite adjustments to the individual award cap.

As of October 1, 2025 –

Howard P. Rawlings Educational Excellence Awards Program

- MHEC has awarded all GA initials and renewals as well as EA renewals on the waitlist identified as ready to be awarded.
- MHEC is currently monitoring award data on a weekly basis to identify award declines/cancellations and awarding additional students as funds become available.
- The following remain on the waitlist in a “Not Ready to Be Awarded” status:
 - GA – R
 - 116 Students
 - \$1,353,600
 - NGS(GA) – R
 - 2 Students
 - \$18,000
 - GA – I
 - 837 Students
 - \$10,228,250
 - EA – R
 - 5,552 Students
 - \$11,698,850
- A total of 6,527 students for the total amount of \$23,298,700
- No EA initial applicants have been awarded
- Taking into account, students listed above that are on the waitlist in a “Not Ready to Award” status, there is \$1.7M remaining in the Howard P. Rawlings EEA Program

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Cybersecurity Public Service Scholarship Program

- MHEC has awarded a total of 52 (14 initials and 38 renewals) for a total amount of \$982,557.
- MHEC is currently monitoring award data on a weekly basis to identify award declines/cancellations and awarding additional students as funds become available.
- All renewal students have been awarded.
- There are 53 initial students remaining on the waitlist ready to be awarded for a total amount of \$2 million.
- There are 39 initial applicants on the waitlist not ready for a total amount of \$1.5 million

Teaching Fellows for Maryland Scholarship Program

- MHEC has awarded a total of 566 (144 initials and 422 renewals) for a total amount of \$13,999,740.
- MHEC is currently monitoring award data on a weekly basis to identify award declines/cancellations and awarding additional students as funds become available.
- All renewal students have been awarded.
- There are 87 initial students remaining on the waitlist ready to be awarded for a total amount of \$2.1 million.
- There are 230 initial applicants on the waitlist not ready for a total amount of \$5.7 million

Promise Scholarship

For fiscal 2026, the Commission received \$13.5 million in General Funds for the Maryland Community College Promise Scholarship. Per legislative provisions, funds were allocated to each Maryland community college based upon the percentage of enrolled students who received a Federal Pell Grant. MHEC used Fall 2023 enrollment data and FY 2024 Federal Pell data to calculate the percentage for each institution. Funds will be provided in two installments, half in the beginning of the year and the remaining half in January. As required by statute, each institution will have the ability to transfer unused funds to another institution. Each institution is required to report expenditure of funds in November and will have the opportunity to decrease the amount of their remaining allocation if needed or request additional funding if it is available. This will allow MHEC to identify which institutions have available funding to transfer and which institutions are requesting additional funds. All institutions are required to submit a final disbursement/payment report at the end of the academic year. Any institution that has not used 100 percent of their annual allocation will be required to return funds to MHEC.

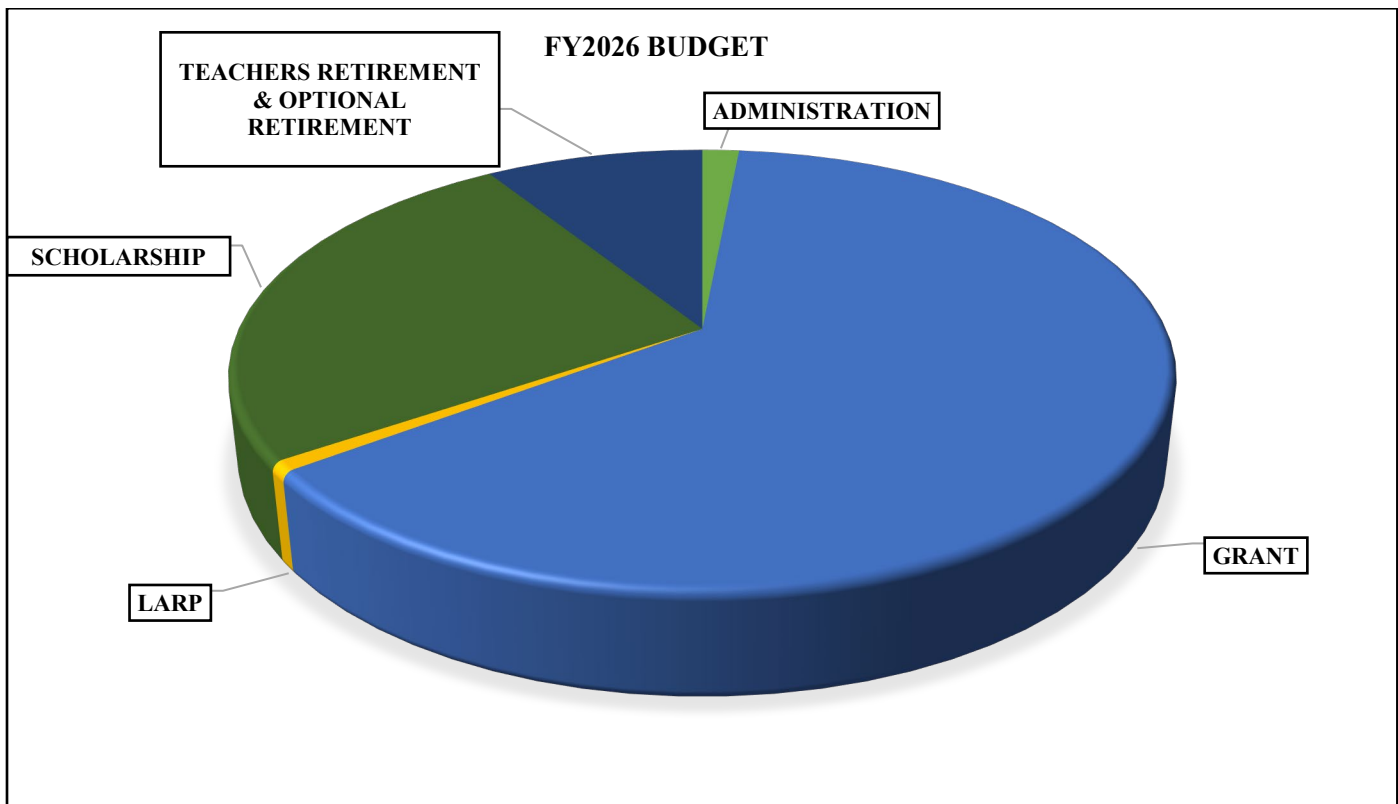
Maryland Higher Education Commission

The Maryland Higher Education Commission (MHEC) has received a total appropriation of \$844.7 million for its FY 2026 operating budget. This represents a 6% increase (\$47.9 million) over the FY2025 appropriation of \$796.8 million, reflecting Maryland's continued commitment to investing in higher education during a period of economic stabilization.

The Administration budget grew to \$12.7 million, up from \$11.5 million the prior year, allowing MHEC to strengthen internal operations and administrative support.

Table 4:

Maryland Higher Education Commissions Operating Budget FY2026		
Segment	FY2026 Budget	% of Total
ADMINISTRATION	12,721,727.00	2%
GRANT	534,482,083.00	63%
LARP	6,220,000.00	1%
SCHOLARSHIP	215,691,963.00	26%
TEACHERS RETIREMENT & OPTIONAL RETIREMENT	75,618,532.00	9%
Total FY2026	844,734,305.00	100.00%



The largest portion of the FY2026 budget 63% continues to support Maryland's community colleges and non-public institutions through grant funding mechanisms like the Cade Funding Formula and the Sellinger Program. These funds remain vital for enhancing academic programming, upgrading infrastructure, and sustaining educational innovation.

Scholarship programs account for 26% of the total budget, a substantial increase from the previous year, signaling a stronger emphasis on student financial support. Key scholarship initiatives include Delegate and Senatorial Scholarships, Conroy and Cryor Memorial Scholarships, and Maryland Promise Scholarships.

Teacher retirement and optional retirement contributions represent 9% of the budget, sustaining commitments to our educator workforce.

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The Loan Assistance Repayment Program (LARP) maintains a steady 1% allocation, helping to ease the debt burden for graduates in high-need service areas.

Finally, administrative operations account for 2% of the total budget, covering essential functions such as personnel, IT systems, and general oversight.

MHEC remains committed to maximizing the impact of every dollar. In FY 2026, we continue to seek operational efficiencies and uphold our mission of supporting accessible, affordable, and high-quality postsecondary education for all Marylanders.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission adopt that the following funding priorities be used in targeting funding for higher education for Fiscal Year 2026:

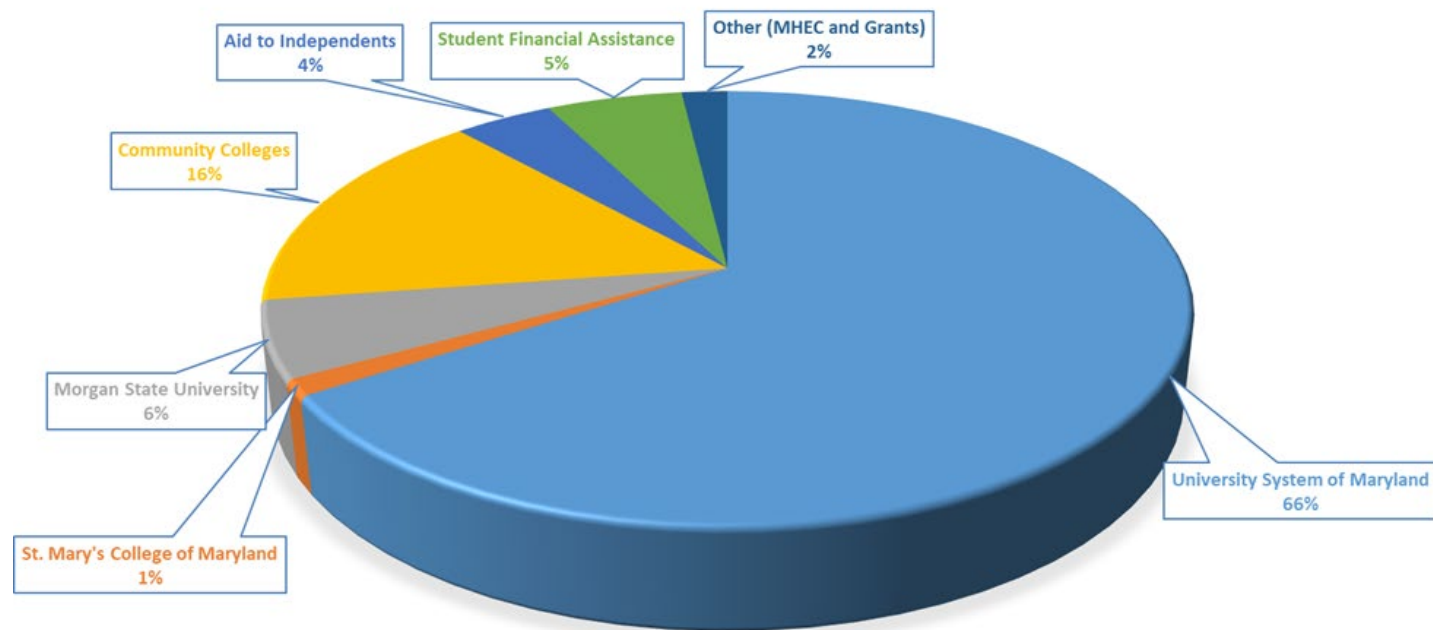
- **Funding to support of the Maryland Higher Education Commission General Administration budget as it continues to implement new programs, add new staff, modify existing programs, and examine its operations to increase automation of application and management programs.**
- **Funding to support new and existing programs of student financial assistance and changes to existing programs brought forward by the Governor and General Assembly as well as to support implementation of the new financial aid system.**
- **Continued support to formula-funded institutions and segments in line with the appropriations provided to the public four-year colleges and universities in accordance with the calculation methodologies provided in statute to the extent possible.**
- **To the extent possible, provide even funding to each segment of higher education.**



Operating Budget Recommendations: FY 2027

October 22, 2025

Allocation of State Funds: FY 2026



Maryland Higher Education Commission FY 2026 Funding Guidelines

Institution	FY 2026 AFTES Enrollment	Peer Recommended Funding per	Recommended Resources	FY 2026 Tuition & Fee Revenue	FY 2025 Funding Guideline	FY 2025 State Funds	Estimated Attainment
Bowie State University	5,939	29,636	176,008,204	52,327,972	123,680,232	85,517,127	69%
Coppin State University	1,876	31,024	58,201,024	17,785,170	40,415,854	70,638,402	175%
Frostburg State University	3,598	28,235	101,589,530	34,891,177	66,698,353	60,574,786	91%
Morgan State University	10,162	34,356	349,125,672	105,755,096	243,370,576	197,572,536	81%
Salisbury University	7,148	27,246	194,754,408	75,656,598	119,097,810	91,246,846	77%
Towson University	18,663	25,568	477,175,584	187,237,899	289,937,685	207,984,906	72%
University of Baltimore	4,058	25,182	102,188,556	50,238,887	51,949,669	59,848,284	115%
UM, Baltimore Campus	17,304	37,181	643,380,024	185,815,698	457,564,326	359,113,139	78%
UM Baltimore County	13,858	31,570	437,497,060	157,426,984	280,070,076	215,791,167	77%
UM Center for Environmental Science					36,107,356	28,367,292	79%
UM, College Park Campus	42,267	39,557	1,671,955,719	758,816,222	913,139,497	834,441,002	91%
UM Eastern Shore	2,837	34,787	98,690,719	31,219,261	67,471,458	80,385,903	119%
UM Global Campus	31,703	26,033	825,324,199	469,448,904	355,875,295	62,975,263	18%
USM Office						26,679,429	
Total	159,413		5,135,890,699	2,126,619,868	3,045,378,187	2,381,136,082	78%

Note:

1. Towson peers include both Doctoral Universities High and Masters Large
2. UMBC peers exclude AAU and flagships

Other Institutional Appropriations

- St. Mary's College of Maryland received an appropriation of \$41.7 million.
- The local community colleges received \$504.9 million through Cade Aid, additional grants and retirement funding.
- Baltimore City Community College received \$48.4 million in support through the State budget.
- The non-public institutions received \$73.3 million through the Seller program.

Public Four-Year Institutional Expenditures: FY 2025

Public Four-Year Colleges and Universities
FY 2025 Four-Year Expenditures

Institution	Instruction	Percent of Total	Research	Percent of Total	Public Service	Percent of Total	Academic Support	Percent of Total	Student Services	Percent of Total	Institutional Support	Percent of Total	Operation & Maintenance	Percent of Total	Scholarships & Fellowships	Percent of Total	Total
Bowie State University	51,244,872	36%	-	0%	174,810	0%	19,806,564	14%	13,768,958	10%	28,098,065	20%	18,931,179	13%	932,045	7%	\$ 141,344,908
Coppin State University	25,266,991	30%	-	0%	-	0%	9,753,794	12%	8,755,734	11%	20,882,530	25%	13,448,225	16%	491,195	6%	83,019,270
Frostburg State University	35,412,890	37%	-	0%	694,978	1%	10,276,076	11%	6,537,293	7%	17,734,978	19%	11,769,826	12%	132,159	14%	95,642,040
Salisbury University	73,192,659	40%	706,334	0%	3,707,211	2%	21,484,600	12%	11,488,659	6%	25,613,245	14%	27,945,023	15%	19,186,195	10%	183,323,927
Towson University	171,328,506	40%	2,214,934	1%	2,827,110	1%	47,972,143	11%	27,680,195	7%	59,430,555	14%	65,506,137	15%	462,234	11%	423,182,998
University of Baltimore	39,689,326	34%	1,093,001	1%	-	0%	16,822,223	14%	12,745,331	11%	20,122,491	17%	14,242,469	12%	11,445,678	10%	116,160,520
UM, Baltimore	227,389,382	26%	171,411,407	19%	88,723,120	10%	77,650,659	9%	17,647,539	2%	164,327,748	18%	116,885,828	13%	26,701,187	3%	890,736,871
UM Baltimore County	180,606,463	41%	24,480,060	6%	10,319,277	2%	29,436,508	7%	28,437,673	6%	63,101,465	14%	63,147,797	14%	402,255	9%	439,754,826
UM Center for Environmental Science	-	n/a	35,049,162	100%	-	0%	-	0%	-	0%	-	0%	-	0%	-	0%	35,049,163
UM College Park	722,598,253	40%	203,542,403	11%	46,788,713	3%	255,985,470	14%	93,156,627	5%	197,258,430	11%	194,404,482	11%	11,449,257	6%	1,828,226,957
UM Eastern Shore	48,972,140	45%	3,320,778	3%	1,598,846	1%	7,607,053	7%	3,520,807	3%	19,360,108	18%	19,666,837	18%	5,834,980	5%	109,881,550
UM Global Campus	120,780,771	22%	-	0%	16,492,834	3%	55,639,838	10%	167,985,741	30%	134,096,414	24%	35,788,217	6%	24,642,111	4%	555,448,027
USM Office	-	0%	-	0%	-	0%	7,893,751	19%	-	0%	33,060,463	81%	-	0%	-	0%	40,954,215
Universities at Shady Grove	-	n/a	-	n/a	-	0%	13,932,413	43%	3,645,440	11%	14,791,523	46%	-	0%	-	0%	32,369,377
Total	1,696,482,253	34%	441,818,079	9%	171,326,899	3%	574,261,092	12%	395,369,997	8%	797,878,015	16%	581,736,020	12%	31,622,280	6%	4,975,094,648
St. Mary's College of Maryland	23,087,283	31%	-	0%	64,800	0%	2,039,290	3%	11,936,568	16%	20,188,238	27%	7,072,573	10%	9,065,658	12%	73,454,411
Morgan State University	83,322,361	27%	18,685,917	6%	278,747	0%	39,994,452	13%	12,211,658	4%	69,237,474	23%	40,648,075	13%	39,545,455	13%	303,924,140
4-year Total	1,802,891,897	34%	460,503,996	9%	171,670,446	3%	616,294,834	12%	419,518,223	8%	887,303,727	17%	629,456,668	12%	36,483,339	7%	5,352,473,199

Source: Maryland Budget Books

Community College Expenditures: FY 2025

Community Colleges
FY 2025 Expenditures

College	Instruction	Percent of Total	Research	Percent of Total	Public Service	Percent of Total	Academic Support	Percent of Total	Student Services	Percent of Total	Institutional Support	Percent of Total	Operation & Maintenance	Percent of Total	Scholarships & Fellowships	Percent of Total	Mandatory Transfers	Percent of Total	Auxiliary Enterprises	Percent of Total	Other Transfers	Percent of Total	Total
Allegany College	\$ 12,085,159	33%	-	0%	\$ 569	0%	\$ 6,866,112	19%	\$ 2,972,245	8%	\$ 7,559,219	21%	\$ 3,657,071	10%	\$ 2,360,442	6%	-	-	\$ 817,064	2%	-	0%	\$ 36,317,682
Anne Arundel Community College	64,917,900	43%	-	0%	-	0%	22,261,700	15%	15,718,225	10%	22,723,600	15%	13,217,800	9%	-	0%	84,475	-	10,996,100	7%	-	0%	149,919,801
Community College of Baltimore County	99,621,515	48%	-	0%	-	0%	15,437,032	7%	21,817,710	10%	45,662,301	21%	18,942,998	9%	11,727,050	5%	825,000	-	816,000	0%	-	0%	214,840,607
Baltimore City Community College	21,782,558	35%	-	0%	-	0%	7,580,488	12%	6,857,216	11%	17,995,023	29%	8,526,127	14%	14,500	0%	-	-	-	0%	-	0%	62,755,913
Carroll Community College	15,835,052	42%	-	0%	-	0%	5,057,317	13%	3,910,520	10%	8,683,967	23%	4,455,295	12%	-	0%	75,000	-	-	0%	-	0%	38,017,152
Cecil College	11,229,920	38%	-	0%	-	0%	4,214,810	14%	3,738,160	13%	6,489,323	22%	3,198,150	11%	405,878	2%	-	-	-	0%	-	0%	29,366,242
College of Southern Maryland	21,427,013	37%	254,996	0%	400,993	1%	5,029,725	10%	6,858,738	12%	19,907,949	34%	3,230,866	6%	312,673	1%	-	-	-	0%	-	0%	58,322,954
Chesapeake College	11,889,756	48%	-	0%	6,172	0%	1,681,824	6%	2,553,289	10%	6,811,921	26%	2,611,511	10%	51,600	0%	-	-	1,016,273	4%	-	0%	26,622,347
Frederick Community College	26,969,919	40%	-	0%	-	0%	1,359,592	2%	9,301,612	14%	15,773,868	23%	7,986,758	12%	230,000	0%	57,825	-	2,850,376	4%	3,193,535	5%	67,689,486
Garrett College	4,324,567	29%	-	0%	945,315	6%	1,054,606	6%	2,928,843	17%	3,205,627	19%	2,732,602	16%	405,046	2%	-	-	1,473,759	9%	-	0%	17,070,366
Hagerstown Community College	15,523,700	33%	-	0%	-	0%	3,990,091	8%	6,040,871	13%	15,018,887	32%	4,674,281	10%	-	0%	-	-	2,900,000	5%	-	0%	47,638,731
Harford Community College	23,229,501	35%	-	0%	-	0%	9,094,694	14%	8,310,559	13%	13,732,679	21%	5,484,467	8%	785,400	1%	45,000	-	4,555,454	7%	427,200	1%	65,664,955
Howard Community College	56,793,780	38%	-	0%	1,368,977	1%	19,774,889	13%	15,190,603	10%	28,535,311	19%	19,800,568	13%	5,686,124	4%	-	-	1,101,265	1%	-	0%	149,217,618
Montgomery College	108,798,333	35%	-	0%	-	0%	51,982,538	17%	39,818,036	13%	40,353,887	16%	51,520,380	17%	6,529,146	2%	-	-	1,959,598	1%	-	0%	309,961,919
Prince George's Community College	43,400,100	32%	-	0%	761,000	1%	29,751,900	22%	11,290,900	8%	32,271,448	24%	15,291,400	11%	3,941,000	3%	-	-	-	0%	-	0%	136,707,749
Wor-Wic Community College	11,640,785	34%	-	0%	-	0%	643,1593	19%	3,755,875	11%	7,279,513	21%	4,395,719	13%	370,500	1%	-	-	-	0%	-	0%	33,873,986
Total	\$549,435,558	38%	\$ 254,996	0%	\$ 3,482,826	0%	\$192,469,911	13%	\$161,063,402	11%	\$301,004,523	21%	\$169,725,993	12%	\$ 32,909,359	2%	\$ 1,087,300	-	\$ 27,975,889	2%	\$ 3,586,735	0%	\$1,443,996,508

Source: MHEC CC-4 Reports



mhec.maryland.gov



MEMORANDUM

Governor

Wes Moore

Lt. Governor

Aruna Miller

Secretary

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Commission Chair

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Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

DATE: October 1, 2025

TO: Maryland Higher Education Commissioners

FROM: Al Dorsett, Executive Director, Office of Student Financial
Assistance

SUBJECT: Approval of Proposed Amendments to COMAR 13B.08.22
– Teaching Fellows for Maryland Scholarship Program

COMAR 13B.08.22 – Teaching Fellows for Maryland Scholarship Program

This memorandum highlights areas where the regulations governing the Teaching Fellows for Maryland Scholarship Program diverge from statutory provisions. It presents recommended alignment strategies to enhance clarity, ensure legal compliance, and promote consistent implementation as well as harmonize both frameworks in a way that supports transparency, operational integrity, and the Commission's broader policy objectives.

Purpose of the Amendment:

The purpose of these amendments is to update and clarify provisions within Title 13B.08.22 of the Code of Maryland Regulations governing the Teaching Fellows for Maryland Scholarship Program. The amendments are intended to enhance transparency, promote operational efficiency, and reinforce institutional accountability within Maryland's higher education system.

These revisions aim to:

- **Clarify program definitions** for enrollment, student residency status, and full-time employment.
- **Refine agency participation** by clarifying the role and authority of the Office and Commission.

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- **Update eligibility requirements** by eliminating the required GPA, standardized test scores, and essay requirement for various applicant groups.
- **Add an eligibility requirement** to possess a valid Social Security Number (SSN) or Taxpayer Identification Number (TIN) for initial eligibility.
- **Adjusting the minimum service obligation** for both undergraduate and graduate scholarship recipients to two-years.
- **Refine institution responsibility** by adding additional standards for award certification.

Rationale:

Aligning the regulations with statutory provisions is essential to ensure that the Teaching Fellows for Maryland Scholarship Program is administered in a manner that is both legally sound and transparent. Inconsistencies between statute and regulation can create confusion for students, institutions, and administrators, and may expose the program to compliance risks. By bringing the regulations into conformity with the law, MHEC can strengthen program integrity, provide clearer guidance to stakeholders, and ensure equitable and consistent implementation of the scholarship.

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) Approve for publication in the Maryland Register the enclosed proposed regulatory amendment to COMAR 13B.08.22 (Teaching Fellows for Maryland Scholarship Program); and
- (2) Authorize the Assistant Attorney General to make any non-substantive edits necessary to conform to the stylistic and formatting requirements of AELR and DSD.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 22 Teaching Fellows for Maryland Scholarship Program

Authority: Education Article, §§11-105 and 18-204 and Title 18, Subtitle 22, Annotated Code of Maryland

.01 Program Established.

A. There is a Teaching Fellows for Maryland Scholarship Program, which is administered by the Office pursuant to Education Article, Title 18, Subtitle 22, Annotated Code of Maryland.

B. The purpose of the Program is to provide scholarships to students who pledge to work as public school or public prekindergarten teachers in the State.

.02 Definitions.

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

B. Terms Defined.

(1) “Commission” means the Maryland Higher Education Commission.

(2) “Director” means the Executive Director of the Office.

(3) Eligible Institution.

(a) “Eligible institution” has the meaning stated in Education Article, §18-2201, Annotated Code of Maryland.

(b) “Eligible institution” does not include a private nonprofit institution of higher education that has not timely submitted a Participation Agreement to the Office under this chapter.

(4) Extenuating Circumstances.

(a) “Extenuating circumstances” means the occurrence of an extraordinary event or condition that prevents a recipient from fulfilling a scholarship requirement.

(b) “Extenuating circumstances” may include, but are not limited to:

(i) Disability;

(ii) Serious illness of the student;

(iii) Pregnancy or adoption;

(iv) Extreme financial hardship of the students or student’s immediate family;

(v) Fulfillment of military service; or

(vi) Serious illness or death of an immediate family member.

(5) “Full-time” means enrollment in:

(a) At least 12 credits per semester in an undergraduate certificate or degree program; or

~~(b) At least 9 credits per semester in a graduate certificate or degree program~~ Enrollment in a graduate certificate or degree program at a credit level that the attending institution determines to constitute full-time enrollment.

~~(6) “Full-time employment” means employment that meets the criteria for full-time status as defined by the employing local education agency, public charter school, or other qualifying public school entity. This may include contractual or salaried teaching positions that satisfy the institution’s standards for full-time service, regardless of specific hourly thresholds.~~

~~(6) (7) “Initial participation year” means the academic year following the submission of a Participation Agreement under Regulation .03 of this chapter.~~

~~(7) (8) “MDCAPS” means the Maryland College Aid Process System maintained by the Office.~~

~~(8) (9) “Nonresident student” means a student that resides in housing that is privately owned~~ who resides in a private home for which the student pays rent pursuant to a legal contract or lease.

~~(9) (10) “Office” means the Office of Student Financial Assistance within the Commission.~~

~~(10) (11) “Part-time” means enrollment in:~~

(a) At least 6 credits, but fewer than 12 credits, per semester in an undergraduate certificate or degree program; or

~~(b) At least 6 credits, but fewer than 9 credits, per semester in a graduate certificate or degree program~~ Enrollment in a graduate certificate or degree program at a credit level that the attending institution determines to constitute part-time enrollment.

~~(11) (12) “Resident student” means a student who resides in housing that is owned by the institution in which they are enrolled~~ for which the institution in which they are enrolled directly charges the student on the student’s term bill.

~~(12) (13) “Secretary” means the Secretary of Higher Education.~~

~~(13) (14) “Scholarship” means a Teaching Fellows for Maryland Scholarship under this chapter.~~

~~(14) (15) Teaching Assistant.~~

(a) “Teaching assistant” means an individual who, regardless of job title, is employed at least 10 hours a week by a school or prekindergarten program to provide instructional assistance to a teacher in a classroom setting.

(b) “Teaching assistant” does not include a volunteer.

.03 Private Eligible Institutions.

A. Participation Agreements.

(1) A private nonprofit institution of higher education that is an eligible institution under Education Article, §18-2201(b)(2), Annotated Code of Maryland, shall annually notify the Commission of its agreement to provide matching grants to students, pursuant to §B of this regulation, by submitting a Participation Agreement to the Office pursuant to this section.

(2) The Participation Agreement in §A(1) of this regulation shall be in a form prescribed by the ~~Office~~ Commission, which will be provided annually to all private nonprofit institutions of higher education in the State no later than February 1.

(3) Participation Agreements shall be submitted annually to the ~~Office~~ Commission no later than March 1. A student at an institution that did not timely submit a Participation Agreement will not be considered for an initial award by the ~~Office~~ Commission.

(4) The names of the institutions that timely submitted a Participation Agreement to the ~~Office~~ Commission each year shall be displayed on the Commission website and the scholarship application form.

B. Matching Grants.

(1) During an initial participation year, an institution shall provide a matching grant to:

(a) A student who receives an initial award from the Office for that year; and

(b) A transfer student who receives a renewal award for that year, if it is the student's first year attending the institution.

(2) If a student received a matching grant during an initial participation year, the institution shall provide a matching grant to the student for each year in which the student:

(a) Remains enrolled at the institution; and

(b) Receives a renewal award under this chapter.

(3) A matching grant under §B(2) of this regulation shall be provided regardless of whether the institution has submitted a Participation Agreement for that year.

(4) The amount of a matching grant shall be equal to the amount of the initial or renewal award received by the student from the Office.

(5) Repayment.

(a) An institution is not prohibited from requiring repayment of a matching grant if the student fails to meet any scholarship requirements set forth in Education Article, Title 18, Subtitle 22, Annotated Code of Maryland.

(b) An institution shall notify a student of all institutional repayment requirements prior to the student's acceptance of a scholarship award under this chapter.

(c) An institution shall be solely responsible for administration of any repayment obligation.

.04 Use and Amount of Award.

A. A scholarship shall be used solely for tuition, mandatory fees, and room and board for the fall and spring semester following the award.

B. For a student using the scholarship at a public eligible institution, as defined in Education Article, §18-2201(b)(1), Annotated Code of Maryland, the scholarship awarded by the Office shall be in an amount equal to 100 percent of the annual tuition, mandatory fees, and room and board of a resident undergraduate or graduate student, as appropriate, for the fall and spring semesters at the public eligible institution.

C. For a student using the scholarship at a private nonprofit institution of higher education that is an eligible institution under this chapter, the scholarship awarded by the Office shall be in an amount equal to:

(1) For tuition and fees, the lesser of:

(a) 100 percent of the annual tuition and mandatory fees of a resident undergraduate or graduate student, as appropriate, for the fall and spring semesters at the University of Maryland, College Park campus; or

(b) 50 percent of the annual tuition and mandatory fees of a resident undergraduate or graduate student, as appropriate, for the fall and spring semesters at the private nonprofit institution of higher education; and

(2) For room and board, 100 percent of the room and board of a resident undergraduate or graduate student, as appropriate, for the fall and spring semesters at the private nonprofit institution of higher education.

D. Subject to the availability of funds, the award amount of a nonresident undergraduate or graduate student at a public or private nonprofit eligible institution may include an allowance for room and board costs, in an amount determined by the Office, but not more than 100 percent of the room and board of a resident undergraduate or graduate student at the institution, as appropriate.

.05 Initial Awards — Student Eligibility.

A. Subject to the State budget, the Office annually shall determine students' initial eligibility to receive a scholarship.

B. Except as set forth in §C of this regulation, an applicant is eligible for a scholarship if the applicant:

(1) Does not have a Maryland professional teacher's certificate;

(2) Is accepted for admission or currently enrolled at an eligible institution as a full-time or part-time undergraduate or graduate student pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;

~~(3) Is a Maryland resident or has graduated from a Maryland high school;~~

~~(4) Has achieved at least:~~

~~(a) For a student currently enrolled in high school:~~

~~(i) A cumulative unweighted grade point average (GPA) of at least 3.3 on a 4.0 scale or its equivalent after completion of the first semester of the senior year;~~

~~(ii) An overall GPA in the top 15 percent of the student's grade after the completion of the first semester of the senior year;~~

~~(iii) A combined reading and math score of at least 1100 on the SAT with a score of at least 500 on each of those portions; or~~

~~(iv) A composite ACT score of at least 25;~~

~~(b) For a student who has graduated from high school and completed fewer than 12 college credits:~~

~~(i) An overall unweighted high school GPA of at least 3.3 on a 4.0 scale or its equivalent;~~

~~(ii) A combined reading and math score of at least 1100 on the SAT with a score of at least 500 on each of those portions; or~~

~~(iii) A composite ACT score of at least 25;~~

~~(c) For a student who has completed at least 12, but fewer than 24, undergraduate credits:~~

~~(i) A cumulative undergraduate GPA of at least 3.3 on a 4.0 scale and satisfactory progress toward a degree; or~~

~~(ii) A combined reading and math score of at least 1100 on the SAT with a score of at least 500 on each of these portions, provided that the student has a cumulative high school GPA of at least 3.0 on a 4.0 scale and satisfactory progress toward a degree;~~

~~(d) For a student who has completed 24 or more undergraduate credits and does not have a bachelor's degree:~~

~~(i) A cumulative undergraduate GPA of at least 3.3 on a 4.0 scale and satisfactory progress toward a degree; or~~

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~~(ii) A score of at least 50 percent on the GRE, provided that the student has a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale and satisfactory progress toward a degree; or~~

~~(e) For a student who has a bachelor's degree:~~

~~(i) An overall undergraduate GPA of at least 3.3 on a 4.0 scale; or~~

~~(ii) A score of at least 50 percent on the GRE, provided that the student has a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale and satisfactory progress toward a degree;~~

(4) Possesses a valid Social Security Number (SSN) or Taxpayer Identification Number (TIN); and

(5) Has demonstrated an exceptional dedication to or aptitude for teaching; and

(6) Timely files an application and all supporting documentation required by the Office.

C. An applicant is exempt from §B(3)—(5) of this regulation if, at the time they are scheduled to matriculate at an eligible institution, they will have been employed as a teaching assistant at a public school or public prekindergarten program in the State for at least 2 years.

D. An applicant's career history or prior course of study at an institution of postsecondary education may not exclude the applicant from eligibility for the scholarship.

E. A determination made by the Office that an applicant is ineligible for an initial award is final and not subject to further review or appeal.

.06 Initial Awards — Application Process.

A. To be considered for an initial award, a student shall submit to the Office, by the deadline established by the Office, an application form and all documentation required by this regulation. Untimely submission of any required materials shall disqualify an applicant from being awarded a scholarship.

B. Form of Application. Except for applicants who are eligible for the scholarship under Regulation .05C of this chapter, all applicants shall submit:

(1) The Teaching Fellows for Maryland Scholarship application form;

~~(2) A written essay of at least 600 words detailing exceptional dedication to or aptitude for teaching;~~

~~(3) Documentation of GPA and standardized test score, as follows:~~

~~(a) For an applicant currently in high school:~~

~~(i) A high school transcript issued after the completion of the first semester of the senior year; and~~

~~(ii) If the transcript indicates a cumulative unweighted GPA of less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report or documentation, in a form prescribed by the Office, of class rank;~~

~~(b) For an applicant who has graduated from high school and completed fewer than 12 college credits, whether or not currently enrolled:~~

~~(i) A final high school transcript; and~~

~~(ii) If the transcript indicates an overall unweighted high school GPA of less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report;~~

~~(c) For an applicant who has completed at least 12, but fewer than 24, undergraduate credits:~~

~~(i) The most recent college transcript; and~~

~~(ii) If the transcript indicates a cumulative undergraduate GPA of less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report;~~

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~~(d) For an applicant who has completed 24 or more undergraduate credits and has not earned a bachelor's degree, whether or not currently enrolled:~~

~~(i) The most recent college transcript; and~~

~~(ii) If the transcript indicates a cumulative undergraduate GPA of less than 3.3 on a 4.0 scale or its equivalent, a GRE score report; or~~

~~(e) For an applicant who has a bachelor's degree, whether or not the applicant has completed graduate credits or earned a graduate degree:~~

~~(i) A final undergraduate transcript; and~~

~~(ii) If the transcript indicates a cumulative undergraduate GPA of less than 3.3 on a 4.0 scale or its equivalent, a GRE score report; and~~

(4) (2) Any other documents required by the Office.

~~C. An applicant who is not required to submit an SAT, ACT, or GRE score report under §B of this regulation may submit the applicable test score report in addition to the applicant's required materials.~~

~~D~~ C. Form of Application — Teaching Assistant Applicants. ~~In lieu of the documents in §B of this regulation,~~ applicants who are eligible for the scholarship under Regulation .05C of this chapter shall submit:

(1) The Teaching Fellows for Maryland Scholarship application form;

(2) An Employment Verification Form available from the Office; and

(3) Any other documents required by the Office.

E. The Office may request additional information or documentation from an applicant before determining eligibility for the award. Any requested information or documentation submitted after any deadline established by the Office will not be considered.

.07 Renewal Awards.

A. Except as set forth in §C of this regulation, an initial scholarship award under this chapter may be renewed annually for a maximum of three renewal awards.

B. A student's scholarship shall be eligible for renewal if the student:

~~(1) Continues to be a resident of the State or graduated from a high school in the State;~~

(2) Continues to be a full-time or part-time undergraduate or graduate student at an eligible institution pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;

~~(3) Except as set forth in §D of this regulation, has maintained a cumulative grade point average of at least a 3.3 on a 4.0 scale, as demonstrated by the student's most recent undergraduate or graduate transcript;~~

(4) (3) Is determined by their institution to be maintaining satisfactory progress towards a degree; and

~~(5)~~ (4) Maintains the disciplinary standards of the institution.

C. Renewal of Award for Fifth Year.

(1) If a student is enrolled in a course of study or program that, as determined by the institution, requires 5 years to complete, an initial scholarship award may be renewed annually for a maximum of four renewal awards.

(2) The student shall request renewal of the award for a fifth year by submitting to the Office:

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(a) Documentation from the institution that the course of study or program in which the student is enrolled requires 5 years to complete; and

(b) Any other documents requested by the Office.

(3) Determinations made by the Office under this section are final and not subject to further review or appeal.

~~D. Waiver of GPA Requirement Based on Extenuating Circumstances.~~

~~(1) A student who has not achieved the required GPA shall be eligible to receive a renewal award if the student provides the Office with documentation of extenuating circumstances and the Office determines that the documentation provides sufficient evidence of the extenuating circumstances.~~

~~(2) The student shall request a waiver by submitting to the Office:~~

~~(a) A letter explaining the extenuating circumstances and why they prevented the student from achieving the required GPA;~~

~~(b) Any documentation of the occurrence of the extenuating circumstances;~~

~~(c) Any other relevant supporting documentation; and~~

~~(d) Any other documents requested by the Office.~~

~~(3) Waiver determinations made by the Office are final and not subject to further review or appeal.~~

.08 Selection of Recipients.

A. If the number of applicants for awards exceeds the amount of funds available, eligible applicants will be selected pursuant to §§B—E of this regulation.

B. Renewal Awards. Priority shall be given to applicants who are renewing an award under Regulation .07 of this chapter.

C. High School and Undergraduate Students.

(1) If funds remain after awards are made to students under §B of this regulation, priority shall be given to initial applicants who have not yet earned an undergraduate degree.

(2) If the number of applicants under this section exceeds the amount of funds available, applicants shall be ranked in descending order ~~by GPA or the GPA equivalent, as established by the Office, of the applicant's SAT, ACT, or GRE score, whichever is higher~~ according to application submission date.

D. Teaching Assistants.

(1) If funds remain after awards are made to students under §§B and C of this regulation, priority shall be given to initial applicants who have applied as teaching assistants under Regulation .06D of this chapter.

(2) If the number of applicants under this section exceeds the amount of funds available, applicants shall be ranked according to application submission date.

E. Graduate Students.

(1) If funds remain after awards are made to students under §§B—D of this regulation, awards shall be made to applicants who have already earned an undergraduate degree.

(2) If the number of applicants under this section exceeds the amount of funds available, applicants will be ranked in descending order ~~by GPA or the GPA equivalent, as established by the Office, of the applicant's GRE score, whichever is higher~~ according to application submission date.

F. An eligible applicant who does not receive an award shall be notified and placed on a waiting list.

.09 Award Notification and Acceptance.

A. A recipient shall be notified by the Office of an award offer in writing, which may include electronic mail.

B. The recipient shall have ~~6 weeks~~ such time as may be specified by the agency from the date notification was sent by the Office to accept the award. A recipient who does not accept the award in that time period will not receive an award.

C. A recipient shall log into ~~MDCAPS~~ the Commissions designated grant and scholarship management system in order to accept an award offer unless permitted by the Director to provide an alternative form of written acceptance.

D. Additional Requirements for Receipt of Award.

(1) To receive the award, a recipient shall, by the deadline established by the Office:

- (a) Execute the written agreement with the Commission described in Regulation .11B of this chapter; and
- (b) Sign the promissory note described in Regulation .11B of this chapter.

(2) A recipient who does not timely complete the requirements of this section will not receive an award.

.10 Certification and Disbursement.

A. Annual awards shall be disbursed in two installments, one per semester.

B. Certification of Initial Awards. Before an initial award is disbursed, eligible institutions shall certify, on billing rosters provided by the Office, that a recipient is:

~~(1) If applicable, a Maryland resident; and~~

~~(2)~~ (1) Enrolled as a full-time or part-time undergraduate or graduate student, as applicable, pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate.

(2) Is maintaining satisfactory academic progress toward a degree; and

(3) Is maintaining the disciplinary standards of the institution.

C. Certification of Renewal Awards. Before a renewal award is disbursed, eligible institutions shall certify, on billing rosters provided by the Office, that a recipient:

~~(1) If applicable, continues to be a Maryland resident;~~

~~(2)~~ (1) Continues to be enrolled as a full-time or part-time undergraduate or graduate student, as applicable, pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;

~~(3) Has maintained a cumulative GPA of at least 3.3 on a 4.0 scale;~~

~~(4)~~ (2) Is maintaining satisfactory academic progress toward a degree; and

~~(5)~~ (3) Is maintaining the disciplinary standards of the institution.

D. An institution shall provide certification to the Office and request payment for all recipients on a semester basis no later than:

(1) December 15, for the fall semester; and

(2) May 15, for the spring semester.

E. An institution that fails to timely certify and request payment for all recipients under §D of this regulation may not certify recipients for the subsequent semester until all prior semester awards have been certified and disbursed.

.11 Scholarship Conditions and Repayment.

A. Recipient Obligations. A scholarship recipient shall:

(1) Maintain all scholarship eligibility requirements set forth in Education Article, Title 18, Subtitle 22, Annotated Code of Maryland, and this chapter;

(2) Satisfy the degree requirements of the course of study or program for which the scholarship was received;

(3) After completion of the course of study or program for which the scholarship was received, perform a service obligation that meets the requirements of Regulation .12 of this chapter;

(4) Become professionally certified to teach in the State of Maryland no later than 2 years after completion of the course of study or program for which the scholarship was received; and

(5) Satisfy any other criteria established by the Commission.

B. Required Documents. A recipient shall:

(1) Enter into a written agreement with the Commission, in the form and manner prescribed by the Office, to meet the scholarship conditions in §A of this regulation; and

(2) Sign a promissory note, in the form prescribed by the Office, to repay the award if the recipient does not perform the obligations set forth in the written agreement.

C. Conversion of Scholarship to Loan.

(1) Except as provided in Regulation .12 of this chapter, if a recipient breaches the agreement or promissory note in §B of this regulation, the scholarship shall be converted to a student loan, payable to the State.

(2) Except as set forth in §C(3) of this regulation, the amount of the loan shall be equivalent to the total of the awards received by the recipient from the State.

(3) The loan amount may be prorated based on partial fulfillment of the service obligation.

(4) Interest on the loan shall be charged at an interest rate equal to the interest rate established by the United States Department of Education for the Federal Stafford Loan on July 1st each year. Interest will not accrue prior to a recipient's graduation or termination from an eligible institution.

(5) The Office shall establish a repayment schedule for the loan. Except as otherwise provided in this regulation, repayment shall be made to the State within 6 years after the repayment period begins.

D. Loan Forgiveness.

(1) The Office shall partially forgive a recipient's repayment obligation, in an amount equal to 2 years' awards, if it determines that:

(a) The recipient has:

(i) Taken the teacher certification examination approved by the State Board of Education, in 2 consecutive years; and

(ii) Failed to pass the teacher certification examination within 2 years after completion of the course of study or program for which the scholarship was received; or

(b) The recipient has provided to the Office satisfactory evidence of extenuating circumstances that prevented the recipient from becoming professionally certified to teach in the State.

(2) Decisions of the Office regarding loan forgiveness are final and not subject to further review or appeal.

.12 Service Obligation Requirements.

A. Allowable Employment.

(1) Generally. Except as set forth in §B(2) of this regulation, the service obligation requirement in Regulation .11A of this chapter shall be fulfilled by full-time employment ~~of at least 35 hours a week~~ as a teacher at:

(a) A public school in the State that has at least 50 percent of its students eligible for free or reduced price meals; or

(b) A public prekindergarten program in the State that has at least 50 percent of its students eligible for free or reduced price meals.

(2) Employment Unavailable.

(a) If, after aggressively seeking employment for a position that meets the requirements set forth in §A(1) of this regulation, a recipient is unable to perform the service requirement in this section because there are no available positions that meet these requirements, the service obligation may take place in any public school or public prekindergarten program in the State.

(b) A recipient described in §A(2)(a) of this regulation shall provide to the Office documentation that provides sufficient evidence, as determined by the Office, that there are no available positions that meet the requirements of §A(1) of this regulation.

(3) The service obligation requirement may not be fulfilled by:

(a) Employment as a teaching assistant;

(b) Volunteer service; or

(c) A fellowship or internship.

B. Duration.

(1) Undergraduate Students. ~~For each year a recipient receives a scholarship for an undergraduate program, the recipient shall perform the service obligation for 1 year~~ A recipient who receives a scholarship for an undergraduate program shall perform the service obligation for at least 2 years to satisfy service obligation requirements.

(2) Graduate Students. A recipient who receives a scholarship for a graduate program shall perform the service obligation for at least 2 years to satisfy service obligation requirements.

C. Deferment.

(1) A recipient may request that the service obligation be deferred during the time the recipient is:

(a) Enrolled full-time or part-time in a graduate certificate or degree program in Education in the State;

(b) On a temporary leave of absence of less than 12 months from an allowable employer under this regulation, approved by the employer;

(c) Temporarily disabled in a manner that substantially impairs the recipient's ability to perform the service obligation, for a period not to exceed 3 years;

(d) Unable to maintain employment because the recipient must care for a spouse or child who is disabled, for a period not to exceed 12 months;

(e) Assigned military duty outside of the State, for a period not to exceed 3 years unless the Director determines that special circumstances exist that warrant a longer period; or

(f) Married to a spouse assigned military duty outside of the State, for a period not to exceed 3 years unless the Director determines that special circumstances exist that warrant a longer period.

(2) A recipient's deferment request shall include satisfactory supporting documentation, consisting of the following, as appropriate:

(a) Certification by an institute in the State that the recipient is enrolled in a full-time or part-time graduate certificate or degree program in Education;

(b) Certification by the employer that the recipient is on a temporary approved leave of absence;

(c) A sworn affidavit by a qualified physician that the recipient is temporarily disabled in a manner that substantially impairs the recipient's ability to perform the service obligation;

(d) A sworn affidavit by a qualified physician that the recipient is unable to maintain employment because the recipient must care for a spouse or child who is disabled; or

(e) A copy of military orders.

(3) The Office shall review all documentation, determine if the deferment conditions have been met, and, if so, determine the deferment period.

(4) Decisions of the Office regarding deferment are final and not subject to further review or appeal.



Commission Budget Presentation – October 2025

Office of Student Financial Assistance (OSFA)

FY2026 Budget Expands Access & Affordability

- Total general and special fund support for student aid: \$221M
- Demand continues to rise, driven by FAFSA reforms and outreach
- Focused on equitable access, efficiency, and alignment with federal priorities

FAFSA and MSFAA Trends



Over 16,700 FAFSA imports into MDCAPS from FY25 to FY26



Growth driven by interagency outreach and system improvements



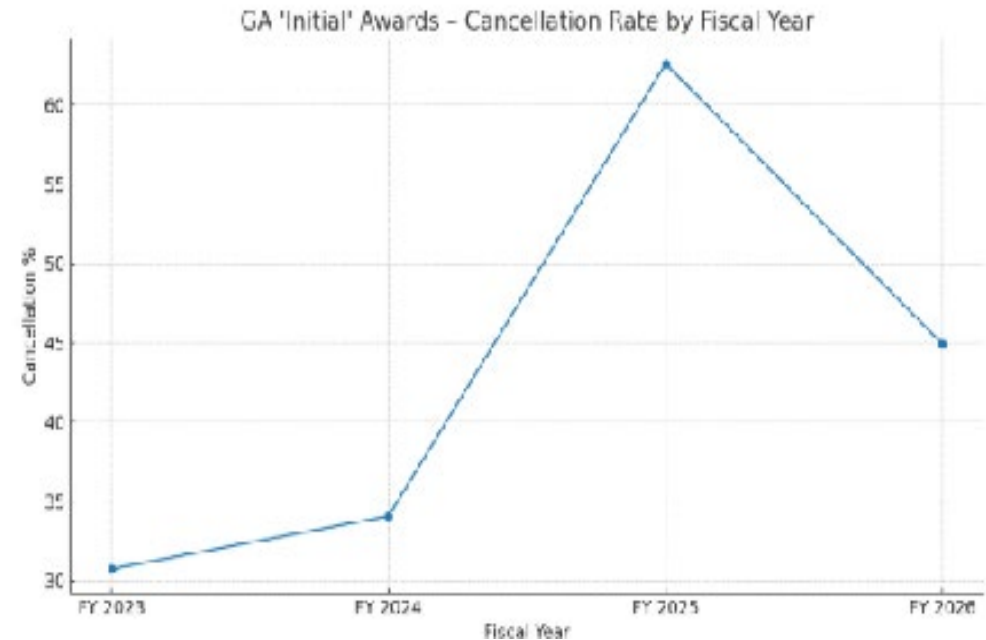
Coordination continues with U.S. Department of Education on data transfers

EEA Update as of October 17, 2025

Program	Status	Number of Awards	Total Funding
Guaranteed Access (GA)	Active (Initial + Renewal)	8,369	\$104M
	Declined/Cancelled	3,424	\$41.4M
	Total	11,793	\$145.4M
Educational Assistance (EA)	Active (Renewals)	3,594	\$9.6M
	Declined/Cancelled	229	\$325,200
	Total	3,823	\$9.7M
Combined Total (GA + EA)	All Awards	15,616	\$155.1M

Analysis on EEA Declines/Cancellations

Fiscal Year	Initial GA Awards Issued	Declined/Cancelled Awards	Cancellation %
FY 2023	2,599	799	30.7%
FY 2024	2,821	961	34.1%
FY 2025	9,120	5,711	62.6%
FY 2026	6,326	2,843	44.9%



EEA Declines/Cancellations Key Findings

- Pre-HB923 baseline (FY2023–FY2024): Cancellations in the 30–34% range.
- Post-HB923 Year 1(FY2025): Large surge in award volume (+223% vs FY2024) and a spike in cancellation rate to 62.6%.
- Post-HB923 Year 2 (FY2026, partial data): Issuance scaled back, cancellation rate has moderated, but remains above pre-expansion levels.

EEA Waitlist Status (as of October 17, 2025)

Program	Students on Waitlist	Funding
GA-R	116	\$1.3M
NGS (GA)-R	2	\$18K
GA-I	797	\$9.8M
EA-R	5,555	\$11.6M
Total	6,470	\$22.8M

Note: After accounting for students currently on the waitlist with a “Not Ready to Award” status, \$2.2 million remains available in the Howard P. Rawlings EEA Program.

FY 2026 Scholarship Program Status (as of October 17, 2025)

Program	Awards Issued	Initial / Renewal	Total Funding Issued	Waitlist – Ready	Waitlist – Not Ready	Total Waitlist Funding	Status Notes
Cybersecurity	61	23 Initial 38 Renewal	\$985,589	52 students (\$2.0M)	38 students (\$1.4M)	\$3.46M	All renewals awarded; pending additional funding for initial awards on waitlist
Teaching Fellows for Maryland Scholarship	572	146 Initial 426 Renewal	\$13.99M	85 students (\$2M)	197 students (\$4.9M)	\$6.9M	All renewals awarded; monitoring cancellations for additional funds to award initials on waitlist

Additional Updates

- Submitted legislative request to postpone decentralization of Guaranteed Access Grant until 2029-2030 Award Year
- FAFSA Opened on
- MHEC One-App Opens on November 1
- Maryland Student Information System (MDSIS)
 - Meet with IHE FAO User Group
 - Meet with Legislative User Group



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MEMORANDUM

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Lt. Governor

Aruna Miller

Secretary

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Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

DATE: October 22, 2025
TO: Maryland Higher Education Commission
FROM: Geoffrey F. Newman **STAFF:** Daniel D. Schuster
SUBJECT: FY 2027 Consolidated Capital Budget Recommendations

Segments of the Consolidated Capital Budget for Higher Education

- I. Community College Construction Grant Program (CCCGP)
- II. Community College Facilities Renewal Grant Program
- III. Baltimore City Community College (BCCC)
- IV. University System of Maryland (USM)
- V. Morgan State University (MSU)
- VI. Saint Mary's College of Maryland (SMCM)
- VII. Maryland Independent College & University Association

These seven segments submit their capital funding requests separately to the Department of Management and Budget (DBM) through the Capital Budget Information System (CBIS). The Fiscal Year 2027 requests for the seven segments totaled \$543,387,047 and are detailed in the sections below, with additional information on each of the projects included in the appendix for reference. Staff recommended actions for the Commission are as follows:

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission make the following recommendation for the Fiscal Year 2027 Capital Budget:

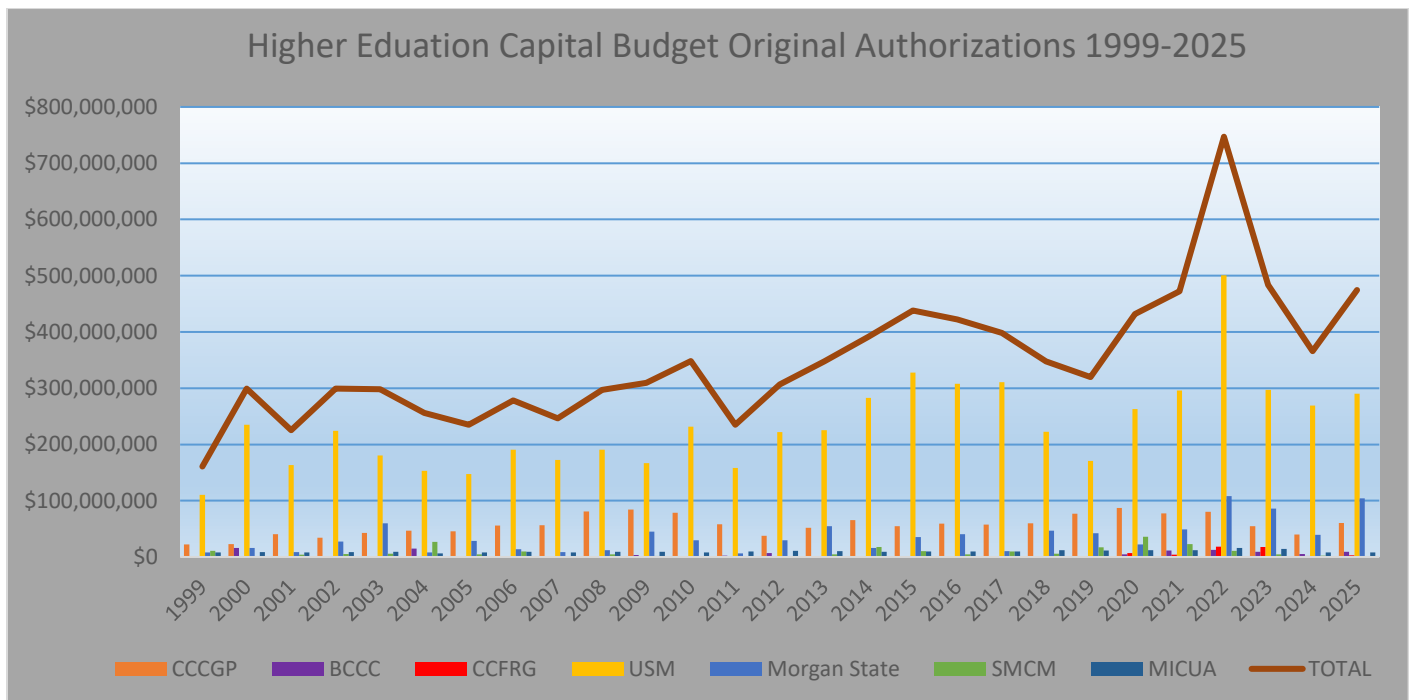
- ***Approval of the \$80,000,000 planned in the CIP for the Community College Construction Grant Program.***
- ***Approval of the Community College Facilities Renewal Grant (CCFRG) funding request of \$4,000,000, consistent with statutory formula.***
- ***Approval of FY 2027 funding for projects planned in the CIP for Baltimore City Community College, the University System of Maryland, Morgan State University, and St. Mary's College of Maryland.***
- ***Approval of the \$8,000,000 planned in the CIP for the MICUA FY 2025 capital budget.***

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Overview of Capital Projects in Higher Education



As seen, nearly \$475 million was authorized for capital projects in higher education in fiscal year 2026. Spending has normalized following budget surpluses that existed at the end of fiscal years 2021 and 2022 when the Assembly chose to apply many of these surplus funds to capital projects - adding new projects not planned in the Capital Improvement Plan (CIP) and accelerating others.

The uncertainty in federal funding and anticipated inflation due to tariff policies will likely put a strain on the capital budget. Cash reserves will not be as available to supplement planned borrowing and costs of ongoing projects are likely to increase. The first priority is always to ensure that funds are available to complete ongoing projects. Thus, it will be particularly difficult to advance projects in the CIP or to fund anything that has not been planned.

MHEC staff recommendations are thus based mostly on providing funds necessary to complete ongoing projects and to maintain the schedule planned in the CIP. The sections below compare the current CIP to the requests and provide MHEC staff recommendation for each segment.

I. Community College Construction Grant Program

Program Description

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

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eligible costs of a project. Colleges must provide a guarantee that local funding is in place for a project before it is included in the capital budget.

Budget Overview

Per previous direction from the Legislature and the Governor, this program is budgeted at \$80 million in each year of the current Capital Improvement Program (CIP). In July, colleges submitted requests for projects totaling \$92,769,000. Schedule adjustments and cash flow needs will likely enable some of this request to be authorized in future years rather than in FY 2027 without delaying projects. This plus the availability of \$2.4 million in program fund balance means that the \$80 million planned in the CIP should be sufficient to adequately fund all requested projects.

Prioritization

The Maryland Association of Community Colleges (MACC) was established as an advocate for Maryland's public community colleges and as a resource for its member institutions. In addition to other roles, but specifically related to the CCCGP, MACC works with the General Assembly, the Office of the Governor, MHEC, and other stakeholders to obtain adequate appropriations for community college operations and capital projects. MACC is the unified voice for Maryland's sixteen (16) community colleges.

MACC participates in the capital budget process by prioritizing capital project requests. The MACC Capital Project Prioritization List is approved by the Presidents' Council of MACC and represents the preferred funding order for the capital projects requested by the colleges. This is especially important in years when funding requests exceed the CIP amount. Under current guidelines, ongoing projects that have funding pre-authorized by the General Assembly are listed first. After these, priority projects are those that incorporate certain project types (renovation versus new construction), phase (design, construction, etc.) and facility categories. Additional factors include inventory status, age of facilities, funding history, and overall college priority. Ongoing projects are given a priority over new ones.

Summary of Request

The request included seventeen (17) projects from twelve (12) different colleges. These projects included three (3) pre-authorized projects, ten (10) additional projects (not pre-authorized) that are requesting funds to continue or complete, and four (4) new projects requesting initial funding. All are summarized in the table below, which lists projects in the priority order established by MACC. Details for each project can be found in the appendix.

There are two projects that received prior funding and pre-authorized funds for FY27 that are not included on this list - CCBC Catonsville Student Services Center and Montgomery College Germantown Student Services Center. These projects are ongoing, but in each case, the college has determined that no new funds need to be authorized in FY27 because prior authorizations will be sufficient to meet cash flow needs through at least the end of FY27. However, in each case, funds will still need to be pre-authorized in future years in order to continue the projects.

Commission staff recommends approval of the \$80,000,000 planned in the CIP for the Community College Construction Grant Program.

MACC Priority	Community College	Project Name	Project Phase	Request
1	Community College of Baltimore County	Essex Primary Switchgear & Distribution Replacement	C	\$ 1,000,000
2	Montgomery College	Rockville Library Renovation	C	\$ 5,573,000
3	Hagerstown Community College	Advanced Technology Center Renovation	C	\$ 2,081,000
4	Howard Community College	Workforce Development and Trades Center	E	\$ 2,100,000
5	Allegany College of Maryland	Workforce Training and Technology Center Renovation	PCE	\$ 2,588,000
6	Chesapeake College	Queen Anne's Technical Building (Phase I)	PC	\$ 8,147,000
7	Carroll Community College	Systemic Renovations	C	\$ 2,232,000
8	Anne Arundel Community College	Dragun Building Renovation	PCE	\$ 26,245,000
9	Wor-Wic Community College	Maintenance Building Expansion	CE	\$ 3,347,000
10	Prince George's Community College	Dukes Student Center	C	\$ 14,206,000
11	College of Southern Maryland	Leonardtown Building A Renovation	P	\$ 487,000
12	Community College of Baltimore County	Catonsville Automotive Technology Renovation & Expansion	CE	\$ 12,451,000
13	Community College of Baltimore County	Multiple Building Roof Replacement	PC	\$ 1,695,000
14	Frederick Community College	Innovation and Technology Center	P	\$ 3,008,000
15	Montgomery College	Rockville Theatre Arts Building Renovation & Addition	P	\$ 4,175,000
16	Hagerstown Community College	Second Entrance Drive Widening Project	C	\$ 2,672,000
17	College of Southern Maryland	La Plata BK & CC Building Renovations	P	\$ 762,000
N/A	Statewide	Use of Program Balance/Surplus	N/A	\$ (2,400,000)
			TOTAL	\$ 90,369,000

II. Community College Facilities Renewal Grant Program

The Community College Facilities Renewal Grant Program (CCFRGP) was established by Chapter 688 of the Acts of Maryland 2018 (SB 595) under the administration of the Maryland Higher Education Commission to provide grants for eligible improvements, repairs, and deferred maintenance projects at the sixteen (16) Maryland community colleges, including Baltimore City Community College. Grants provided are in addition to, and may not supplant, funds provided by the CCCGP. The CCFRGP appropriation must be equal to 5% of the CCCGP appropriation in the same fiscal year. Eligible projects include improvements, repairs, and deferred maintenance projects with a total estimated cost equal to or less than \$1,000,000 that have been submitted to MHEC as part of an annual or ten-year master plan. MHEC may make up to eight grants in each fiscal year, and a community college may not receive grants in consecutive years. Consequently, funds appropriated for the program are awarded equally to eight (8) colleges each year. No matching funds are required. No college may receive more than \$500,000 in any one year. The FY 2027 budget request for CCFRG is \$4,000,000, which is the required 5% of the \$80,000,000 in the CIP for CCCGP. The eight community colleges scheduled to receive funding in FY 2027 are:

1. Baltimore City Community College
2. Carroll Community College
3. Chesapeake College
4. Frederick Community College
5. Garrett College
6. Hagerstown Community College
7. Harford Community College
8. Howard Community College

In September of each year, the sixteen (16) community colleges submit a list of deferred maintenance/facilities renewal projects to MHEC, which is used to show the ongoing need for this program. This year, the colleges identified a total of 594 projects totaling over \$216 million. The eight (8) schools scheduled to receive funding in FY 2027 are in the process of identifying a few of their projects on this list that could potentially be funded

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with FRG money in FY 2027. Details on potential projects to be funded with this program in FY 2027 can be found in the appendix.

The Commission staff recommends approval of the Community College Facilities Renewal Grant funding request of \$4,000,000, consistent with statutory formula.

III. Baltimore City Community College

As a State public two-year college, Baltimore City Community College (BCCC) receives State funding for capital projects directly. Therefore, the College does not receive funding through the Maryland Community College Construction Grant. The table below summarizes the requested projects in relation to the CIP. Details for each of the projects can be found in the appendix.

<u>Project</u>	<u>FY27 \$ in CIP</u>	<u>Request</u>	<u>Difference</u>
Learning Commons Renovation and Addition	\$ 21,465,000	\$ 25,792,380	\$ 4,327,380
Nursing Building Renovation and Addition	\$ 1,517,000	\$ 2,240,667	\$ 723,667
Center for Innovation at the Harbor	\$ -	\$ 9,611,000	\$ 9,611,000
North Pavilion Demolition	\$ 132,000	\$ 148,000	\$ 16,000
Deferred Systems Maintenance	\$ -	\$ 34,000,000	\$ 34,000,000
TOTALS	\$ 23,114,000	\$ 71,792,047	\$ 48,678,047

Constraints on budget capacity will make it difficult to fund new projects until the out years of the CIP. Regarding deferred maintenance, even if additional funds were authorized, staffing constraints and material and labor availability will likely prevent additional funds from being spent in a timely manner.

It is acknowledged that deferred maintenance needs at BCCC remain high relative to many other schools. It should be noted that the CIP acknowledges and plans to address some of this. This is why, for example, the CIP plans \$4M every other year for deferred maintenance projects at BCCC in addition to the approximately \$500K the school is scheduled to receive every other year through the CCCFRG. Also, two major projects are planned in the next couple of years for BCCC – the Learning Commons Renovation/Addition and the Nursing Building Renovation/Addition. Along with creating needed space, these projects will replace inefficient and obsolete systems in two buildings on campus. Therefore, authorizing funding consistent with the CIP will begin to address deferred maintenance needs. Should additional funds become available elsewhere in the budget, staff recommends redirecting additional funds to deferred maintenance needs as BCCC and other schools.

The Commission staff recommends approval of FY 2027 funding for projects planned in the CIP for Baltimore City Community College.

IV. University System of Maryland

The University System of Maryland (USM) submitted request totals \$198,323,000 in funding for fourteen (14) projects. The table below summarizes the requested projects in relation to the CIP. Details for each of the projects can be found in the appendix.

<u>School</u>	<u>Project</u>	<u>FY27 \$ in CIP</u>	<u>Request</u>	<u>Difference</u>
Bowie State University	Thurgood Marshall Library and Athletic Commons	\$ 6,830,000	\$ 6,830,000	\$ -
Salisbury University	Blackwell Hall Renovation	\$ 361,000	\$ 361,000	\$ -
Towson University	Visual & ComTech (Smith Hall Renovation)	\$ 32,511,000	\$ 35,973,000	\$ 3,462,000
Towson University	Electrical Substation Expansion and Improvements	\$ 2,804,000	\$ 2,804,000	\$ -
University of Maryland, Baltimore	Central Electric Substation and Electrical Infrastructure Upgrades	\$ -	\$ 1,523,000	\$ 1,523,000
University of Maryland, Baltimore	New Dental Ambulatory Surgery Center	\$ 862,000	\$ 862,000	\$ -
University of Maryland, Baltimore	New School of Social Work Building	\$ 45,284,000	\$ 44,552,000	\$ (732,000)
University of Maryland, Baltimore Co.	Sherman Hall Renovation	\$ 9,087,000	\$ 9,087,000	\$ -
University of Maryland, Baltimore Co.	New Student Services Building	\$ -	\$ 6,000,000	\$ 6,000,000
University of Maryland, College Park	Graduate Student Housing Subsidy	\$ -	\$ 5,000,000	\$ 5,000,000
University of Maryland, College Park	Health and Human Sciences Complex	\$ 44,315,000	\$ 44,315,000	\$ -
University of Maryland, College Park	Interdisciplinary Engineering Building (Zupnik Hall)	\$ 13,110,000	\$ 13,110,000	\$ -
University System of Maryland Office	Colwell Center Deferred Maintenance	\$ 3,906,000	\$ 3,906,000	\$ -
University System of Maryland Office	Systemwide Facilities Renewal	\$ 24,000,000	\$ 24,000,000	\$ -
TOTALS		\$ 183,070,000	\$ 198,323,000	\$ 15,253,000

The Commission staff recommends approval of FY 2027 funding for projects planned in the CIP for the University System of Maryland.

V. Morgan State University

Morgan State University (MSU) submitted a request totaling \$166,474,000 to fund five (5) projects. The table below summarizes the requested projects in relation to the CIP.

<u>Project</u>	<u>FY27 \$ in CIP</u>	<u>Request</u>	<u>Difference</u>
Deferred Maintenance	\$ -	\$ 5,000,000	\$ 5,000,000
New Science Center, Phase II (Construct New Center)	\$ 87,958,000	\$ 119,876,000	\$ 31,918,000
Carter-Grant-Wilson Building Renovation	\$ -	\$ 100,000	\$ 100,000
Campus Renovations - Holmes Hall Exterior	\$ -	\$ 998,000	\$ 998,000
Campus Wide Electric Upgrades	\$ 40,500,000	\$ 40,500,000	\$ -
TOTALS	\$ 128,458,000	\$ 166,474,000	\$ 38,016,000

The Commission staff recommends approval of FY 2027 funding for projects planned in the CIP for the Morgan State University.

VI. St. Mary's College of Maryland

St. Mary's College of Maryland (SMCM) submitted a request totaling \$2,429,000 to fund two (2) projects. The table below summarizes the requested projects in relation to the CIP. Of note, the current CIP calls for a gap year of funding for campus infrastructure improvements, with funding for such projects continuing in FY 2028.

<u>Project</u>	<u>FY27 \$ in CIP</u>	<u>Request</u>
Campus Infrastructure Improvements	\$ -	\$ 2,000,000
Montgomery Hall Renovation	\$ 429,000	\$ 429,000
TOTALS	\$ 429,000	\$ 2,429,000

The Commission staff recommends approval of FY 2027 funding for projects planned in the CIP for the St. Mary's College of Maryland.

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VII. Maryland Independent College and University Association (MICUA)

Each year, the Maryland Independent College and University Association (MICUA) Capital Projects Committee reviews capital budget requests proposed by its member institutions to determine project readiness, the institution's ability to meet the State's matching requirement, and overall compliance with State and MICUA rules. The Committee recommended that the MICUA Board of Trustees endorse three capital project requests in FY 2027 totaling \$10 million. These projects are summarized in the chart below.

<u>School</u>	<u>Project</u>	<u>State Request</u>	<u>Total Project Cost</u>
Johns Hopkins Univ.	Peabody Institute Building Renovation	\$ 2,000,000	\$ 27,000,000
St. John's College	Arts & Academic Hall	\$ 4,000,000	\$ 12,484,000
Washington College	Warhime School Building	\$ 4,000,000	\$ 18,027,000
TOTALS		\$ 10,000,000	\$ 57,511,000

The CIP plans \$8 million for the MICUA program in FY 2027. Given the anticipated budget constraints in FY 2027 that will likely limit state-sponsored schools to planned funding amounts, it follows that the independent schools will likely also be limited to planned amount.

The Commission staff recommends approval of the \$8,000,000 planned in the CIP for the MICUA FY 2027 capital budget.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission make the following recommendation for the Fiscal Year 2027 Capital Budget:

- Approval of the \$80,000,000 planned in the CIP for the Community College Construction Grant Program.***
- Approval of the Community College Facilities Renewal Grant (CCFRG) funding request of \$4,000,000, consistent with statutory formula.***
- Approval of FY 2027 funding for projects planned in the CIP for Baltimore City Community College, the University System of Maryland, Morgan State University, and St. Mary's College of Maryland.***
- Approval of the \$8,000,000 planned in the CIP for the MICUA FY 2025 capital budget.***

APPENDIX: PROJECT DETAILS

I. Community College Construction Grant Program Project Requests

Pre-authorized Projects (3)

As has been the case in most recent years, much of the request includes projects that the General Assembly determined in the prior fiscal year would receive pre-authorized funds. There were five (5) projects pre-authorized for FY27. However, two of those – the CCBC Catonsville Student Services Center and Montgomery College Germantown Student Services Center – do not require additional funding in FY27 because prior authorizations are sufficient to meet cash flows needs through the upcoming fiscal year. The three (3) pre-authorized projects that do require funds in FY27 account for approximately \$8,654,000 or 9% of the total request. (Note: the pre-authorized amount for these projects was \$8,774,000 with the difference being related to minor cost and schedules adjustments). The three projects in progress which were pre-authorized by the 2025 General Assembly include (listed in order of MACC priority):

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

- Primary Switchgear and Distribution Replacement (Essex Campus): \$1,000,000 (C)***

- Replace the primary electric switchgear lineup and significant portions of the electrical distribution infrastructure at the Essex Campus of the Community College of Baltimore County. The existing electrical switchgear lineup and distribution infrastructure dates to 1974 and is past its expected useful life. A major failure of either switchgear or the distribution system would cause significant disruption to campus operations. The existing switchgear lineup has a projected remaining useful life of 2-4 years and shows visual evidence of age and wear. The electrical distribution infrastructure to be replaced includes aging transformers and medium voltage conductors in campus duct banks. Additionally, the project will include installation of additional duct banks, restoration of collapsed conduits, relocation of utilities, construction of improvements to the manhole system, and replacement of service entry panels. The FY 2027 budget request includes funding to continue construction. **(Note: Previously, funds were authorized to design and begin construction of this project as well as to purchase some equipment. A total of \$2,116,000 was pre-authorized for this project in FY27 by the General Assembly.)**

- **MONTGOMERY COLLEGE**

- Library Renovation Project (Rockville Campus): \$5,573,000 (C)***

- Renovate 31,069 NASF/62,282 GSF of space in the first 3 floors of the Montgomery College Rockville Campus Macklin Tower, which houses the campus library. The project will address current facility problems and the programmatic needs of the Rockville Campus Library, including include aging systems and insufficient space to support a new library service model. The project includes a complete interior renovation and reconfiguration of each floor including modernization and upgrades to building systems and equipment serving these floors. The project is phased in a way to keep the Library operational in its current location during construction. The FY 2027 budget request includes funding to complete the project. **(Note: Previously, funds were authorized to design and begin construction of this project as well as to purchase some equipment. A total of \$4,577,000 was pre-authorized for this project in FY27 by the General Assembly.)**

- **HAGERSTOWN COMMUNITY COLLEGE**

Advanced Technology Center Renovation: \$2,081,000 (C)

Renovate the 20,665 NASF/28,222 Advanced Technology Center at Hagerstown Community College. An updated interior layout will reduce the NASF by 1,412 resulting in a 19,253 NASF/28,222 GSF facility. The project will provide increased office space for the Offices of Advancement and Business /Finance and updated classroom and laboratory spaces for the academic and workforce development programs in the Business and Technology Division which are housed in the facility. The existing building is over 30 years old and the offices and educational spaces are outdated for the technological and workforce development programs it houses. The project also includes the replacement of several major building systems and work to address life safety and ADA accessibility issues. The FY 2027 budget request includes funding to complete construction. **(Note: Previously, funds were authorized to design and begin construction of this project as well as to purchase equipment. The \$2,081,000 requested is equal to the amount pre-authorized for this project in FY27 by the General Assembly.)**

Continuation Projects (10)

A total of ten (10) projects, totaling \$63,719,000, were submitted that were not on the pre-authorization list for FY 2027 but are continuations of projects that received State funding previously. Of these, two (2) are projects that received all planned funds previously but now require additional funding to fully complete due to cost overruns, six (6) are projects that received design funding in previous years and are requesting to complete design and/or begin construction, one (1) includes the final equipment funding for a project that received all planned design and construction funding previously, and one (1) that was phased such that pre-authorization was not required. The ten projects in progress which were not pre-authorized by the 2025 General Assembly include (listed in order of MACC priority):

- **HOWARD COMMUNITY COLLEGE**

Workforce Development and Trades Center: \$2,100,000 (E)

Construct a new 32,045 NASF/51,071 GSF Workforce Development and Trades Center (WDTC) to house all of Howard Community College's credit and non-credit skilled trade programs for currently offered programs in HVAC, logistics, electrical, plumbing, and green technology, and allow the college to offer additional programs in automotive technology, additive manufacturing, mechatronics, and welding. The skilled trade programs are administered by the college's Workforce, Career and Community Education division which contributes to the college's mission by providing credit and non-credit courses; contract training courses; professional skills and job training; as well as services to individuals, county agencies, and employers. The new facility will provide classrooms, labs, offices, gatherings and lounge areas, and support spaces. The FY2027 budget request includes funding for equipment to complete the project.. **(Note: Previously, funds were authorized to complete design and construction of this project.)**

- **ALLEGANY COLLEGE OF MARYLAND**

Workforce Development and Training Center Renovation: \$2,588,000 (PCE)

Renovate the Workforce Development and Training Center to provide modern educational spaces for the workforce development programs at Allegany College of Maryland (ACM). The existing building systems

are at the end of their useful life and will be replaced. The existing classrooms and laboratory spaces are too small to support current enrollments or a modern workforce development curriculum. The interior layout and restrooms will be redesigned and renovated to increase NASF and address ADA accessibility issues. The FY 2027 budget request includes funding to complete design and to begin to construct and equip the project. **(Note: Previously, funds were authorized to begin design of this project.)**

- **CHESAPEAKE COLLEGE**

Queen Anne's Technical Building Phase I: \$8,147,000 (PC)

Construct a new Queen Anne's Technical Building to house the skilled trade and workforce development programs at the Chesapeake College main campus in Wye Mills. The existing Queen Anne's Technical Building is 49 years old and in need of a complete renovation. All major building and life safety systems are at the end of their useful life. The facility is not ADA-accessible. Moreover, it is too small for the existing skilled trade and workforce development programs which are currently housed across 4 different facilities. The new facility will provide modern laboratory and office space for Chesapeake College's skilled trade and workforce development programs. The FY 2027 budget request includes funding to complete design and begin construction of the project. **(Note: Previously, funds were authorized to begin design of this project.)**

- **CARROLL COMMUNITY COLLEGE**

Systemic Renovations: \$2,232,000 (C)

Replace building systems and a building envelope on the main campus of Carroll Community College. These systems include heating and cooling equipment, the fire alarm system, and the building envelope of Building A. These replacements will address deferred maintenance issues, improve student comfort, and reduce operating costs. Ultimately, these repairs will result in increased life-safety protection, additional expansion capability, uniform communication and alarms, improved maintenance and troubleshooting, and more reliable systems. The replacement of heating and cooling systems campus-wide and envelope repairs to Building A, the Academic/Administration Building, will reduce on-going maintenance. The FY2027 budget request includes \$2,232,000 to complete construction of the Boiler/Chiller portion of the Systemic Renovation project. **(Note: All planned funding was previously authorized for this project. This request is for additional funds to cover cost overruns.)**

- **ANNE ARUNDEL COMMUNITY COLLEGE**

Dragun Building Renovation: \$26,245,000 (PCE)

Renovate the two-story Dragun Science Building at the Anne Arundel Community College Arnold campus. The building houses the Astronomy, Chemistry, Physics, and Physical Science departments and includes laboratory, classroom, and office space. These academic spaces are outdated and cannot accommodate the College's growing demand for science courses. The classrooms do not meet modern educational standards and the laboratories do not meet modern safety standards. The project will result in an improved layout, provide updated educational technology, and provide increased spaces for student-instructor collaboration. The FY 2027 budget request includes funding to complete design, start construction, and equip the building **(Note: Previously, funds were authorized to begin design of this project.)**

- **WOR-WIC COMMUNITY COLLEGE**

- Maintenance Building Expansion: \$3,347,000 (CE)***

Construct an addition to the existing Maintenance Building at Wor-Wic Community College (WWCC). The existing building was constructed in 2005 and serves as the primary operational space for WWCC's facilities management personnel. The facility consists of four offices, a mail room, vehicle bays, a breakroom, and a warehouse for receiving and storage. The facility is undersized and cannot accommodate the existing facilities personnel or maintenance equipment. Facilities personnel currently share offices within the building or are housed in a separate modular building that has exceeded its expected lifespan. Some maintenance equipment and furniture are currently stored across campus in tents, storage containers, and other non-climate controlled spaces which reduces their lifespan and increases operational and repair costs. The FY 2027 budget request includes funds to construct and equip the project. **(Note: Previously, funding was authorized to design the project.)**

- **PRINCE GEORGE'S COMMUNITY COLLEGE**

- Charlene Mickens Dukes Student Center: \$14,206,000 (C)***

The project involves the complete demolition of the existing Largo Student Center (51,287 NASF/69,116 GSF) and construction of a new building structure to house the new Dr. Charlene Mickens Dukes Student Center (75,970 (+/-) NASF / 105,876 (+/-) GSF from the Schematic Design Phase) and surrounding site improvements. A primary purpose of the project is to expand and transform the services of a traditional student center into a facility with greater educational support space for student engagement with optimal services opportunities for students and the College community. The total area of the new Dr. Charlene Mickens Dukes Student Center after construction will include collaborative classrooms to support teaching, learning, and student success, student study spaces to support learning outside the classroom, administrative and staff offices to support the offices of Student Success and Engagement, Auxiliary Services and Events, and Environmental Services. Additionally, more appropriate large occupancy meeting and banquet type spaces with supporting back of house services shall be included along with a newly designed Rennie Forum to support student and College community needs. This project will also address State energy efficiency and sustainability requirements. The FY 2027 request includes funding to continue construction. **(Note: Previously, funds were authorized to design and begin construction of this project.)**

- **COLLEGE OF SOUTHERN MARYLAND**

- Building A Renovation (Leonardtown Campus): \$487,000 (P)***

Renovate the A Building on the College of Southern Maryland (CSM) Leonardtown Campus. The proposed renovation repurposes the building from the current Administration Building into a new Library and Learning Commons serving as a centralized student services center. The current building suffers from aging infrastructure and systems, building envelope and water infiltration issues, and is not ADA compliant. The facility is largely vacant due to infrastructure problems which have necessitated prior occupants to be relocated, resulting in dispersion of offices that has resulted in less effective service. The FY 2026 budget includes funds to begin design of the project. The FY 2027 budget request includes funding to complete design. **(Note: Previously, funds were authorized to begin design of this project.)**

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

- ***Multiple Building Roof Replacement: \$1,695,000 (PC)***

Replace or repair roofs on six buildings at the Catonsville, Dundalk, and Essex campuses of the Community College of Baltimore County (CCBC). The project is divided into three phases. Phase I was undertaken in FY 2024 and included the CCBC Dundalk Wellness and Athletics Center. Part one of Phase II is planned for FY 2026 and includes the Technology Services Center, and the Student Services Center. Part two of Phase II and Phase III are planned for FY 2027. Included in the remainder of this program are the CCBC Catonsville Facilities Operations and the CCBC Essex James A. Newpher Library, and the CCBC Essex Arts and Humanities Hall. The project will address water infiltration and ponding issues, repair structural damage caused by water infiltration, and eliminate excessive operating expenses for repairs. The FY 27 budget includes funding to complete all phases. **(Note: Previously, funds were authorized to complete the first two phases of the projects. This request is for the buildings included in the final phase.)**

- **HAGERSTOWN COMMUNITY COLLEGE**

- ***Second Entrance Drive Widening Project: \$2,672,000 (C)***

Construct road and pedestrian infrastructure improvements to realign campus traffic and promote driver and pedestrian safety at Hagerstown Community College. The College's rear entrance at Yale Drive will become the main campus entrance with completion of a new spur that crosses Antietam Creek and connects Eastern Boulevard. Currently, driving on Yale Drive requires navigation through a parking lot. Prior to this parking lot, the road narrows and creates bottlenecks, making it difficult for more than one car to navigate the road. In addition, when large events are held or when in-person classes are at full capacity, campus parking lots become full and it becomes difficult for pedestrians to walk. This project will prevent vehicles from driving through parking areas when not parking, reroute pedestrians, open up access to the sports fields, and prevent vandalism in isolated parts of campus. The FY 2027 budget request includes funding to complete construction. **(Note: All planned funding was previously authorized for this project. This request is for additional funds to cover cost overruns.)**

New Projects (4)

A total of four (4) projects, totaling \$20,396,000 are requesting initial State funding. These are listed in order of MACC priority.

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

- ***Automotive Technology Renovation and Expansion (Catonsville Campus): \$12,451,000 (CE)***

The automotive technology programs are currently housed in 31,338 GSF/27,044 NASF of space on the first floor of the Transportation Technology Center on the CCBC Catonsville Campus. CCBC's Automotive Technology programs are nationally accredited, from the Automotive Service Excellence Education Foundation to the Master Automotive Service Technician level. Both credit and non-credit program courses prepare students for successful employment or additional training for advancement as automotive technicians. The Automotive program includes a certificate or an Associate of Applied Science degree which provide students with state-of-the-art automotive service and repair techniques. Technical training is provided in the classroom and the laboratory on vehicles donated by several auto manufacturers. The vision for this project is to renovate and expand the Transportation Technology Center

to include additional automotive laboratories, classrooms, and faculty offices to allow for additional student enrollment capacity in the automotive technology programs. This is in response to the current and future workforce demand in Baltimore County and the greater community. Offering this additional career and technical education pathway into higher education through skilled trades will provide a viable and equitable option for those high school students and residents who do not want to pursue a traditional four-year degree. **(Note: The design of this project was funded locally so the FY 2027 request includes funds to complete construction and equip the facility.)**

- **FREDERICK COMMUNITY COLLEGE**

Renovation/Addition to Catoctin Hall (Innovation Technology Center): \$3,008,000 (P)

Construct a 28,352 GSF (17,304 NASF) addition and renovate 30,245 GSF (17,926 NASF) of the existing original Catoctin Hall building for Science and Biotechnology Lab functions, an Innovation Center servicing the FCC community and other entrepreneurial initiatives, instructional space for STEM programs, offices, lecture classrooms, and support spaces. The comprehensive building program, inclusive of the existing original Catoctin Hall building constructed in 1970 and the 2015 Catoctin Hall building addition, will create a two-story 79,695 GSF (47,495 NASF) Innovation & Technology Center. The Innovation & Technology Center project seeks to provide space for creative development of ideas spawned in FCC courses and by institutional and business partners in the County. This project primarily affects programs already located within Catoctin Hall but will also allow for some CEWD programs to grow and to return to Main Campus from the off-site Monroe Center, as well as allow use by MACEM&PS programs. The Innovation & Technology Center project serves the academic departments of Computing, Business, and Technology and of Science. The project will also serve Continuing Education and Workforce Development programs related to the above referenced academic departments. In addition, proposed spaces will serve academic programs for the Mid-Atlantic Center for Emergency Management & Public Safety (MACEM&PS), as well as Public Safety professional development training programs. The proposed renovation includes all spaces of the existing original construction portion of the building. No work is proposed for the 2015 building addition portion of Catoctin Hall. The proposed new building addition will be located at the northwest corner of Catoctin Hall. The FY 2027 budget request includes funding to design the project. **(Note: This request is for initial State funding for project.)**

- **MONTGOMERY COLLEGE**

Theatre Arts Building Renovation and Addition (Rockville Campus): \$4,175,000 (P)

The project is for the design of a comprehensive renovation and expansion of the Theatre Arts Building at the Rockville Campus to address current facility problems and programmatic needs. The entire building (21,967 NASF/35,032 GSF) will be renovated, and a building addition of 8,800 NASF /22,480 GSF is planned. It will include the complete interior renovation and reconfiguration of each floor, including modernization and upgrades to building systems and equipment serving these floors. The purpose of the TA Building Renovation/Addition is two-fold. It has been developed to support and advance the mission and strategic initiatives of the College and be in alignment with the recommendations of the most recent campus facilities master plan, updated in February of 2022. In addition, this project is intended to address the specific facilities needs to support the Theatre Arts curriculum and program. The FY 2027 request includes funds to design the project. **(Note: This request is for initial State funding for project.)**

- **COLLEGE OF SOUTHERN MARYLAND**

- BK and CC Building Renovations (La Plata Campus): \$762,000 (P)***

This project proposes the renovation of two existing buildings—the Bookstore (BK) Building and the Campus Center (CC) Building—to create a centralized and modern Student Life Center and a right-sized College Bookstore. The BK Building, currently housing the College Store, will be repurposed into a vibrant Student Life Center, expanding student engagement spaces from 6,257 NASF to 9,265 NASF. Renovations will support recreational gaming, e-sports, group meeting rooms, staff offices, study areas, and an outdoor terrace. The renovation addresses significant mechanical, electrical, and plumbing deficiencies and brings the building up to ADA and energy efficiency standards. The CC Building, currently used for Student Life, will house the relocated Bookstore. The first floor will be remodeled to provide a more efficient retail layout aligned with changing purchasing behaviors (e.g., online and digital textbook sales). Second-floor renovations include system upgrades and finish improvements to meet accessibility and code compliance. This shift right-sizes the bookstore space (reducing it by ~40%) and improves customer access near campus parking and loading areas. This dual renovation aligns with the College’s 2021 Facilities Master Plan and fulfills the vision of a student-centered campus quad, complementing recent improvements to adjacent buildings like the Learning Resources Center (LR) and Student Resource Center (SR). The project addresses deferred maintenance and aging infrastructure while improving student experiences, increasing space utilization, and aligning facilities with modern program delivery needs. The FY 2027 budget request includes funding to design the project. **(Note: This request is for initial State funding for project.)**

Use of Program Surplus

When projects are closed out, any unused, previously authorized and encumbered funds revert to the program fund balance. These funds can be available for Contingency use if ongoing projects exceed budgeted amounts. Funds can also be used for new projects rather than authorizing new program funding. For FY 2027, MHEC recommends that \$2,400,000 from program fund balance can be used to reduce the need for new funding by that amount.

II. Community College Facilities Renewal Grant Program Projects

The eight (8) schools scheduled to receive FRG funding in FY 2027 are in the process of identifying which projects from their master list may be potentially be completed with FRG funds. Below are listed some of the projects identified from the eight (8) schools.

1. Baltimore City Community College:

- Physical Education Center Fire Alarm & Sprinkler Replacement

2. Carroll Community College

- Restroom Automatic Door Openers in K/L/M/N/P/T Buildings
- Elevator Upgrades in A/M Buildings
- Replace Air Cooled Chiller in K Building
- Refrigeration Upgrade in K Building Cafeteria

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3. Chesapeake College

- Building Automation Standardization
- Fire Alarm Pull Standardization

4. Frederick Community College

- Gambrill Hall HVAC Equipment Replacement
- Linganore Hall Leaning Commons HVAC Replacement
- Annapolis Hall HVAC Equipment Replacement

5. Garrett College

- 100 Building HVAC and Controls Replacement
- 100 Building Simplex Fire Alarm Upgrade
- 100 Building Roof Replacement
- 300 Building Environmental Controls Upgrade
- 300 Building Electrical Panel Replacement
- 500 Building Air Chiller and Controls Replacement
- 600 Building Environmental Controls Upgrade
- Upgrade Security System (Campus-wide)
- Entrance Sidewalk and Steps Replacement

6. Hagerstown Community College

- LRC Elevator #2 Modernization
- ARCC Elevator Modernization

7. Harford Community College

- LED Light Upgrades in Joppa Hall
- Boiler Replacement in Library

8. Howard Community College

- Rouse Company Foundation Student Services Center Roof Replacement

III. Baltimore City Community College Projects

The five (5) requested projects are:

- ***Center for Innovation at the Harbor: \$9,611,000 (P)***

Baltimore City Community College (BCCC) has fully demolished the former Bard Building in downtown Baltimore and plans to redevelop the site for a new Center for Innovation at the Harbor that consolidators leased space into one facility owned and operated by the College, allowing for more efficient operations, potential growth, and expansion. The project will house classroom and lab space presently dispersed at the Bio Park and leased space downtown. The facility will house expanded workforce development and

professional preparation programs as well as innovative programs in culinary instruction, engineering, public safety, and behavioral health. The new facility will be constructed on the eastern portion of the site previously occupied by the Bard Building with an overall square footage of 150,000 GSF. BCCC is requesting funding in FY 2027 to begin design of the project. **(Note: This project is not included in the current 5-year CIP.)**

- ***Deferred Systems Maintenance: \$34,000,000 (PC)***

Construct various deferred maintenance projects including HVAC, roof replacement, window replacement, electrical repair, and campus-wide improvements. BCCC is requesting Design and/or Construction funding in FY 2027 to complete the following projects: Campus-wide Electrical Grid Upgrade Phase I (\$2,800,000), Campus-wide Emergency Generator Upgrade (\$3,600,000), Replace Air Handler and Controls at the South Pavilion (\$3,000,000), Replace Air Handlers and Electrical at the West Pavilion (\$2,500,000), Replace Heating Boilers at the Main Building (\$1,000,000 to continue previous project), Campus-wide Controls/BAS with Sub-metering (\$3,000,000), Campus-wide LED Upgrade (\$3,600,000), Main/Fine Arts Building Fire Alarm and Sprinklers (\$500,000 to continue previous project), and Replace Life Science Building Air Handling Units and Controls (\$14,000,000). **(Note: Current CIP plans \$4,000,000 every other year for deferred maintenance projects with the next funding planned for FY 2028. BCCC is still undertaking deferred maintenance projects with previously authorized funding and can continue this work despite gap year of new funding.)**

- ***Learning Commons Renovation and Addition: \$25,792,380 (PC)***

Renovate and expand the existing Bard Library to create a new 30,875 NASF/47,040 GSF Learning Commons building that will contain an information center and flexible space for study, group work, accessing reference materials, and socialization. The facility will function as the core common space on the main campus where students can prepare for classes, work on assignments, and access electronic media and means of digital expression. The Bard Library was constructed in 1965 and is functionally obsolete. Its systems and envelope are beyond their useful lives. The building's function as a library to hold physical reference materials does not meet modern needs of libraries, which require less stack space and more flexible space for technology, study, and collaboration. BCCC is requesting funding in FY 2027 to complete design and begin construction of the project. **(Note: Current CIP planned for \$21,465,000 in FY 2027 but project costs have increased and schedule has been adjusted.)**

- ***Nursing Building Renovation and Addition: \$2,240,667 (P)***

Renovate and construct an addition to the Nursing Building at the BCCC Liberty Heights campus. The current facility was constructed in 1977. The existing facility has insufficient space to meet enrollment demand and is not configured for a modern nursing education curriculum. The building systems are original to the facility. They are beyond their useful lives and show signs of failure. The new facility will provide nursing simulation suites that meet current hospital and accreditation standards, as well as classroom, laboratory, office, and other support spaces. This project will incorporate dedicated and specialized facilities to accommodate the programs that will occupy the new facility, including nursing, dental hygiene, respiratory care, surgical technology, physical therapist assistant, radiology technician, and occupational therapy. BCCC is requesting funding in FY 2027 to continue design. **(Note: The current CIP plans \$1,517,000 of funding in FY 2027 but cost estimates have increased.)**

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- **North Pavilion Demolition: \$148,000 (P)**

Demolish the vacant North Pavilion located on the North Campus. The facility was constructed in 1996 as a mental health and drug treatment center, and its layout is specialized for this usage. It is not usable as academic space without a major renovation. The building is in poor condition and has been deemed unsafe for occupants. It has been closed since 2015. Following demolition, the site will be converted to green space as BCCC considers the best long-term use of this space. BCCC is requesting Design funds in FY 2027. **(Note: The current CIP plans \$132,000 for this project in FY 2027 but cost estimates have increased.)**

IV. University System of Maryland Projects

The fourteen (14) requested projects are:

- **BOWIE STATE UNIVERSITY**

Thurgood Marshall Library and Academic Commons: \$6,830,000 (P)

Construct a new 110,733 NASF/184,924 GSF library and academic commons building to replace the existing Thurgood Marshall Library, which is not cost effective to renovate. The existing library is 48 years old and has never had a major renovation. Its mechanical and electrical systems have exceeded their useful lives, and the building has experienced water intrusion. In addition, it is not ADA compliant and is too small for the University's current enrollment. The new building will have a larger seating capacity, better natural lighting, and include individual and group study space. The FY 2027 request includes funding to continue design. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **SALISBURY UNIVERSITY**

Blackwell Hall Renovation: \$361,000 (C)

Renovate the 33,191 NASF/67,196 GSF former library and construct a 2,139 NASF/2,773 GSF addition to Blackwell Hall on the campus of Salisbury University. The former library will be renovated to become a Student Services Center. Registrar, Financial Aid, Academic Advising, Career Services, Bursar, Admissions, Counseling Center, and Disabilities Resource Center services will be combined into one building to create a one-stop shop for student services. This will provide for better service while simultaneously freeing up space in other buildings that can be reallocated for much needed classroom, lab, and study space. The project will also replace the outdated mechanical, plumbing, and electrical systems to bring the building up to current code. The building will also feature new elevators and restrooms. The FY 2027 request includes funding to complete project. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **TOWSON UNIVERSITY**

Smith Hall Renovation: \$35,973,000 (CE)

Renovate the 61,043 NASF/109,418 GSF west wing and demolish and reconstruct a new 43,174 NASF/92,584 GSF east wing of Smith Hall for the College of Fine Arts and Communication. Smith Hall, the former science building, was vacated after its occupants relocated to the new science facility in January 2021. Approximately 60% of Smith Hall contains obsolete science labs that are not usable for other purposes. The project will consolidate the 3 departments within the College of Fine Arts and

Communication (Mass Communications, Communication Studies, and Electronic Media and Film) into one building. These departments have been dispersed among multiple buildings and struggle with space shortages, functionally inadequate space, and poorly configured space. The project will provide modern active learning and teaching spaces for classes and media production that meet today's instructional standards. The project will also provide additional instructional, study, and office space to relieve campus-wide shortages; as well as replace inadequate building systems such as HVAC, electrical, plumbing, and fire suppression. Finally, a new geothermal well field will be constructed that will accommodate up to 90% of the heating and cooling electrical loads of the facility. The FY 2027 request includes funding to complete project. **(Note: The current CIP plans \$32,511,000 in State funds in FY 2027 with additional non-State funds to complete the project. The request is for the State to pick up all remaining project costs.)**

- **TOWSON UNIVERSITY**

Electrical Substation Expansion and Improvements: \$2,804,000 (P)

Construct a new 6,080 NASF/10,000 GSF electrical substation and improve the current electrical substation to serve the existing and projected future growth of the campus. Approximately 80% of the campus is served by the Towson University distribution system, which is supplied from the Central Plant located within the core of the main campus. The remaining energy is supplied by Baltimore Gas and Electric. With the completion of the new College of Health Professions Building in 2024 and completion of the renovation and reconstruction of Smith Hall expected in 2027, the firm capacity of the existing electrical system will be exhausted. This project will reduce the electrical load on the Central Plant providing power to the western portion of the main campus and the entire south campus, enabling the planning and construction of any future capital projects in those areas. The FY 2027 request includes funding to begin design of the project. . **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **UNIVERSITY OF MARYLAND, BALTIMORE**

Central Electrical Substation and Electrical Infrastructure Upgrades: \$1,523,000 (C)

Construct two new electric substations at the north and south ends of the University of Maryland, Baltimore (UMB) campus and upgrade the existing electrical infrastructure serving the campus. The scope of work includes providing redundancy for the campus by constructing new electric substations that are fed from two different Baltimore Gas and Electric sources; new duct banks throughout the campus; new cables; and the demolition of the existing recycling center building. The new north substation facility will also include space for the UMB Recycling Center. The north substation and recycling center facility will total approximately 6,200 NASF/12,461 GSF and the south substation will total approximately 7,120 NASF/10,164 GSF. This work is critical to the UMB schools and programs that are dependent on reliable, uninterrupted electrical service. The project will be phased over many years and includes design, construction, and equipment. The FY 2027 request includes funding to complete project. **(Note: The current CIP planned for the final funding to be provided in FY 2028, but the project is ahead of schedule.)**

- **UNIVERSITY OF MARYLAND, BALTIMORE**

New Dental Ambulatory Surgery Center: \$862,000 (CE)

Construct a new 6,055 NASF/9,623 GSF Dental Ambulatory Surgery Center at the University of Maryland, Baltimore Dental School. The project includes the interior demolition and substantial conversion of an

existing office suite into a new clinical space. This project will help to address a shortage of dental ambulatory surgery space in Maryland, which often results in emergency dental care occurring in hospital operating rooms that are not adequately equipped to treat dental patients. Additionally, the proposed Dental Ambulatory Center is expected to reduce wait times for children and adults; and mitigate oral health disparities and inequities that persist among children and adults requiring administration of sedation or anesthesia for dental care. The FY 2027 request includes funding to complete the project. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP and includes both State and non-State funding.)**

- **UNIVERSITY OF MARYLAND, BALTIMORE**

New School of Social Work Building: \$44,552,000 (PCE)

Construct a new 75,178 NASF/127,706 GSF School of Social Work building on the north side of the University of Maryland, Baltimore (UMB) campus. This new building will replace the School of Social Work East and West Buildings, which were constructed in 1932 and 1983, respectively. Due to their age, these buildings have several facility problems including failing mechanical and plumbing systems. Additionally, there are frequent issues with the load capacity of the buildings' electrical systems. The new building will replace the inadequate facilities while addressing an existing space deficit that currently requires UMB to lease space off campus. The project includes new office, research, and academic space. The FY 2027 budget request includes funding to continue design and construction and to begin to equip the project. **(Note: The request is \$732,000 less than planned for FY 2027 in the current CIP due to lower than anticipated construction bids.)**

- **UNIVERSITY OF MARYLAND, BALTIMORE COUNTY**

Sherman Hall Renovation: \$9,087,000 (C)

Renovate the 44-year-old 61,649 NASF/122,012 GSF Sherman Hall which provides office, classroom, and teaching lab space in support of 8 academic programs, including the Sherman Scholars Programs, the Meyerhoff Scholars Program, and the Department of Education. The project scope includes a 1,490 NASF/2,910 GSF addition to provide lobby space. With its large lecture hall and numerous classrooms, Sherman Hall hosts classes for all students. The scope includes the restoration of the building envelope, corrections of barriers to ADA accessibility, and replacement and upgrade of mechanical, electrical, plumbing, and life safety systems. Renovations will be implemented in phases while the building remains fully occupied. The FY 2027 request includes funding to complete project. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **UNIVERSITY OF MARYLAND, BALTIMORE COUNTY**

New Student Services Building: \$6,000,000 (P)

Construct a one-stop student services building to consolidate student support offices administered by various divisions. Existing student services units are in 8 different buildings scattered across campus, making it difficult for students to navigate the full range of services and resources made available to them. These dispersed service areas include: admissions, orientation, enrollment management, financial aid and scholarships, campus card ID, transcripts, student business services, student disability services and accommodation, international student support, basic needs support, career opportunities, and other academic success services. The present service locations are generally not convenient to complementary services,

student housing, or vehicular access, which both minimizes their visibility and serves as a barrier to access. The new building will be located opposite the Albin O. Kuhn Library, adjacent to the Commons student life building, and nearby the Center for Well-Being and student housing. The new building will enhance the student experience at the University and allow student support services to work more efficiently together. Enhancing student support services will directly impact academic and post-graduate success, as well as recruitment, retention, and engagement. The FY 2027 request includes funding to continue design. **(Note: The current CIP plan to begin the project in FY 2029. The university is requesting to accelerate the project to FY 2027 due to pre-authorization of funds by the General Assembly. The university has also re-prioritized this project ahead of the Sondheim Hall Renovation project, which is planned to begin in FY 2028 in the current CIP.)**

- **UNIVERSITY OF MARYLAND, COLLEGE PARK**

New Interdisciplinary Engineering Building (Zupnik Hall): \$13,110,000 (CE)

Construct an 86,248 NASF/163,692 GSF state-of-the-art Interdisciplinary Engineering Building for the A. James Clark School of Engineering. The building will house elements of the Department of Civil and Environmental Engineering and elements of other departments in the Clark School. It will also include space for collaboration with institutional and industrial partners, including the Center for Advanced Transportation Technology; as well as spaces for identity-based student organizations including the Society of Hispanic Professional Engineers, Society of Women Engineers, and Black Engineers Society. Based on the University's enrollment projections, there is insufficient capacity within existing facilities to accommodate projected growth in the School's engineering programs. Also, current spaces do not meet contemporary functional requirements to educate today's engineering students. The building will enhance the Clark School's ability to meet its strategic goals for growth, secure sponsored research opportunities, and contribute to the economic growth of the State and region. It will also enable the University to recruit and retain world-class faculty, as well as foster collaboration between disciplines and with institutional and business partners. The FY 2027 request includes funding to complete project. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP and includes both State and non-State funding.)**

- **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Health and Human Sciences Complex: \$44,315,000 (C)

Renovate shell space in New Cole Field House and renovate 2 floors of the original Cole Field House South Wing to create a Health and Human Sciences Complex, which will provide space for a portion of the School of Public Health and for the Academy for Innovation and Entrepreneurship. The Complex will house research-focused units of the School of Public Health, including the Maryland Institute for Applied Environmental Health, the Department of Kinesiology, the Center for Healthy Families, and the Department of Epidemiology and Biostatistics. The existing School of Public Health Building was originally constructed between 1973 and 1978 as a recreational and physical education facility. The existing building is functionally inadequate and lacks space for growth. The constraints of the existing structure and building systems limit the ability to create modern public health research and educational space in the building. The new Complex will provide valuable research and clinic space for researchers to respond to current and future public health needs and enhance UMD's ability to secure sponsored research funding. The FY 2027 request includes funding to continue

construction. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Graduate Housing Subsidy: \$5,000,000 (AC)

Develop a 10.75-acre site in the east campus to make it more financially feasible for a developer to build new below-market rate graduate student housing. In addition, acquire/refurbish existing housing for graduate students. A recent housing study of the College Park area identified there was unmet demand for graduate rental housing. This project will help to address a shortage of affordable, dedicated graduate student housing at UMD. The FY 2027 request includes funding to acquire/refurbish existing housing for graduate students. **(Note: The current CIP did not plan any additional funding for this project. However, the General Assembly pre-authorized the \$5,000,000 requested amount for FY 2027.)**

- **UNIVERSITY SYSTEM OF MARYLAND OFFICE**

Colwell Center Deferred Maintenance: \$3,906,000 (C)

Construct deferred maintenance improvements at the University System of Maryland Colwell Center (formerly the Columbus Center) in Baltimore City, including replacement of the aging tent roof and HVAC upgrades. The building was completed in 1995, and the components to be addressed are original to the building and past their useful lives. A 2022 inspection confirmed that the 30-year-old roof is deteriorating, and any failure could cause significant interior damage, jeopardizing the Center's operations and potentially harming aquatic life. The building's 30-year-old central plant is not energy efficient and replacement parts are difficult to obtain when required for repairs. The proposed deferred maintenance work will be completed in 2 separate phases. Phase I will replace the tension fabric roof while Phase II will upgrade the mechanical system. The FY 2027 request includes funding to continue construction. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- **UNIVERSITY SYSTEM OF MARYLAND, SYSTEM-WIDE**

Capital Facilities Renewal: \$24,000,000 (PCE)

Construct improvements to various facilities at University System of Maryland institutions that are in need of renewal. This is an annual request to respond to the capital maintenance needs of the System's facilities. Eligible projects must have a life expectancy of at least 15 years. The FY 2027 budget includes funding for 25 projects at all 15 campuses. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

V. Morgan State University Projects

The five (5) requested projects are:

- ***Deferred Maintenance and Site Improvements: \$5,000,000 (PCE)***

Construct site improvements as well as renovate, repair, replace, and upgrade building systems and infrastructure at Morgan State University to reduce the deferred maintenance backlog. The backlog is estimated to be between \$150,000,000 and \$200,000,000. This program will address the University's aging infrastructure and building systems that are inoperable or in poor condition. The University is augmenting the State's investment in its campus facilities through the operating budget, federal Historically Black

Colleges and Universities Capital Financing Program loan funding, Energy Performance Contracts, and 2 grants from the National Park Service for repairs to the University Memorial Chapel. The University will also be reducing its backlog through a series of State-funded demolitions and renovations of buildings throughout campus. The FY 2027 request is for 1) Hill Field House roof Replacement, 2), connection of Mitchell/Schaefer to the Central Heating (Steam/Boiler) Plant, 3) Replacement of Chillers, UPS and Emergency Generator at New Communications, and 4) Upgrading the UPS at the Richardson Library. This is an ongoing program that will continue beyond FY 2030. **(Note: Current CIP has a gap year with no funding planned in FY 2027 and continued annual funding beginning again in FY 2028.)**

- ***New Science Center, Phase II (Construct New Center): \$119,876,000 (CE)***

Construct a 135,539 NASF/246,435 GSF New Science Center to house the biology and chemistry departments and the Dean's Office of the School of Computer, Mathematical, and Natural Sciences on the site of the existing Washington Service Center. The existing Science Complex comprises 4 buildings: Carnegie, Calloway, Spencer, and Key Halls. The oldest of these buildings (Carnegie Hall) was constructed in 1919 and the newest (Key Hall) in 1964. Spencer Hall was renovated in 1989, and the 3 other buildings were last renovated in 1992. The renovations were poorly done and created substandard spaces that do not meet modern-day building codes. The mechanical, electrical, and plumbing systems in the buildings are obsolete and need to be replaced. There is insufficient space in the Science Complex to appropriately serve the biology and chemistry departments due to growth in the science disciplines. In addition, the configuration of the buildings does not lend itself to the type of instructional and research spaces required to support the University's science programs. The FY 2027 request includes funding to continue construction and to start equipping the New Science Center. **(Note: The current CIP includes \$87,958,000 in planned FY 2027 funding for the project. The university continues to estimate that project will cost more than has been planned to date.)**

- ***Campus Wide Electric Infrastructure Upgrades: \$40,500,000 (PC)***

Construct a 1,500 GSF new electrical substation as a single point of service (SPS) for the Morgan State University campus from the Baltimore Gas and Electric (BGE) utility company. The existing Cold Spring substation will be replaced, and the Montebello substation will be upgraded to increase power capacity. The project will provide new feeders and underground duct banks from BGE's Clifton Park substation to serve the new SPS and to connect the Cold Spring and Montebello substations to the new substation. This project is required to support any buildings constructed after the completion of the New Health and Human Services Building and to address significant reliability issues with existing aging electric infrastructure. The new substation will create a dedicated power source, providing the dependability, resiliency, and redundancy required for the campus to have uninterrupted power. The proposed site for the new substation is behind the Student Center Garage. The FY 2027 request includes funding to complete design and continue construction. **(Note: The request equals the amount included for the project in FY 2027 of the current CIP.)**

- ***Carter-Grant-Wilson Building Renovation: \$100,000 (P)***

Renovate the 14,350 NASF/26,079 GSF Carter-Grant-Wilson Building for the School of Graduate Studies and the Division of International Affairs. The building is located at the intersection of Cold Spring Lane and Hillen Road in Baltimore City. This renovation is a part of the University's 2015-2025 Facilities

Master Plan. Previously, the building housed Human Resources, Information Technology, Internal Audit, and the Counseling Center. The majority of these departments have permanently relocated to the new Student Services Support Building (Tyler Hall), which opened in fall 2020. The remaining building occupants have been temporarily relocated due to closure of the building for health and safety reasons. The renovation will address 2 major issues: insufficient amount and poor quality of space to support the services that will relocate into the building; and inoperable and failing building systems. The FY 2027 request includes funding to continue design. **(Note: The current CIP plans for funding to continue for this project in FY 2028.)**

- ***Campus Renovations (Holmes Hall): \$998,000 (PC)***

Complete a series of renovation projects across Morgan State University's (MSU) campus to address the significant need that has surpassed the DBM definition of deferred maintenance but will reduce the over \$150,000,000 backlog of deferred maintenance projects as defined by MSU. Most projects included in the backlog have been deferred so long that their issues have compounded and no longer meet the definition of deferred maintenance. Holmes Hall falls into this category. This project is for exterior renovations only and will not impact the interior. Holmes Hall is one of the legacy buildings and is Morgan's signature building. Its exterior is in disrepair. The work includes restoring, repairing, and replacing various exterior components, which are divided into three sections: (1) Cupola, Roofs, Clock Tower, Dormers, Finial, Gutters, Down Spouts, and Snow Guards; (2) Windows, Exterior Doors, Security Lock, and Stone Repairs, and (3) Water Infiltration, ADA Ramp, Entry Stairs, Hand Rails, Stone, and Statue Repairs. The FY 2026 request is to begin design and construction. **(Note: The "campus renovation" category of projects was not scheduled to begin receiving funding until FY 2028 in the current CIP.)**

VI. Saint Mary's College of Maryland Projects

The two (2) requested projects are:

- ***Montgomery Hall Renovation: \$16,506,000 (PC)***

Renovate Montgomery Hall, an academic building which remains essentially unchanged since its opening in 1979. The building currently houses the Departments of Art, Performing Arts, and English. The facility does not adequately support the College's current and anticipated programmatic needs. The Music Department vacated the building upon the completion of the New Academic and Auditorium Building in 2022. This has opened up space in Montgomery Hall to renovate and expand programmatic space for the remaining occupants. The renovation will also construct additional floor space, replace aged HVAC and electrical infrastructure, improve energy efficiency, and bring the building up to current ADA and code requirements. The FY 2027 request includes funding to complete design with construction funding commencing in FY 2028. **(Note: The request is equal to the amount planned in the current CIP.)**

- ***Campus Infrastructure Improvements: \$2,000,000 (PC)***

Construct various infrastructure improvements on the St. Mary's College of Maryland campus. Projects include a wide range of renewal projects throughout the campus. The College has an estimated \$10 million of planned campus infrastructure improvements. The projects, organized in phases, will upgrade aging and obsolete building systems, improve energy efficiency, and improve campus infrastructure to address safety, environmental, and quality-of-life concerns. The FY 2027 budget includes funding for to preserve

and restore historic St. Mary's Hall. **(Note: No funding was planned in the current CIP for FY 2027 for campus infrastructure improvements at the college. The CIP plans to continue funding such projects in FY 2028.)**

VII. Maryland Independent College & University Association Projects

The three (3) requested projects are:

- **JOHNS HOPKINS UNIVERSITY**

Peabody Institute Building Renovation: \$2,000,000 (PCE)

This project will repurpose approximately 30,025 gross square feet of former residence hall space located on Peabody's historic Mount Vernon campus to support academic growth. This modernization of critical infrastructure and upgraded facilities will help to meet the evolving demands of Peabody's expanding academic programs and enhance the student learning experience. Planned renovations will transform current on-campus residential areas into vital academic spaces, including new performance venues, additional teaching, rehearsal, and practice rooms, as well as collaborative gathering areas that promote interaction and scholarship among students and faculty. These improvements are essential to sustaining Peabody's leadership in performing arts training and will support its mission to provide world-class education and community engagement. This investment will address pressing infrastructure needs and position Peabody for future growth. The estimated total cost of the project is \$27 million.

- **ST. JOHN'S COLLEGE**

New Arts and Academic Hall: \$4,000,000 (PCE)

This project is for the construction of an Arts and Academic Hall, the first new academic building project at the college since the 1959 completion of Mellon Hall. The Arts and Academic Hall will create spaces for improved, accessible arts programming and general instruction space for students and faculty. The building will also help to relocate current art spaces and studios from the campus's largest academic building, Mellon Hall, and consolidate them in a coherent and more suitable space. In Mellon Hall, it will allow for the implementation of several additional ADA accessible classrooms. The new building may also allow for additional offerings to the broader community, in conjunction with the Mitchell Museum, an accredited art museum, located in Mellon Hall. The estimated total cost of the project is \$12.5 million.

- **WASHINGTON COLLEGE**

Warhime School Building: \$4,000,000 (PC)

This project is for the construction of the Warehime School of Global Business, Economics, and Social Impact, anchored by a transformative \$21.5 million donor gift. This gift will establish a groundbreaking global business school aimed at providing a unique interdisciplinary business education. The Warehime School will integrate the College's expertise in business management, economics, world languages, international studies, and liberal arts to offer students a global approach to business education. The curriculum will focus on real-world applications, social impact, and collaborations that merge the analytical and theoretical knowledge of business with the practical realities of the global market. The Warehime School will also facilitate collaborations with businesses, non-profits, and international organizations to give students hands-on learning opportunities and create local and global ambassadors who shape the future for Maryland, the United States, and the world. The estimated total cost of the project is \$18 million.

MARYLAND HIGHER EDUCATION COMMISSION



Capital Budget Recommendations & The Capital Improvement Plan (CIP)

October 22, 2025

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission make the following recommendation for the Fiscal Year 2027 Capital Budget:

- *Approval of the \$80,000,000 planned in the CIP for the Community College Construction Grant Program.*
- *Approval of the Community College Facilities Renewal Grant funding request of \$4,000,000, consistent with statutory formula.*
- *Approval of FY 2027 funding for projects planned in the CIP for Baltimore City Community College, the University System of Maryland, Morgan State University, and St. Mary's College of Maryland.*
- *Approval of the \$8,000,000 planned in the CIP for the MICUA FY 2027 capital budget.*

5-Year Capital Improvement Plan

- *Projects are funded over the course of several years based on cash flow needs*
- *It is necessary to budget 5 years at a time to ensure funding is available*
- *This is done in the Capital Improvement Plan (CIP) document*
- *Updated CIP is released in January and includes Governor's proposed capital budget for the upcoming year plus the planned amounts for the following years*
- *Current CIP includes plan for FY27 through FY30*

Ongoing Projects Always the Priority in the CIP

- *Each year of CIP includes some start-up projects but most funds are for ongoing ones; need to complete what is started even if costs increase*
- *Project schedules often get extended allowing some planned money to be deferred to later years; this helps budget upcoming year's budget absorb cost increases*
- *Except under rare circumstances, projects are first introduced in the CIP in year 4 or 5 and advance gradually until they are funded*
- *It is also rare to have a project accelerated in the CIP (i.e. if it was planned for FY29, it is not often moved up to start in FY27 ahead of other projects)*

Community College Construction Grant Program

- *Planned \$80M should be sufficient to fund requested 17 projects at 12 colleges*
- *Six of these projects involve renovated, expanded or new facilities that will provide instruction in the areas of technology and workforce trades:*
 - *New Workforce Development Trades Center at Howard Community College*
 - *New Queen Anne's Technical Building at Chesapeake College*
 - *Advanced Technology Center Renovation at Hagerstown Community College*
 - *Automotive Technology Building Renovation/Expansion at CCBC Catonsville*
 - *Workforce Development and Training Center Renovation at Allegany College of Maryland*
 - *Innovation and Technology Center at Frederick Community College*

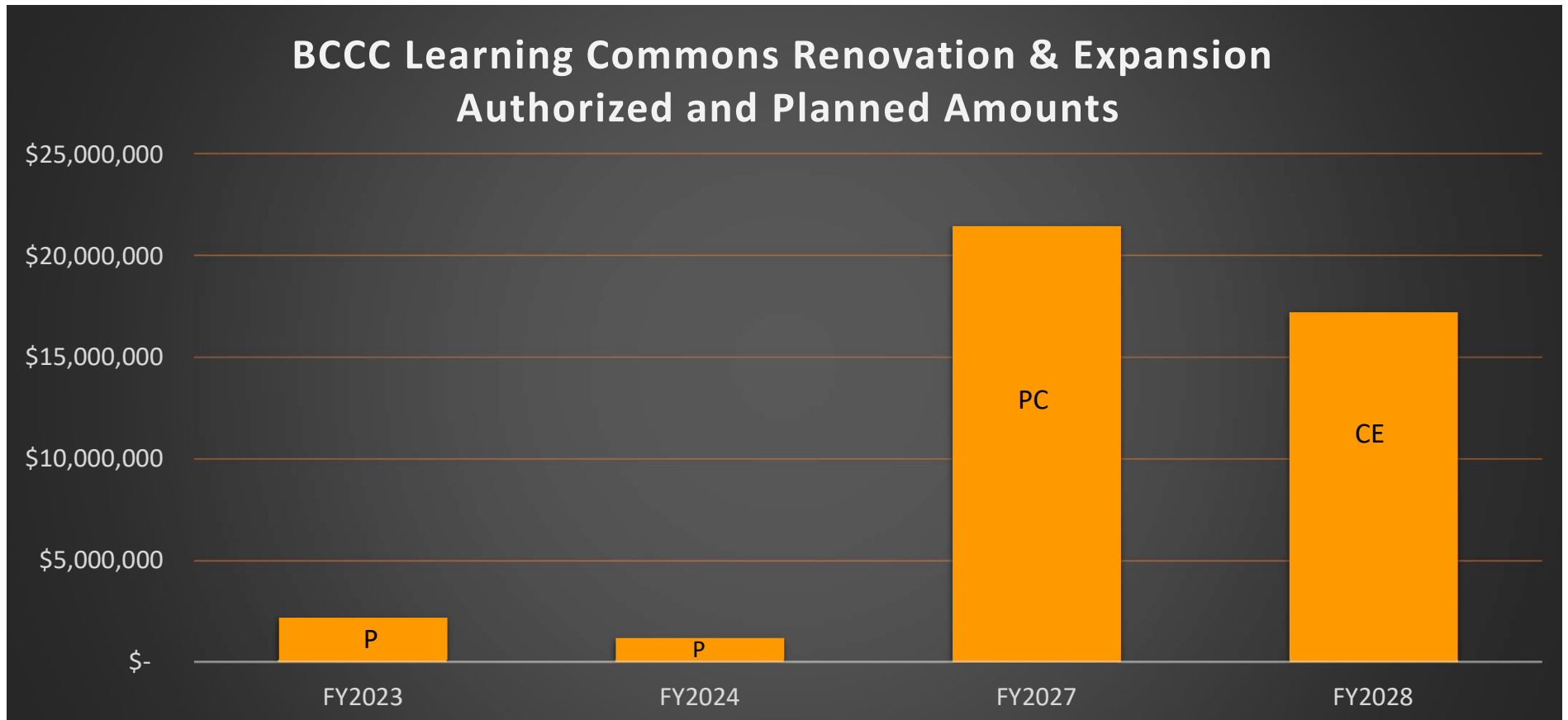
Baltimore City Community College Projects

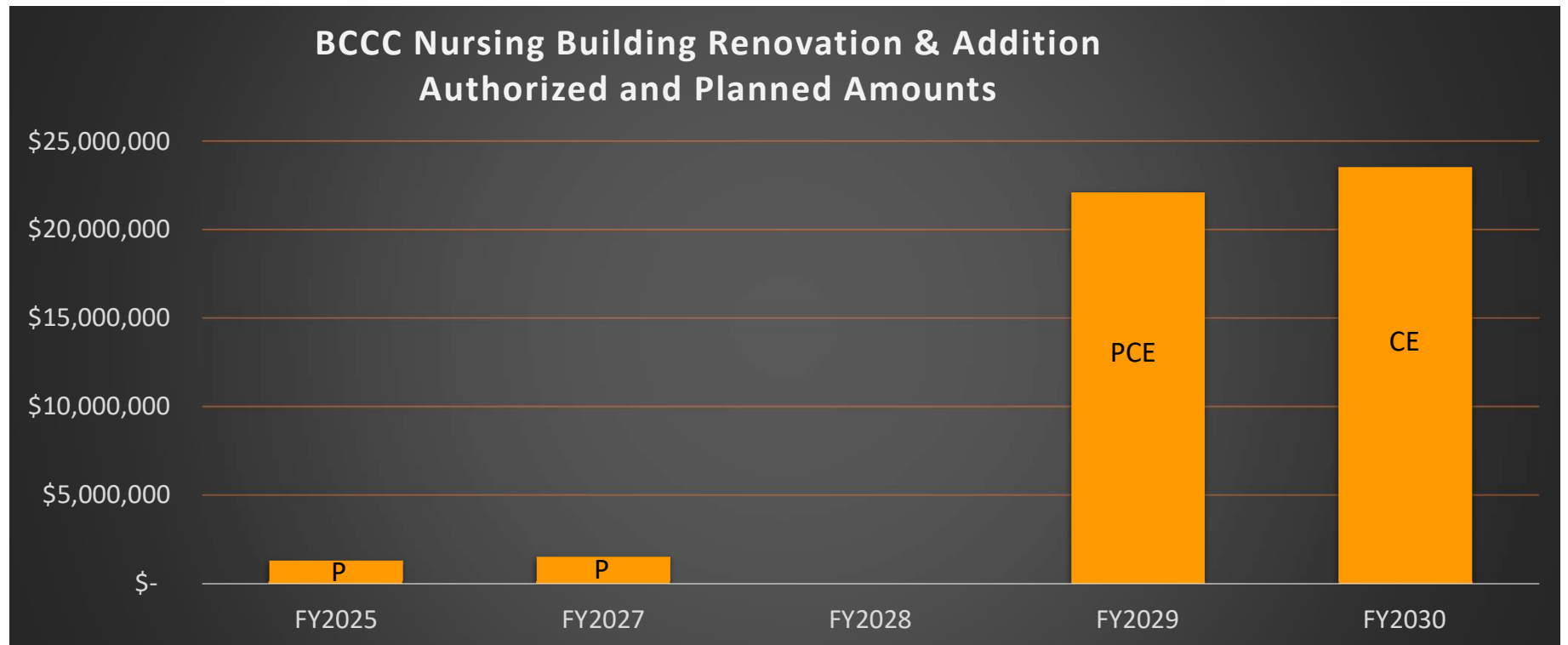
Learning Commons Renovation & Addition

- ***Renovate and expand existing Bard Library (constructed in 1965)***
- ***Create a core common space on campus for students work and prepare for class***
- ***Replace building systems***
- ***Current total estimate is \$45.5M***
- ***Construction planned to begin in FY27***

Nursing Building Renovation & Addition

- ***Renovate and construct addition to the Nursing Building on campus (constructed in 1977)***
- ***Create capacity to meet enrollment demands***
- ***Re-configure space to meet modern curriculum***
- ***Replace building systems that are original to the facility***
- ***Current total estimate is \$51.8M***
- ***Design planned to begin in FY27***



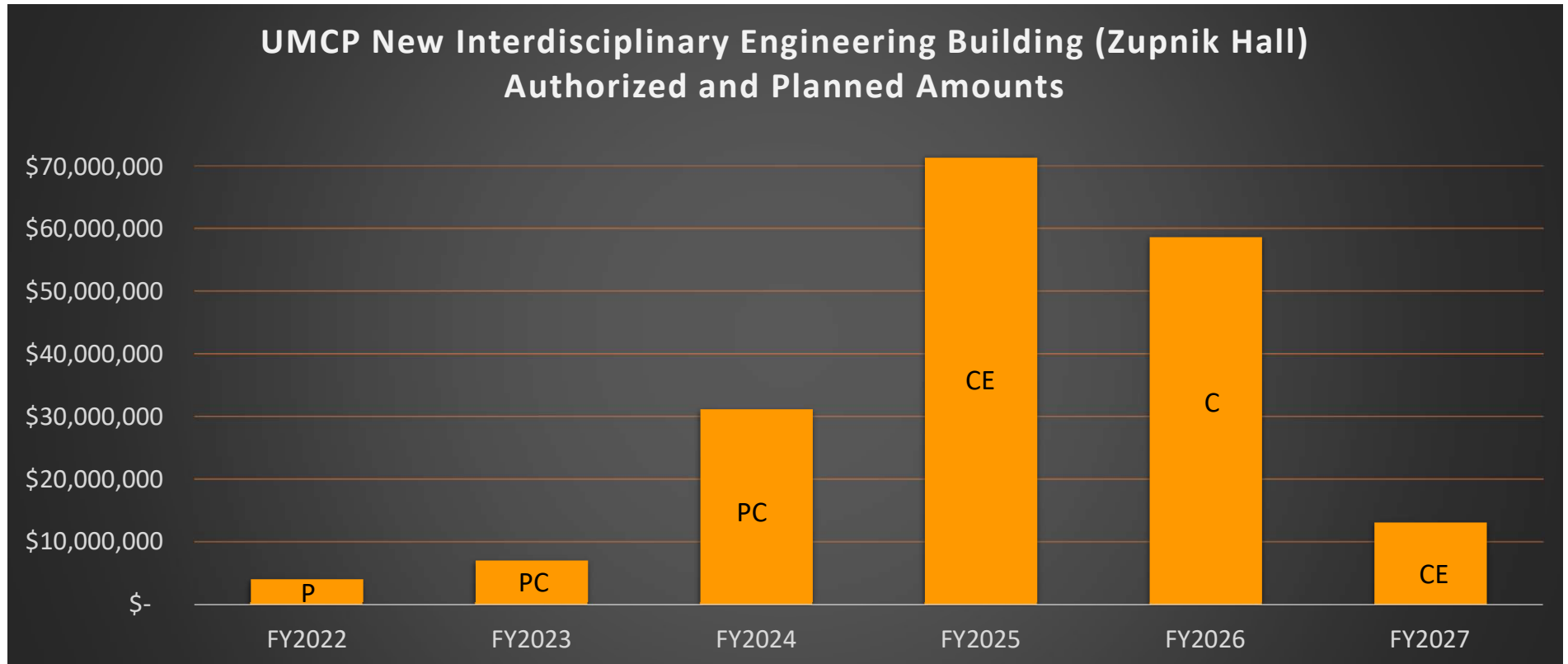




College Park New Engineering Building (Zupnik Hall)

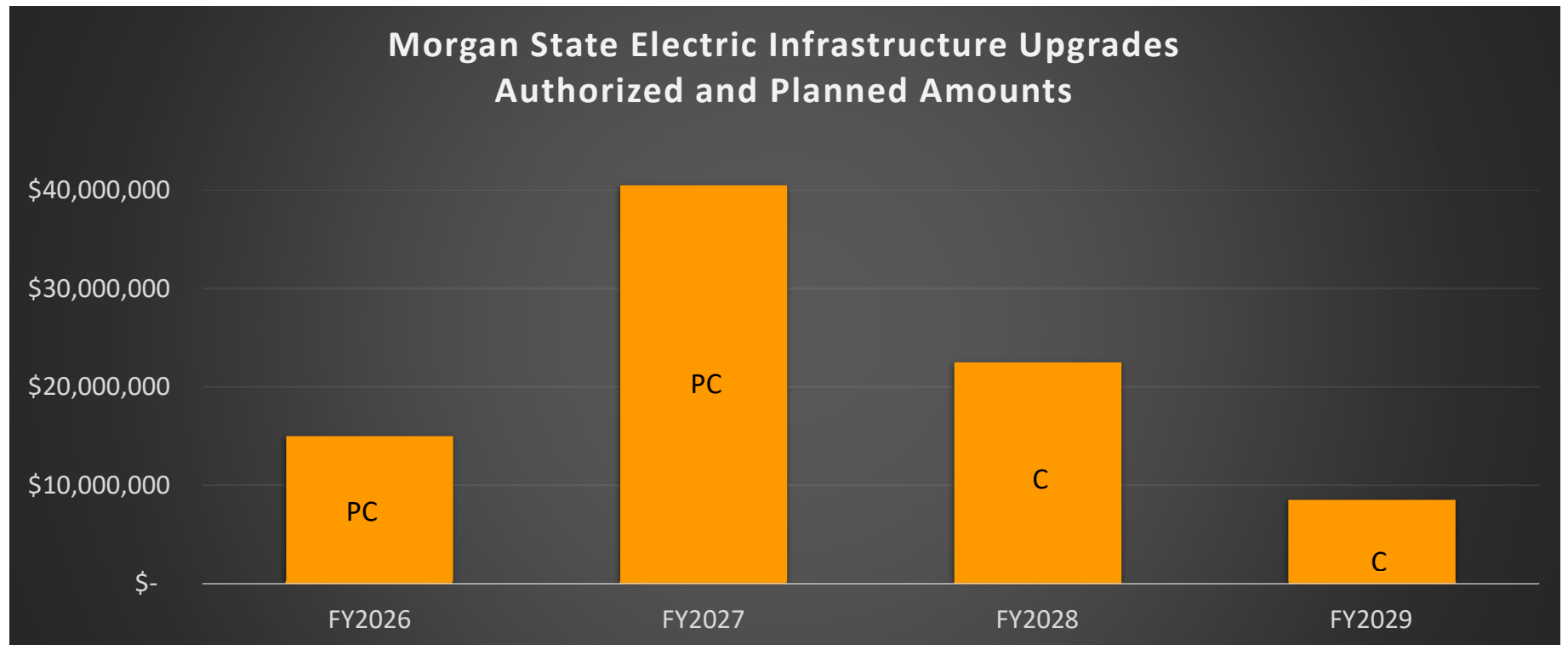
- *Construction of new 163,692 GSF interdisciplinary engineering building*
- *Will house Dept. of Civil and Environmental Engineering & other departments in Clark School and expand capacity to meet projected program growth, secure research opportunities, and contribute to economic growth*
- *Collaboration space with institutional/industrial partners such as Center for Advanced Transportation Technology*
- *Space for student organizations such as Society of Hispanic Professional Engineers, Society of Women Engineers, and Black Engineers Society*
- *Total current estimate is \$243.6M - \$185.4M State and \$58.2M private funds (especially from Clark Foundation)*
- *Aim to have project completed by end of FY27*





Morgan State Electric Infrastructure Upgrades

- *Construction new substation as single point of service from BGE*
- *Replace existing Cold Spring Station and upgrade capacity of Montabello Station*
- *Additional capacity required before any additional new buildings can be brought on line (including new Science Center which is currently under construction)*
- *Total current estimate is \$108.3M*
- *Currently in design with construction scheduled for FY27 through FY30*



Similar Projects throughout CIP

UMB Central Electric Substation & Electrical Infrastructure Upgrades

- ***Construction began FY21, planned for completion FY27***
- ***\$75.1M total cost estimate***

CCBC Essex Primary Switchgear & Distribution Replacement

- ***Design complete; Construction planned FY26 through FY29***
- ***\$20M total cost estimate***

Towson University Electrical Substation Expansion & Improvements

- ***Design planned for FY27; construction planned FY27 through FY30***
- ***\$50.6M total cost estimate***

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission make the following recommendations for the Fiscal Year 2027 Capital Budget:

- *Approval of the \$80,000,000 planned in the CIP for the Community College Construction Grant Program.*
- *Approval of the Community College Facilities Renewal Grant funding request of \$4,000,000, consistent with statutory formula.*
- *Approval of FY 2027 funding for projects planned in the CIP for Baltimore City Community College, the University System of Maryland, Morgan State University, and St. Mary's College of Maryland.*
- *Approval of the \$8,000,000 planned in the CIP for the MICUA FY 2027 capital budget.*



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Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: October 22nd, 2025

TO: Commissioners, Maryland Higher Education Commission

FROM: Emily A.A. Dow, Ph.D., Assistant Secretary, Academic Affairs

STAFF: Alix Chaillou, Associate Director, Institution Review Unit
Melissa Leuschel, Senior 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 January 1, 2025 – June 30, 2025

MARYLAND HIGHER EDUCATION COMMISSION

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During this reporting period, the Secretary of Higher Education acted on a total of **86** 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	9
Out-of-State Institution Actions	12
Out-of-State Online Registration Actions	17
NC-SARA Actions	23
Religious Exempt Actions	1
Collegiate Complaints Requiring Action by the Secretary	15
Title IX Reimbursements	3
Institutional Questionnaire Determinations	6
Total Actions for Institution Review <i>*Objections and in-process items not included in this total</i>	86
Institutional Site Visits	9

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 January 1, 2025 to June 30, 2025.

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 in-state institutions of higher education operating or seeking to operate.

Actions by In-State Institutions (IS)		Number of Final Actions*
Stage 1 Applications		0
<i>Approved</i>	0	
<i>Denied</i>	0	
<i>In-process</i>	1	
<i>Withdrawn</i>	0	
Stage 1 applications objected to		0
Stage 2 Applications		0
<i>Approved</i>	0	
<i>Denied</i>	0	
<i>In-process</i>	3	
<i>Withdrawn</i>	0	
Institution Closures		0
<i>In-process</i>	2	
<i>Completed</i>	0	
Site visits (See list in Section IX)		8
Other Actions (See list in Section X)		1
<i>In-process</i>	3	
<i>Completed</i>	1	
Total Actions by IS <i>*objections and in-process not included in this total</i>		9

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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 Applications		1
Approved	1	
Denied	0	
In-Process	4	
Withdrawn	0	
Out-of-State Renewal Applications		0
Approved	0	
Denied	0	
In-Process	6	
Withdrawn	0	
Objections		0
Site Visits		1
Program Discontinuations		0
Completed	0	
In-Process	2	
Institution (or site) Closures		10
Completed	3	
In-Process	7	
Total Actions by OOS		12
*Objections and in-process not included in this total		

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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 6,824 Maryland residents in 1,374 approved online programs.

Actions for Online Registration Institutions (OR)		Number of Actions*
Initial Applications		
<i>Approved</i>	5	5
<i>Denied</i>	0	
<i>In-Process</i>	7	
<i>Withdrawn</i>	0	
Renewal Applications		
<i>Approved</i>	12	12
<i>Denied</i>	0	
<i>In-Process</i>	29	
<i>Withdrawn</i>	0	
Total Actions for OR <i>*In-process not included in this total</i>		17

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	23
Applications Withdrawn	0
Applications Denied	0
Total Actions for NC-SARA	23

*Enrollment data for Fall 2023. (Data for Fall 2024 will be published in October 2025)

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		0
Approved	0	
Denied	0	
In-process	2	
Withdrawn	0	
Renewal Applications		0
Approved	0	
Denied	0	
In-process	4	
Withdrawn	0	
Cease and Desist		1
Total Actions for REX *In-process not included in this total		1

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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		Total
In-Process		15
<i>Received this cycle</i>	12	
<i>Received in prior cycle and carried forward</i>	3	
Withdrawn by Request of Complainant		4
<i>Received this cycle</i>	4	
<i>Received in prior cycle and carried forward</i>	0	
Closed due to No Response from Complainant		6
<i>Received this cycle</i>	4	
<i>Received in prior cycle and carried forward</i>	2	
Directed to Alternative Unit/Agency		4
<i>Received this cycle</i>	4	
<i>Received in prior cycle and carried forward</i>	0	
Directed to Complete Process with Institution		5
<i>Received this cycle</i>	5	
<i>Received in prior cycle and carried forward</i>	0	
Required Action by the Assistant Secretary		15
<i>Received this cycle</i>	8	
<i>Received in prior cycle and carried forward</i>	7	
Total Complaints Received this cycle		37
SARA Complaints Received this cycle (included in Total)		1

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		3
<i>Approved</i>	3	
<i>In-process</i>	1	
<i>Denied</i>	0	
Reimbursement Requests in-process prior to January 1		0
<i>Approved</i>	0	
<i>In-process</i>	0	
<i>Denied</i>	0	
Total Amount Reimbursed		\$7,200
Total Actions for Title IX Reimbursements <i>*In-process not included in this total.</i>		3

IX. INSTITUTIONAL SITE VISITS

Institution Name	Reason for visit	Date of visit
Strayer University	New OOS Location	2/27/2025
Salisbury University	Middle States Reaffirmation on-site evaluation visit	3/2 -3/5/25
Frostburg State University	Middle States Reaffirmation on-site evaluation visit	3/9 – 3/12/25
St. Mary’s College of MD	Middle States Reaffirmation on-site evaluation visit	3/16 – 3/19/25
University of MD Eastern Shore	Middle States Reaffirmation on-site evaluation visit	3/23 – 3/26/25
Hagerstown Community College	Middle States Reaffirmation on-site evaluation visit	3/23 – 3/26/25
Wor–Wic Community College	Middle States Reaffirmation on-site evaluation visit	3/30 – 4/02/25
University of MD, Baltimore	Middle States Reaffirmation on-site evaluation visit	4/6 – 4/9/2025
University of MD, Global Campus	Middle States Reaffirmation on-site evaluation visit	6/22 – 6/25/25

X. OTHER IN-STATE APPLICATIONS and ACTIONS

Institution Name	Application or Action	Determination	Date of Action
Notre Dame of Maryland University and Maryland University of Integrative Health	Step 2 Merger Application	In-process	N/A
Ner Israel Rabbinical College	Maintenance of Operation Report and Request for Action Plan	In-process	N/A
TOSI University	Cease and Desist	Issued	1/17/2025
TOSI University	Notice of Penalties	In-process	N/A

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XI. INSTITUTION QUESTIONNAIRES

Prior to submitting an initial application with the Commission, institutions that inquire about operating in Maryland complete and Institution Questionnaire. This questionnaire allows staff to make a determination as to the best process for the institution's planned operations.

Institution Questionnaires		Number of Actions
<i>Questionnaires Distributed during this cycle</i>	11	
<i>Questionnaires Submitted for Review during this cycle</i>	8	
Determinations		6
<i>In-State</i>	0	
<i>Out-of-State with Physical Presence</i>	0	
<i>Out-of-State Online</i>	1	
<i>Eligible for a Religious Exemption</i>	0	
<i>Does not require authorization at this time</i>	5	
<i>Transferred to PCS during this cycle</i>	0	
<i>In-Review</i>	2	
Total Questionnaire Actions <i>*In-Review not included in this total</i>		6

XII. CLOSED INSTITUTION TRANSCRIPT REQUESTS

Pursuant to §11–401 of the Education Article of the Annotated Code of Maryland, the Maryland Higher Education serves as the repository for records from closed institutions. Students wishing to obtain a transcript from a closed institution may submit a request through MHEC's One-Stop Portal. The Institution Review team is responsible for processing the requests for records from collegiate institutions and assists with the requests from private career schools.

Transcript Requests	Number of Actions
Number of Students Requesting Transcripts	470
Number of Completed Transcripts Sent	771
Number of Not Found Transcripts	182

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Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: October 22, 2025

TO: Commissioners, Maryland Higher Education Commission

FROM: Dr. Emily Dow, Assistant Secretary

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
January 1, 2025 – June 30, 2025

During the current reporting period, the agency acted on a total of **147**
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	5
New Programs	2
Approval of Changes of Location	2
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	2
Certificate Renewals	2
Cease and Desist Orders	1
Notices of Deficiencies	0
School Approvals Withdrawn	0
Program Approvals Withdrawn	0
Training Provider Questionnaires	133
Total Actions	147

I. APPROVAL OF NEW SCHOOLS – 5

Institution Name	Address	Approval Date	Program
MIAA Beauty	606 Main Street, Suite A Reisterstown, MD 21136	04/30/2025	Cosmetology; Esthetics; Nail Technician
MTS Class	7900 Georgia Ave Silver Spring, MD, 20910	05/22/2025	Esthetician Training
Per Scholas	10903 Indian Head Highway, Suite 206 Fort Washington, MD, 20744	04/29/2025	Real Estate Salesperson Pre-Licensing
Revolutionary Institute of Beauty	5620 St. Barnabas Road #290 Oxon Hill, MD 20745	02/19/2025	Nail Technician
Nightingale School of Allied Health	4 Professional Drive, #130, Gaithersburg, MD 20879	04/29/2025	Nursing Assistant

II. NEW PROGRAMS REVIEWED AND APPROVED – 2

Institution Name	Address	Approval Date	Program
Award Beauty School	26 E. Antietam Street Hagerstown, Maryland 21740	03/24/2025	Esthetics
Utilitrain	200 Patriotic Lane Elkton, MD 21921	05/27/2025	CDL

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III. APPROVAL OF CHANGE OF LOCATION – 2

Institution Name	Approval Date	Former Address	Current Address
MIAA	04/29/2025	10806 Reisterstown Road, Suite 3B Owings Mills, MD 21117	606 Main Street, Suite A Reisterstown, MD 21136
Lexington Healthcare	06/30/2025	6188 Oxon Hill Road Suite 802 Oxon Hill MD 20745	4600 W. Northern Pkwy Baltimore, MD

IV. APPROVAL OF NAME CHANGES – 0

Institution Name	Approval Date	Former Name

V. APPROVAL OF CHANGE OF OWNERSHIP – 0

Institution Name	Address	Approval Date	Rationale for Change

VI. APPROVAL OF CHANGE OF DIRECTOR – 0

Institution Name	Former Director	New Director

VII. APPROVAL OF SEPARATE CLASSROOMS -0

VIII. “OTHER BUSINESS” – 2

Institution Name	Other Business	Effective Date
Holistic Massage Training Institute	Decreased Enrollment & Tuition Increase	05/2025
Cortiva	Curriculum /Increase Clock Hours & Change Tuition & Fees	03/2025

IX. CERTIFICATE RENEWALS – 2

Institution Name	Renewal Date	Certificate Number
Beauty Expert Artistry Training	03-04-2025	1396
The Realinvestors Academy, LLC	04/01/2025	1905

X. CEASE AND DESIST ORDERS – 1

Institution Name	Deficiencies	Effective Date
Washington Institute of Natural Medicine	verbiage on web site and certificates.	03/25/2025

XI. NOTICE OF DEFICIENCIES – 0

Institution Name	Deficiencies	Effective Date

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XII. SCHOOL APPROVALS WITHDRAWN – 0

XIII. PROGRAM APPROVALS WITHDRAWN – 0

XIV. TRAINING PROVIDER QUESTIONNAIRES – 133

Not-Exempt (Secretary Approval Required)		
Proposed Institution Name	Programs	Final Action Letter
Washington Software, Inc.	Data safety and fraud prevention	03/18/2025
Maryland AHEC West	Career Ready Dental Assisting Academy	02/18/2025
A New Approach Real Estate Academy	FAA Part 107 Drone & UAS Certification Course; Certified CMMC Professional (CCP) Immersive Course	02/18/2025
Ruby Medical Training Center, LLC	Progressive Academy School of Health and Career Development (CNA/GNA)	01/14/2025
Alliance With Clients Corporation	Principles and Practices of Real Estate for Salespersons; Principles and Practices of Real Estate Broker Training	02/18/2025
Emerald Plumbing Company	Medical Assistant, Phlebotomy Technician, and EKG Technician	02/21/2025
Xquisite Barber Academy	Job Readiness, Traffic Control	02/25/2025
Dagrace Academy of HealthCare Services, LLC	Line Cook Pre-Apprenticeship Training	03/25/2025
Rejuvenation Medi Spa	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	03/12/2025
Envisions Group School of Realty	Cosmetologist; Limited Hairstylist; Limited Blow Dry Stylist; Limited Esthetician; Limited Nail Technician	03/11/2025
On The Go Trucking Center, LLC	CDL Driver Training	03/15/2025
Access to Wholistic and Productive Living Incorporated	Phlebotomy Training Course	03/24/2025
Cosmic Styles, LLC	Introduction to Healthcare Processes and Technology; Health IT, Informatics and Analytics	03/14/2025

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	Part 1&2; Security and Privacy in Healthcare; AI in Healthcare; Leadership Training, 1x1 Coaching and Team Coaching; CAHIMS/CPHIMS Certification Bootcamp	
Nuinfotec	Phlebotomy	03/14/2025
National Professional Services Development Center Inc	Data Science	03/24/2025
Children and Youth Development INC.	Cosmetology	03/25/2025
Tracey's Mobile Medical	CNA	03/28/2025
A Tow Truck Training School	The Rob Jones Way Towing School	03/28/2025
Queen of Hearts Health Studies	Phlebotomy Technician; Phlebotomy Instructor; Medical Assistant; Lab Assistant; Office Assistant; EKG Technician; Paramedical Insurance Examiner	04/07/2025
Travelling Specimen Collectors	Traveling Specimen Collectors Phlebotomy Training	05/22/2025
Incodable, LLC	AI Developer, Machine Learning Engineer specialty, Data Scientist training, App Development	04/11/2025
Embrace Health Systems	CNA/GNA	05/06/2025
Skilltrade, Inc.	Medical Assistant Certificate Program (Online); Medical Assistant Certificate Program (Hybrid)	04/11/2025
Arthur Careers Institute	Nursing Assistant	05/06/2025
XOXO Healthcare & Co	XOXO Healthcare & Co CNA-GNA Program	04/11/2025
MoCo Green Futures	Green futures training	04/11/2025
DIMENSIONS BARBER ACADEMY	Barbering	04/11/2025
CitiLife Development	Let's Work Essentials	05/09/2025
mvp safety b/b/a Stepping UP	Flagger	05/23/2025
O's Elite Phlebotomy	Phlebotomy	05/09/2025
Beauty Boss Academia	Cosmetology	05/23/2025
AIMS	CNA	05/27/2025
Europa Salon and Spa	Europa School of Cosmetology	06/05/2025
Captiva Solutions	Certified CMMC Professional (CCP) Certification Training	06/06/2025

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HMP Training, Inc.	Heavy Equipment Operator Training	06/27/2025
TAB Consultancy Servies	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
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	CNA	01/17/2025
Stepping With Leaders Real Estate Academy	Real Estate Licensure, Renatl Counseling, Pre-purchasing Counseling Continuaing Education, Outreach +Education, Pre-Forclosure Counseling, Housing Counselor and Financial Literacy	
IBSS Cprporation	Total Assure basics Security + training, Basics Network+	01/23/2025

Exempt (Secretary Approval Not Required)		
Proposed Institution Name	Programs	Final Action Letter
InnoEnergy USA LLC	iTeach	03/28/2025
Empower Esthetics	MMHA Leasing Training	03/21/2025
Health Tech Learning, Inc	Knowledge and Skills Program.	03/11/2025
Carroll Technology and Innovation Council	CNA (Existing Employees)	05/06/2025
Care Health Training Organization, LLC	Business Administration Diploma; Diploma Pay Roll; Medical Office Administration; Data Analytics and Business Intelligence	06/25/2025

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PUSH Foundation Inc	CHESS (Compliance, Health, Ethics, Sanitation, and Safety)	04/11/2025
Adventist HealthCare	Safety in Blood Collection	05/23/2025
Montgomery County Government Department of Health and Human Services	Nursing Assistant Training	04/08/2025
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	06/23/2025
Essential Learning Center	Phlebotomy Training/CPR Training	05/27/2025
Stepful	Certified Medical Assistant; Pharmacy Tech	06/06/2025

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

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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

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Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: October 22, 2025

TO: Commissioners, Maryland Higher Education Commission

FROM: Dr. Emily Dow, Assistant Secretary of Academic Affairs

STAFF: Dr. Lyndsay Silva, Associate Director, Collegiate Affairs, Program Review Unit
Victoria Johnson, Administrative Officer, Program Review Unit
Glenda Abney, Senior Education Policy Analyst, Program Review Unit
Bryson Barksdale, Senior 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 Analyst, Program Review Unit
Thomas Waters, Jr., Education Analyst, Program Review Unit

SUBJECT: Report on Institutions of Higher Education Program Review:
Secretary Actions for January 1, 2025 to June 30, 2025.

During the current reporting period, the Secretary of Higher Education acted on a total of **277** academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and 13B.02.03, and they are outlined immediately below.

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Actions by In-State Institutions (ISI)	Number of Actions	Segment
Programs Objected to	1	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
New Degree Programs	16	at independent colleges and universities
	19	at public four-year colleges and universities
	7	at public community colleges
New Certificate Programs	6	at independent colleges and universities
	7	at public four-year colleges and universities
	5	at public community colleges
New Areas of Concentration	4	at independent colleges and universities
	2	at public four-year colleges and universities
	4	at public community colleges
Substantial Modifications to Existing Program	1	at independent colleges and universities
	2	at public four-year colleges and universities
	4	at public community colleges
Non-substantial Modifications to Existing Program	19	at independent colleges and universities
	45	at public four-year colleges and universities
	118	at public community colleges

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Withdrawn Proposals	0	at independent colleges and universities
	4	at public four-year colleges and universities
	4	at public community colleges
Institutional Program Partnerships	1	at independent colleges and universities
	6	at public four-year colleges and universities
	1	at public community colleges
Proposals Not Approved or Recommended	1	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
Total Actions for ISI	49	at independent colleges and universities
	85	at public four-year colleges and universities
	143	at public community colleges
	277	

I. PROGRAM OBJECTIONS - 1

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:

1. Inconsistency of the proposed program with the institution's approved mission for a public institution of higher education and the mission statement published in the official catalog of a private nonprofit institution of higher education;
- (2) Not meeting a regional or statewide need consistent with the State Plan for Higher Education;
- (3) Unreasonable program duplication which would cause harm to the

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State or students attending institutions of higher education in the

State; or

(4) Unnecessary program duplication in 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 January 1, 2025 and June 30, 2025.

Proposing Institution	Program Proposed	Objecting Institution	Objection Rationale	Action	Rationale for Action	Action Date
Maryland Institute College Art	BDes Interior Design	Morgan State University	Unreasonable program duplication	Not Recommended	Unreasonable program duplication	3/28/25

II. NEW DEGREE PROGRAMS APPROVED/RECOMMENDED – 42

Independent Four-Year Colleges and Universities – 16

Institution	Degree Award	Academic Program Name	Action Date
Maryland Institute College of Art	LDC	Design Essentials	1/22/25
Maryland Institute College of Art	UDC	Design Strategy	1/27/25
Notre Dame of Maryland University	MS	Pharmaceutical Sciences	1/10/25
Capitol Technology University	MPhil	Artificial Intelligence	1/22/25
Capitol Technology University	Doc	Forensic Linguistic Technology	1/22/25
Johns Hopkins University	PBC	Pre-medicine	1/21/25
Mount St. Mary's University	BS	Finance	4/8/25
Capitol Technology University	Doc	Forensic Linguistic Engineering	1/21/25
Loyola University Maryland	BS	Environmental Science	3/18/25
Loyola University Maryland	BA	Environmental Studies	3/18/25
Mount St. Mary's University	BS	Computational Technology	4/14/25
Loyola University Maryland	BS	Real Estate	4/22/25
Loyola University Maryland	BS	Forensic Science	4/1/25
Maryland Institute College of Art	BFA	Design and Innovation	5/8/25
Maryland Institute College of Art	BFA	Creative Media Production	4/22/25

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Capitol Technology University	BS	Aviation Maintenance and Management	4/22/25
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Public Four-Year Colleges and Universities – 19

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Baltimore	MS	Medical and Health Studies	1/2/25
University of Maryland, Baltimore	MS	Artificial Intelligence for Drug Development	1/10/25
University of Maryland, Baltimore	Doc	Social Work	2/27/25
University of Baltimore	BS	Artificial Intelligence for IT Operations	2/11/25
University of Baltimore	MS	User Centered Cybersecurity	1/10/25
Salisbury University	BS	Coastal Engineering	1/9/25
Bowie State University	BS	Immersive Media, Entertainment, and Gaming	1/28/25
University of Maryland, College Park	Doc	Biostatistics	2/11/25
University of Maryland, College Park	MS	Biostatistics	2/11/25
Bowie State University	BS	Accounting	4/29/25
University of Maryland, Baltimore	MS	Trauma Sciences	2/25/25
University of Baltimore	MBA	Business Administration	3/18/25
University of Maryland, Eastern Shore	BS	Electrical Engineering	6/17/25
University of Maryland, Eastern Shore	BS	Mechanical Engineering	6/13/25
Salisbury University	BS	Biochemistry and Molecular Biology	6/25/25
University of Maryland, Global Campus	MS	Applied Artificial Intelligence	6/13/25
University of Maryland, College Park	MS	Information	6/10/25
University of Maryland, College Park	MS	Artificial Intelligence	6/10/25
University of Maryland, College Park	BA	Public Service Interpreting and Translation	5/27/25

Community Colleges – 7

Institution	Degree Award	Academic Program Name	Action Date
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Wor-Wic Community College	AAS	STEM Technology	1/22/25
Prince George's Community College	AAS	Financial Management	1/27/25
College of Southern Maryland	AS	Physical Sciences	6/3/25
College of Southern Maryland	AS	Biology	6/5/25
Community College of Baltimore County	AA	Social Work	5/27/25
Community College of Baltimore County	AS	Artificial Intelligence	5/27/25
Hagerstown Community College	AAS	Management	6/12/25

III. NEW CERTIFICATE PROGRAMS APPROVED/RECOMMENDED – 18

Independent Four-Year Colleges and Universities – 6

Institution	Degree Award	Academic Program Name	Action Date
Maryland Institute College of Art	UDC	Design Business	1/27/25
Capitol Technology University	PBC	Business Analytics and Data Science Principles	1/10/25
Capitol Technology University	PBC	Applied Artificial Intelligence	1/10/25
Johns Hopkins University	PBC	Medical Physics	1/13/25
Mount St. Mary's University	UDC	Computational Technology	4/15/25
Mount St. Mary's University	UDC	Project Management	6/25/25

Public Four-Year Colleges and Universities – 7

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Baltimore	PBC	Real World Data & Pragmatic Research	1/8/25
Bowie State University	UDC	English for Speakers of Other Languages	3/11/25
Bowie State University	PBC	English for Speakers of Other Languages	1/31/25
Towson University	PBC	Forensic Firearms and tool mark Analysis	3/12/25
Towson University	PBC	Geospatial Technologies	6/13/25
Towson University	PBC	Gifted and Creative Education	6/17/25
Towson University	PBC	Communicating Complex Information	6/25/25

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Community Colleges – 5

Institution	Degree Award	Academic Program Name	Action Date
Chesapeake College	LDC	Manufacturing Technology	2/25/25
Community College of Baltimore County	LDC	Peer-Recovery Specialist	3/1/25
Chesapeake College	LDC	African American Studies	5/27/25
Cecil College	LDC	Artificial Intelligence	4/29/25
College of Southern Maryland	LDC	Pre-Engineering	2/25/25

IV. NEW AREAS OF CONCENTRATION APPROVED/RECOMMENDED – 10

Independent Four-Year Colleges and Universities – 4

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Loyola University Maryland	BA	Environmental Studies	Environmental Humanities	3/18/25
Loyola University Maryland	BA	Environmental Studies	Environment, Society, and Policy	3/17/25
Johns Hopkins University	MPH	Public Health	Indigenous Health	6/25/25
Johns Hopkins University	Doc	Public Health	Indigenous Health	6/25/25

Public Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
University of Maryland, Baltimore County	BA	English	Literature and Culture	3/25/25
University of Maryland, Baltimore County	BA	English	Writing, Rhetoric, and Technology	3/11/25

Community Colleges – 4

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Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Wor-Wic Community College	AS	STEM Transfer	Data Science	3/7/25
Wor-Wic Community College	AAS	Business Management	Technical Management Studies	1/22/25
College of Southern Maryland	AS	Physical Sciences	Physics	5/8/25
College of Southern Maryland	AS	Physical Sciences	Chemistry	4/22/25

V. SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 7

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Johns Hopkins University	Doc	Education	Off-Campus Program	6/13/25

Public Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Review Action	Action Date
University of Maryland, Global Campus	BS	Business Administration	Substantial modification	1/17/25
University of Maryland, Baltimore	Doc	PharmD	Substantial modification	4/1/25

Community Colleges – 4

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Hagerstown Community College	AAS	Accounting & Business	Substantial modification	5/27/25

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Allegany College of Maryland	AS	Criminal Justice Transfer	Substantial modification	1/13/25
Prince George's Community College	LDC	Web Technology	Substantial modification	2/25/25
Hagerstown Community College	AS	Biology Concentration, Arts and Sciences	Substantial modification	12/10/24

VI. NON-SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 177

Independent Four-Year Colleges and Universities – 19

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Goucher College	MA	Arts Administration	Suspend Program	1/9/25
Bowie State University	BS	Elementary Education	Change Program Modality	1/9/25
Bowie State University	BS	Early Childhood, Special Education	Change Program Modality	1/9/25
Johns Hopkins University	MS	Applied Economics	Change Program Modality	1/9/25
Johns Hopkins University	MS	Bioinformatics	Change Program Modality	1/9/25
Johns Hopkins University	MS	Biotechnology	Change Program Modality	1/9/25
Johns Hopkins University	MA	Liberal Arts	Change Program Modality	1/9/25
Johns Hopkins University	MS	Geographic Information Systems	Change Program Modality	1/9/25

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Johns Hopkins University	MS	Regulatory Science	Change Program Modality	1/15/25
Johns Hopkins University	MS	Environmental Sciences and Policy	Change Program Modality	1/15/25
Johns Hopkins University	MA	International Studies	Change Program Title	1/11/25
Johns Hopkins University	Doc	Population, Family, and Reproductive Health	Code Change	1/13/25
Johns Hopkins University	MS	Biophysics	Change Program Title	1/13/25
Loyola University Maryland	BBA	Leadership and Management Consulting	Change Program Title	4/8/25
Stevenson University	MS	Nursing	Non-Substantial Program Change	4/29/25
Washington College	BS	Human Development	Code Change	5/20/25
Washington College	BS	Human Development	Change Program Title	6/3/25
Washington College	BS	Human Development	Code Change	6/3/25
Stevenson University	PBC	Population-based Care Coordination	Change Program Title	6/25/25

Public Four-Year Colleges and Universities – 45

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Bowie State University	BS	Elementary Education	Change Program Modality	1/9/25
Bowie State University	BS	Early Childhood, Special Education	Change Program Modality	1/9/25
University of Maryland, Eastern Shore	MS	Cybersecurity Engineering Technology	Change Program Title	3/4/25
Towson University	BM	Music	Change Program Title	3/11/25
Towson University	BM	Music	Change Program Title	3/11/25
Towson University	BM	Music	Change Program Title	3/11/25
Towson University	BM	Music	Change Program Title	3/11/25
University of Maryland, Global Campus	BS	Management Studies	Suspend Program	2/25/25

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University of Maryland, Global Campus	BS	Business Administration	Change Program Title	2/25/25
University of Maryland, Baltimore	PMC	Adult Gerontology Acute Care Nurse Practitioner - Clinical Nursing	Discontinued Program	3/11/25
University of Maryland, Baltimore	PMC	Adult - Gerontology Primary Care Nurse Practitioner	Discontinued Program	3/11/25
University of Maryland, Baltimore	PMC	Family Nurse Practitioner	Discontinued Program	3/25/25
University of Maryland, Baltimore	PMC	Pediatric Acute Care Practitioner	Discontinued Program	3/25/25
University of Maryland, Baltimore	PMC	Pediatric Primary Care Nurse Practitioner	Discontinued Program	3/11/25
University of Maryland, Baltimore	PMC	Pediatric Acute Care Nurse Practitioner	Discontinued Program	3/11/25
University of Maryland, Eastern Shore	BA	Jazz and Popular Music	Discontinued Program	4/17/25
University of Maryland, Eastern Shore	BA	Music Education	Discontinued Program	5/6/25
University of Maryland, Baltimore	PMC	Psychiatric Mental Health Nurse Practitioner	Discontinued Program	3/18/25
University of Maryland, Baltimore	PBC	Vulnerability and Violence Reduction	Discontinued Program	3/25/25
University of Maryland, Baltimore	MS	Vulnerability and Violence Reduction	Discontinued Program	3/25/25
Frostburg State University	BS	Health and Wellness Education	Suspend Program	3/25/25
University of Maryland, Global Campus	MS	Information Technology	Suspend Program	4/22/25
University of Maryland, Global Campus	MS	Management	Suspend Program	4/22/25
University of Maryland, Global Campus	MAT	Teaching	Suspend Program	4/22/25
Coppin State University	MEd	SPED Program	Suspend Program	4/8/25
Coppin State University	BA	Global Studies	Suspend Program	4/8/25
University of Maryland, Baltimore	PBC	Intercultural Leadership	Change Program Title	4/8/25

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University of Maryland, Baltimore	MS	Diversity, Equity, and Inclusion Leadership	Change Program Title	4/8/25
University of Maryland, Baltimore	PBC	Care Coordination	Discontinued Program	4/8/25
University of Maryland, Baltimore County	BFA	Visual Arts	Change Program Title	4/8/25
University of Maryland, Eastern Shore	Doc	Applied Computing and Engineering	Change Program Modality	4/8/25
University of Maryland, College Park	BS	Family Science	Change Program Modality	4/29/25
Towson University	MA	Jewish Studies	Suspend Program	5/12/25
University of Maryland, Baltimore	MS	Toxicology	Discontinued Program	6/17/25
University of Maryland, Baltimore	MS	Applied and Professional Ethics	Discontinued Program	5/27/25
University of Maryland, Baltimore	Doc	Toxicology	Discontinued Program	6/17/25
Towson University	MS	Mathematics Education	Change Program Modality	6/17/25
University of Maryland, Baltimore	BSN	Nursing	Non-Substantial Program Change	6/17/25
Bowie State University	Doc	Computer Science	Change Program Title	6/17/25
University of Maryland, Baltimore	PBC	User Experience	Discontinued Program	6/5/25
University of Maryland, Baltimore	PBC	Health Sciences	Discontinued Program	6/25/25
University of Maryland, College Park	PBC	Intelligence Analysis	Change Program Modality	6/25/25
Towson University	BS	Physics	Change Program Title	6/25/25
Towson University	BS	Physics	Discontinued Program	6/25/25
Towson University	PBC	Arts Integration	Suspend Program	6/25/25

Community Colleges – 118

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Cecil College	LDC	Equine Studies	Non-Substantial Program Change	1/17/25
Cecil College	AAS	Skilled Trades	Non-Substantial Program Change	1/16/25

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Cecil College	AAS	Skilled Trades	Non-Substantial Program Change	1/16/25
Cecil College	AAS	Skilled Trades	Non-Substantial Program Change	1/16/25
Chesapeake College	AAS	Engineering Technology	Discontinued Program	2/11/25
Chesapeake College	LDC	Hotel/Resort Management	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: Microcomputer Applications Specialist (Advanced)	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: Microcomputer Applications Specialist (Basic)	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: Interactive Media & Web Design (Advanced)	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: Interactive Media & Web Design (Basic)	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: PC & Network Management (Advanced)	Discontinued Program	2/11/25
Chesapeake College	LDC	CIS: PC & Network Management (Basic)	Discontinued Program	2/11/25
Chesapeake College	LDC	Environmental Monitoring	Discontinued Program	2/11/25
Chesapeake College	AAS	Computer Information Security	Discontinued Program	2/11/25
Community College of Baltimore County	AA	Literature, Humanities and Social Sciences	Non-Substantial Program Change	2/25/25
Community College of Baltimore County	BA	Music Education	Change Program Title	2/11/25
Cecil College	LDC	Practical Nursing	Non-Substantial Program Change	3/4/25
Cecil College	AS	Biological Sciences	Non-Substantial Program Change	3/4/25
Cecil College	AAS	Visual Communication	Non-Substantial Program Change	4/8/25

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Community College of Baltimore County	LDC	Automotive Air Conditioning and heating Specialist	Suspend Program	2/25/25
Community College of Baltimore County	LDC	Automotive Brake and Suspension Specialist	Suspend Program	2/25/25
Community College of Baltimore County	LDC	Automotive Drive Train Specialist	Discontinued Program	2/25/25
Community College of Baltimore County	LDC	Automotive Electrical and Electronic Specialist	Suspend Program	2/25/25
Community College of Baltimore County	LDC	Automotive Engine Specialist	Discontinued Program	2/25/25
Community College of Baltimore County	LDC	Automotive Service Attendant Specialist	Suspend Program	2/25/25
Community College of Baltimore County	AAS	Criminal Justice Studies	Non-Substantial Program Change	3/4/25
Community College of Baltimore County	LDC	Criminal Justice Studies	Non-Substantial Program Change	3/4/25
Chesapeake College	LDC	Nationally Registered Paramedic	Discontinued Program	2/25/25
Cecil College	AAS	Bio production	Non-Substantial Program Change	3/10/25
Hagerstown Community College	AAS	Alternative Energy Technology	Discontinued Program	3/11/25
Hagerstown Community College	LDC	Solar Energy Installation and Service, Alternative Energy Tech	Discontinued Program	3/13/25
Harford Community College	AA	Arts Management	Discontinued Program	4/22/25
Harford Community College	AA	Community Health Promotion	Discontinued Program	3/25/25
Wor-Wic Community College	AAS	Office Technology, Medical Office Assistant	Discontinued Program	4/8/25
Wor-Wic Community College	AAS	Hotel-Motel-Restaurant Management	Discontinued Program	4/8/25
Wor-Wic Community College	LDC	Computed Tomography	Discontinued Program	4/10/25
Wor-Wic Community College	LDC	Office Technology	Discontinued Program	4/8/25

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Wor-Wic Community College	AS	Biology Transfer	Discontinued Program	4/8/25
Anne Arundel Community College	AAS	Business Management,	Discontinued Program	4/8/25
Anne Arundel Community College	LDC	Server Administration and Security	Non-Substantial Program Change	4/8/25
Community College of Baltimore County	AAS	Allied Health Leadership	Non-Substantial Program Change	6/17/25
Community College of Baltimore County	LDC	Certified Public Accountant	Non-Substantial Program Change	5/20/25
Community College of Baltimore County	AS	Data Science	Non-Substantial Program Change	5/6/25
Community College of Baltimore County	AAS	Human Services Counseling	Non-Substantial Program Change	6/3/25
Community College of Baltimore County	AAS	Human Services Counseling	Non-Substantial Program Change	5/6/25
Community College of Baltimore County	AA	Humanities and Social Sciences	Non-Substantial Program Change	5/20/25
Cecil College	LDC	Visual Communications - Graphic Design	Change Program Title	4/29/25
Cecil College	LDC	visual Communications Professional Photography	Change Program Title	4/29/25
Cecil College	LDC	Visual Communications - Video Production	Change Program Title	4/29/25
Cecil College	LDC	Visual Communications - Web Design and Multimedia	Change Program Title	5/6/25
Cecil College	AAS	Visual Communications	Change Program Title	5/6/25
Cecil College	AAS	Digital Commerce	Non-Substantial Program Change	4/22/25
Cecil College	AAS	Digital Commerce	Change Program Title	4/22/25
Cecil College	LDC	Digital Commerce	Non-Substantial Program Change	4/22/25
Cecil College	AAS	Digital Commerce	Change Program Title	4/22/25
Cecil College	AAS	Visual Communications	Non-Substantial Program Change	5/6/25

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Cecil College	AAS	Visual Communications	Change Program Title	5/6/25
Anne Arundel Community College	AAS	PLGL Studies	Discontinued Program	4/22/25
Anne Arundel Community College	AAS	PLGL Studies	Discontinued Program	4/22/25
Anne Arundel Community College	AAS	PLGL Studies	Discontinued Program	4/22/25
Hagerstown Community College	LDC	Childcare Professional	Discontinued Program	4/22/25
Hagerstown Community College	AAS	Commercial Transportation Administration	Discontinued Program	4/22/25
Hagerstown Community College	LDC	Commercial Transportation Management	Discontinued Program	4/29/25
Hagerstown Community College	AAS	Digital Instrumentation and Process Control	Discontinued Program	4/29/25
Hagerstown Community College	AAS	Early Childhood/Primary Grades Education	Discontinued Program	5/20/25
Wor-Wic Community College	AAS	Criminal Justice	Discontinued Program	5/13/25
Wor-Wic Community College	AAS	Criminal Justice	Discontinued Program	5/13/25
Hagerstown Community College	LDC	Emergency Medical Technician	Discontinued Program	6/3/25
Hagerstown Community College	AA	Arts and Sciences	Non-Substantial Program Change	4/29/25
Hagerstown Community College	AS	Engineering Science	Non-Substantial Program Change	4/29/25
Hagerstown Community College	AA	Arts and Sciences	Non-Substantial Program Change	4/29/25
Hagerstown Community College	AAS	Information Systems Technology	Non-Substantial Program Change	4/29/25
Hagerstown Community College	AAS	Management	Non-Substantial Program Change	5/22/25
Hagerstown Community College	AAS	Radiography	Non-Substantial Program Change	5/13/25

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Hagerstown Community College	LDC	Unmanned Aerial Systems Technician	Suspend Program	5/6/25
Hagerstown Community College	AA	Arts and Sciences	Suspend Program	5/20/25
Montgomery College	LDC	Web Design	Discontinued Program	4/29/25
Montgomery College	LDC	Web Programming	Discontinued Program	4/29/25
College of Southern Maryland	ASE	Electrical Engineering	Non-Substantial Program Change	4/22/25
College of Southern Maryland	ASE	Computer Engineering	Non-Substantial Program Change	5/13/25
College of Southern Maryland	AS	Computer Science with Cloud Computing	Non-Substantial Program Change	5/6/25
College of Southern Maryland	LDC	Environmental Technology	Discontinued Program	4/29/25
College of Southern Maryland	LDC	Network Technology	Discontinued Program	5/6/25
College of Southern Maryland	AAS	Paralegal Studies	Discontinued Program	4/29/25
College of Southern Maryland	AAS	Environmental Technology	Discontinued Program	4/29/25
College of Southern Maryland	AAS	Electronics Technology	Discontinued Program	4/29/25
Wor-Wic Community College	AAS	Culinary Arts	Non-Substantial Program Change	5/13/25
Cecil College	LDC	Visual Comm - Simulation Design & Gaming	Non-Substantial Program Change	5/6/25
Community College of Baltimore County	LDC	Cloud Technology	Non-Substantial Program Change	6/13/25
Community College of Baltimore County	AFA	Fine Art and Visual Design	Non-Substantial Program Change	5/6/25
Community College of Baltimore County	AAS	Engineering Technology	Non-Substantial Program Change	5/13/25
Community College of Baltimore County	AAS	Engineering Technology	Non-Substantial Program Change	5/13/25

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Community College of Baltimore County	AAS	Engineering Technology	Non-Substantial Program Change	5/13/25
Community College of Baltimore County	AAS	Engineering Technology	Non-Substantial Program Change	5/6/25
Cecil College	AAS	Visual Communication-Simulation Design & Gaming	Change Program Title	5/13/25
Cecil College	LDC	Visual Communication - Simulation Design & Gaming	Non-Substantial Program Change	5/13/25
Montgomery College	LDC	Broadcast Journalism	Discontinued Program	5/13/25
Montgomery College	AAS	Broadcast Media Production	Discontinued Program	5/13/25
Montgomery College	AAS	Broadcast Media Production	Discontinued Program	5/13/25
Montgomery College	AAS	Digital Media and Web Technology	Discontinued Program	5/13/25
Montgomery College	LDC	Digital Multimedia Production	Discontinued Program	5/13/25
Montgomery College	LDC	Carpentry	Discontinued Program	5/13/25
Montgomery College	LDC	Electrical Wiring	Discontinued Program	5/13/25
Montgomery College	LDC	HVAC	Discontinued Program	5/6/25
Montgomery College	LDC	Residential Remodeling and Repair	Discontinued Program	5/20/25
Montgomery College	AAS	Environmental Horticulture and Sustainable Agribusiness	Change Program Title	5/6/25
Montgomery College	LDC	Environmental Horticulture and Sustainable Agribusiness	Change Program Title	5/6/25
Montgomery College	AAS	Computer Gaming and Simulation	Change Program Modality	5/6/25
Montgomery College	LDC	Computer Gaming and Simulation	Change Program Modality	5/6/25

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Cecil College	AS	Engineering	Non-Substantial Program Change	6/3/25
Cecil College	ASE	Electrical Engineering	Non-Substantial Program Change	5/20/25
Cecil College	LDC	Visual Communication - Simulation Design & Gaming	Change Program Title	6/3/25
Community College of Baltimore County	AAS	Digital Forensics	Non-Substantial Program Change	6/17/25
Montgomery College	AAS	Biotechnology	Statewide and Health Manpower Designations	2/25/25
Montgomery College	LDC	Biotechnology	Statewide and Health Manpower Designations	2/25/25
Montgomery College	LDC	Bio manufacturing	Statewide and Health Manpower Designations	2/25/25
Cecil College	LDC	Artificial Intelligence	Statewide and Health Manpower Designations	5/27/25
Anne Arundel Community College	AAS	Dental Hygiene	Statewide and Health Manpower Designations	5/27/25

VII. WITHDRAWN PROPOSAL – 8

Independent Four-Year Colleges and Universities – 0

Institution	Degree Award	Academic Program Name	Action Date

Public Four-Year Colleges and Universities – 4

Institution	Degree Award	Academic Program Name	Action Date
Bowie State University	Doc	Nursing Education	1/22/25
University of Maryland, College Park	BA	Global Cultures	5/1/25
University of Maryland, Baltimore County	MS	Applied Data Science	6/27/25

University of Maryland, Baltimore County	MA	Applied Behavior Analysis	6/26/25
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Community Colleges – 3

Institution	Degree Award	Academic Program Name	Action Date
Anne Arundel Community College	LDC	Law Enforcement and Criminal Justice - Police Academy	4/4/25
Anne Arundel Community College	AAS	Paralegal Studies	4/4/25
College of Southern Maryland	AS	Engineering Transfer	4/30/25
Harford Community College	LDC	Health Information Technology	4/7/25

VIII. INSTITUTIONAL PROGRAM PARTNERSHIPS/ENGAGEMENT – 8

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 – 6

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Towson University	MS	Transformational Educational Leadership	Closed Site Approval	1/10/25
Towson University	PBC	Educational Administrator I	Closed Site Approval	1/10/25
Towson University	MAT	Teaching	Closed Site Approval	12/18/24
Towson University	BS	Special Education	Closed Site Approval	12/18/24
Towson University	MS	Transformational Educational Leadership	Closed Site Approval	01/10/25
Towson University	PBC	Educational Administrator1 I	Closed Site Approval	01/10/25

Community Colleges – 1

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Institution	Degree Award	Academic Program Name	Review Action	Action Date
Anne Arundel Community College	LDC	Business Management - Small Business management	Closed Site Approval	07/15/24

IX. PROPOSALS NOT APPROVED/ RECOMMENDED - 1

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Maryland Institute College Art	BDes	Interior Design	New Academic Program	3/28/25

Public Four-Year Colleges and Universities – 0

Community Colleges - 0



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Craig A. Williams, Ph.D.

Janet E. Wormack, Ed.D.

Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

DATE: October 22nd, 2025

TO: Commissioners, Maryland Higher Education Commission

FROM: Emily A.A. Dow, Ph.D., Assistant Secretary, Academic
Affairs

STAFF: Everette Jackson, Jr., Associate Director, Veterans Affairs/State Approving Agency

Olayta Rigsby, Staff Specialist II

Wayne Holmes, Staff Specialist III

SUBJECT: FY 2025 Biannual Report on VA Education Benefits: MD SAA Actions for
October 1, 2024 – March 31, 2025

During this reporting period, the Maryland State Approving Agency (MD SAA) ¹ for Veterans Education and Training Benefits reviewed **80** applications for approval and acted on **1,695** 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	726
Other Program Actions	969
Risk Based Surveys	1
Supervisory Visits	11
Inspection Visits	1
Technical Assistance	273
Total Actions	1,981

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.

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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	584	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	48	1	1	2	1	9
Number Disapproved	78	2	0	0	1	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)	1	0	0	0	0	0	
Supervisory Visits (2)	3	9	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	133	60	19	13	11	25	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.

MARYLAND HIGHER EDUCATION COMMISSION

Appendix A

Supervisory Visits	
Empire Beauty School-Owings Mills	Empire Beauty School-Glen Burnie
University of Maryland-Department of Physical Therapy	UMBC Training Centers
DATS of Maryland at Columbia	Holistic Massage Training Institute
Howard County Police Department	Baltimore City Fire Academy
The Temple-A Paul Mitchell Partner	Lancaster Bible College-Maryland
Denver Seminary	City of Frederick Police Academy
Inspection Visits (for new VA facility approvals)	
Puddin, LLC (OJT)	
New Facility Approvals	
Perry Hall High School	St. Mary Ryken High School
Oxon Hill High School	Glenelg High School
CYD Electrical Academy (APP)	Atholton High School
Hammond High School	Mt. Hebron High School
Centennial High School	Guilford Park High School
Howard High School	Long Reach High School
Marriotts Ridge High School	Reservoir High School
Old Mill High School	Crofton High School
North Point High School	La Plata High School
St. Charles High School	North Harford High School
Archbishop Spalding High School	The Park School of Baltimore



Academic Affairs: Biannual Reports

Maryland Higher Education Commission
October 22, 2025

Emily A. A. Dow, Ph.D., Assistant Secretary for Academic Affairs

Background

- Formal reports on delegated authority from the Commission to the Secretary for a variety of approvals and actions
- Provides insight on important decisions regarding institutional operations and academic program approval

4 Reports from 4 Specific Teams

Institutional
Review

Private Career
Schools

Academic
Program
Review

Veterans
Affairs

Degree Granting Institutions

January 1 – June 30, 2025

- In-State Degree-granting Institutions
 - 1 Stage 1 Application in-process
 - 3 Stage 2 Applications in-process
 - 2 institutional closures in-process: Reid Temple Bible College and The Collegium
- Out-of-State Institutions Seeking to Operate in Maryland
 - 1 initial application approved and 3 in-process
 - 6 renewal applications in-process
 - 3 site closures completed and 7 in-process
- Degree-granting institutions with a religious exemption
 - 2 initial applications in-process
 - 4 renewal applications in-process

Degree-Granting Institutions: Distance Education

January 1 – June 30, 2025

- NC-SARA: 42,507 Maryland residents in 1,246 approved online programs at out-of-state institutions through SARA
- 40 Maryland institutions currently participate in SARA
 - 23 renewal applications were approved
 - 40,507 total out-of-state residents enrolled in an online program at a SARA participating Maryland institutions
 - 36,379 via SARA
- Non-NC-SARA institutions: 56 out-of-State Institutions are currently registered to enrolling Maryland students via distance education (aka “online registration”):
 - 5 Initial applications and 12 renewal applications were approved

Private Career Schools

January 1 – June 30, 2025

A privately owned and operated institution of postsecondary education, other than an institution of higher education, that furnishes or offers to furnish programs, whether requiring a payment or a fee, for the purpose of training, retraining, or upgrading individuals for gainful employment as skilled or semiskilled workers or technicians in recognized occupations or in new and emerging occupations

133 Training Provider Questionnaires

5 New Private Career Schools

MIAA Beauty

MTS Class

Per Scholas

Revolutionary Institute of Beauty

Nightingale School of Allied Health

2 New Programs approved (at an existing PCS)

2 Modifications (at an existing PCS)

- 2 Change of Locations

X Applications Currently Under Review

- TBD

Academic Program Review at Degree-Granting Institutions

January 1 – June 30, 2025

- New academic programs:
 - 6 lower division certificates
 - 7 associate degrees
 - 5 upper division certificates
 - 17 bachelor degrees
 - 10 post-baccalaureate certificates
 - 9 master's degrees
 - 0 post-master's certificate
 - 4 doctoral degrees
 - 10 new areas of concentration
- 1 proposal with objection(s)
- 7 substantial modifications
- 177 non-substantial modifications

Division of Veterans Affairs and State Approving Agency Highlights

October 1, 2024 – March 31, 2025

- 80 applications for approval
- 1,695 program-related actions through our catalog submission and program review process
- 12 Supervisory Visits
 - 3 institutions of higher learning
 - 9 non-college degree schools
- 23 new facility approval
 - 1 on-the-job training facility
 - 1 apprenticeship facility
 - 21 high schools
- 273 actions related to technical assistance and liaison activities



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Sarah Otwey, Student
Commissioner

Principal Counsel

Kimberly Smith Ward

MEMORANDUM

TO: Maryland Higher Education Commission

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

DATE: October 22, 2025

SUBJECT: Draft Regulations – Standards for Evaluating Unreasonable
Duplication and Unnecessary Duplication of Academic
Programs

Enclosed are draft regulations establishing the standards and processes for evaluating *unreasonable program duplication* and *unnecessary program duplication* in the review of academic program proposals and objections, as required by House Bill 1244 (Chapter 963, Acts of 2024).

Background

House Bill 1244 (Ch. 963, Acts of 2024) amended the Education Article, §11-206.2 to require the Commission to adopt regulations specifying the criteria and factors used when analyzing institutional objections to proposed academic programs. Institutions of higher education may object to proposed programs on one or more of four bases:

--Inconsistency of the proposed program with the institution's approved mission for a public institution of higher education and the mission statement published in the official catalog of a private nonprofit institution of higher education;

--Not meeting a regional or statewide need consistent with the State Plan for Higher Education;

--Unreasonable program duplication which would cause harm to the State or students attending institutions of higher education in the State; or

--Unnecessary program duplication in violation of the State's equal educational opportunity obligations under State and federal law.

The legislation directed the Commission to adopt regulations that clearly identify the procedures, criteria, and factors used to analyze these objections. The statute also required that, for *unreasonable duplication*, the regulations must prioritize (1) meeting State and regional workforce needs and (2) collaboration between institutions. For *unnecessary duplication*,

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the Commission must consult with the Office of the Attorney General and ensure alignment with the State's equal educational opportunity obligations under State and federal law.

Summary of Draft Regulations

Unreasonable Duplication. The proposed regulation codifies the principles, general rules, and criteria MHEC will use to determine whether a proposed new program or substantial modification results in *unreasonable duplication* that would cause harm to the State or to students. The purpose and intent of the draft regulations are to:

- Ensure efficient use of State resources and promote collaboration between institutions;
- Avoid unnecessary proliferation of similar programs that do not address workforce needs; and
- Preserve existing programs that already meet identified State or regional workforce needs.

The draft regulations require institutions to assess potential duplication before submitting proposals or objections, and to engage in good faith collaboration when duplication is identified. MHEC's review proceeds through a qualitative and, when necessary, course-level analysis.

The draft regulations identify the following key standards and criteria:

- Duplication is only relevant among programs at the *same degree or certificate level*.
- Duplication is not unreasonable if the new program addresses a documented *State or regional workforce shortage* identified in the State Plan appendices.
- Common or core programs (e.g., liberal arts, social sciences, theoretical sciences, business, education) are presumed not to be unreasonably duplicative.
- At the doctoral level, all proposals are reviewed for potential unreasonable duplication.

The draft regulations outline a framework for determining duplication. MHEC will first analyze qualitative indicators such as learning objectives, competencies, intended employment, accreditation, and CIP code. If substantial similarity exists, a course-by-course review may follow. If the content is determined to be substantially similar, MHEC will evaluate whether duplication is *unreasonable* by weighing:

- Primary factor: State and regional workforce need (based on State Plan appendices);
- Additional factors: program modality, geography, student population, institutional mission, faculty capacity, collaboration potential, and other relevant factors.

Additionally, a finding of *unreasonable duplication* requires a demonstration of harm to the State or to students, which may include inefficient use of resources, interference with HBI responsibilities, reduced access to experiential opportunities, or increased cost or time to degree.

Unnecessary Duplication. The draft regulation defines and establishes standards for *unnecessary program duplication* in violation of the State's equal educational opportunity obligations. This evaluation applies only to *public senior higher education institutions*. The purpose and intent is to prevent traditionally white institutions from duplicating existing programs at Maryland's historically black institutions (HBIs) without sound educational justification, consistent with the State's continuing obligations under federal and State law.

The analysis proceeds in two steps:

1. Determine whether the proposed and existing programs are *broadly similar* in content; and
2. If broadly similar, determine whether *sound educational justification* exists for the duplication.

The criteria to determine if the programs are broadly similar include reviewing learning objectives, competencies, intended employment, licensure or certification, program title, CIP code, accreditation, and, as

needed, course-level content. Factors such as geographic distance between the institutions; State and regional workforce need; availability of clinical placements or experiential opportunities; existence of unique educational resources (e.g., research centers); departmental or institutional reputation; and existing or potential industry, governmental, or educational partnerships, would be considered to determine sound educational justification for duplication. If no sound educational justification exists, the proposed program must be denied.

Consultation and Next Steps

These draft regulations were developed in consultation with the Office of the Attorney General. Both draft regulations reflect statutory priorities and incorporate standards consistent with the State Plan for Higher Education. Upon Commission review and input, draft regulations will be shared with the Program Review Process Advisory Council and other community members for additional feedback. Revisions to the draft regulations will be presented at a future Commission meeting with the intent to move forward codifying them in the Maryland Code of Regulations.

UNREASONABLE Duplication**The Commission's charge under HB 1244 (Ch. 963, Acts of 2024):**

The Commission is required to adopt regulations on procedures for conducting an analysis of objections that clearly identify all of the specific criteria and factors used by the Commission. There are four objections total: (1) inconsistency of a proposed program with the institution's mission, (2) not meeting a regional or statewide need in the State Plan for Higher Education, (3) unreasonable duplication, and (4) unnecessary duplication.

For **unreasonable duplication**, an institution may object based on "*unreasonable program duplication which would cause harm to the State or students attending institutions of higher education in the State.*"

For an objection based on unreasonable program duplication, the legislature identified two priorities for the regulations.

First, the Commission must prioritize meeting State and regional workforce needs and preserving existing programs that are able to meet State and regional workforce needs. This shall be done by using baseline data and common sources developed in conjunction with the Maryland Departments of Labor and Commerce for the appendices to the State Plan for Higher Education.

Second, the Commission must prioritize collaboration between institutions of higher education.

13B.02.03.09 Unreasonable Program Duplication.

A. Pursuant to Education Article, § 11-206.2(e)(1)(iii), Annotated Code of Maryland, approval or recommendation of a proposed new program or substantial modification of an existing program may not result in unreasonable program duplication that would cause harm to the State or students attending institutions of higher education in the State.

B. The purpose of this regulation is to set forth:

- (1) Principles and policy regarding unreasonable program duplication;
- (2) General rules governing the existence of unreasonable program duplication; and
- (3) The criteria and factors the Commission will use to determine if unreasonable program duplication exists.

C. The primary purposes of reviewing academic program proposals for unreasonable duplication are to ensure that:

- (1) State resources are appropriately distributed among institutions of higher education; and
- (2) Public institutions of higher education and State-aided independent institutions of higher education are collaborating to provide a wide spectrum of educational programs for residents of the State and the region.

D. An institution of higher education shall use the criteria and factors in this regulation to:

- (1) Analyze potential unreasonable program duplication prior to the submission of academic program proposals or letters of intent;
- (2) Demonstrate the nonexistence of unreasonable program duplication within an academic program proposal or letter of intent;
- (3) Determine if the institution has a rationale for the filing of objection based on unreasonable program duplication;
- (4) Demonstrate the existence of unreasonable duplication within an objection filing.

E. Elimination of Duplication by Institutions.

- (1) If an institution identifies potential unreasonable program duplication in the development of a program proposal or letter of intent, the institution shall:
 - (a) Reconsider whether or not to submit a program proposal;
 - (b) Revise the program proposal to eliminate any potential duplication; and
 - (c) Reach out to the institution with the existing program in good faith to discuss collaboration and cooperation within the subject of the proposal.
- (2) Institutions with existing programs that receive requests to collaborate shall engage with other institutions in good faith.

F. General Rules.

- (1) Unreasonable program duplication does not exist unless the two programs are at the same degree or certificate level.
- (2) Unreasonable program duplication does not exist if the development of a new program or discipline is identified as need to meet a State or regional workforce shortage on the annual appendix to the State Plan for Higher Education regarding State or regional workforce shortage.
- (3) Unreasonable program duplication is most likely to exist within specialty programs, subdisciplines, professional degrees, and occupation-specific programs. With the approval of the Commission, the Secretary may publish a list of existing unique academic programs within any degree or certificate level which may not be proposed without prior permission of the Secretary.
- (4) Duplication is presumed not to exist if an existing program is a basic, common, or core program at a particular degree or certificate level. In addition to or within the disciplines listed in this section, the Secretary may publish a list of specific basic, common, or core programs within any degree or certificate level.
- (5) Duplication of Lower Division Programs. Because every community college in the State serves a different region of the State, duplication of an associate's degree program, a lower division certificate, or other academic program at one community college by another community college is not unreasonable.
- (6) Duplication of Upper Division Certificates and Bachelor's Degrees. At the bachelor's degree level, basic, common, or core programs in the liberal arts, social sciences, theoretical sciences, business, and education are not unreasonably duplicative.
- (7) Duplication of Master's Degrees, Post-baccalaureate Certificates, and Graduate Certificates. Common programs in the traditional liberal arts, social sciences, and theoretical sciences are not unreasonably duplicative.
- (8) Duplication of Doctoral Degrees. All proposals for doctoral degrees shall be reviewed for unreasonable program duplication.

(9) When circulating a program proposal, the Commission will notify institutions if unreasonable program duplication is unlikely to exist based on the rules in this section.

G. Determination of Unreasonable Duplication.

(1) Determination of duplication is a qualitatively analytic process that cannot be determined by a particular set of metrics, but instead depends upon the unique circumstances in each situation.

(2) Steps.

(a) In determining whether a program is unreasonably duplicative, the Secretary shall first review basic indicators of duplicative content.

(b) If qualitative review of the basic indicators demonstrates a substantial difference between the content of the proposed program and existing program, the Secretary shall find that unreasonable program duplication does not exist.

(c) If qualitative review of the basic indicators does not demonstrate a substantial difference between the content of the proposed program and existing program, the Secretary shall use a course-by-course analysis to determine if the content of the programs is substantially similar.

(d) If the program content is determined to not be substantially similar, the Secretary shall find that unreasonable program duplication does not exist.

(e) If the program content is substantially similar, the Secretary will then determine if duplication is unreasonable and if it would cause harm to the State or students attending institutions of higher education in the State.

(3) Process and Criteria for Determining if Program Content is Substantially Similar.

(a) The Secretary shall first consider the following basic indicators of duplicative content:

- (i) Learning objectives;
- (ii) Projected competencies and skills;
- (iii) Intended employment upon program completion;
- (iv) Licensure, certification, stackable credentials, or industry recognitions;
- (v) Program title;
- (vi) Requested or recommended CIP code; and
- (vii) Program accreditation.

(b) Consideration of these factors shall be a holistic analysis and the Secretary may weigh the importance of each factor depending on the elements of the program proposal.

(c) If qualitative review of the basic indicators demonstrates a substantial difference between the content of the proposed program and existing program, the Secretary shall find that unreasonable program duplication does not exist.

(d) If review of the basic indicators does not demonstrate a substantial difference between the programs, the Secretary shall perform a course by course analysis to determine if the program content is substantially similar, using:

- (i) Course titles;
- (ii) Course objectives;
- (iii) Course descriptions;
- (iv) Experiential learning requirements and opportunities;
- (v) If applicable, any requirement to develop original scholarship; and
- (vi) Required and available concentrations and specialties.

(4) Factors in Determining if Program Duplication is Unreasonable.

(a) The priority factor in unreasonable program duplication is State and regional workforce need, as determined using the criteria and analysis used in the formulation of the appendices to the State Plan for Higher Education.

(b) If the Secretary finds that there is no workforce need for the proposed program, the Secretary shall find that the program duplication is unreasonable.

(c) Additional Factors. The Secretary may also consider:

(i) Program modality and, if applicable, the geographic distance between the two institutions;

(ii) The intended student population for the programs, including admissions requirements and existing student body;

(iii) Student demand for the program (i.e. student market supply);

(iii) The availability of sufficient faculty to staff both programs;

(iv) The mission of each institution;

(v) Potential opportunities for the institutions to collaborate; and

(vi) Any other factor that may assist the Secretary in making a determination.

(5) Harm to the State or Students Attending Institutions of Higher Education in the State. Examples of such harm include, but are not limited to:

(a) Inefficient or inappropriate use of State resources;

(b) Interference with the State's statutory responsibilities regarding HBIs;

(c) If applicable, potential unavailability of clinical placements or other experiential learning opportunities for students; and

(d) Changes to the program or opportunities within the program leading to the loss or lack of availability of faculty advisors, increases in program cost, or increases in time to completion.

UNNECESSARY Duplication**The Commission's charge under HB 1244 (Ch. 963, Acts of 2024):**

The Commission is required to adopt regulations on procedures for conducting an analysis of objections that clearly identify all of the specific criteria and factors used by the Commission. There are four objections total: (1) inconsistency of a proposed program with the institution's mission, (2) not meeting a regional or statewide need in the State Plan for Higher Education, (3) unreasonable duplication, and (4) unnecessary duplication.

For **unnecessary duplication**, an institution may object based on “*unnecessary program duplication in violation of the State's equal educational opportunity obligations under State and federal law.*”

For an objection based on unnecessary program duplication, the legislature required that MHEC consult with the Office of the Attorney General in adopting regulations for standards for conducting an unnecessary duplication analysis.

13B.02.03.09-1. Unnecessary Program Duplication.**A. Scope.**

(a) This regulation is only applicable to public senior higher education institutions in the State.

(b) This regulation is only applicable to graduate programs.

B. Pursuant to Education Article, § 11-206.2(e)(1)(iv), Annotated Code of Maryland, approval or recommendation of a proposed new program or substantial modification of an existing program may not result in unnecessary program duplication in violation of the State's equal educational opportunity obligations under State and federal law.

C. The primary purpose of reviewing academic program proposals for unnecessary duplication is to ensure that traditionally white public institutions of higher education are not duplicating existing programs at historically black public institutions of higher education without sound educational justification.

D. An institution of higher education shall use the standards in this regulation to:

(1) Analyze potential unnecessary program duplication prior to the submission of academic program proposals or letters of intent;

(2) Demonstrate the nonexistence of unnecessary program duplication within an academic program proposal or letter of intent;

(3) Determine if the institution has a rationale for the filing of objection based on unnecessary program duplication;

(4) Demonstrate the existence of unnecessary duplication within an objection filing.

E. Determination of Unnecessary Duplication.

(1) Steps.

(a) In determining whether a program is unnecessary duplicative, the Secretary shall first determine if the content of the two programs is broadly similar.

(b) If the content of the two programs is not broadly similar, the Secretary shall find that there is no unnecessary program duplication.

(c) If the content of the two programs is broadly similar, the Secretary shall determine if sound educational justification exists.

(d) If sound educational justification exists, the Secretary shall find that there is no unnecessary program duplication.

(e) If sound educational justification does not exist, the Secretary shall find that approval of the proposed program would result in unnecessary duplication.

(f) If the Secretary finds that approval of the proposed program would result in unnecessary duplication, the Secretary shall deny the proposed program.

(2) Broad Similarity of Content.

(a) In determining whether the content of two programs is broadly similar, the Secretary shall consider:

- (i) Learning objectives;
- (ii) Projected competencies and skills;
- (iii) Intended employment upon program completion;
- (iv) Licensure, certification, stackable credentials, or industry recognitions;
- (v) Program title;
- (vi) Requested or recommended CIP code;
- (vii) Program accreditation; and
- (viii) As needed, course titles, course objectives, and course descriptions.

(b) Consideration of these factors shall be a holistic analysis and the Secretary may weigh the importance of each factor depending on the elements of the program proposal.

(3) Sound Educational Justification. In determining whether sound educational justification exists, the factors the Secretary shall consider include, but are not limited to:

- (a) The geographical distance between the institutions;
- (b) State and regional workforce need;
- (c) If applicable, the availability of clinical placements or other experiential learning opportunities

(d) The existence of unique educational resources, such as specialized research centers, that support the existing or proposed program;

(e) The national reputation of the department or school within each institution in which the program is or will be housed;

(f) Existing collaborative partnerships with industry, government, or other educational institutions in the State, region, nation, or globally, or the capacity to create such partnerships; and;

(g) ADDITIONAL CONSIDERATIONS

Subject: To: Maryland Higher Education Commission

From: Dr. Ann Kellogg, Director of Reporting Services, Maryland Longitudinal Data System Center and Maryland Higher Education Commission

Elena Quiroz-Livanis, Deputy Secretary, Maryland Higher Education Commission

Date: October 17, 2025

Subject: Update on the Maryland State Plan for Higher Education and Discussion on Return on Investment

We are writing to provide an update on the development of the 2026–2030 Maryland State Plan for Higher Education and to preview the discussion planned for the Commission’s October meeting.

Since the summer, the State Plan Steering Committee has been working steadily to refine the Plan’s vision, goals, and guiding principles, while also exploring key areas that will define Maryland’s higher education strategy for the next four years. The September meeting centered on postsecondary attainment and completion, featuring presentations from Dr. Julie Ajinkya and Martha Snyder of HCM Strategists.

At the beginning of October, the Steering Committee reconvened to discuss credentials of value and return on investment. Dr. Kenyatta Lovett of the Education Strategy Group joined that session to share lessons from national efforts to define and measure postsecondary value. His presentation prompted a thoughtful discussion about how Maryland might approach these same questions within our own context, ensuring that the outcomes we measure align with the state’s economic and workforce priorities.

The October presentation at the Commission meeting builds on the discussion from the June Commission meeting, when Dr. Kellogg introduced the [Maryland College Labor and Wage Explorer \(MD-CLaWE\)](#), a new tool that links postsecondary and wage outcomes to better understand the economic value of education in Maryland. Together, these efforts form the scaffolding for the next State Plan by connecting the principles that guide our work to the measurable results we aim to achieve.

We are sharing our presentation slides in advance so that our time with you can focus on discussion. At the October meeting, we look forward to hearing your perspectives on developing a state-level metric for return on investment, an important next step in articulating what success looks like for Maryland’s students, institutions, and employers.



2026-2030 State Plan for Higher Education Update

Maryland Higher Education Commission Meeting
October 22, 2025

Agenda

- Update on 2026-2030 Maryland State Plan for Higher Education
- Developing a Return on Investment Framework for Maryland
 - Defining Returns, Investment and Cost
 - Selecting the Population

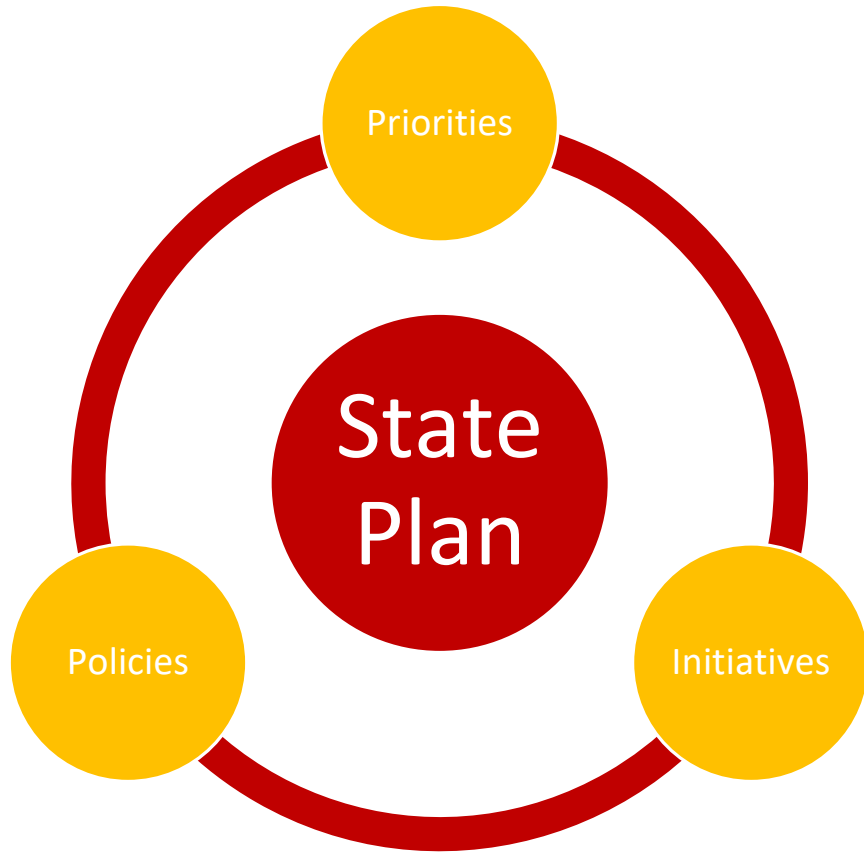


Finalizing Our Vision, Principles, and Goals

Steering Committee Feedback - Key Insights

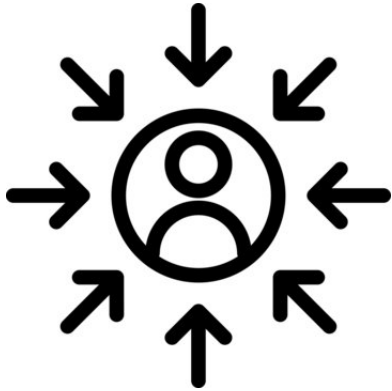
- Broad alignment on overall **vision, principles, and goals**
- Stronger emphasis needed on **affordability, equity, and student supports**
- Clarify **degrees vs. credentials of value** and include **career and lifelong learning**
- Reflect the **future economy** — AI, green energy, biotech, cybersecurity
- Affirm **MHEC's role** as a **convener and catalyst** for collaboration

2026-2030 State Plan: A New Vision



Design an affordable, contemporary postsecondary education system that equips every Marylander to thrive in a dynamic economy and a pluralistic democratic republic, ensures the completion of meaningful degrees and credentials for all learners, and drives innovation that strengthens the state's long-term competitiveness and civic well-being.

2026-2030 State Plan: Principles for Policymaking



**Serve
Every Learner**

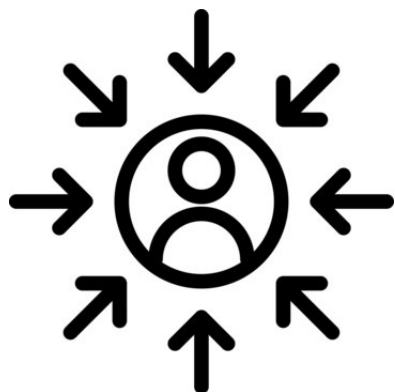


**Drive Public
Impact & Value**



**Champion
Collaboration
& Innovation**

2026-2030 State Plan: Guiding Principles



**Serve
Every Learner**

We believe that our higher education ecosystem must be student-ready, not institution-centric. To achieve our goal of Increasing Postsecondary Attainment for Lifelong Success, we will prioritize removing barriers to entry, retention, and completion for all learners, particularly those who have been historically and systemically underserved. This principle requires the system to be flexible, transparent, and responsive to individual student needs and life circumstances.

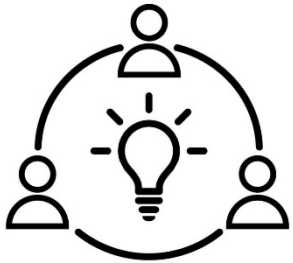
2026-2030 State Plan: Guiding Principles



Drive Public Impact & Value

We believe every postsecondary degree and credential must deliver tangible, equitable value to learners and the state. To achieve our goals of Ensuring Every Credential Has Value and Mobilize Higher Education Research and Innovation for Competitiveness and Public Good, we will support affordable, transparent programs aligned with Maryland's economic, civic, and cultural priorities. This principle holds us accountable for promoting upward mobility, workforce readiness, civic engagement, and preparation for emerging industries, ensuring the full spectrum of credentials, from certificates to advanced degrees, benefits individuals, communities, and the state.

2026-2030 State Plan: Guiding Principles



Champion Collaboration & Innovation

We believe no single institution or sector can solve Maryland's most complex challenges alone. To achieve shared goals, we will foster cross-sector collaboration and strategic innovation across B–12 education, higher education, employers, workforce partners, state and local agencies, and community organizations. This principle requires breaking down silos, aligning resources, and holding partners accountable for equitable outcomes. It encourages bold, future-oriented approaches—including technology, new teaching models, and workforce-aligned programs—to build a more effective, cohesive, and resilient postsecondary education system for all Marylanders.

2026-2030 State Plan: Recalibrated Statewide Goals

1

Increase Postsecondary Attainment
for Lifelong Success

Ensure that more Marylanders earn affordable degrees and credentials that open doors to economic mobility, civic participation, and opportunities for continuous learning throughout life.

2

Ensure Every Degree and
Credential Has Value

Create the conditions for Maryland's colleges, universities, and career schools to design and grow degrees and credentials that deliver clear value to learners, employers, and communities. Value is demonstrated through transparent outcomes in earnings, career advancement, civic readiness, and social impact.

3

Mobilize Postsecondary Education
Innovation and Research for
Competitiveness and Public Good

Mobilize Maryland's postsecondary education system to drive discovery, innovation, and talent development in the state's lighthouse sectors, including life sciences, biotechnology, cybersecurity, clean energy, and AI, while generating solutions that enhance civic life and community well-being.

Leave No Marylander Behind



Measuring Return on Investment

Ann Kellogg, Ph.D.
Director of Reporting Services
Maryland Longitudinal Data System Center and Maryland Higher
Education Commission

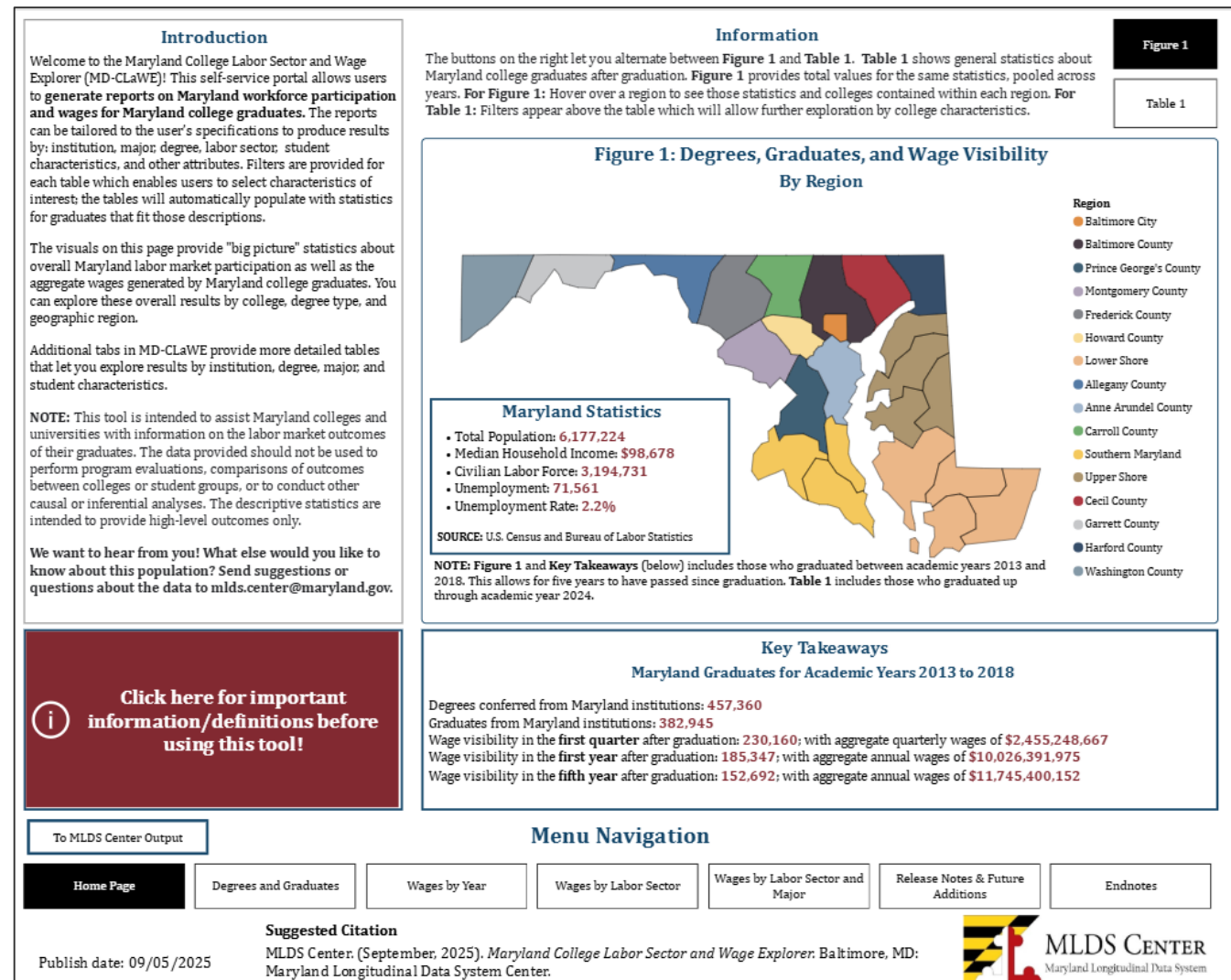
Guiding Questions for Framework

- Should the State of Maryland include Public and/or Private RETURNS when calculating ROI?
- Should the State of Maryland include Private and/or Public INVESTMENTS when calculating ROI?
- Should the State of Maryland include both Direct, Related, and/or Opportunity COSTS when calculating ROI?
- Which students should the State of Maryland consider when calculating ROI?

Maryland College Labor Sector and Wage Explorer (MD-CLaWE)

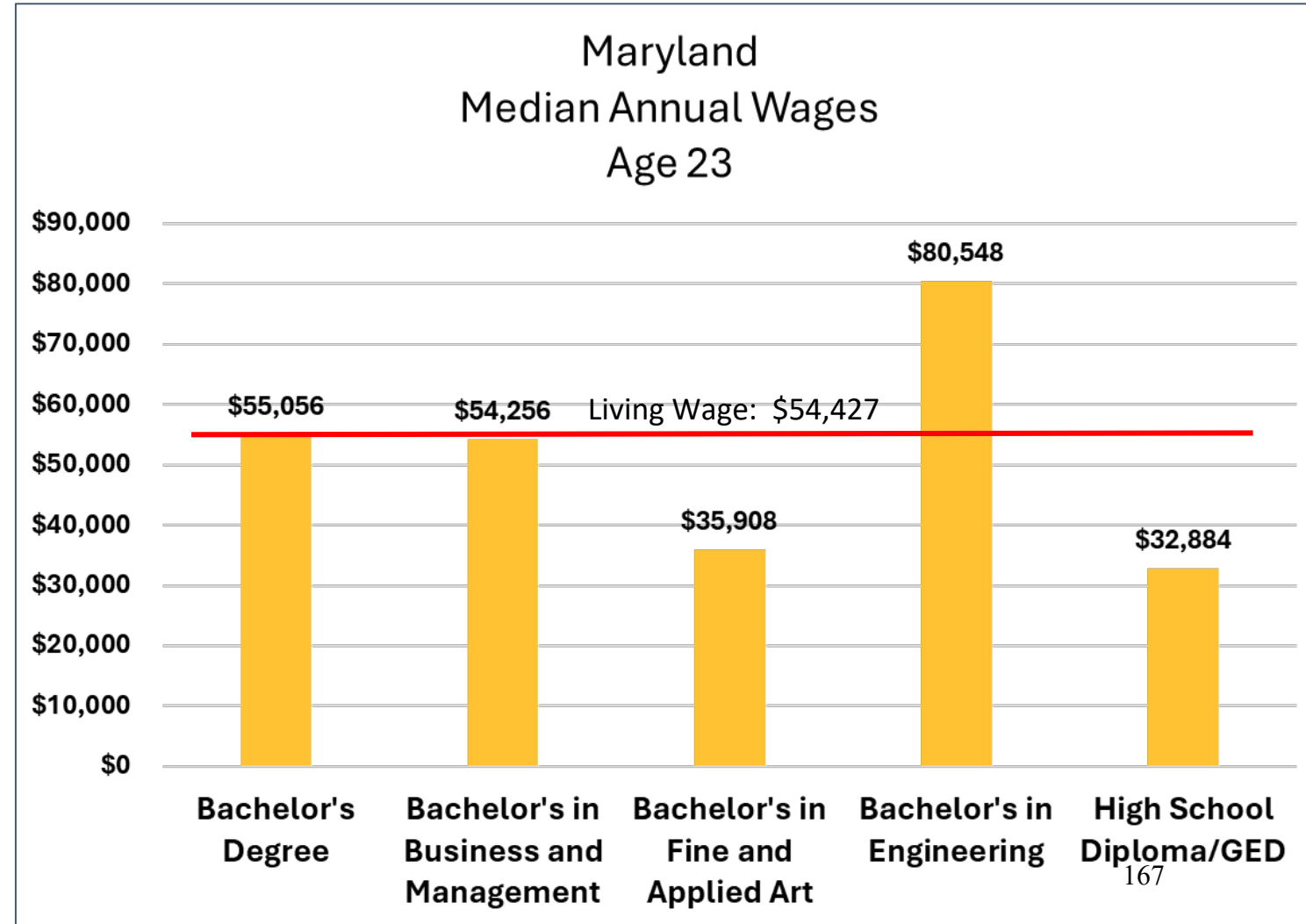
Maryland Longitudinal Data System Center

- Independent state agency that develops and maintains a data system containing student and workforce data from all levels of public education, child and youth services, and the State's workforce.
- Wages by College, Degree, Major and Other Characteristics after Graduation



Private Returns to Education: Maryland

- Initial wages vary by major
- National estimates for benefits increase the **wage premium an additional 10% or more college graduates**
 - ↑ \$60,562 Bachelor's Degree
 - ↑ \$39,499 BFA



Sources:

MLDS Center. (2024). *Career Preparation Expansion Act: Annual Report on the Workforce Outcomes of Maryland Public High School Graduates to the Governor and General Assembly*. Baltimore, MD: Maryland Longitudinal Data System Center.

MLDS Center. (September 2025). *Maryland College Labor Sector and Wage Explore*. Baltimore, MD: Maryland Longitudinal Data System Center.

Baum, Sandy, Jennifer Ma and Kathleen Payea. (2013). *Education Pays 2013: The benefits of higher education for individuals and society*. College Board.

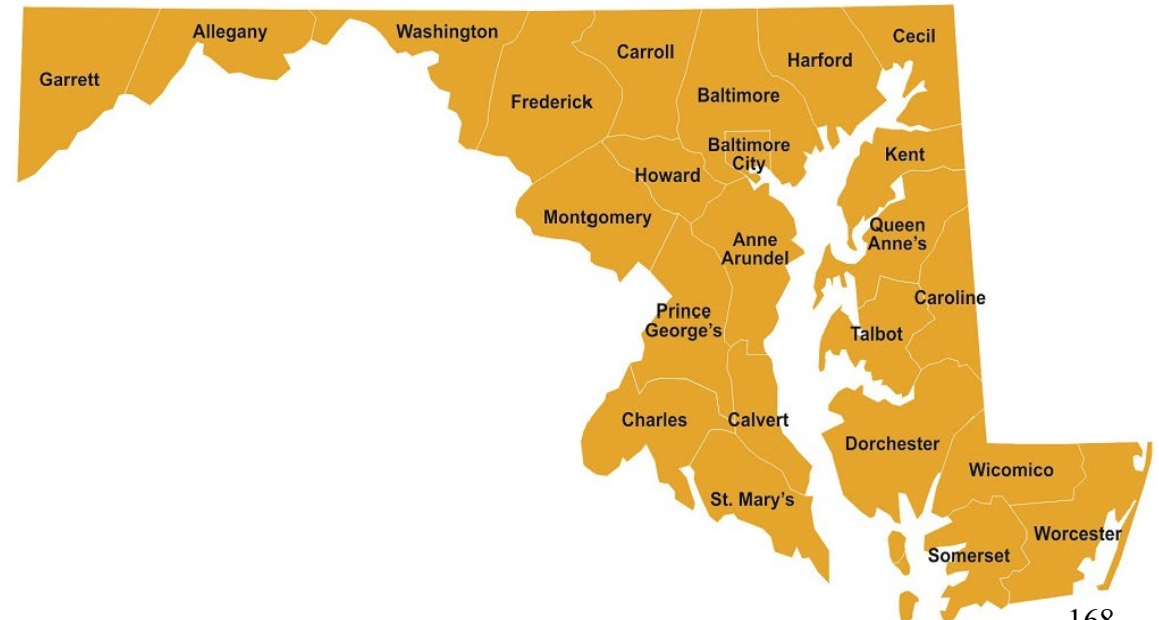
Oreopoulos, Phillip and Kjell G. Salvanes. (2011). *Priceless: The Nonpecuniary benefits of schooling*. Journal of Economic Perspectives. Volume 25. 1: 159-184.

Public Returns to Education: Benefits to the State of Maryland for Investing in Postsecondary Education

*Education has **benefits that extend beyond the individual** to society which typically justifies government involvement to ensure optimal consumption of education.*

*An educated workforce is a matter of national concern as it **critical to economic growth, intergenerational mobility and reductions in inequality.***

- Financial Benefits
- Human Capital Benefits
- Social Benefits



Public Returns to Education: Economic Arguments

Financial Benefits (Directly Monetized)

- Income Tax Revenues
- Disposable Income (Discretionary Spending)
- Sale Tax Revenues
- Maryland Income Tax
 - Bachelor's Degree (~\$50,000)
 - \$4,850 Income spent on taxes
 - High School Diploma (~\$32,000)
 - \$3,104 Income spent on taxes

*One study in Texas estimated that for **every \$1 that the state invested in higher education, \$4 was returned** in the form of increased sale tax, increased property tax, increase state income tax, and reductions in public assistance, crime and incarceration.*

Source:

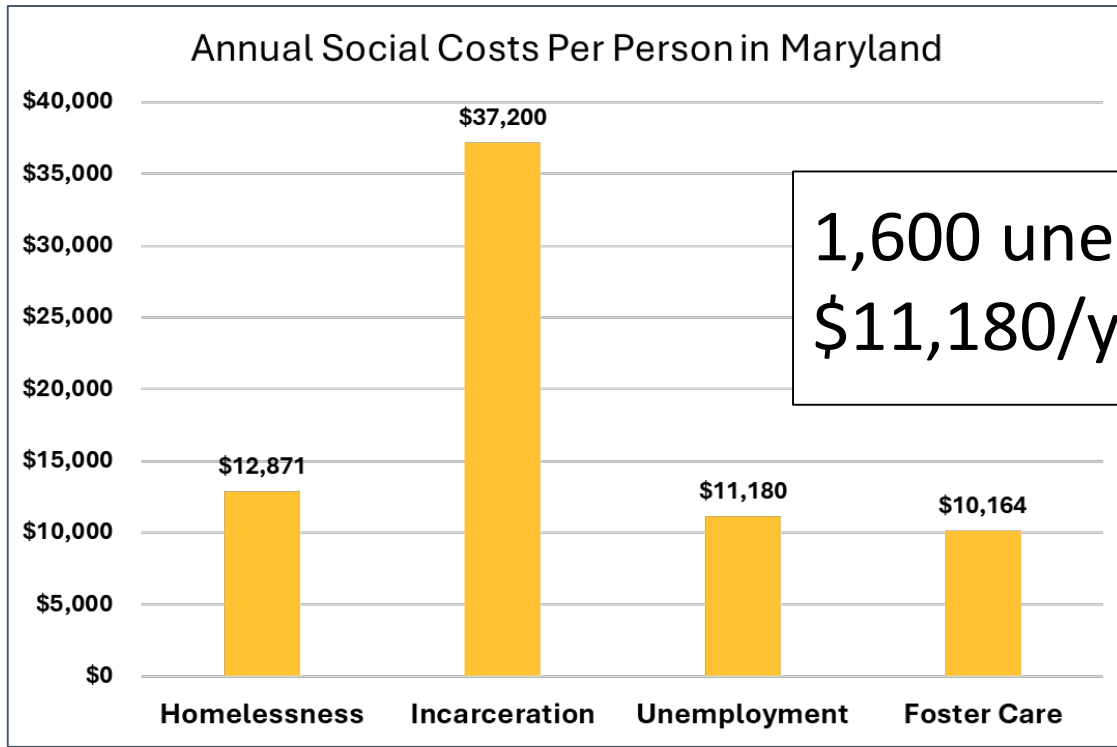
Hout, Michael. (2012). *Social and economic returns to college education in the United States*. Annual Review of Sociology. 38: 379-400.
Institute on Taxation and Economic Policy (2024). *Who Pays? A Distributional Analysis of the Tax Systems in All 50 States, 7th Edition*. Washington, D.C.

Difference in income tax revenue: **\$1,800**

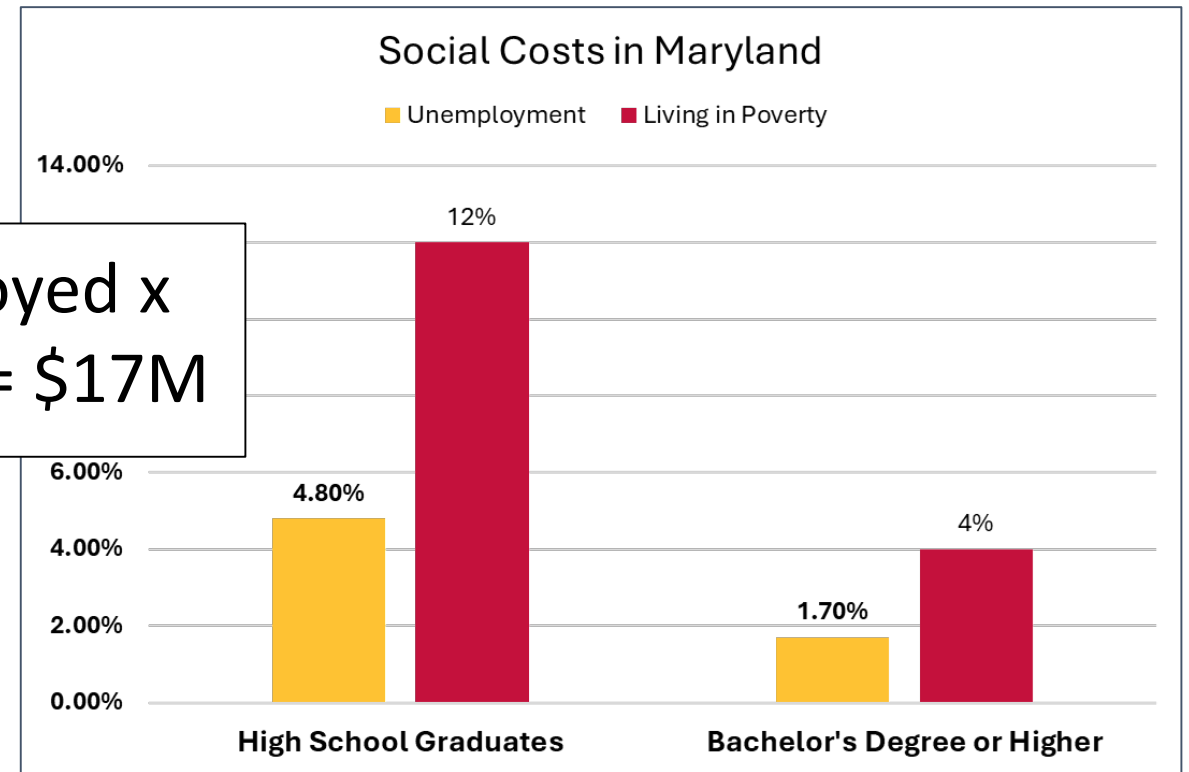
*Annual number of Maryland high school graduates without a college degree by age 23: **35,000***

Public Returns to Education: Economic Arguments

Research suggests individuals with college degrees, particularly Bachelor's degree, rely less on social safety nets.



1,600 unemployed x
\$11,180/year = \$17M



Source:
Maryland Department of Labor, Maryland Health and Human Services, Maryland Department of Corrections.
Note: Financial costs are defrayed by federal, state and local funding sources.

Source:
US Census. Table S1701. [Poverty Status in the Past 12 Months](#).
Federal Reserve Bank of Richmond. (nd). [Educational Attainment and Unemployment in Maryland, 2023](#). US Census Bureau American Community Survey (ACS), One Year Estimates for Population 25 and Older Unemployed.

Private and Public Investments & Costs

- Tuition and Fees
 - ~\$10,000 for an Associate's degree
 - ~\$41,996 for a Bachelor's degree
- State Funding to Institutions
 - ~\$3B
- State Funding to Students
 - ~\$230M
- Direct Educational Costs
- Other Related Educational Costs
- Opportunity Cost

Measuring Public Returns to Education: Student Population

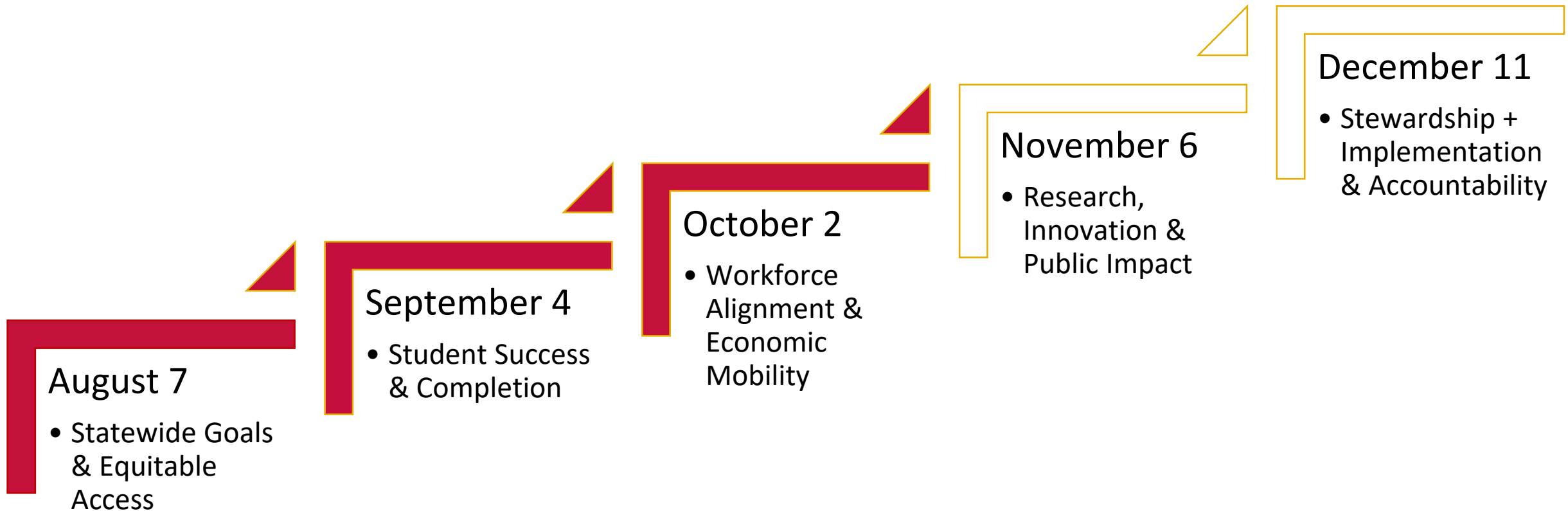
- Credential Completions from Maryland Colleges
 - Degrees only?
 - Workforce Training Credentials?
- What about those who don't finish?
 - Anyone who attempts college? 1 term? 1 year? 1 course?
- Individual in the Attainment Goal? Completion Goal?





Next Steps

Meeting Schedule



To: Members of the Maryland Higher Education Commission

From: Eliza Levin, Research and Policy Analyst, Maryland Higher Education Commission

Elena Quiroz-Livanis, Deputy Secretary, Maryland Higher Education Commission

Dr. Barbara Schmertz, Director of Research and Policy Analysis, Maryland Higher Education Commission

Date: October 17, 2025

Subject: Fostering an Evidence-Based, Data-Informed Culture of Postsecondary Policymaking

As we prepare to present a draft of the 2026–2030 Maryland State Plan for Higher Education in December, we are taking this opportunity to situate the Commission’s work within a broader data-informed framework. The State Plan will establish shared priorities for Maryland’s postsecondary system, and in doing so, it will also clarify how we use evidence to measure progress and guide decision-making. This next phase of our work is about strengthening that connection by linking the goals we set to the tools and information that make those goals achievable.

Earlier this Spring, the Commission engaged in a set of forward-looking conversations about the national landscape. Matt Sigelman of the Burning Glass Institute shared insights on how the future of work is reshaping education and skills, while JB Holston discussed how states like Colorado are building innovation ecosystems through emerging fields such as quantum computing. Those sessions challenged us to think about how Maryland can remain competitive in a rapidly evolving economy.

Now, as we turn toward finalizing a draft of the State Plan, we are grounding that conversation in Maryland’s data. To that end, we are launching a three-part performance series that examines different parts of the “postsecondary journey.” The series will focus on what happens once students enter college, how they progress, and how we ultimately support learners through completion. Each session will explore a different dimension of this journey, beginning with remediation, continuing with academic momentum and progression, and concluding with attainment and credential completion.

These conversations will also highlight one of Maryland’s greatest assets: the digital dashboards developed and maintained by the Office of Research and Policy Analysis. These interactive tools provide data-informed insights into student outcomes, institutional performance, and long-term trends that are shaping Maryland’s postsecondary system. By pairing this state-level data with national context, we can better understand how Maryland compares, where progress is being made, and where policy attention is most needed.

Together, these discussions are designed to reinforce a culture of evidence-based policymaking. They connect our national perspective from the spring to our state-level focus in the fall, setting

the stage for the State Plan to chart a clear, data-informed path forward for Maryland higher education.



Fostering a Culture of Data-Informed Policymaking

Maryland Higher Education Commission Meeting
October 22, 2025

Building a Culture of Evidence to Inform Postsecondary Policy



Data



Insights



Policy



Outcomes

Maryland Higher Education Commission

2025 Meeting Dates

The Maryland Higher Education Commission (MHEC) is Maryland's higher education coordinating board responsible for managing statewide financial aid programs and establishing statewide policies for public and private colleges and career schools to support students' postsecondary pursuits.

Commission meetings 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
- February 26
- March 26
- April 23
- May 28
- June 26
- July 23
- August 27
- September 17
 - (3rd Wednesday)
 - 10:00 a.m. to 4:00 p.m.
 - Hybrid
- October 22
- November 19
 - (3rd Wednesday)
- December 10
 - 2nd Wednesday

Dates, times, and meeting modality are subject to change. Please check the website for the most up-to-date information:

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