

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 1:00 PM
January 28, 2014

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

Maryland Higher Education Commission

Anwer Hasan, Chairman

Sandra L. Jimenez, Vice-Chair

Brandon G. Bell

Vivian S. Boyd

Catherine M. Cano, Student Commissioner

Joseph DeMattos, Jr.

Ian MacFarlane

Joel Packer

Gregory A. Schuckman

Rizwan A. Siddiqi

John W. Yaeger

Jennie C. Hunter–Cevera
Acting Secretary of Higher Education

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



Lawrence J. Hogan, Jr
Governor

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Anwer Hasan
Chairperson

Jennie C. Hunter-Cevera
Acting Secretary

Maryland Higher Education Commission Meeting Agenda

TIME: 1:00 p.m.
Wednesday
January 28, 2015

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

	Page	Action Item
Call to Order		
Executive Closed Session		
<ul style="list-style-type: none"> • Open Session to reconvene at approximately 2:00pm 		
Commission Minutes Approval		
<ul style="list-style-type: none"> • December 18, 2014..... 	1	*
Chairman’s and Secretary’s Remarks		
Commissioner Reports		
Student and Faculty Advisory Council Reports		
Finance Policy Report – Mr. Geoffrey Newman		
<ul style="list-style-type: none"> • Frederick Center for Research and Education in Science and Technology..... 		
Academic Affairs Report – Dr. Shawna Acker-Ball		
<ul style="list-style-type: none"> • Academic Program Actions Q3 Report Correction (July 1st to September 30th)..... • Academic Program Actions Q4 Report (October 1st to December 30th)..... • Private Career School Actions Q4 Report (October 1st to December 30th) • Final Action for COMAR Amendments <ul style="list-style-type: none"> ○ Area of Concentration (13B.02.03.02) 	5 55 93 95	 *
Student Financial Assistance Report – Ms. Stephanie Southerland		
<ul style="list-style-type: none"> • Proposed Action for Guidelines Amendments <ul style="list-style-type: none"> ○ 2+2 Transfer Scholarship..... 	97	*
U.S. Department of Education College Ratings Framework – Dr. Jennifer Frank		
Adjournment		



MHEC
Creating a state of achievement

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Governor

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Maryland Higher Education Commission

Regular Session
Minutes of Meeting

December 18, 2014
9:00a.m.

The Maryland Higher Education Commission (MHEC) met on Thursday, December 18, 2014 at 6 N. Liberty Street, 7th Floor Board Room, Baltimore, MD 21201.

Commission members present:

Anwer Hasan Chairman	Joseph DeMattos, Jr.
Vivian Boyd	Joel Packer
Gregory Schuckman	Ian MacFarlane
Catherine M Cano	John Yaeger

Commission Members not present:

Sandra Jimenez Vice Chair	Rizwan Siddiqi
Brandon Bell	

Staff members present:

Catherine Shultz, Acting Secretary	Jennifer Frank, Assistant Secretary
Mark Blom	Gregory Fitzgerald
Jon Enriquez	Shawna Acker-Ball
Terica Prater	Lee Towers

Call to Order

The meeting was called to order by **Chairman Hasan** at approximately 9:05 a.m. A meeting quorum was established with eight out of eleven members present.

Approval of Minutes – Action Item

Commissioner MacFarlane motioned for approval of the November 24, 2014 meeting minutes, the motion was seconded by **Commissioner Packer**. The motion was approved unanimously.

Chairman’s Remarks

Chairman Hasan wished the Commissioners and staff a happy holidays. Additionally, he remarked that the Commission staff have been busy preparing for transition.

Secretary’s Remarks

Acting Secretary Shultz introduced new MHEC employees, Angela Carrol in Academic Affairs and Priscilla Moore in Outreach and Grants Management. The Acting Secretary

also remarked on her attendance at the President's 2nd College Access Summit, and the Achieve Conference.

Commissioner Reports

New Delivery Models – Commissioner Yaeger

Commissioner Yaeger reported that he recently attended a competency based education conference and stressed the importance of faculty involvement in the process.

Performance Based Funding (PBF) – Commissioner MacFarlane

Commissioner MacFarlane reported that there are no recent updates as the PBF report has been delivered to the legislature, and will be discussed during the legislative session.

Stakeholder Relations – Commissioner Schuckman

Commissioner Schuckman reported that he met with Phyllis Reese and that MHEC is in the process of producing an article that highlights the many aspects of the agency and higher education. The goal is to have the article be completed by early February as to include the priorities of the new administration. Additionally, he remarked that now is a good time to begin reaching out to the new members of the Senate Education Committee and others, and that it would be good for the Commissioners to play a role in this process. Commissioner Schuckman also reported that the New President's event would be moving forward with a rescheduled date in the beginning of the new year.

Acting Secretary Shultz remarked that information on last year's financial aid awards broken down by district would be again be distributed to each legislator as it received a positive reception last year.

Chairman Hasan remarked that he would like to see the external newsletter established as a priority to be produced and distributed early in the session.

Experiential Learning – Commissioner Boyd

Commissioner Boyd reported that she would be meeting with Dr. Shawna Acker-Ball after the Commission meeting to establish new internal and external goals to advance in 2015.

Regulation Review - Commissioner Packer

Commissioner Packer reported that the process is moving forward and that many different groups are examining several parts of MHEC's regulations and the process will continue throughout 2015. **Assistant Secretary Frank** remarked that other regulations may come forward to the Commission on an as needed basis in addition to the formal Regulation Review process to include for example the Faculty Waiver process.

Acting Secretary Shultz remarked that if the Commissioners had specific thoughts regarding the Faculty Waiver regulation to send comments or suggestions to Dr. Frank.

Chairman Hasan commented that Commissioners and staff should examine regulations that potentially impact or impede businesses from operating in the State as it will likely be a priority for the incoming administration.

Commissioner Packer commented that the U.S. Department of Education's College Ranking proposal is to be imminently released, and he would distribute information to the Commissioners and staff.

Financial Assistance and Outreach – Chairman Hasan

No report.

P-20 Collaborations – Commissioner DeMattos

Commissioner DeMattos remarked that he had a productive conversation with Assistant Secretary Frank and Chief of Staff Greg FitzGerald regarding current initiatives and would carry on additional discussions regarding next steps.

Planning and Academic Affairs Report – Academic Program Actions Quarter 3 Report (July 1st to September 30th) – Information Report

Chairman Hasan recognized Dr. Shawna Acker-Ball. **Dr. Shawna Acker-Ball** gave an overview on degree programs, certificate programs, area of concentration, out-of-state institutions, academic program approvals, withdrawals, denials, objections, and discontinuances. One error was found in the report, and Dr. Acker-Ball commented that a correction will be issued at the January meeting. It was also remarked that staff began utilizing the Maryland Department of Labor and Licensing's new 2012-2022 market projections data in the middle of this quarter in place of the 2010-2020 projections.

Chairman Hasan remarked that Academic Affairs should ensure from a customer service standpoint that there is an ongoing and open dialog between MHEC, and the proposing and objecting institution(s) to ensure each institution has an opportunity to submit additional information to be considered in the review process by staff.

Research and Policy Analysis Report – Report on Best Practices and Annual Progress Towards the 55% Completion Goal – Information Report

Chairman Hasan recognized Dr. Jon Enriquez. **Dr. Enriquez** gave an overview of the Joint Chairmen's Report describing the State's progress on meeting the statutory goal that at least 55% of Maryland residents aged 25 to 64 will possess an associate's degree or higher by 2025. Dr. Enriquez reported that Maryland is ahead of pace to meet the goal by approximately 14,000 degrees, and described the strategies that institutions have engaged in to contribute to the completion goal.

Student Financial Assistance Report – Proposed Action for Guideline Amendments – Charles W. Riley Scholarship Program - Action Report

Chairman Hasan recognized Terica Prater. **Ms. Prater** reported that the proposed amendments to the Charles W. Riley Scholarship Program guidelines would make a necessary revision to the definition of "actively engaged" for career and volunteer firefighter personnel. MHEC staff, in collaboration with Maryland Fire-Rescue Education

and Training Commission, identified the previous definition to be problematic as it would result in the unintended consequence of excluding certain otherwise eligible applicants.

Commissioner MacFarlane motioned to recommend that the Maryland Higher Education Commission adopt the proposed amendments to the guidelines for the Charles W. Riley Firefighter and Ambulance Rescue Squad Member Scholarship. The motion was seconded by **Commissioner DeMattos**, and passed unanimously.

Student Financial Assistance Report – Proposed Action for Guideline Amendments– Janet L. Hoffman Loan Assistance Repayment Program - Action Report

Chairman Hasan recognized Terica Prater. **Ms. Prater** reported that the proposed amendments to the Janet L. Hoffman Loan Assistance Repayment Program guidelines would incorporate statutory changes as a result of HB546 and SB784. The changes include adding an option for a monthly payment schedule, and expanding the eligible employment fields.

Commissioner Schuckman motioned to recommend that the Maryland Higher Education Commission adopt the proposed amendments to the guidelines for the Janet L. Hoffman Loan Assistance Repayment Program. The motion was seconded by **Commissioner Yaeger**, and passed unanimously.

Adjournment

With no further business before the Commission, the meeting was adjourned by **Chairman Hasan** at approximately 10:45 a.m.



Lawrence J. Hogan, Jr
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

Jennie C. Hunter-Cevera
Acting Secretary

MEMORANDUM
[Correction from December 18, 2014]

DATE: January 28, 2015
TO: Maryland Higher Education Commission
FROM: Dr. Shawna Acker-Ball **STAFF:** Dr. Westley Forsythe
Elaine Shaw-Taylor
SUBJECT: Report on Programs Reviewed from July 1, 2014 to September 30, 2014

SUMMARY: During the current reporting period, the Secretary of Higher Education acted on a total of 168 academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and COMAR 13B.02.03, and they are outlined immediately below.

Degree Programs:	11	at independent colleges and universities
	7	at public four-year colleges and universities
	5	at public community colleges
Certificate Programs:	9	at independent colleges and universities
	10	at public four-year colleges and universities
	5	at public community colleges
Area of Concentration:	5	at independent colleges and universities
	1	at public four-year colleges and universities
Out-of State Institutions:	12	new programs
	19	renewal programs
Proposals Withdrawn:	1	proposals withdrawn
Programs Denied:	2	at public community colleges
	3	out-of-state institutions
Total Program Proposal Actions:	<u>90</u>	

Additionally, the Commission, in accordance with COMAR 13B.05.01 'online registration', the Commission registered 21 out-of-state institutions to offer 466 programs to Maryland residents.

RECOMMENDATION: This item is for informational purposes only.

I. PROGRAMS THAT RECEIVED OBJECTIONS

- During this reporting period the Commission received objections to 32 programs at 7 institutions from 6 in-state institutions.
- All 7 institutions that received objections were out-of-state institutions.
- The Secretary approved 10 of the 32 programs without conditions, approved 19 programs with conditions, and denied 3 programs.

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

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

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

What follows is a report on all objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between July 1, 2014, and September 30, 2014. This report also identifies the Secretary's decision and its rationale.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
University of Delaware	Post Baccalaureate Dietetic Internship Certificate	University of Maryland Eastern Shore	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	7/8/2014*	Proposal not found unreasonable duplicative. MHEC graduation data, DLLR projected workforce demand data indicate the state's need for additional programs in this discipline. The number of dietitians who are needed to assist in the prevention and treatment of diseases is expected to increase. The prevalence of many weight-related illnesses is rising at an alarming rate, with chronic diseases such as diabetes being identified in younger individuals. Research supports the effectiveness of nutrition interventions in the prevention and treatment of obesity, cardiovascular and cerebrovascular disease, diabetes mellitus, certain types of cancer and osteoporosis. According to the CDC, 27.6% of adults in Maryland were considered obese in 2012.
University of Delaware	Bachelor of Science in Nursing	Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	Proposal not found unreasonable duplicative. MHEC supply data, DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. The programs at Frostburg are currently in the development phase and therefore unable to meet the present student need. Their programs are scheduled for 2015-2018 implementation.
University of Delaware	Master of Science in Nursing (various areas of concentration)	Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
University of Delaware	PMC in Clinical Nurse Specialist	Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	
University of Delaware	Post Baccalaureate Dietetic Internship Certificate	University of Maryland College Park	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. The number of dietitians who are needed to assist in the prevention and treatment of diseases is expected to increase. The prevalence of many weight-related illnesses is rising at an alarming rate, with chronic diseases such as diabetes being identified in younger individuals. Research supports the effectiveness of nutrition interventions in the prevention and
Indiana State University	PMC in Family Nurse Practitioner	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the state's need for additional programs in this discipline.
Indiana State University	Bachelor of Science in Nursing	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Indiana State University	Master of Science in Nursing	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	
Indiana State University	Doctor of Nursing	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	
Indiana State University	PMC in Family Nurse Practitioner	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	
Indiana State University	Bachelor of Science in Nursing	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Indiana State University	Master of Science in Nursing	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	
Indiana State University	Doctor of Nursing	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/21/2014*	
Maryville University of Saint Louis	Master of Science in Nursing	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/24/2014*	Proposal not found unreasonably duplicative. MHEC supply data, DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. In addition to data found from the sources listed above, the American Association of Colleges of Nursing (AACN) and the Affordable Care Act (ACA) have a central goal of significantly reducing the number of uninsured by providing a continuum of affordable coverage options through Medicaid and new health insurance exchanges. With Medicaid expansion and health insurance exchanges, there is the expectation that there will be a significant increase in the number of patients with health care coverage. The need for nurses and nurse practitioners will be even greater.
Maryville University of Saint Louis	Doctor of Nursing	University of Maryland Baltimore	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/24/2014*	

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
University of South Alabama	Bachelor of Science in Nursing	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. In addition to data found from the sources listed above, the AACN and the Affordable Care Act (ACA) have a central goal of significantly reducing the number of uninsured by providing a continuum of affordable coverage options through Medicaid and new health insurance exchanges. With Medicaid expansion and health insurance exchanges, there is the expectation that there will be a significant increase in the number of patients with health care coverage. The need for nurses and nurse practitioners will be even greater.
University of South Alabama	Master of Science in Nursing	Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	7/8/2014*	

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Salisbury University	Substantial modification of the extant Master of Science in Social Work to render is available online.	Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	8/12/2014**	To accommodate Morgan's unreasonable duplication concerns field placements in the online M.S.W. program, must be targeted to areas of the State that currently are not served, or are underserved, by existing M.S.W. programs. M.S.W. field placements for students in the online program may be arranged in Western Maryland, Central Maryland, Southern Maryland, and the Eastern Shore. These field placements may not be made in Baltimore City or in Anne Arundel, Baltimore, Harford, Howard, Montgomery, or Prince George's counties.
Drexel University	Bachelor of Science in Elementary Education	Coppin State University, University of Maryland, College Park	Unreasonable program duplication which would cause demonstrable harm to another	Denied	9/19/2014**	Maryland graduation data and DLLR projected workforce demand data indicate that Maryland programs are very adequately providing a supply of graduates to meet projected workforce demand.
Drexel University	Bachelor of Science in Teacher Education	Coppin State University, University of Maryland College Park, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Drexel University	Post Baccalaureate Certificate in Elementary Education, Special Education	Coppin State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.
Drexel University	Master of Science in Teaching, Learning, and Curriculum	Coppin State University, University of Maryland, College Park, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Denied	9/19/2014**	Maryland graduation data and DLLR projected workforce demand data indicate that Maryland programs are very adequately providing a supply of graduates to meet projected workforce demand.
Drexel University	Post Baccalaureate Certificate in Elementary Education, Special Education	University of Maryland College Park, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.
Drexel University	Post Baccalaureate Certificate in Secondary Education, Special Education	University of Maryland College Park, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.
Drexel University	Post Master Certificate in School Principal	University of Maryland College Park, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Drexel University	Bachelor of Science in Nursing	Stevenson University, Frostburg State University, Towson University	Unreasonable program duplication which would cause demonstrable harm to another	Denied	9/19/2014**	Maryland graduation data and DLLR projected workforce demand data indicate that Maryland programs are very adequately providing a supply of graduates to meet projected workforce demand.
Drexel University	Post Baccalaureate Certificate in Secondary Education, Special Education	University of Maryland, Eastern Shore, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.
Drexel University	Master of Science in Nursing	Towson University, Frostburg State University, Stevenson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved, excepting the Area of Concentration in Family Nurse Practitioner, which the	9/19/2014**	Family Primary Care/Family Nurse Practitioner programs are ubiquitous in Maryland, available from both in-state and mand currently approved out-of-stateMaryland graduation data and DLLR projected workforce demand data indicate that Maryland programs are very adequately providing a supply of graduates to meet projected workforce demand.
Drexel University	Post Master Certificate in Nursing	Towson University, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Drexel University	Doctor of Nursing Practice	Towson University, Frostburg State University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/19/2014**	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. This program prepares graduates to assume faculty positions; an oft-cited shortage.
Gonzaga University	Master of Science in Nursing	Towson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/17/2014**	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline.
Gonzaga University	Doctor of Nursing Practice	Towson University	Unreasonable program duplication which would cause demonstrable harm to another	Approved with conditions	9/17/2014**	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the State's need for additional programs in this discipline. This program prepares graduates to assume faculty positions; an oft-cited shortage.

** Analyses for programs considered between July 1, 2014 – July 31, 2014 used data from the Maryland Department of Labor and Licensing's (DLLR) 2010-2020 market projections.*

*** Analyses for programs considered between August 1, 2014 – September 30, 2014 used data from the Maryland Department of Labor and Licensing's (DLLR) 2012-2022 market projections.*

I. PROGRAMS FAVORABLY REVIEWED AND APPROVED

Independent Colleges and Universities

Capital College

*Bachelor of Science (B.S.) in Mobile Computing & Game Programming
(Recommended 09/09/14)*

The Bachelor of Science (B.S.) in Mobile Computing & Game Programming is designed to teach students the integrated use of software programming, system design, web development, and management of related security risks. Studies include programming languages, design techniques, architecture and organization of computers, identifying and addressing information systems vulnerabilities, designing the visual aspects of web-based gaming as well as programming required for the back end of systems. Students will study app development on the Android and iPhone/iPad systems. They will also study game programming on the iPhone/iPad and Windows platforms.

Hood College

Bachelor of Science in Nursing (Recommended 09/25/14)

The Bachelor of Science in Nursing (B.S.N.) has been designed to assist the registered nurse to develop additional skills for the increasing complexity of health care. The core nursing education curriculum focuses on leadership, research and evidenced-based practice, critical thinking, nursing theory and communication, among other competencies for professional nursing practice. Thirty credits will be awarded for the required unencumbered license to practice as a registered nurse in Maryland or a Maryland compact state.

Johns Hopkins University

Master of Science in Nursing (Recommended 08/28/14)

Johns Hopkins University (JHU) is proposing to offer a new Master of Science in Nursing (Entry Into Practice) program. The core curriculum and admission standards are focused on master's level entry into practice. The proposed courses would provide basic nursing instruction at a master's level generalist option per the American Association of Colleges of Nursing (AACN), 2014, that prepares students for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). This curriculum contrasts with the existing M.S. in Nursing specializations that prepare registered nurses for specific roles such as nurse practitioner and clinical nurse specialist. The Master's Entry into Nursing Practice generalist graduates will be able to deliver and direct care to patients with complex conditions on interprofessional teams in a hospital, primary care, or community health setting.

Master of Science in Food Safety Regulation (Recommended 09/23/14)

Johns Hopkins University is proposing a new Master of Science in Food Safety Regulation in an online format. The program has been designed to provide students with an understanding of the legal and regulatory complexities of food production, labeling and distribution. Students will acquire knowledge required for companies and organizations that grow, process, distribute or sell foods and beverages while complying with federal and state regulatory statutes for the production, distribution and commercialization of food products.

Maryland University of Integrative Health

Doctorate in Oriental Medicine (Recommended 09/19/14)

The Doctorate (D.O.M.) in Oriental Medicine will combine the outcomes and competencies of the existing Master's degree program in Oriental Medicine with 28 additional doctoral competencies as outlined by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Those competencies are in the domain of research literacy, advanced diagnostic studies, systems-based medicine, professional development, and an additional 120 hours of clinical instruction. Students will acquire comprehensive knowledge of the Taoist teachings of oneness; the 8 principles used to discern patterns of disharmony in the Zang Fu organs and the methods of 8 principle pulse and tongue diagnosis; the Chinese medical classics, and Chinese medical history; the deep and secondary channels, their pathologies and possible treatment strategies; and other traditions of acupuncture practice (such as Japanese meridian, Korean hand and scalp acupuncture, and Toyohari).

Doctorate in Acupuncture (Recommended 09/19/14)

The Doctorate (D.Ac.) in Acupuncture will combine the outcomes and competencies of the existing Master's degree program in Oriental Medicine with 28 additional doctoral competencies as outlined by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Those competencies are in the domain of research literacy, advanced diagnostic studies, systems-based medicine, professional development, and an additional 120 hours of clinical instruction. Students will acquire comprehensive knowledge of the Taoist teachings of oneness; the 8 principles used to discern patterns of disharmony in the Zang Fu organs and the methods of 8 principle pulse and tongue diagnosis; the Chinese medical classics, and Chinese medical history; the deep and secondary channels, their pathologies and possible treatment strategies; and other traditions of acupuncture practice (such as Japanese meridian, Korean hand and scalp acupuncture, and Toyohari).

Doctor of Philosophy in Clinical Nutrition (Recommended 9/23/14)

This program will provide advanced education in Clinical Nutrition for nutritionist and other health care professionals who are seeking to enhance their clinical skills and contribute to the current literature in the field. The program will also education clinicians, educators, and researchers in integrative nutrition that requires in-depth understanding of body composition, core imbalances, life-style, metabolic pathways, biomarkers, detoxification, epigenetics, nutritional genomics, client symptoms, and the nutrition care process.

SANS Technology Institute

Master of Science in Information Security Engineering (Recommended 08/11/14)

The thirty-six credit hour programme includes instruction in technical and management courses that include faculty instruction, research, projects, assessments, and simulations that progressively develop the capabilities required by a proficient leader in information security management. The programme seeks to develop security practitioners and to ensure each student achieves knowledge of the core, foundational domains of information security.

Master of Science in Information Security Management (Recommended 08/18/14)

The thirty-six credit hour programme includes instruction in technical and management courses that include faculty instruction, research, projects, assessments, and simulations that progressively develop the capabilities required by a proficient leader of information security teams. The programme is designed to accelerate the development of information security managers by providing practical experience that can be applied immediately on the job. Students learn from industry experts how to see the world from the attacker's view, audit information systems, assess legal implications, and develop risk-based secure solutions that enable an organization to function in spite of increasing Cybersecurity threats.

Stevenson University

Master of Studies in Communication Studies (Recommended 07/18/14)

The Master of Science (M.S.) in Communication Studies will provide students with a foundation in communication theory and research. The program critiques and analyzes human communication in a variety of contexts. It is designed for those who want to enhance their communication competencies in order to communicate more effectively both professionally and personally. The curriculum covers the major areas of communication, including interpersonal, intercultural, organizational, nonverbal, conflict resolution, small group, rhetorical and speech. Graduates will be able to analyze workplace difficulties and provide resolutions across various cultural, social and business settings. They will also be able to assist organizations in constructing successful team-building strategies and streamlining internal and external messages.

Master of Science in Brewing Science (Recommended 08/26/14)

The Master of Science in Brewing Science prepares graduates to be distinguished, and environmentally and socially responsible contributors to the beer industry. The interdisciplinary, career focused nature of the curriculum places a strong emphasis on experiential learning in the science, business, entrepreneurial, and environmental aspects of the industry, in direct alignment with the institution's mission. The Brewing Science program is designed to prepare graduates to be brewers, beverage quality control scientists, yeast laboratory scientists and managers, as well as professionals in the beverage industry.

Public Four-Year Colleges and Universities

Frostburg State University

Master of Science in Applied Computer Science (Approved 08/22/14)

Frostburg State University is proposing to expand the mode of program delivery to include online instruction of its existing Master of Science in Applied Computer Science. The goal is to provide access to students who want to complete their coursework while they are working and to address the shortage of higher-level computer science professionals in the science, technology, engineering and mathematics (STEM) disciplines. The curriculum focuses more on the applied technical skills than the theoretical foundations. Students will acquire skills for positions in database administration, data management, database engineering, database security and analysis, data modeler and Hadoop programmer. The program also provides a broad applied knowledge in computer networking and communications, software engineering, modern web development instruments and computing security concepts.

Salisbury University

Master of Social Work (Approved 08/12/14)

Salisbury University is proposing to expand the mode of program delivery to include online instruction of its existing Master of Social Work program. The goal of the online program is to provide access to working professionals who have completed their Bachelor's in Social Work degrees and to personnel at military bases overseas. No changes have been made to the core curriculum, goal or program objectives.

Towson University

Bachelor of Science in Family and Human Services (Approved 8/18/14)

Towson University is requesting approval of an articulation agreement with Harford Community College (HCC). The agreement would permit HCC graduates to attend classes at Towson University's Northeast Building which is located at 510 Thomas Run Road, Bel Air, MD 21015. A memorandum of understanding between the two institutions indicates that HCC students who successfully complete their associate degrees would be able to matriculate seamlessly into Towson University's existing Bachelor of Science in Family and Human Services program.

University of Maryland, Baltimore

Master of Science in Forensic Medicine (Approved 08/21/14)

The University of Maryland, Baltimore has formed an agreement with China University of Political Science and Law to offer a Master of Science in Forensic Medicine. The curriculum is designed to provide students with knowledge in forensic pathology, forensic autopsy, medico-legal death investigation, forensic neuropathology, postmortem radiology, forensic odontology and forensic anthropology rather than the laboratory forensic sciences. Graduates will possess skills to contribute to the medico-legal death investigation system and legal justice systems including the generation of knowledge in the field through submission of a manuscript for publication.

University of Maryland, Baltimore County

Bachelor of Art in Biology Education (Approved 8/22/14)

University of Maryland Baltimore County is proposing to offer a new Bachelor of Arts in Biology Education. The program will provide a foundation in the biological sciences and coursework necessary for certification to teach biology at the secondary level (grades 7 – 12). Graduates of the program will be fully trained biologists, who are capable of working in a range of technical positions outside of secondary education. Students who plan to become biology educators will help the State of Maryland strengthen the STEM preparation of secondary students.

University of Maryland, College Park

*Bachelor of Science in Early Childhood and Early Child Special Education
(Approved 07/31/14)*

The proposed Bachelor of Science (B.S.) in Early Childhood and Early Childhood Special Education combines the curriculum for the Early Childhood education program and the Early Childhood track of the Special Education program. The goal of the program is to prepare students for dual certification in Early Childhood Education (EC) and Early Childhood Special Education (ECSE). Graduates of the EC/ECSE will have in-depth knowledge of the subject matter that they teach as described in professional, state and institutional standards. Graduates will be able to effectively plan classroom-based instruction or activities for their roles as early childhood educators; accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students; work with students, families, and communities in ways that reflect the dispositions expected of professional educators; and demonstrate fluency in each of the seven Maryland Teacher Technology Standards.

Master of Science in Information Systems (Approved 09/18/2014)

University of Maryland College Park is proposing to offer a new Master of Science in Information Systems. Students will focus on building strong quantitative skills and knowledge of information technology that will position them to meet the increasing need for employees trained in Science, Technology, Engineering and Math (STEM) disciplines. Students will learn to analyze and direct the information systems of an organization, to use advanced statistical techniques, analyze data to inform decision-making, and gain a fresh understanding and deep appreciation for the theoretical foundations of Information Systems.

Community Colleges

Anne Arundel Community College

Associate of Applied Science (A.A.S.) in Mechatronics Technology (Approved 08/28/14)
The Associate of Applied Science (A.A.S.) in Mechatronics Technology represents a new field in engineering that integrates a variety of technologies (including mechanical, electronics, fluid power, and computers) to control machine movements. The curriculum includes courses in mechanics, sensors, basic electronics, pneumatics, control logic, and robot programming and control. The program prepares graduates for entry-level positions in automation-related occupations, such as functioning as technicians in an integrated multidisciplinary industrial environment. Students will be prepared to complete the Level 1 Certification Examination to become certified Siemens Mechatronics Systems Assistants.

Carroll Community College

Associate of Arts and Sciences in Liberal Arts (Approved 09/08/14)
Graduates of the Arts and Sciences program at Carroll Community College are positioned to transfer to four-year colleges and universities in Maryland as well as other states. The courses in the program are transfer oriented and form the basis of a solid foundation in the liberal arts.

Harford Community College

Associate of Applied Science (A.A.S.) in Paraeducation (Approved 08/01/14)
The Associate of Applied Science (A.A.S.) in Paraeducation prepares students for employment as paraeducators (teaching assistants) in a public or private school. Paraeducators work under the supervision of a teacher to provide instructional and/or behavioral support in a variety of general and special education settings. This program includes two required field placement experiences which will provide graduates with experience assisting both students with and without disabilities. Degree candidates will need to meet essential technical standards that include physical abilities and behavioral and professional characteristics necessary to successfully complete the Paraeducator Program.

Prince George's Community College

Associate of Applied Science (A.A.S.) in Surgical Technology (Approved 07/24/14)

Surgical Technologists are part of a team of practitioners that ensures invasive surgical procedures are performed in a safe operating room with properly functioning equipment to ensure patient care is not compromised. The conceptual framework and constructs for the program combine clinical core courses with general education courses to educate students proficient in writing, communication, critical thinking, and in a broad set of skills for the safe delivery of patient care in an operating room.

Wor-Wic Community College

Associate of Applied Science (A.A.S.) in Occupational Therapy Assistant (Approved 07/16/14)

The Associate of Applied Science (A.A.S.) in Occupational Therapy Assistant will recruit, educate, and graduate a diverse group of students who are prepared to successfully pass the national certification exam for Occupational Therapy Assistants (OTA), obtain state licensure as OTAs and enter the workforce as certified and licensed Occupational Therapy Assistants. The program will prepare Occupational Therapy Assistants who will work with Occupational Therapists to promote health and participation of people, organizations, and populations through engagement in occupation. Graduates of the program will have a comprehensive understanding of the theory and practice of how engagement and occupation, developmentally across the lifespan, can give meaning, fulfillment, and quality to an individual's life.

II. CERTIFICATES APPROVED WITHIN EXISTING DEGREE

PROGRAMS Independent Colleges and Universities

Capital College

Post-Baccalaureate Certificate (P.B.C.) in Secure Cloud Computing (Recommended 09/08/14)
The certificate has been developed to fulfill the new standards in the profession set forth by the NSA/DHS Center of Academic Excellence. The curriculum is mandatory for the profession and in compliance with the accreditation standards. The certificate is designed to respond to the industry needs as cloud computing gains momentum and securing the cloud gains importance. The industry has noted that the biggest risks associated with cloud computing are privacy issues associated with sensitive data, risk of network breach and breach of cloud infrastructure. To this end, the program will prepare students to design, develop, operate and maintain the security of cloud architectures, customer data and the services offered to customers that are specific to cloud computing. Students will also learn basic UNIX operating system commands and concepts, C programming as well as use state of the art forensic tools.

*Post-Baccalaureate Certificate (P.B.C.) in Secure Mobile Technology
(Recommended 08/18/14)*

The curriculum is designed to assist students in fulfilling the new standards in the profession set forth by the NSA/DHS Center of Academic Excellence. The curriculum is mandatory for the profession and in compliance with the accreditation standards. The certificate program focuses on upgrading and updating skills for professionals in the mobile device, network and application industry. Students will acquire knowledge regarding the rapid access to real-time information, situational awareness, effective training, medical, technical and back-office resources for users. They will also learn to manage mobile devices involving security challenges such as assured identity, data-at-rest protection and denial of service resistance in a hostile wireless environment.

*Post-Baccalaureate Certificate (P.B.C.) in Secure Software Development
(Recommended 07/08/14)*

The curriculum is designed to assist students in fulfilling the new standards in the profession set forth by the Carnegie Mellon Software Engineering Institute (SEI). The certificate intends to prepare students for advancement in software assurance and design systems while updating Software Development Analysts and Managers.

Hood College

Post-Baccalaureate Certificate (P.B.C.) in Financial Management (Recommended 09/18/14)

The certificate has been developed to provide skills in financial reporting, analysis and management for new financial managers, professionals who desire to advance their knowledge in finance, and those seeking to upgrade their competencies in the latest financial tools and techniques. The program covers important topics such as financial management, hedging financial risks and mergers and acquisitions.

Post-Baccalaureate Certificate (P.B.C.) in Accounting (Recommended 09/18/14)

The certificate has been designed as a post-bachelor's program for professionals who desire to change their career path to accounting. The curriculum focuses on financial statements, cost analysis, management planning and control systems, financial reporting and accounting information systems.

Johns Hopkins University

Post-Master's Certificate (P.M.C.) in Quantitative Methods in Applied Economics (Recommended 07/18/14)

The proposed Post-Master's Certificate (P.M.C.) in Quantitative Methods in Applied Economics has been developed to address the growth of knowledge in quantitative methods in economics. Economists must research and analyze economic issues and advise businesses; conduct surveys and collect data; analyze data using mathematical models and statistical techniques; present research results; interpret and forecast market trends; and write articles for publication. The program will enable holders of master's degrees in economics and allied fields to deepen their understanding of and facility with quantitative methods. The program provides instruction on econometrics, cost-benefits analysis, computable general equilibrium modeling and survey research methods.

Post-Baccalaureate Certificate (P.B.C.) in Applied Research for Communication (Recommended 07/11/14)

The Post-Baccalaureate Certificate (P.B.C.) in Applied Research for Communication provides a cutting-edge curriculum that integrates digital technology with innovative strategic communication and strong writing skills. Students will tackle real-life communication issues, develop usable communication skills and build a strong portfolio. Graduates of the program will be able to design theory-based formative, process and summative evaluation studies; analyze data using thematic, descriptive, and inferential approaches; and use results to plan and refine communication efforts. Graduates of the program will be prepared for careers in advertising, marketing, promotions, and public relations, among others.

Loyola University, Maryland

*Post-Baccalaureate Certificate (P.B.C.) in Teaching English Language Learners (TELL)
(Recommended 08/28/14)*

The Post-Baccalaureate Certificate (P.B.C.) in Teaching English Language Learners (TELL) emphasizes language and literacy development in the preparation of teachers working with culturally and linguistically diverse students, particularly bilingual students. The program is designed for the certified teacher interested in becoming more proficient in working with the growing student population for whom English is a second or third language, as well as those professionals who work with children and young adults who are English Language Learners. Students will learn to articulate an understanding of the evolution of ESOL programming, second language acquisition, and literacy development; design instruction reflecting effective assessment and learning strategies, and demonstrate sensitive and innovative instruction respecting cultural differences. Students will also become advocates for linguistically diverse youth.

Notre Dame of Maryland University

*Post-Baccalaureate Certificate in Risk Assessment and Management (Recommended 07/08/14)
Notre Dame of Maryland University is proposing to offer a new stand-alone Post-Baccalaureate Certificate in Risk Assessment and Management. The certificate will be offered entirely by way of distance education instruction. The program has been designed to attract students who are currently conducting risk assessments for their respective employers or for those desiring to develop this area of expertise. Students will acquire experience in building analysis and risk assessment models, and adopt qualitative and quantitative methodologies to assess risk. Communication of risk uncertainty and crisis communication are emphasized.*

Public Four-Year Colleges and Universities

Towson University

Post-Baccalaureate Certificate in Autism Studies (Approved 09/08/14)

Towson University is proposing to expand the mode of program delivery to include online instruction of its existing Post-Baccalaureate Certificate in Autism Studies. Virtual delivery will alleviate students living in rural areas and those facing barriers to reaching the main campus of their transportation issues. The program's expansion also intends to respond to the increased diagnosis of autism spectrum disorders. The curriculum remains unchanged. The goal is to build autism-focused knowledge regarding issues ranging from early identification to evidence-based practice, from family collaboration to co-occurring conditions, and from struggles in the workplace to key policy and research initiatives.

University of Baltimore

Upper Division Certificate (U.D.C.) in Forensic Document Analysis (Approved 08/22/14)
The Upper Division Certificate (U.D.C.) in Forensic Document Analysis from its existing Bachelor of Science (B.S.) in Forensic Studies is designed for degreed students looking to change their career path, as continuing education for present criminal justice professionals without the academic credentials, and can provide an alternate path to forensic document analysis proficiency for those students without science degrees. Graduates of the program will be able to understand the origins of writing; the manufacture of ink and paper; the uniqueness of letter formation; the legal and ethical aspects of document examination; the writing characteristics in a forensic context; and the preservation of documentary evidence.

Post-Baccalaureate Certificate (P.B.C.) in Health Systems Management (Approved 08/22/14)
The Post-Baccalaureate Certificate (P.B.C.) in Health Systems Management is designed for degreed students interested in qualifying for entry-level management positions in health services organizations or for transitioning into management from purely clinical disciplines. The program prepares graduates with specific skills needed to be effective entry level managers in a variety of health services management settings in the public and private sectors. Graduates will understand the legal and regulatory environment in which the U.S. health care system operates and how it affects administrative and management decisions. They will be able to identify financial accounting and finance principles and how they drive managerial decision making in health systems management and explain how economic theory predicts the supply, demand and consumption of health care.

University of Maryland, Baltimore

Post-Baccalaureate Certificate program in Applied Thanatology (Approved 08/28/14)
The University of Maryland, Baltimore proposes to offer a new stand-alone Post-Baccalaureate Certificate program in Applied Thanatology in an online format. The certificate program has been designed with the goal of enhancing the care of the dying and bereaved by training and equipping individuals whose professional and personal lives involve working with aspects of dying, death, bereavement and grief. Students who enroll in the program will acquire special expertise and competencies that they can draw on throughout their careers and personal lives.

Post-Master's Certificate in Family Nurse Practitioner (Approved 04/08/14)
The 36 credit hour certificate builds on the existing master's and develops certification in advanced nursing expertise. The purpose is to enable specific knowledge and skills in family care and obtain licensure. Nurses who complete a master's and PMC in a Nurse Practitioner program are eligible for national board certification so they can seek licensure in the state of Maryland as an NP.

University of Maryland, College Park

Post-Baccalaureate Certificate in Intermediate Survey Methodology (Approved 07/31/14)
University of Maryland, College Park is proposing to expand the mode of program delivery to include online instruction of its existing Post-Baccalaureate Certificate in Intermediate Survey Methodology. The goal of the online program is to reach working professionals who have completed their bachelor's degrees and desire advanced training or employment in a survey-related field. The curriculum has remained unchanged and draws upon statistics, sociology, economics, political science, informatics, public health and geographic sciences.

Post-Baccalaureate Certificate (P.B.C.) in Survey Statistics (Approved 08/19/14)
The Post-Baccalaureate Certificate (P.B.C.) in Survey Statistics provides advanced training in areas needed to professionally design and execute surveys of households, business establishments, institutions, and other populations. Students will learn the statistical foundations of sampling and estimation in complex surveys, theory behind alternative methods of variance estimation and gain knowledge of a series of specialized topics including dual frame sampling and estimation, imputation for missing data, small area estimation, sampling rare populations, and techniques for limiting disclosure risk. Students will also learn how to analyze survey data properly reflecting the complex survey design features.

Post Master's Certificate (P.M.C.) in Curation and Management of Digital Assets (Approved 09/25/14)
The Post Master's Certificate (P.M.C.) in Curation and Management of Digital Assets focuses on the creation, management and use, long-term preservation and current and future access to digital assets in a variety of disciplines. Digital information is at the heart of modern society's ability to learn, conduct business, recreate, and manage complex scientific, technological, industrial, and information infrastructures. Graduates of the program will be able to use basic principles and concepts relating to the cultural, technical, practical, economic, legal and political factors that may affect digital curation for a specific collection. They will also be able to integrate and apply relevant digital curation theory and practice in managing digital assets.

The Post-Baccalaureate Certificate (P.B.C.) in African American Studies (Approved 09/25/14)
The Post-Baccalaureate Certificate (P.B.C.) in African American Studies will advance understanding of the intersection of public policy and social conditions of African Americans and Black communities globally through research and professional experiences. Graduates will be equipped for a career in public policy, non-governmental organizations or in any field requiring specialization in and knowledge of the social conditions and concerns of Black communities. The program will meet the local and national demand for highly trained individuals with policy relevant skills and knowledge of these communities.

Post-Baccalaureate Certificate (P.B.C.) in Public Financial Management (Approved 09/08/14)
The Post-Baccalaureate Certificate (P.B.C.) in Public Financial Management will provide training in a core set of financial competencies expected of most managers working in the public sector. The program will serve financial professionals in both Federal and State agencies as well as contractor companies that provide accounting and financial services to government.

Post-Baccalaureate Certificate (P.B.C.) in World Language Education (Approved 09/18/14)
The Post-Baccalaureate Certificate (P.B.C.) in World Language Education offers professional development to a variety of professionals in the area of World Language at the elementary, middle and high school levels. The program is for educators who are currently teaching a foreign language, such as French or Spanish, who may not be certified in the field or those who have completed alternate routes to teacher certification in Maryland. This program will also be beneficial to teachers certified prior to 2011 when the requirement applied to language educators teaching grades 7-12.

Community Colleges

Allegany Community College of Maryland

Lower Division Certificate (L.D.C.) in Graphic Design (Approved 07/14/14)

The Lower Division Certificate (L.D.C.) in Graphic Design offers students skills required by industry to become employed in the graphic design field. The program introduces students to specific skill sets related to the graphic design environment. It emphasizes creativity, visualization and critical thinking to help students generate technologically appropriate, functional and aesthetically pleasing graphic design. Graduates will be able to communicate ideas and concepts through print and electronic media. They will be equipped for entry-level positions in traditional print and publishing and the information and interactive design fields.

Anne Arundel Community College

Lower Division Certificate (L.D.C.) in Game Development (Approved 08/11/14)

The Lower Division Certificate (L.D.C.) in Game Development is designed to give students basic skills necessary to become independent game developers and to collaborate with and manage others producing a game. It provides first-hand experience in designing game levels, producing original game art, and prototyping game concepts using both 2D and 3D game engines. Graduates will be able to understand the global game industry and its history. They will be able to manage the production process, set and meet project deadlines, and test and evaluate games. They will also understand different games markets and demographics and develop game concepts and designs accordingly.

Lower Division Certificate (L.D.C.) in Web and Interactive Design (Approved 08/11/14)
The Lower Division Certificate (L.D.C.) in Web and Interactive Design is designed to prepare students for entry-level positions or internships as web or interactive designers at both regional and national companies that design and develop websites. Graduates of the program will have a solid foundation in design and art. Students will experience planning projects from conception to completion; creating wireframes and design comps; and coding and building websites from the ground up. Student will develop an understanding of the industry's history and how it is evolving.

Lower Division Certificate (L.D.C.) in Advanced Cyber Forensics (Approved 08/27/14)
The Lower Division Certificate (L.D.C.) in Advanced Cyber Forensics prepares students for the Defense Cyber Crime Center's (DC3) Cyber Incident Responder certificate exam. The program is being offered in partnership with the National Centers of Digital Forensics Academic Excellence (CDFAE). Graduates of the program are qualified for employment under the Investigative category, based on the National Cybersecurity Workforce Framework. Graduates of the program will be proficient in resolving digital forensic problems; using current techniques, skills, and tools necessary for digital forensics examinations of digital media, files, operating systems, devices, networks and applications; designing, implementing, and evaluating a system, process, component or program to meet digital forensic needs; and understanding their professional, ethical, legal, security and continuing education and development responsibilities.

Baltimore City Community College

Lower Division Certificate (L.D.C.) in Cyber Security and Assurance (Approved 09/09/14)
The Lower Division Certificate (L.D.C.) in Cyber Security and Assurance has been developed to protect corporate and individual data from identity theft. The program emphasizes the need to build a wall between our information and those who want to exploit it. Students will gain practical experience in understanding the threats and dangers, security assessments and analysis of a wide range of vulnerabilities experienced by businesses. Graduates will use state-of-the-art technology to mitigate these vulnerabilities. They will be able to follow a structured model in Security Systems Development Life Cycle (SDLC); detect attack methodology and combat hackers; design and implement risk analysis, security policy and damage assessment; and audit operating systems security in a networked multi-platform and cross-platform environment.

III. AREAS OF CONCENTRATION

Independent Colleges and Universities

Hood College

Area of Concentration (AOC) in Coastal and Watershed Studies (Recommended 09/25/14)
The Area of Concentration (AOC) in Coastal and Watershed Studies will allow students to investigate all aspects of coastal environments and the watersheds that culminate at our shorelines. It will provide students with the knowledge, technological skills, and breadth of perspectives necessary to become productive professionals in the areas of environmental planning, resource conservation, or outdoor education. Graduates will be able to assess environmental conditions by first-hand data collection through extensive field sampling and environmental monitoring. They will also apply scientific knowledge and principles to solve complex environmental problems involving landscape-scale issues in both coastal habitats and inland watersheds.

Johns Hopkins University

Area of Concentration (AOC) in Financial Economics (Recommended 07/18/14)
The Area of Concentration (AOC) in Financial Economics will develop skills in economic reasoning, including formulating and estimating economic models through the use of econometrics and other quantitative techniques. Students will be exposed to coursework that addresses economic theory specific to financial problems and provides additional experience in economic modeling and econometric estimation. The AOC focuses on the theory and empirics of finance and their connection with the macroeconomy. Graduates will be able to frame a financial economic problem; identify existing or create new data sets suitable for analyzing it empirically; choose and independently apply the most appropriate quantitative techniques and communicate results to decision makers.

Maryland University of Integrative Health

Area of Concentration in Multiple Programs (Recommended 08/22/14)

Human Clinical Nutrition Concentration:

Maryland University of Integrative Health has proposed to add a new Area of Concentration in Human Clinical Nutrition within the Master of Science in Nutrition and Integrative Health. The core curriculum meets requirements for the Certification Board for Nutrition Specialists (CBNS). Students will gain firsthand experience cooking whole foods in labs, participate in faculty-directed coaching sessions, and complete an individualized clinical, research or community-based practicum.

Community Nutrition Education Concentration:

Maryland University of Integrative Health has proposed to add a new Area of Concentration in Community Nutrition Education within the Master of Science in Nutrition and Integrative Health. The core curriculum meets the standards set forth by the Certification Board for Nutrition Specialists (CBNS). Graduates will serve as leaders in nutrition education through multiple venues including activities at the individual, community and policy level.

Herbal Medicine Concentration:

Maryland University of Integrative Health has proposed to add a new Area of Concentration in Health Medicine within the Master of Science in Nutrition and Integrative Health. The program will be delivered in both traditional instruction on the main campus and distance education. Students will receive clinical experiential learning to hone their nutrition assessment, treatment planning and counseling skills to allow them to work one-on-one in clinical practice after graduating.

Public Four-Year Colleges and Universities

University of Maryland, College Park

Area of Concentration (AOC) in Physical activity (Approved 07/15/14)

The new Area of Concentration (AOC) in Physical activity within the existing Master of Public Health (M.P.H.) will prepare students for careers that involve integrating physical activity into public health practice at various levels. Graduates will be able to design, implement and evaluate physical activity interventions in a variety of populations and community settings. They will also be able to evaluate the impact of physical activity and sedentary behavior at the community level. The goal of the program is to allow graduates to effectively collaborate with public health professionals at the local and federal levels to promote physical activity research, practice and policy.

IV. OUT-OF-STATE INSTITUTIONS

Lancaster Bible College

Out-of-State Renewal for Multiple Program Offerings (Authorized 09/25/14)

The Doctor of Ministry program is designed to provide the opportunity for post-Master of Divinity education to pastors, missionaries, para-church ministry leaders, teachers and other Christian leaders as a means to heightened professional development. The purpose of the degree is to enhance the critical thinking, research, and leadership skills of persons engaged in the leadership of congregations or church related institutions. The program requires 30 credit hours.

The Doctor of Philosophy in Biblical Studies program is designed to prepare and equip biblical scholars who show exceptional academic promise and teaching potential. This program helps students realize a greater mastery of biblical languages, historical backgrounds, theological frameworks and teaching methods. The program requires 60 credit hours.

The Master of Arts in Professional Counseling program is designed to provide individuals with theological distinctiveness, contemporary scholarship and professional counseling skills to serve within outpatient mental health agencies, church and para-church organizations, counseling centers, personnel offices, hospitals, prisons, retirement centers, schools and a variety of human service settings. Upon completion, students are eligible to take the National Counselor Examination (NCE). The program requires 60 credit hours.

Messiah College

Out-of-State Renewal for Multiple Program Offerings (Authorized 09/18/14)

Previously approved programs with descriptions:

The Master of Education (M.Ed.) program is structured to enhance individuals' abilities as an effective educator, leader and collaborator. These skills will prove invaluable when working with students, their families, and other educational professionals. This program offers concentrations in special education and TESOL.

The Master of Arts (M.A.) in Counseling program is designed to help prepare individuals to become competent counselors who are capable of working in a variety of settings. Students emerge prepared to serve others in the counseling process, develop leadership abilities in the counseling field, and reconcile relationships within the counseling setting. This program offers concentrations in clinical mental health, school, and marriage, couple and family counseling.

The Master of Arts (M.A.) in Higher Education program prepares students to be transformative, visionary leaders for a variety of higher education settings. This program offers concentrations in student affairs and college athletics.

The Master of Science in Nursing (M.S.N.) program is designed to prepare nurse educators at the graduate level to have an opportunity for entry-level teaching positions in undergraduate nursing education programs or to serve as clinical nurse educators in clinical practice settings. This program offers a concentration in nurse educator.

The Certificate in Autism Spectrum Disorders program is designed for individuals with a desire to learn more about teaching children and adolescents with autism.

The Certificate in Teaching English to Speakers of Other Languages program is designed for students who desire additional coursework and training in TESOL.

The Certificate of Advanced Graduate Studies in Counseling program is designed for students who already have a master's degree in an appropriate counseling-related field. This certificate helps students earn additional credits towards state licensure or certification.

The Certificate of Advanced Graduate Studies in Nursing program is designed for registered nurses who already hold an advanced degree in nursing without a focus in nurse education but who would like to advance their career as a nurse educator.

Newly proposed programs with descriptions:

The Master of Music (M.M.) in Conducting program is designed to enhance the abilities of a student as an effective music educator and conductor. The program offers three areas of concentration: Wind conducting, Orchestral conducting, Choral conducting and requires 48 credit hours.

The Certificate of Advanced Graduate Studies in Conducting program is designed specifically for music educators who have already earned their master's degree. This program provides for the advancement of conducting and pedagogy skills. The program requires of 15 credit hours chosen from the curriculum of the Master of Music in Conducting.

The Master of Arts (M.A.) in Strategic Leadership program is designed for professionals who seek to advance their career opportunities by becoming more effective at leading people and organizations. The program requires 30 credit hours, along with two field projects.

The Master of Business Administration (M.B.A.) program is designed for professionals who seek to advance their career opportunities by developing their leadership skills and the management tools to transform organizations. The program requires 42 credit hours with integrated capstone courses that bridge theory and practice.

The Certificate of Advanced Graduate Studies in Leadership program is designed for professionals who seek to advance their career opportunities by updating and upgrading their ability to lead people. The program requires 15 credit hours and a field project.

The Certificate of Advanced Graduate Studies in Management program is designed for professionals who seek to advance their career opportunities with advanced training that can be applied to their management challenges. The program requires 15 credit hours and a field project.

Northcentral University

Out-of-State Initial Application for Multiple Program Offerings (Authorized 09/25/14)

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

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

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

University of Cincinnati

Out-of-State Renewal for Multiple Program Offerings (Authorized 09/25/14)

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

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

Newly proposed programs:

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

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

University of Phoenix

Out-of-State Renewal for Multiple Program Offerings (Authorized 07/08/14)

There have been no changes to the programs since they were initially approved. University of Phoenix is authorized to offer the following programs:

1. *Bachelor of Science (B.S.) in Business*
2. *Bachelor of Science (B.S.) in Information Technology*
3. *Master of Business Administration (M.B.A.)*
4. *Master of Business Administration (M.B.A.) in E-Business*
5. *Master of Business Administration (M.B.A.) in Global Management*
6. *Master of Business Administration (M.B.A.) in Technology Management*

University of South Alabama

Out-of-State Initial Application for Multiple Program Offerings (Authorized 07/08/14)

The Bachelor of Science in Nursing (B.S.N.) program is designed to meet the needs of registered nurses. The curriculum offers the registered nurse an opportunity to reach educational goals without unnecessary repetition of course content. Students are assisted to complete the practice requirements for the degree in their home communities. The program prepares professional nurses for leadership positions and for graduate study. The program requires 122 credit hours.

The Master of Science in Nursing (M.S.N.) program prepares graduates for advanced nursing practice and doctoral study. Graduates of the program are able to synthesize and apply advanced knowledge theories, and research to a specialized area of nursing practice and function as leaders in practice and to contribute to the advancement of the profession. Upon completion of the MSN program, graduates should be able to integrate advanced knowledge and theories from nursing and related disciplines into a specialized area of advanced nursing practice, as well as demonstrate competence in advanced nursing roles to meet current and emerging health needs of a global changing society. The program ranges from 34 to 57 credit hours. The program offers the following areas of concentration: Adult-Gerontological Acute NP, Adult-Gerontological NP (Primary Care), Advanced Emergency Nursing (Family NP/Adult-Gerontological Acute Care Dual Role), Family NP, Family Psychiatric NP, Neonatal NP, Pediatric Primary Care NP, Women's Health NP, Acute Care Pediatric NP, Clinical Nurse Leader, Clinical Nurse Specialist, Executive Nursing Administration, Nursing Education and Nursing Informatics.

The Post-Master's Certificates are designed for registered nurses with a graduate degree in nursing who seek academic preparation in a new specialty or subspecialty area of advanced nursing. Each specialization is designed to be in compliance with national certification requirements including support courses, didactic specialty courses, and clinical hours. The program requires 22 to 36 credit hours. The program offers the following areas of concentration: Advanced Family, Advanced Adult-Gerontological Primary Care, Advanced Adult-Gerontological Acute Care, Advanced Family Psychiatric, Executive Nursing Administration, Advanced Women's Health, Advanced Pediatric Primary Care, Advanced Emergency Nursing, Clinical Nurse Specialist, Clinical Nurse Leader, and Nursing Informatics.

The Doctor of Nursing Practice (D.N.P.) program is a professional degree that prepares graduates to provide the most advanced level of nursing care for individuals and communities. This includes the direct care of individual patients, management of care for individuals and populations, administration of health care and nursing systems, and the development and implementation of health policy. The program requires 36 credit hours. The program offers the following areas of concentration: Adult-Gerontological Acute Care Nurse Practitioner, Adult-Gerontological Primary Care Nurse Practitioner, Advanced Emergency Nursing (Family NP/Adult-Gerontological Acute Care Dual Role), Clinical Nurse Specialist – Adult Health, Executive Nurse Administrator, Family Nurse Practitioner, Neonatal Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Psychiatric (Family) Nurse Practitioner, and Women's Health Nurse Practitioner.

V. PROPOSALS WITHDRAWN

Independent Colleges and Universities

Capitol Technology University

Post-Baccalaureate Certificate (P.B.C.) in Health Care Systems Security

(Withdrawn 07/08/14)

VI. PROPOSALS DENIED

Community Colleges

Baltimore City Community College

Lower Division Certificate (L.D.C.) in Paramedic (Denied 09/24/14)

The Lower Division Certificate (L.D.C.) in Paramedic will provide career preparation and technical training for individuals interested in entering or advancing as emergency medical services providers. The program will prepare graduates for paramedic licensure in the State of Maryland. This certificate will also allow EMS providers who are currently certified as Maryland Emergency Medical Technicians to advance to Nationally Registered Paramedic certification. In compliance with the National Emergency Medical Services (EMS) education standards, graduates will receive instruction in the areas of anatomy and physiology; medical terminology; pathophysiology; life span development; public health; pharmacology; airway management, respiration and artificial ventilation; patient assessment; medicine; shock and resuscitation; trauma; special patient populations, and EMS operations.

Lower Division Certificate (L.D.C.) in Paramedic Bridge (Denied 09/24/14)

The Lower Division Certificate (L.D.C.) in Paramedic will provide career preparation and technical training for individuals interested in advancing as emergency medical services providers. The program will prepare existing Cardiac Rescue Technicians (CRTs) for paramedic licensure in the State of Maryland. In compliance with the National Emergency Medical Services (EMS) education standards, graduates will receive paramedic preparatory instruction in the areas of anatomy and physiology; medical terminology; pathophysiology; life span development; public health; pharmacology; airway management, respiration and artificial ventilation; patient assessment; medicine; shock and resuscitation; trauma; special patient populations, and EMS operations.

X. Out of State online registration

American Academy McAllister Institute of Funeral Service (1 program)

Program Title	Award
Funeral Service Arts & Sciences	A.O.S.

Boise State University (12 programs)

Program Title	Award
Respiratory Care (Degree Completion)	B.S.
Nursing (Degree Completion – R.N. to B.S.)	B.S.
Educational Technology	M.E.T.
Educational Technology	M.S.
Organizational Performance and Workplace Learning	M.S.
Business Administration	M.B.A.
Technology Integration	CERT
CERT Online Teaching	CERT
School Technology Coordination	CERT
Workplace E-Learning and Performance Support	CERT
Workplace Performance Improvement	CERT
Workplace Instructional Design	CERT

Bon Secours Memorial College (1 program)

Program Title	Award
Nursing (R.N. to B.S.N.)	B.S.N.

Charter Oak State College (7 programs)

Program Title	Award
General Studies	A.S.
General Studies	A.A.
General Studies	B.S.
General Studies	B.A.
Health Care Administration	B.S.
Cybersecurity	B.S.
Health Information Management	B.S.

DeVry University (50 programs)

Program Title	Award
Accounting	A.A.S.
Electronics and Computer Technology	A.A.S.
Health Information Technology	A.A.S.
Network Systems Administration	A.A.S.
Web Graphic Design	A.A.S.
Communications	B.S.
Computer Information Systems	B.S.
Engineering Technology - Electronics	B.S.
Engineering Technology - Computers	B.S.
Game and Simulation Programming	B.S.
Healthcare Administration	B.S.
Justice Administration	B.S.
Management	B.S.
Multimedia Design and Development	B.S.
Network and Communications Management	B.S.
Technical Management	B.S.
Education	M.S.
Educational Technology	M.S.
Electrical Engineering	M.S.
Curriculum Leadership	GCERT
Educational Technology Leadership	GCERT
Educational Technology	GCERT
Higher Education Leadership	GCERT
Educational Leadership	GCERT
Accounting	M.B.A.
Accounting and Financial Management	M.B.A.
Business Administration	M.B.A.
Human Resource Management	M.B.A.
Network and Communications Management	M.B.A.
Project Management	M.B.A.
Public Administration	M.B.A.
Accounting	GCERT
Business Administration	GCERT
Business Intelligence and Analytics Management	GCERT
Curriculum Leadership	GCERT
DeVry University (continued)	GCERT
C.P.A. Preparation	GCERT

Entrepreneurship	GCERT
Financial Analysis	GCERT
Global Supply Chain Management	GCERT
Health Services Management	GCERT
Human Resource Management	GCERT
Information Security	GCERT
Information Systems Management	GCERT
Network and Communications	GCERT
Project Management	GCERT
Wireless Communications	GCERT
Finance	M.S.
Business	A.A.S

Duquesne University (14 programs)

Program Title	Award
Educational Studies	M.S.Ed.
Instructional Technology	M.S.Ed.
Program Planning and Evaluation	M.S.Ed.
Instructional Technology	UCERT
Nursing	D.N.P.
Nursing	Ph.D.
Family Nurse Practitioner	GCERT
Forensic Nursing	GCERT
Professional Communication	B.A.
Behavioral Science	B.S.
Computer Systems Technology	B.S.
Organizational Leadership	B.S.
Humane Leadership	B.S.
Leadership	M.S.

George Washington University (1 program)

Program Title	Award
Executive Master of Health Administration	M.H.A.

Huntington College of Health Sciences (4 programs)

Program Title	Award
Applied Nutrition	A.S.
Health Science - Nutrition	B.H.S.
Nutrition	M.S.
Health Science - Integrative Healthcare	D.H.S.

Kaplan University (82 programs)

Program Title	Award
Accounting	A.A.S.
Business Administration	A.A.S.
Criminal Justice	A.A.S.
Early Childhood Development	A.A.S.
Fire Science	A.A.S.
Health Information Technology	A.A.S.
Human Services	A.A.S.
Information Technology	A.A.S.
Medical Assisting	A.A.S.
Medical Office Management	A.A.S.
Medical Transcription	A.A.S.
Paralegal Studies	A.A.S.
Public Administration	A.A.S.
Accounting	B.S.
Business Administration	B.S.
Communication	B.S.
Criminal Justice	B.S.
Fire and Emergency Management	B.S.
Fire Science	B.S.
Health and Wellness	B.S.
Health Care Administration	B.S.
Early Childhood Development	B.S.
Environmental Policy and Management	B.S.
Health Information Management	B.S.
Health Science	B.S.
Human Services	B.S.
Information Technology	B.S.
Liberal Studies	B.S.
Legal Studies	B.S.
Liberal Studies	B.S.
Nursing (R.N. to B.S.N.)	B.S.N.
Nutrition Science	B.S.
Paralegal Studies	B.S.
Psychology	B.S.
Teaching - Nationwide	M.A.
Business Administration	M.B.A.

MARYLAND HIGHER EDUCATION COMMISSION

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Program Title	Award
Health Care Administration	M.H.A.
Public Administration	M.P.A.
Public Health	M.P.H.
Accounting	M.S.
Criminal Justice	M.S.
Education	M.S.
Education in Instructional Technology	M.S.
Environmental Policy	M.S.
Finance	M.S.
Health Care Administration	M.S.
Health Education	M.S.
Health Informatics	M.S.
Higher Education	M.S.
Homeland Security & Emergency Management	M.S.
Information Technology	M.S.
Legal Studies	M.S.
Management	M.S.
Educational Psychology	M.S.
Nursing (for RN's)	M.S.N.
Psychology	M.S.
Juris Doctor	J.D.
Executive Juris Doctor	E.J.D.
Small Business Practice	L.L.M.
Applied Behavior Analysis	CERT
Autism Spectrum Disorder	CERT
Addictions	GCERT
Industrial/Organizational Psychology	GCERT
Applied Behavior Analysis	CERT
Accounting	GCERT
Human Resources	GCERT
Accounting	GCERT
Human Resources	GCERT
Project Management	GCERT
Human Resources	CERT
National Security Administration	CERT
Instructional Design for Organizations	GCERT
Applied Behavior Analysis	CERT
Accounting	GCERT

Program Title	Award
Human Resources	GCERT
Project Management	GCERT
Human Resources	CERT
K-12 Educational Leadership	CERT
Instructional Design for Organizations	GCERT
National Security Administration	GCERT
Literacy and Language Teaching	GCERT
Mathematics Teaching	GCERT
Online College Teaching	GCERT
Pathway to Paralegal	CERT
Cisco Networks	CERT
Computer Forensics	CERT
Information Security	GCERT
Information Security	CERT
Linux System Administration	CERT
Microsoft Operating Systems	CERT
Multiplatform Software Development	CERT
Oracle Database Administration	CERT

Loyola University Chicago (23 programs)

Program Title	Award
Bioethics and Health Policy	M.A.
Public Health	CERT
Bioethics	CERT
Information Technology	M.S.
Spirituality	M.A.
Healthcare Ministry Leadership	CERT
Intercontinental MBA	M.B.A.
Management	B.A.
Applied Studies	B.A.
Criminal Justice	B.A.
Information Technology	B.A.
Applied Psychology	B.A.
Pastoral Leadership	B.A.
Organizational Development and Leadership	UCERT
School Psychology	Ed.D.
Health Law	L.L.M.
Business Law	M.J.
Children's Law & Policy	M.J.

Health Law	M.J.
Healthcare Informatics	G CERT
Outcomes Performance Management	GCERT
Population Based Infection Control & Environmental Safety	GCERT
Advanced School Mental Health Practice	GCERT

Mansfield University (8 programs)

Program Title	Award
Criminal Justice Administration	A.S.
Art History	B.A.
Liberal Studies	B.A.
Nursing	B.S.N.
Music Education	M.A.
Organizational Leadership	M.A.
Nursing	M. Ed.
School Library & Information Technologies	M.S.N.

New York Chiropractic College (2 programs)

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

Penn Foster College (24 programs)

Program Title	Award
Accounting	A.S.
Accounting	CERT
Business Management	A.S.
Business Management	B.S.
Business Management	CERT
Computer Information Systems	A.S.
Construction Technology	A.S.
Criminal Justice	A.S.
Criminal Justice	B.S.
Engineering Technology	B.S.
Fashion Merchandising	B.A.
Finance	M.A.
Foundation Skills for Technology	A.S.

Program Title	Award
General Studies	A.S.
Graphic Design	A.S.
Graphic Design	CERT
Human Resources Management	CERT
Human Resources	A.S.
Industrial Electronics and Electrical Maintenance Technology	CERT
Interior Design	A.S.
Marketing	CERT
Paralegal Studies	A.S.
P.C. Maintenance Technology	A.S.
Retail Management	A.S.

Pittsburgh Institute of Mortuary Science (1 program)

Program Title	Award
Funeral Service Arts & Sciences	A.S.T.

Rockbridge Seminary (2 programs)

Program Title	Award
Master of Ministry Leadership	M.Div.
Master of Divinity	M.M.L.

Trident University International (18 programs)

Program Title	Award
Business Administration	B.S.
Business Administration	M.B.A.
Business Administration	Ph.D.
Education	M.A.
Educational Leadership	Ph.D.
Educational Leadership	Ed.D.
Health Sciences	B.S.
Health Sciences	M.S.
Health Administration	M.S.
Emergency Disaster Management	M.S.
Health Sciences	Ph.D.
Information Technology Management	M.S.
Human Resource Management	B.S.

Human Resource Management	M.S.
Leadership	B.S.L.
Leadership	M.S.L.

Trustees of Boston University (31 programs)

Program Title	Award
Occupational Therapy	O.T.D.
Music Education	Mus.A.D.
Computer Information Systems	M.S.
Banking and Financial Services Management	M.S.
Business Continuity, Security, and Risk Management	M.S.
Human Resources Management	M.S.
International Marketing Management	M.S.
Insurance Management	M.S.
Project Management	M.S.
Health Communication	M.S.
Criminal Justice	M.C.J.
Music Education	M.A.
Art Education	M.A.
Manufacturing Engineering	M. Eng.
Taxation	L.L.M.
Information Technology	GCERT
Web Application Development	GCERT
Physical Education, Health and Coaching	GCERT
International Marketing	GCERT
Information Technology Project Management	GCERT
Computer Networks	GCERT
Information Security	GCERT
Health Informatics	GCERT
Risk Management and Organizational Continuity	GCERT
Financial Markets and Institutions	GCERT
Project Management	GCERT
Instructional Technology	GCERT
Database Management and Business Intelligence	G CERT
Advanced Information Technology	G CERT
Clinical Investigation	G CERT
Degree Completion	B.L.S.

University of California, Berkeley (1 program)

Program Title	Award
Information and Data Science	M.I.D.S.

University of Cincinnati (27 programs)

Program Title	Award
Criminal Justice	M.S.
Taxation	M.S.
Engineering (Electrical/Mechanical)	M.Eng.
Foundations in Behavioral Analysis	M.Ed.
Medical Education	M.Ed.
Special Education	M.Ed.
Business Administration	M.B.A.
Substance Abuse Counseling	GCERT
Fire Science	B.S.F.S.E.T.
Nursing (RN to B.S.N.)	B.S.N.
Fire Science Technology	A.A.S.
Behavioral Analysis	GCERT
Community and Public Health Education	GCERT
Corporate Taxation	GCERT
Health Care Administration	GCERT
Health Care Finance	GCERT
Health Care Operations	GCERT
Health Care Policy and Regulation	GCERT
Individual Taxation	GCERT
Leadership in Online Learning	GCERT
Learning with Community Resources	GCERT
Medical Education (C & I)	GCERT
National Board of Professional Teaching Standards	GCERT
Online Learning	GCERT
Substance Abuse Prevention	GCERT
Substance Abuse Prevention	CERT
Violence Prevention in Families	CERT

University of Phoenix (150 programs)

Program Title	Award
Accounting Foundations	A.A.
Accounting Fundamentals	A.A.
Business Foundations	A.A.
Business Fundamentals	A.A.
Communications	A.A.
Criminal Justice	A.A.
Elementary Education	A.A.
General Studies	A.A.
Health Care Administration	A.A.
Health Care Administration - Electronic Health Records	A.A.
Health Care Administration- Health and Wellness Administration	A.A.
Health Care Administration - Medical Records	A.A.
Hospitality, Travel and Tourism	A.A.
Human Services Management	A.A.
Information Technology	A.A.
Information Technology - Database Development	A.A.
Information Technology - Desktop Support	A.A.
Information Technology - General	A.A.
Information Technology - Cisco Networking	A.A.
Information Technology - Health Care Information Technology	A.A.
Information Technology - Information Technology Support	A.A.
Information Technology- Network Support	A.A.
Information Technology - Networking	A.A.
Information Technology - Programming	A.A.
Information Technology - Web Administration	A.A.
Information Technology - Web Design	A.A.
Professional Focus	A.A.
Psychology	A.A.
Retail Management	A.A.
English	B.A.
Accounting	B.S.
Biological Science	B.S.
Environmental Science	B.S.
History	B.S.
Organizational Security and Management	B.S.
Business - Accounting	B.S.
Business - Administration	B.S.
Business - Environmental Sustainability	B.S.

Business - Finance	B.S.
Business - Global Management	B.S.
Business - Human Resource Management	B.S.
Business - Management	B.S.
Business - Marketing	B.S.
Business - Project Management	B.S.
Business - Public Sector	B.S.
Business - Service Sector	B.S.
Business - Small Business Management and Entrepreneurship	B.S.
Criminal Justice Administration - Cybercrimes	B.S.
Criminal Justice Administration - Human Services	B.S.
Criminal Justice Administration - Human Services in Criminal Justice	B.S.
Criminal Justice Administration - in Institutional Healthcare	B.S.
Criminal Justice Administration - Institutional Healthcare	B.S.
Criminal Justice Administration - Management	B.S.
Criminal Justice Administration - Security	B.S.
Communication - Communication and Technology	B.S.
Communication - Culture and Communication	B.S.
Communication - Journalism	B.S.
Communication - Marketing and Sales Communication	B.S.
Health Administration - Emergency Management	B.S.
Health Administration - Health Information Systems	B.S.
Health Administration - Health Management	B.S.
Health Administration - Long Term Care	B.S.
Information Technology - Advanced Networking	B.S.
Information Technology - Business System Analysis	B.S.
Information Technology - Information Management	B.S.
Information Technology - Information Systems Security	B.S.
Information Technology - Mobile Development	B.S.
Information Technology - Multimedia and Visual Communication	B.S.
Information Technology - Web Development	B.S.
Information Technology - Software Engineering	B.S.
Management	B.S.
Management - Manufacturing Sector	B.S.
Psychology	B.S.
Business Administration	M.B.A.
Business Administration - Accounting	M.B.A.
Business Administration - Marketing	M.B.A.
Business Administration - Project Management	M.B.A.
Business Administration - Technology Management	M.B.A.
Business Administration - Energy Management	M.B.A.

Business Administration - Finance	M.B.A.
Business Administration - Global Management	M.B.A.
Business Management -Health Care Management	M.B.A.
Business Administration - Human Resources Management	M.B.A.
Health Administration	M.H.A.
Health Administration - Education	M.H.A.
Health Administration - Gerontology	M.H.A.
Health Administration - Informatics	M.H.A.
Health Administration - Sustainability Management	M.H.A.
Information Systems	M.I.S.
Management	M.M.
Public Administration	M.P.A.
Accountancy	M.S.A.
Education/Adult Education and Training	M.A.Ed.
Education/Educational Studies	M.A.Ed.
Education/Teacher Leadership	M.A.Ed.
Administration of Justice and Security	M.S.A.J.S.
Administration of Justice and Security - Global and Homeland Security	M.S.A.J.S.
Administration of Justice and Security - Law Enforcement Organizations	M.S.A.J.S.
Psychology	M.S.P.
Psychology - Behavioral Health	M.S.P.
Psychology - Industrial Organizational Psychology	
Psychology - Behavioral Health	M.S.P.
Psychology - Industrial Organizational Psychology	M.S.P.
Nursing/Master of Business Administration - Healthcare Management	M.S.P.
Nursing/Master of Health Administration	M.S.N./M.B.A.
Business Administration	M.S.N./M.H.A.
Health Administration	D.B.A.
Organizational Leadership	D.H.A.
Organizational Leadership: Information Systems and Technology	D.M.
Education in Educational Leadership	D.M.
Education in Educational Leadership: Curriculum and Instruction	Ed.D.
Education in Educational Leadership: Educational Technology	Ed.D.
Educational Specialist	Ed.D.
Accounting	Ed.S.
Gerontology Health Care	GCERT
Human Resources Management	GCERT
Marketing	GCERT
Mediation	GCERT
Nursing: Health Care Education	GCERT
Project Management	CERT
A+ Fundamentals	GCERT

Addictions	CERT
Bookkeeping	CERT
Bookkeeping Fundamentals	CERT
Cisco Networking	CERT
Cisco Networking Fundamentals	CERT
Database Administration	CERT
Desktop Support	CERT
Electronic Health Records	CERT
Emergency Management	CERT
Environmental Sustainability	CERT
Family and Child Services	CERT
Gerontology	CERT
Health and Wellness Administration	CERT
Health Care Informatics	CERT
Health Care Information Technology	CERT
Health Management	CERT
Human Resource Management	CERT
Information Assurance and Security	CERT
Human Services Management	CERT
Information Systems Security	CERT
Long Term Care	CERT
Multimedia Development	CERT
Network Support	CERT
Network + Technologies	CERT
Programming	CERT
Project Management	CERT
Retail Management	CERT
Visual Communication	CERT
Web Administration	CERT

University of St. Francis (7 programs)

Program Title	Award
Health Care Leadership	B.S.
Organizational Leadership	B.S.
Training and Development	B.S.
Business Administration	B.S.
Management	M.S.
Business Administration	M.B.A.
Management	M.S.
Teaching and Learning	M.S.
Health Administration	M.S.

I. PROGRAMS THAT RECEIVED OBJECTIONS

- During this reporting period the Commission received objections to 16 programs at 5 institutions from 5 in-state institutions.
- All 5 institutions that received objections were out-of-state institutions.
- The Secretary approved 14 of the 16 programs with conditions and denied 2 programs.

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

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

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

What follows is a report on all objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between October 1, 2014, and December 31, 2014. This report also identifies the Secretary's decision and its rationale.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
St. Joseph's College of Maine	Bachelor of Science in Nursing	University of Maryland, Baltimore	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	10/8/2014	Proposal not found unreasonable duplicative. MHEC graduation data and Department of Labor, Licensing, and Regulation (DLLR) projected workforce demand data indicate the state's need for additional programs in this discipline. The U.S. Dept. of Health and Human Services' <i>The Future of the Nursing Workforce Report 2012-25</i> identified Maryland as having a persistent shortage of registered nurses.
St. Joseph's College of Maine	Master of Science in Nursing	University of Maryland, Baltimore	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	10/8/2014	
Grand Canyon University	Nine programs out of sixteen included in the proposal	University of Maryland, Eastern Shore (UMES)	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	10/8/2014	Proposal not found unreasonable duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the state's need for additional programs in this discipline. In response to UMES's concern regarding competition for field placements, Grand Canyon University outlined that while UMES is in a rural area, its field placements largely occur in urban areas with Christian and private primary and secondary schools. There should be little competition for field placements between the two institutions.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
South College	Master of Health Sciences in Physician Assistant Studies	University of Maryland, Eastern Shore (UMES)	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	11/27/2014	To accommodate UMES's concerns regarding competition for field placements, South College's placements must be targeted to areas of the State that currently are not served, or are underserved, by existing Doctor of Pharmacy programs. Field placements may not occur in Caroline, Dorchester, Somerset, Talbot, Wicomico or Worcester counties.
South College	Doctor of Pharmacy	University of Maryland, Eastern Shore (UMES) and University of Maryland, Baltimore	Not meeting a regional or statewide need consistent with the State Plan for Postsecondary Education	Denied	11/27/2014	The projected market demand for Maryland is currently being met by the supply of graduates from Maryland institutions.
George Washington University	Master of Science in Nursing – Adult-Gerontology Primary Care Nurse Practitioner	University of Maryland, Baltimore and Morgan State University	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	12/23/2014	Proposal not found unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate the state's need for additional programs in this nursing sub-specialty.
Global Health College	Associate of Applied Science in Nursing	Anne Arundel Community College and Montgomery College	Unreasonable program duplication which would cause demonstrable harm to another institution	Denied	12/3/2014	Proposal found to be unreasonably duplicative. MHEC graduation data and DLLR projected workforce demand data indicate that there is no need for an additional program in this discipline.

Proposing Institution	Program proposed	Objecting institution(s)	Objection rationale	Outcome	Date of Secretary's decision	Rationale for decision
Global Health College	Licensed Practical Nurse Program	Anne Arundel Community College and Montgomery College	Unreasonable program duplication which would cause demonstrable harm to another institution	Approved with conditions	12/3/2014	Proposal not found unreasonably duplicative. MHEC graduation data and Department of Labor, Licensing, and Regulation (DLLR) projected workforce demand data indicate the state's need for additional programs in this discipline. The U.S. Dept. of Health and Human Services' <i>The Future of the Nursing Workforce Report 2012-25</i> identified Maryland as having a persistent shortage of licensed practical nurses.

** Analyses for programs considered between October 1, 2014 – December 31, 2014 used data from the Maryland Department of Labor and Licensing's (DLLR) 2012-2022 market projections.*

I. PROGRAMS FAVORABLY REVIEWED AND APPROVED

Independent Colleges and Universities

Johns Hopkins University

Master of Science in Global Policy (Recommended 10/17/14)

Johns Hopkins University is proposing a new Master of Science in Global Policy. The goal of the program is to provide experienced professionals in careers related to international politics and economics with an advanced understanding of the fundamental, analytic, managerial and communication skills necessary to allow them to continue to grow as global leaders. The program is designed for professionals who can apply the tools to lead diverse teams across a broad range of private and public sector entities.

Bachelor of Arts in Medicine, Science & the Humanities (Recommended 12/18/14)

The Bachelor of Arts (B.A.) in Medicine, Science and the Humanities is an interdisciplinary major that focuses on humanistic approaches to understanding the knowledge constituted by the natural sciences and medicine. The major consists of a general introductory course, a course focused on classical primary texts from the history of science and medicine, a track of four courses in one of the partnering Humanities departments, a foreign language requirement and six electives from a broad array of humanities courses focusing on science and medicine. Graduates of the program will be able to critically evaluate how medical institutions and practices interact with a culture's beliefs and values; demonstrate awareness of how the sciences and medicine are called upon to answer fundamental human problems; and show an understanding of how science and medicine are, like the Humanities, interpretive and creative endeavors.

Loyola University Maryland

Master of Education in Education Technology (Recommended 11/21/14)

Loyola University Maryland is requesting to offer its existing Master of Education in Education Technology at Howard High School located at 8700 Old Annapolis Road, Ellicott City, MD 21043. The program is designed to develop leaders at the school and district levels and emphasizes a conscientious approach to teaching technology. The program focuses on the practical applications of educational technology theory whether planning for technology, implementing technology in the curriculum, or administering a technology program. Students will experience integrate hands-on applications of educational technology with practical and theoretical perspectives of change, school reform, staff development, and ethical considerations of technology in the schools. Methods of infusing technology into the teaching and learning process will be modeled throughout the program.

Master of Education in Educational Leadership (Recommended 12/08/14)

Loyola University Maryland is requesting to offer its existing Master of Education in Educational Leadership at Howard High School located at 8700 Old Annapolis Road, Ellicott City, MD 21043. The program will be offered to Howard County Public School System teachers. The curriculum provides essential leadership training to experienced classroom teachers who intend to become school supervisors and principals. Courses blend theory and practical application for those interested in leading and facilitating improved student achievement and teacher performance. Upon completion of the M.Ed. and 27 months of successful teaching, students are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Instruction). All candidates for a degree or certificate are eligible to take the School Leaders Licensure Assessment (SLLA) or other assessment that may be required for certification as Administrator II (principal) by the Maryland State Department of Education.

Master of Education in Educational Leadership (Recommended 12/05/14)

Loyola University Maryland is requesting to offer its existing Master of Education in Educational Leadership at Bishop McNamara High School located at 6800 Marlboro Pike, Forestville, MD 20747. The program will be offered to Bishop McNamara High School teachers. The curriculum provides essential leadership training to experienced classroom teachers who intend to become school supervisors and principals. Courses blend theory and practical application for those interested in leading and facilitating improved student achievement and teacher performance. Upon completion of the M.Ed. and 27 months of successful teaching, students are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Instruction). All candidates for a degree or certificate are eligible to take the School Leaders Licensure Assessment (SLLA) or other assessment that may be required for certification as Administrator II (principal) by the Maryland State Department of Education.

Master of Education in Education Technology (Recommended 11/21/14)

Loyola University Maryland is requesting to offer its existing Master of Education in Education Technology at Bishop McNamara High School located at 6800 Marlboro Pike, Forestville, MD 20747. The program is designed to develop leaders at the school and district levels and emphasizes a conscientious approach to teaching technology. The program focuses on the practical applications of educational technology theory whether planning for technology, implementing technology in the curriculum, or administering a technology program. Students will experience integrate hands-on applications of educational technology with practical and theoretical perspectives of change, school reform, staff development, and ethical considerations of technology in the schools. Methods of infusing technology into the teaching and learning process will be modeled throughout the program.

*Master of Education in Special Education to be offered at Howard High School
(Recommended 11/21/14)*

The thirty-nine credit program provides initial teaching certification to work with students with mild to moderate disabilities. Like other programs there is a focus on collaboration in an inclusive environment, quantitative data decision making to inform instruction, and strategies to use within the continuum of special education.

Public Four-Year Colleges and Universities

Towson University

Master of Science in Marketing Intelligence (Approved 12/05/14)

Towson University is proposing the Master of Science in Marketing Intelligence. The degree program is designed to provide students with the skills necessary to acquire, analyze and utilize marketing intelligence information in the digital age. Marketing intelligence draws upon multiple disciplines to provide an integrated approach to creating and implementing data-driven, interactive marketing strategies and takes place at the intersection of marketing strategy, data analytics, data management, interactive marketing and marketing research. Students who successfully graduate from the proposed program will acquire analytical pattern recognition; agile project management; systems thinking; experimental curiosity and rigor; and mashable software fluency.

Master of Arts in Interdisciplinary Art Infusion (Approved 12/16/14)

Towson University is proposing the Master of Arts in Interdisciplinary Arts Infusion. The curriculum is a blend of professional development courses and advanced, trans-disciplinary arts-integrated practice designed for licensed classroom teachers, arts specialists, teaching artists, administrators and arts entrepreneurs.

University of Baltimore

*Master of Professional Studies in Justice Leadership & Management
(Approved 10/31/2014)*

The MPS in Justice Leadership & Management will development students' leadership and management knowledge and skills. It will enable criminal justice professionals an opportunity to compete for promotions and career opportunities in government and private-sector corporations in the areas of criminal justice and security leadership, management and accountability. Graduates will learn how to balance leadership style with the demands, functions and purpose of a criminal justice organization. They will understand the role of the leader in creating and sustaining vision, leading change, and allocating organizational resources. They will be able to identify their own leadership style and learn how to foster effective leadership qualities in others.

Master of Professional Studies in Justice Leadership & Management to be offered at The Universities at Shady Grove (11/04/2014)

The Master of Professional Studies (M.P.S.) in Justice Leadership and Management will develop students' leadership and management knowledge and skills. It will enable criminal justice professionals an opportunity to compete for promotions and career opportunities in government and private-sector corporations in the areas of criminal justice and security leadership, management and accountability. Graduates will learn how to balance leadership style with the demands, functions and purpose of a criminal justice organization. They will understand the role of the leader in creating and sustaining vision, leading change, and allocating organizational resources. They will be able to identify their own leadership style and learn how to foster effective leadership qualities in others.

University of Maryland, Baltimore

Bachelor of Nursing (Approved 11/25/14)

University of Maryland, Baltimore is proposing to offer its existing Bachelor of Nursing (BSN) as an off-campus program at the Laurel College Center. Specifically, the University plans to offer the RN to BSN track. The program has been developed to assist RNs who have associate degrees in Nursing, are no longer attending classes, would rather enroll with cohorts as opposed to traditional Nursing programs, and desire to refine their current practices. The proposed program trains the RN to become a leader who will facilitate and assure patients and families with individualized, evidenced based and highly effective care. The coursework emphasizes nursing competencies in state-of-the-art facilities. Students will engage in clinical experiences, similar to real-life situations that teach clinical decision making. Simulation is integrated into all clinical courses.

University of Maryland, Eastern Shore

Doctor of Philosophy in Pharmaceutical Sciences (Approved 12/05/2014)

The Pharmaceutical Sciences graduate program will be an academic, research-orientated program that offer multi-disciplinary training in the areas of drug design and discovery, and drug delivery and clinical Pharmacology. Student who fulfill the criteria of course work and original research culminating in a dissertation will earn a Doctor of Philosophy.

Master of Science in Pharmaceutical Sciences (Approved 12/05/2014)

University of Maryland Eastern Shore is proposing a Master of Science in Pharmaceutical Sciences. The 30 credit hour curriculum will be a multidisciplinary program that includes two areas of specialization: Drug Design and Discovery; and Drug Delivery and Clinical Pharmacology. The Drug Design and Discovery track entails the knowledge and research of drug design and synthesis, biosynthesis of natural products, neuropharmacology and immunology. The Drug Delivery and Clinical Pharmacology track provides students the opportunity to acquire pharmacokinetic and pharmacodynamics skills as well as the use of modeling and simulation techniques.

Community Colleges

Baltimore City Community College

Associate of Applied Science (A.A.S.) in Paramedicine (Approved 12/30/14)

The Associate of Applied Science (A.A.S.) in Paramedicine will provide career preparation and technical training for individuals interested in entering or advancing as emergency medical services providers. The program will prepare graduates for paramedic licensure in the State of Maryland. This certificate will also allow EMS providers who are currently certified as Maryland Emergency Medical Technicians to advance to Nationally Registered Paramedic certification. In compliance with the National Emergency Medical Services (EMS) education standards, graduates will receive instruction in the areas of anatomy and physiology; medical terminology; pathophysiology; life span development; public health; pharmacology; airway management, respiration and artificial ventilation; patient assessment; medicine; shock and resuscitation; trauma; special patient populations, and EMS operations.

Cecil College

Associate of Applied Science (A.A.S.) in Cybersecurity (Approved 11/21/14)

The Associate of Applied Science (A.A.S.) in Cybersecurity prepares students to successfully begin careers in the field of Cybersecurity or transfer to a four-year institution for continued study in computer cybersecurity. Cybersecurity specialists apply computer security techniques to work with industry, government, and academia to solve computer networking and security related challenges. Graduates will be able to design computer applications using Visual Basic and C++, demonstrate an understanding of networking standards and protocols and the OSI model, configure Windows, Netware, and UNIX/Linux operating systems, identify various physical security measures available to implement network security and to identify various disaster recovery and business continuity procedures as it relates to network security.

*Associate of Applied Science (A.A.S.) in Physical Therapist Assistant
(Approved 10/22/14)*

The Associate of Applied Science (A.A.S.) in Physical Therapist Assistant provides a foundation for graduates to become highly skilled in providing patient services using physical therapy techniques under the supervision and direction of a licensed physical therapist. Graduates will provide these services in clinics, hospitals and many other health care settings. Graduates will be able to observe patients during treatments to compile and evaluate data on their responses and progress and report to the physical therapist. They will administer active or passive manual therapeutic exercises, therapeutic massage, aquatic physical therapy, or heat, light, sound or electrical modality treatments, such as ultrasound. Graduates will be eligible to take the National Licensing Exam for Physical Therapist Assistants.

Chesapeake College

Associate of Science in Landscape Management (Approved 12/23/14)

The Associate of Science (A.S.) in Landscape Management will prepare students for continued study in the discipline, and/or employment in conservation, community design, land use planning, landscape restoration, historic preservation, site planning, and land development. The program provides students with knowledge and skills applicable to management positions in horticulture and landscaping industries. The curriculum provides a foundation in general education, chemistry, mathematics and the plant sciences. It prepares students for careers in commercial property maintenance, residential and commercial landscape development, landscape design, environmental management and mitigation projects, museum, zoo, or arboretum displays and park supervision.

Associate of Science in Landscape Design (Approved 12/23/14)

The Associate of Science (A.S.) in Landscape Design will provide a strong general education background, as well as skills needed for transfer, employment or advancement in the discipline. Landscape Architecture balances the conservation and restoration of natural resources with responsible development of livable, productive and sustainable communities and places. Students build foundations in plant science, digital landscape design, history, and landscape architecture itself. The curriculum includes technical and communication skill acquisition and instruction takes place in the classroom, the laboratory, the studio, and the field.

Montgomery College

Associate of Applied Science in Digital Animation (Approved 12/15/14)

The Associate of Applied Science (A.A.S.) in Digital Animation will explore animation concepts and provide hands-on experience using industry standard hardware and software and motion capture systems. Students will be provided with the skills necessary for entry or junior-level employment in the animation industry. Graduates of the program will be able to apply and incorporate the elements and principles of design with digital graphic images and animation; demonstrate visual problem solving; demonstrate a basic knowledge of the history of digital art and animation; use industry standard hardware and software to produce and manipulate digital images and animation; develop a script and prepare a storyboard for 2-D and 3-D animation; analyze and critique graphic images and animation; and develop a portfolio representative of the material and techniques studied.

Wor-Wic Community College

Associate of Applied Science in Physical Therapist Assistant (Approved 11/24/14)

The Associate of Applied Science (A.A.S.) in Physical Therapist Assistant will prepare students for licensure as Physical Therapist Assistants (PTA). Graduates will be prepared for the clinical and administrative functions performed by a PTA. They will be able to undertake the plan of care established by the physical therapist prior to initiating patient intervention, document a patient's progress in a manner consistent with state requirements, the practice setting, and the requirements of other regulatory agencies. Graduates will also be able to appropriately communicate with individuals of different social and cultural backgrounds, read and understand health care literature to support evidence-based practice in clinical decision making and exhibit conduct that is safe, ethical and legal.

Out-of State Colleges and Universities

George Washington University

Master of Science in Nursing (Authorized 12/23/14)

The Master of Science in Nursing (MSN) in Adult-Gerontology Primary Care Nurse Practitioner will provide a theoretical and practical foundation for nurses to expand their scope of practice and to become leaders in their roles as advanced practice nurses. The focus of the program is the delivery of high-quality, patient-centered primary care; and offers didactic and clinical experiences that prepare nurse practitioners to care for the physical, psychosocial, emotional, and spiritual health of patients, families and communities. The curriculum integrates research, policy, technology, simulation, and evidence-based nursing practice with diagnostic reasoning and clinical judgment to solve real-world health care problems.

II. CERTIFICATES APPROVED

Independent Colleges and Universities

Hood College

Post-Baccalaureate Certificate (P.B.C.) in Bioinformatics (Recommended 10/27/14)

The Post-Baccalaureate Certificate (P.B.C.) in Bioinformatics is aimed towards the student with a biology background who wishes to expand their skills in the area of bioinformatics. It integrates and builds programming skills, comprehension and application of appropriate statistics and data management using contextual life science data examples. Graduates of the program will be able to manage and configure bioinformatics data sets; manipulate and format bioinformatics data for downstream analysis; select and apply appropriate bioinformatics tools related to genomics, structural biology and proteomics; and identify and implement appropriate statistical analyses for selected bioinformatics problems.

*Post-Baccalaureate Certificate (P.B.C.) in Organization Management
(Recommended 10/15/14)*

Hood College is proposing to offer a new Post-Baccalaureate Certificate in Organizational Management within its existing Master of Business Administration (HEGIS 0506-01/CIP 52.0201). The Certificate has been designed to prepare individuals to assume leadership positions in modern organizations by providing them with requisite knowledge, skills and competencies. The core curriculum includes leadership, communication, change management, negotiation, corporate social responsibility and human resource management.

Johns Hopkins University

Post-Baccalaureate Certificate in Film and Media (Recommended 10/15/14)

Johns Hopkins University (JHU) is proposing to offer a new stand-alone Post-Baccalaureate Certificate in Film and Media. The program will be available to students who have been accepted into existing JHU graduate programs. The interdisciplinary credential will draw across disciplines and encourage doctoral candidates to consider fundamental questions about film and advanced media.

Community Colleges

Garrett College

The Lower Division Certificate (L.D.C.) in Paramedic (11/12/14)

The Lower Division Certificate (L.D.C.) in Paramedic will provide instruction in the cognitive, psychomotor and affective domains which will enable students to develop the knowledge and skills required for work in the emergency medical services (EMS) field. Areas of study include human anatomy and physiology, airway management, patient assessment, medical and trauma emergencies, clinical skills, professional ethics and other related topics. Graduates will be qualified in advanced emergency care and will be prepared to enter the workforce in the EMS field as paramedics.

Hagerstown Community College

Lower Division Certificate (L.D.C.) in Emergency Medical Technician (Approved 10/10/14)

The Lower Division Certificate (L.D.C.) in Emergency Medical Technician will prepare students for providing emergency medical care in an out-of-hospital setting. Graduates will be ready for employment with ambulance and fire companies, Security/EMTs and as critical care transporters. The program will prepare graduates for the National Registry EMT exam and allow them to secure a state of Maryland license in EMT. Their acquired skills will include being able to identify patients in need of emergency medical care; provide basic life support for medical and trauma patients from diverse cultures; and determining the most appropriate transport of patients to primary care facilities.

Prince George's Community College

Lower Division Certificate (L.D.C.) in Medical Coder/Billing Specialist (Approved 10/10/14)
The Lower Division Certificate (L.D.C.) in Medical Coder/Billing Specialist will provide students with a direct pathway to enter into the profession of Health Information. Graduates of the program will be eligible to take national certification exams to become credentialed as Certified Coding Associates (CCA), Certified Coding Specialists (CCS) and/or Certified Coding Specialist- Physician Based (CCS-P). The certificate prepares graduates for employment in hospitals, physicians' offices and other health care settings as medical coders, abstractors and medical billers of clinical patient information using ICD. In addition, students will learn about other related classification systems, clinical documentation requirements, prospective payment systems, reimbursement strategies and the processing of medical claims. Graduates will be able to apply their knowledge of anatomy and physiology, medical terminology and disease processes to the classification of diagnoses.

III. AREAS OF CONCENTRATION

Public Four-Year Colleges and Universities

University of Maryland, Baltimore

Area of Concentration (AOC) in Neonatal Nurse Practitioner (Approved 12/23/14)
The Doctor of Nursing Practice (D.N.P.) in Neonatal Nurse Practitioner subspecialty will prepare graduates for the highest level of nursing practice in the care and management of preterm infants, full term infants, neonates, and children up to two years of age using Neonatal Nurse Practitioner competencies established by the National Association of Neonatal Nurse Practitioners. Graduates will be able to demonstrate competence in the nine separate Domains of NNP practice including Scientific Foundations; Leadership; Quality; Practice Inquiry, Technology and Information Literacy; Policy; Health Delivery Systems; Ethics; and Independent Practice. In addition, graduates will also be prepared to design, implement, manage and evaluate organizational systems and initiate, facilitate and participate in collaborative efforts that influence healthcare outcomes with practitioners from other disciplines.

IV. OUT-OF-STATE INSTITUTIONS

American College of Education

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/07/14)

The Master of Education (M.Ed.) in Educational Leadership program seeks to provide educators with knowledge in current scientific research, pedagogy, and instructional technology and improving supervision and leadership in K-12 school settings. The program is aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards for effective leadership and it is designed to create culturally aware and competent administrators. The program requires 48 credit hours. The program's didactic elements are online and students participate through their personal computers and any ancillary equipment. American College of Education itself will not have a physical presence in Maryland.

The Master of Arts (M.A.T.) in Teaching: Elementary and Transition to Teaching Elementary Certificate program is designed for individuals who hold a bachelor's degree in a field other than education and want to become teachers. The program is not designed for teachers who already have initial teacher certification, other than those graduate students who have completed a transition to teaching (T2T) program. The program requires 52 credit hours. The program's didactic elements are online and students participate through their personal computers and any ancillary equipment. American College of Education itself will not have a physical presence in Maryland.

The Master of Arts (M.A.T.) in Teaching: Secondary and Transition to Teaching Secondary Certificate program is designed for individuals who hold a bachelor's degree in a field other than education and want to become teachers. The program is not designed for teachers who already have initial teacher certification, other than those graduate students who have completed a transition to teaching (T2T) program. The program requires 52 credit hours. The program's didactic elements are online and students participate through their personal computers and any ancillary equipment. American College of Education itself will not have a physical presence in Maryland.

Ana G. Mendez Universidad del Este

Out-of-State Renewal for Multiple Program Offerings (Authorized 12/16/14)

Sistema Universitario Ana G. Mendez Universidad del Este has submitted a renewal application to continue to operate in Wheaton, MD. Ana G. Mendez is a private not-for-profit corporation in the Commonwealth of Puerto Rico that is registered as a foreign corporation in the State of Florida and in the State of Maryland. The corporation's purpose is to promote the development and the cultural, social and economic well-being of society through the expansion and growth of educational opportunities for the benefit of the community segments it serves.

Ana G. Mendez Universidad del Este is authorized to offer the following programs:

- 1. Associate of Science in Networking Engineering Technology*
- 2. Associate of Science in Electronic Engineering Technology*
- 3. Bachelor of Science in Hotel Management*
- 4. Bachelor of Science in Psychology*
- 5. Bachelor of Science in Health Services Management*
- 6. Bachelor of Arts in Prekindergarten/Primary Education*
- 7. Bachelor of Alls in Special Education*
- 8. Master of Science in Educational Leadership*
- 9. Master of Public Administration in Public and Non-Profit Management*
- 10. Master of Education in Bilingual Education*
- 11. Master of Science in Administration of Adult Education*

Ana G. Mendez Universidad Metropolitano

Out-of-State Renewal for Multiple Program Offerings (Authorized 12/15/14)

The Bachelor of Arts in Criminal Justice educates graduates to work in criminal justice in either the public or the private sector. This major covers the following areas: Correction, Criminal Investigation, Courts System, Rehabilitation and Minors' Justice.

The Master of Business Administration has areas of concentration in Human Resources Management, Finance, Management, and Accounting. The program allows students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors.

Ana G. Mendez Universidad del Turabo

Out-of-State Renewal for Multiple Program Offerings (Authorized 12/15/14)

Ana G. Mendez began operations in November 2011, offering an opportunity for access to postsecondary education for students for whom language and culture are significant barriers for success. Universidad del Turabo offers nine programs: elementary education, secondary education (mathematics), business administration [with areas of concentration in: accounting; management; marketing; computerized information systems], nursing, guidance and counseling, teaching of ESL, library services and technology information, criminal justice and MSN with an area of concentration in family nurse practitioner. The programs allow students the opportunity to develop the bilingual professional skills needed for success in the global marketplace.

DeVry University

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/07/14)

There have been no changes to the programs since they were initially approved. DeVry University is authorized to offer the following programs:

1. *Associate of Applied Science (A.A.S.) in Electronics and Computer Technology*
2. *Bachelor of Science (B.S.) in Business Administration*
3. *Bachelor of Science (B.S.) in Computer Engineering Technology*
4. *Bachelor of Science (B.S.) in Computer Information Systems*
5. *Bachelor of Science (B.S.) in Electronics Engineering Technology*
6. *Bachelor of Science (B.S.) in Network and Communications Management*
7. *Bachelor of Science (B.S.) in Technical Management*
8. *Master of Accounting and Financial Management (M.A.F.M.)*
9. *Master of Business Administration (M.B.A.)*
10. *Master of Project Management (M.P.M.)*
11. *Master of Information Systems Management (M.I.S.M.)*
12. *Master of Network and Communications Management (M.N.C.M)*
13. *Master of Human Resource Management (M.H.R.M.)*
14. *Master of Public Administration (M.P.A.)*
15. *Graduate Certificate in Accounting*
16. *Graduate Certificate in Business Administration*
17. *Graduate Certificate in Information Security*
18. *Graduate Certificate in Entrepreneurship*
19. *Graduate Certificate in Human Resource Management*
20. *Graduate Certificate in Wireless Communications*
21. *Graduate Certificate in Health Services Management*
22. *Graduate Certificate in Electronic Commerce Management*
23. *Graduate Certificate in Information Systems Management*
24. *Graduate Certificate in Network and Communications Management*
25. *Graduate Certificate in Project Management*
26. *Graduate Certificate in Financial Analysis*

Denver Seminary

Out-of-State Initial Application for Multiple Program Offerings (Authorized 12/5/14)
The Master of Divinity program is designed primarily to prepare students whose goal is church ministry where ordination is required. It also prepares students for doctoral-level studies at Denver Seminary or other theological schools. The program requires 97 credit hours.

The Master of Arts in Leadership program offers a customizable curriculum that will help students develop their leadership style and put solid leadership principles into practice—all seasoned and shaped by a sound core of biblical and theological studies. The program requires 62 credit hours.

The Graduate Certificate in Biblical and Theological Studies was developed for those who want to know more about the Christian faith. It requires twenty hours of theology core courses and ten hours of electives.

Grand Canyon University

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/08/14)

There have been no changes to the programs since they were initially approved. Grand Canyon is authorized to offer the following programs:

1. *Bachelor of Science (B.S.) in Counseling*
2. *Master of Science (M.S.) in Addiction Counseling*
3. *Master of Science (M.S.) in Professional Counseling*
4. *Master of Science (M.S.N.) in Nursing*
5. *Master of Arts (M.A.) in Teaching*
6. *Master of Education (M.Ed.) in Curriculum and Instruction: Reading*
7. *Master of Education (M.Ed.) in Curriculum and Instruction: Technology*
8. *Master of Education (M.Ed.) in Educational Administration*
9. *Master of Education (M.Ed.) in Educational Leadership*
10. *Master of Education (M.Ed.) in Special Education*
11. *Master of Education (M.Ed.) in Teaching English to Speakers of Other Languages*
12. *Post Master's Certificate of Science in Nursing: Nursing Education*

The Bachelor of Science (B.S.) in Educational Studies program does not lead to initial teacher licensure. This program does not include a student teaching component, and does not therefore lead to licensure, but may lead to career advancement for those who are already licensed as teachers. The program develops educators for opportunities outside of the traditional classroom. The program requires 120 semester credit hours.

The Master of Science (M.S.) in Christian Counseling program is designed for students interested in becoming professional counselors that are able to integrate Christian principles into their counseling practice and to apply that knowledge in a counseling setting. The program requires 74 semester credit hours. Graduates from this program are prepared to meet the academic requirements for licensure in Arizona as a: Licensed Associate Counselor (LAC), Licensed Professional Counselor (LPC), Licensed Associate Substance Abuse Counselor (LASAC), or a Licensed Independent Substance Abuse Counselor (LISAC). Grand Canyon has a disclaimer for students enrolled in this program which states "Licensing and/or certification requirements may vary from state to state. It is the student's responsibility to check the licensing/certification requirements in their respective states."

The Master of Science (M.S.) in Christian Counseling of Substance Abuse and Addictive Disorders program is designed for students who wish to pursue careers as addiction counseling professionals, treating individuals with substance abuse/dependency disorders and also able to integrate Christian principles into their counseling practice and to apply knowledge in a counseling setting. The program requires 48 semester credit hours. Graduates from this program are prepared to meet the academic requirements for licensure in Arizona as a Licensed Associate Substance Abuse Counselor (LASAC) or a Licensed Independent Substance Abuse Counselor (LISAC). Grand Canyon has a disclaimer for students enrolled in this program which states “Licensing and/or certification requirements may vary from state to state. It is the student’s responsibility to check the licensing/certification requirements in their respective states.”

The Doctor of Nursing Practice (D.N.P.) program provides preparation for advanced practice and leadership roles in nursing. The program expands on current theoretical and scientific foundations of health care practice, including the discipline knowledge base, the design and the evaluation of clinical solutions, and clinical and organizational leadership. The program prepares nurse leaders to design and implement evidence-based strategies for practice that improve health care delivery and patient outcomes. The program requires 36 semester credit hours.

ITT Technical Institute

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/07/14)

There have been no changes to the programs since they were initially approved. ITT Technical is authorized to offer the following programs:

1. *Associate of Applied Science (A.A.S.) in Business Management*
2. *Associate of Applied Science (A.A.S.) in Criminology and Forensic Technology*
3. *Associate of Applied Science (A.A.S.) in Drafting and Design Technology*
4. *Associate of Applied Science (A.A.S.) in Electrical Engineering Technology*
5. *Associate of Applied Science (A.A.S.) in Graphic Communications Technology*
6. *Associate of Applied Science (A.A.S.) in Industrial Engineering Technology*
7. *Associate of Applied Science (A.A.S.) in Information Technology: Computer Network Systems*
8. *Associate of Applied Science (A.A.S.) in Network Systems Administration*
9. *Associate of Applied Science (A.A.S.) in Software Development*
10. *Bachelor of Science (B.S.) in Electrical Engineering and Communications Technology*
11. *Bachelor of Science (B.S.) in Information Systems and Cybersecurity*
12. *Bachelor of Science (B.S.) in Software Development*
13. *Bachelor of Science (B.S.) in Project Management and Administration*

The Associate of Applied Science (A.A.S.) in Accounting program exposes students to fundamental knowledge and skills utilized in entry-level accounting. Students will be exposed to a variety of skills used to provide technical administrative support to professional accountants and other financial management personnel. Students are introduced to a variety of accounting topics, including posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practices. The program requires 94.5 quarter credit hours.

Kaplan University Learning Center

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/07/14)

There have been no changes to the programs since they were initially approved. Kaplan University is authorized to offer the following programs:

1. *Bachelor of Science (B.S.) in Business Administration*
2. *Bachelor of Science (B.S.) in Health Care Administration*
3. *Bachelor of Science (B.S.) in Human Services*
4. *Bachelor of Science (B.S.) in Information Technology*
5. *Associate of Applied Science (A.A.S.) in Accounting*
6. *Associate of Applied Science (A.A.S.) in Business Administration*
7. *Associate of Applied Science (A.A.S.) in Criminal Justice*
8. *Associate of Applied Science (A.A.S.) in Health Information Technology*
9. *Associate of Applied Science (A.A.S.) in Human Services*
10. *Associate of Applied Science (A.A.S.) in Information Technology*
11. *Associate of Applied Science (A.A.S.) in Medical Assisting*
12. *Associate of Applied Science (A.A.S.) in Medical Office Management*
13. *Associate of Applied Science (A.A.S.) in Paralegal Studies*
14. *Certificate in Medical Assistant*
15. *Certificate in Medical Billing and Coding*
16. *Certificate in Phlebotomist*

Lesley University

Out-of-State Renewal for Multiple Program Offerings (Authorized 12/03/14)

1. Master of Education (M.Ed.) in Elementary Education (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) Residency Based

2. Master of Education (M.Ed.) in Secondary Math (7-12) and Teacher of Students with Moderate Disabilities (6-12) Residency Based

New York Chiropractic College

Out-of-State Initial Application for Multiple Program Offerings (Authorized 12/4/14)

The Doctor of Chiropractic New York Chiropractic College's Doctor of Chiropractic prepares doctors of chiropractic who are capable of serving as primary care physicians. In their roles as portal-of-entry healthcare practitioners, doctors of chiropractic conduct diagnoses and perform patient management, giving special emphasis to neuromusculoskeletal conditions. While fully appreciating the human body's ability to heal naturally, New York Chiropractic College strives to advance research and scholarship, offer healthcare services to the public, and to engage in community service in an integrative approach to healthcare.

Philadelphia University

Out-of-State Initial Application for Multiple Program Offerings (Authorized 12/4/14)

Master of Science in Disaster Medicine

The Master of Science in Disaster Medicine and Management is a comprehensive graduate degree program encompassing all facets of disaster management. The program encompasses the study of: terrorism, weapons of mass destruction, hazardous materials, natural disasters, psychological aspects of disasters, acute traumatic stress intervention, public health considerations of disasters, research methods and disaster planning and management including risk assessment, incident command and resource allocation. The program is delivered as a partnership between Philadelphia University and the Department of Emergency Medicine of the Albert Einstein Health Network.

Master of Science in Midwifery

Philadelphia University provides the Master of Science in Midwifery through online learning in the fundamentals of the art and science of midwifery, research, health policy, and selected advanced clinical and professional competencies. Initiated in 1998, this program prepares qualified individuals with a Bachelor's degree and qualified individuals with a bachelor's degree and an RN (Registered Nurse) credential in the practice of midwifery and prepares them to sit for the American Midwifery Certification Board's (AMCB's) national certification exam. Upon successful completion of the board exam, they earn the right to use the title Certified Midwife (CM) or Certified Nurse-Midwife.

Master of Science in Midwifery completion for certificate Midwives

The Post-Master's Certificate in Midwifery is available for individuals who already have a master's degree in a health related discipline from a regionally accredited program and are looking to expand their knowledge with a certification in Midwifery.

Post Master Certificate in Midwifery

Philadelphia University also offers an ACNM-accredited Post-Master's Certificate Program in Midwifery, an M.S. in Midwifery Completion program, a re-entry to practice process for CNM/CMs who have been out of clinical practice for a number of years, and the CM Pathway courses to the M.S. in Midwifery.

Quinnipiac University

Out-of-State Initial Application for Multiple Program Offerings (Authorized 12/9/14)

The Bachelor of Science in Athletic Training program prepares students with the knowledge and psychomotor skills necessary to practice as athletic trainers certified by the Board of Certification. The program is accredited by the Commission on Accreditation of Athletic Training Education. The curriculum emphasizes the practical clinical experience coupled with specific professional course work. Graduates are prepared to enter the profession of athletic training and assume a leadership role. The program requires 127 credit hours.

The Doctor of Physical Therapy program prepares students to become competent and compassionate entry level physical therapists, able to practice in a variety of settings serving diverse populations across the lifespan. During the three-year, professional graduate DPT component, students develop the specific knowledge base, clinical skills, problem-solving ability and professionalism necessary to become entry-level physical therapists. The program requires 112 credit hours.

Reformed Theological Seminary

Out-of-State Initial Application for Multiple Program Offerings (Authorized 10/16/14)

The courses being proposed are HT508 Classics of Devotion, PT526 Worship, OT516 Isaiah-Malachi, and OT508 Genesis-Joshua. These course are offered to Marylanders who are otherwise completing the Master of Divinity or the Master of Arts in Religion at the institution's campus in McLean Virginia.

St. Joseph College of Maine

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/08/14)

There have been no changes to the programs since they were initially approved. Saint Joseph's College of Maine is authorized to offer the following programs:

- 1. Master of Science in Education (M.S.E.D.)*
- 2. Master of Science in Nursing (M.S.N.)*

Newly proposed programs:

The RN to Bachelor of Science in Nursing (B.S.N.) program is designed for both diploma and associate degree registered nurses who want to earn their bachelor's degree. The program is nationally accredited by the Commission on Collegiate Nursing Education. The program requires 63 semester hours.

Shenandoah University

Out-of-State Initial Application for Multiple Program Offerings (Authorized 11/24/14)

The Doctor of Physical Therapy program is designed for the entry level student and allows the graduate to enter the physical therapy profession and to sit for the National Physical Therapy Examination (NPTE) to obtain state licensure. This program is accredited through the Commission on Accreditation in Physical Therapy Education (CAPTE). The curriculum consists of three years of coursework in both the classroom and clinical environments. The didactic curriculum consists of courses in the foundational and clinical sciences taken at the campus in Winchester. The current clinical education program consists of three part-time and three full-time clinical experiences beginning in the spring of the first year. During the part-time clinical practicums, students are in the clinic one day per week. Full-time clinical internships can be anywhere in the nation as well as international placements. The program requires 100 credit hours.

The Master of Science in Physician Assistant Studies program is an accredited, eight-semester, 30-month, graduate-level program. The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The Doctor of Pharmacy program is designed to meet the educational needs of pharmacists for the future. The experiential component of the curriculum affords students the opportunity to work with practitioners in a variety of exciting practice environments. This diverse training program allows students to explore different areas of pharmacy practice while gaining a wealth of practical experience. The Pharm.D. program is a competency based curriculum emphasizing pharmaceutical care. The curriculum is comprised of 142 semester credit hours spanning 8 semesters in 4 academic years.

The Master of Science in Occupational Therapy program requires students to think critically and act professionally in independent, interpersonal and community-based problem-solving experiences. Graduates of this program enter the field as skilled and compassionate occupational therapists, serving a diverse range of patient populations in a variety of health care and community-based settings.

The Master of Science in Athletic Training program prepares students to become experts in preventing, recognizing, managing and rehabilitating injuries that result from physical activity. As a member of a sports medicine team, the certified athletic trainer works under the direction of a licensed physician and in cooperation with other health care professionals, athletics administrators, coaches and parents. Students who complete the program are prepared to sit for the Board of Certification (BOC) Examination. This program has been uniquely designed to offer clinical field experiences in the fall and spring semesters under the direct supervision of certified athletic trainers in a variety of settings, including Shenandoah University, other affiliated colleges and universities, affiliated high schools, affiliated professional athletic training room settings and affiliated sports medicine clinics. Students propose, perform, defend and present a scientific study as a culminating project in the curriculum.

The Master of Science in Nursing program offers several areas of concentration to further specialized professional knowledge. The RN-to-MSN degree option in the Division of Nursing enables students who are registered nurses without a BSN to obtain an MSN degree within one of four specialty areas: Nurse-Midwifery, Family Nurse Practitioner, Health Systems Management, and Psychiatric Mental-Health Nurse Practitioner. Students in the RN to MSN program take 13 credits of undergraduate nursing bridge courses and between 37-48 credits of graduate courses, depending on their specialty area. Graduates have the competencies taught in their chosen specialty and, for the Nurse-Midwifery and Family Nurse Practitioner specialties, are eligible to take the appropriate national certification exams.

Areas of Concentration:

- 1. Family Nurse Practitioner is designed to provide the nurse with the necessary skills and knowledge to assume the role of a primary health care provider in a variety of clinical settings. Didactic and clinical course content focuses on assessment and management of health promotion and health maintenance strategies, risk reduction, common acute and chronic alterations in health status for individuals and families across the lifespan, and role development.*
- 2. Health Systems Management is designed to prepare graduates with advanced knowledge and skills to manage health care of populations in the evolving health care delivery system. Graduates have competency in population and epidemiological assessment, cost-benefit analysis, and the ability to apply evidence-based interventions and interdisciplinary care models to design, implement, and evaluate health care programs for the population.*

3. *Nurse-Midwifery is designed to provide the student with the necessary skills and knowledge to assume the role of a certified nurse-midwife in a variety of clinical settings. Didactic and clinical course content focuses on role development, assessment and management of women's health throughout the lifespan. Clinical experiences are in a wide variety of ambulatory and community rural and medically underserved health care settings appropriate to this area.*

4. *Psychiatric Mental-Health Practitioner (PMHNP) is designed to provide the nurse with the necessary knowledge and skills regarding differential diagnosis, health promotion and psychotropic medication management (prescriptive authority) for the PMH patient across the life span.*

The Bachelor of Science in Nursing program is the entry-level degree for many health care organizations. It prepares students to perform clinical practice in today's high tech health care environment, using clinical reasoning and critical thinking along with a caring demeanor.

South College

*Out-of-State Initial Application for Multiple Program Offerings (Authorized 11/20/14)
The Master of Health Sciences in Physician Assistant Studies program provides a competency-based graduate educational program centered on patient-focused care. The program is designed to be the starting pathway in the professional career for future health care providers. The program includes a 15 month didactic phase and a 12 month generalist clinical learning phase. The program requires 165 quarter credit hours.*

The Doctor of Pharmacy program is designed as an accelerated, three year curriculum. The curriculum is aligned with the competencies required by the Accreditation Council for Pharmacy Education (ACPE). Upon completion of this program, students are able to sit for licensure. The program requires 175 quarter credit hours.

South University

*Out-of-State Renewal for Multiple Program Offerings (Authorized 11/03/14)
The Registered Nurse to Master of Science in Nursing (R.N. to M.S.N.) program has four areas of concentration, resulting in a program ranging from 213 to 227 quarter credits. The program's didactic elements are online and students participate through their personal computers and any ancillary equipment. The practica associated with each program is student organized and an Advanced Registered Nurse Practitioner (ARNP) or licensed physician mentors the student. South University itself will not have a physical presence in Maryland.*

The areas of concentration are:

1. *Adult Health Nurse Practitioner*
2. *Family Nurse Practitioner*
3. *Nurse Educator*
4. *Nurse Administrator*

The Master of Science in Nursing (M.S.N.) program has the same four areas of concentration, resulting in a program ranging from 48 to 62 quarter credits. The program's didactic elements are online and students participate through their personal computers and any ancillary equipment. The practica associated with each program is student organized and an ARNP or licensed physician mentors the student. South University itself will not have a physical presence in Maryland.

The Doctor of Nursing Practice (D.N.P.) program provides options for current nurse practitioners to incorporate progressive and thoughtful clinical practice, inquiry, and leadership competencies into their clinical practice repertoire. The program ranges from 52-66 credit hours.

The areas of concentration are:

1. *Administration*
2. *Information Technology*
3. *Leadership*
4. *Project Management*
5. *Public Health*

The Master of Public Health (M.P.H.) program is designed to educate students about areas of critical importance to local, national, and international public health challenges. The program requires 48 credit hours.

The areas of concentration are:

1. *Public Health Practice*
2. *Healthcare management and Policy*

The Doctor of Ministry (D.Min.) program is designed to be the first professional degree to prepare ministry practitioners for vocational or bi-vocational ministry. The program helps to develop a student's understanding of the nature and purpose of ministry, enhance the student's competencies in ministry skills, and promote the student's growth in spiritual maturity. The program requires 96 quarter credit hours.

Stratford University

Out-of-State Renewal for Multiple Program Offerings (Authorized 12/03/14)

The Certificate in Advanced Culinary Arts (Professional) program provides students with the culinary skills required for entry-level cooking positions within the food service industry. This program is accredited by the American Culinary Federation. The program requires 63 credit hours.

The Associate of Applied Science (A.A.S.) in Advanced Culinary Arts program provides students with the culinary skills required for entry-level cooking positions within the food service industry with the additional liberal arts education needed for management positions. The program focuses on culinary skills, theory, communication and problem solving skills. This program is accredited by the American Culinary Federation. The program requires 90 credit hours.

The Associate of Applied Science (A.A.S.) in Baking and Pastry Arts program prepares students to pursue careers as pastry chefs. The program focuses on food safety, nutrition and service, and critical thinking as it relates to baking and pastries. The program requires 90 credit hours.

The Associate of Applied Science (A.A.S.) in Hotel and Restaurant Management program provides students with a foundation in hotel and restaurant management skills to prepare them for career advancement within the hospitality industry. The program focuses on applying principles of business communication, supervision, accounting, housekeeping, customer service and special events planning. The program requires 90 credit hours.

The Bachelor of Arts (B.A.) in Culinary Management program prepares students with the management skills necessary to successfully operate a culinary-focused business venture. Upon completion of this program, students receive certificates from the American Culinary Federation and the National Restaurant Association. The program requires 180 credit hours.

The Bachelor of Arts (B.A.) in Hospitality Management program provides students with the necessary skills for successful operation of a hospitality related business. The program requires 180 credit hours.

The Master of Science (M.S.) in International Hospitality Management program prepares students to be leaders in the international hospitality field. The program requires 54 credit hours.

University of North Carolina Chapel Hill

Out-of-State Renewal for Multiple Program Offerings (Authorized 10/08/14)

The Master of Public Administration program prepares students for leadership positions in public service organizations through a curriculum that builds the core professional competencies necessary for success. These multi-disciplinary skills prepare students to thrive in a wide range of service careers at the local, national, or global level. The program requires 44 credit hours.

**V. Out of State online registration
Bryant and Stratton College (21 programs)**

Program Title	Award
Accounting	B.B.A.
Criminal Justice	B.S.
Financial Services	B.S.
General Management	B.B.A.
General Management - Financial Services	B.B.A.
General Management - Office Information Technology	B.B.A.
Health Services Administration	B.S.
Office Information Technology Management	B.S.
Accounting	A.A.S.
Business	A.A.S.
Criminal Justice	A.A.S.
Hospitality Management - Restaurant Hotel Services	A.A.S.
Human Resource Specialist	A.A.S.
Information Technology -Mobile Applications	A.O.S.
Interactive Media Design	A.A.S.
Medical Administrative Assistant	A.A.S.
Medical Reimbursement and Coding	A.A.S.
Networking Technology	A.A.S.
Office Information Technology	A.A.S.
Paralegal Studies	A.A.S.
Security Technology	A.A.S.

Catholic University (3 programs)

Program Title	Award
MS in Management	M.S.
MA in Human Resources Management	M.A.
Nursing	Ph.D.

Chamberlain School of Nursing (3 programs)

Program Title	Award
Nursing (R.N. to B.S.N. - completion)	B.S.N.
Nursing Education	GCERT
Nursing Informatics	GCERT

Colorado State University – Pueblo (4 programs)

Program Title	Award
Sociology	B.A.
Sociology	B.S.
Social Science	B.A.
Social Science	B.S.

Fairleigh Dickinson University (6 programs)

Program Title	Award
Electrical Engineering	M.S.E.E.
Clinical Psychopharmacology	M.S.
Administrative Science	M.A.S.
Homeland Security	M.S.
Student Services	M.A.S.S.A.
Individualized Studies	B.A.I.S.

ECPI University (9 programs)

Program Title	Award
Information Systems	M.S.
Computer and Information Systems	B.S.
Electronics Engineering Technology	B.S.
Business Administration	B.S.
Criminal Justice	B.S.
Computer and Information Systems	A.S.
Electronics Engineering Technology	A.S.
Health Science	B.S.
Nursing (R.N. to B.S.N.)	B.S.N.

MCPHS University (12 programs)

Program Title	Award
Teaching for Nurses	GCERT
Health Sciences	D.H.S.
Health Sciences	M.S.

Health Sciences - Degree Completion	B.S.
Regulatory Affairs and Health Policy	M.S.
Health Policy	GCERT
Regulatory Affairs	GCERT
Medication Safety	GCERT
Patient Safety	M.P.S.
Public Health	M.P.H.
Healthcare Administration	M.H.A.
Healthcare Management	GCERT

Northeastern University (43 programs)

Program Title	Award
English	B.S.
Environmental Studies	B.S.
Finance and Accounting Management	B.S.
Health Management	B.S.
History	B.S.
Human Services	B.S.
Information Technology	B.S.
Leadership	B.S.
Liberal Arts with a Business Minor	B.S.
Liberal Studies	B.S.
Management	B.S.
Nursing (R.N. to B.S.N.)	B.S.N.
Operations Technology	B.S.
Organizational Communication	B.S.
Political Science	B.S.
Psychology	B.S.
Public Affairs	B.S.
Sociology	B.S.
Technical Communication	B.S.
Project Management	M.S.
Health Informatics	M.S.
Education	M.Ed.
Leadership	M.S.

Sports Leadership	Master of Sports Leadership
Master of Business Administration	M.B.A.
Finance	M.S.
Taxation	M.S.
Doctor of Physical Therapy	D.P.T.
Information Assurance	M.S.
Public Administration	M.P.A.
Regulatory Affairs for Drugs, Biologics, and Medical Devices	M.S.
Criminal Justice	M.S.
Non-Profit Management	M.S.
Applied Nutrition	M.S.
Corporate and Organizational Communication	M.S.
Technical Communication	M.S.
Geographic Information Technology	M.P.S.
Informatics	M.P.S.
Human Services	M.S.
Global Studies and International Affairs	M.S.
Regulatory Affairs of Food and Food Industries	M.S.
Homeland Security	M.A.
Education	Ed.D.

Pittsburgh Technical Institute (5 programs)

Program Title	Award
Business Administration (Management)	A.S.
Business Administration (Accounting)	A.S.
Hospitality (Travel and Tourism Management)	A.S.
Medical Coding	A.S.
Medical Office Administration	A.S.

Post University (47 programs)

Program Title	Award
Human Services	M.S.
Business Administration	M.B.A.
Healthcare MBA	M.B.A.
Accounting	M.S.
Education	M.Ed
Public Administration	M.P.A.
Corporate Innovation	GCERT
Alcohol and Drug Counseling	GCERT
Entrepreneurship	GCERT
Finance (GCF)	GCERT
Higher Education Administration	GCERT
Leadership	GCERT
Marketing	GCERT
Non-Profit Management	GCERT
Online Teaching	GCERT
Performance Management	GCERT
Professional Counseling	GCERT
Project Management	GCERT
Accounting	B.S.
Business Administration	B.S.
Child Studies	B.S.
Computer Information Systems	B.S.
Criminal Justice	B.S.
Emergency Management & Homeland Security	B.S.
Finance	B.S.
Human Services	B.S.
Instructional Design & Technology	B.S.
Interactive Communication	B.A.
International Business Administration	B.S.
Legal Studies	B.S.
Management	B.S.
Marketing	B.S.
Psychology	B.A.
Sport Management	B.S.
Accounting	A.S.
Criminal Justice	A.S.

Early Childhood Education	A.S
Legal Studies	A.S.
Management	A.S.
Marketing	A.S.
Accounting	UCERT
Finance	UCERT
Forensic Accounting	UCERT
Game Design and Animation	UCERT
H.R. Management	UCERT
Legal Nurse Consulting	UCERT
Paralegal	UCERT

South University (24 programs)

Program Title	Award
Accounting	A.S.
Allied Health Science	A.S.
Business Administration	A.S.
Information Technology	A.S.
Criminal Justice	A.S.
Business Administration	B.B.A.
Criminal Justice	B.S.
Environmental Studies	B.S.
Healthcare Management	B.S.
Health Science	B.S.
Information Technology	B.S.
Interdisciplinary Studies	B.S.
Nursing (R.N. to B.S.N.)	B.S.N.
Public Relations	B.S.
Psychology	B.A.
Business Administration	M.B.A.
Accounting	M.S.
Criminal Justice	M.S.
Information Systems and Technology	M.S.
Leadership	M.S.
Public Administration	M.P.A.
Public Relations	M.S.
Business Administration	D.B.A.

Project Management	G CERT
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St. Catherine University (1 program)

Program Title	Award
Occupational Therapy Assistant	A.A.S.

University of Denver (30 programs)

Program Title	Award
Legal Administration	M.S.L.A.
Taxation	M.T.
Real Estate and Construction Management	M.S.R.E.C.M.
Geographic Information Science	M.S.G.I.Sc.
Environmental Policy and Management	M.A.S.
Information and Communications Technology	M.A.S.
Security Management	M.A.S.
Healthcare Leadership	M.P.S.
Leadership and Organization	M.P.S.
Organizational and Professional Communication	M.P.S.
Strategic Human Resource Management	M.P.S.
Arts and Culture	M.A.L.S.
Global Affairs	M.A.L.S.
Communication Arts	B.A.
Global Studies	B.A.
Leadership and Organizational Studies	B.A.
Environmental Studies	B.A.
Informational Technology	B.A.
Global Commerce Transportation	B.A.
Legal Administration	CERT
Taxation	L.L.M.
Geographic Information Science	CERT
Environmental Policy and Management	CERT
Information and Communications Technology	CERT
Security Management	CERT
Healthcare Leadership	CERT
Leadership and Organization	CERT
Strategic Human Resource Management	CERT

Arts and Culture	CERT
Global Affairs	CERT

University of Missouri (5 programs)

Program Title	Award
Nursing	Ph.D.
Special Education/Autism Behavior Management	M.Ed.
Learning, Teaching & Curriculum	M.Ed.
Human Development and Family Studies	M.A.
Bachelor of General Studies	B.G.S.

University of St. Augustine of the Health Sciences (4 programs)

Program Title	Award
Transitional Doctor of Physical Therapy	D.P.T.
Transitional Doctor of Occupational Therapy	O.T.D.
Health Science	D.H.Sc.
Education	Ed.D.

University of the People (4 programs)

Program Title	Award
Business Administration	A.S.
Business Administration	B.S.
Computer Science	A.S.
Computer Science	B.S.



Lawrence J. Hogan, Jr
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

Jennie C. Hunter-Cevera
Acting Secretary

MEMORANDUM

DATE: January 28, 2015

TO: Maryland Higher Education Commission

FROM: Shawna Acker-Ball **STAFF:** Dean Kendall

SUBJECT: Report on Private Career Schools: Secretary Actions from October 1, 2014 to December 31, 2014.

SUMMARY: From October 1, 2014 to December 31, 2014, the Secretary of Higher Education approved 2 new programs for existing schools, 2 changes of location, 1 name change, 1 “Other Business”, and 7 Certificate Renewals. The Secretary issued 2 cease and desist orders.

I. APPROVAL OF NEW SCHOOLS

N/A

II. NEW PROGRAMS REVIEWED AND APPROVED

1. Montgomery Beauty School, Silver Spring, MD 20901 (11/6/14)
Professional Barbering – 1200 clock hours
2. American Health Career Institute, Baltimore, MD 21217 (12/11/14)
Dental Assistant Training – 540 clock hours

III. APPROVAL OF CHANGES OF LOCATION

1. Ghandi Health Career Services (10/3/14)
Moved from 6120 Baltimore National Pike, Suite 200, Baltimore, MD 21228, to
1515 Reisterstown Road, Third Floor, Pikesville, MD 21208
2. Kirks Institute for Advanced Real Estate Studies (11/18/14)
Moved from 51 Monroe Street, Suite 1204, Rockville, MD 20850, to 910 Bestgate Road,
Suite E, Annapolis, MD 21401

IV. APPROVAL OF NAME CHANGE

1. Maryland Center for Arts & Technology, Inc., Baltimore, MD (10/24/14)
Changed from Maryland Center for Arts & Technology, Inc. to Maryland Center for Adult
Training, Inc.

V. APPROVAL OF CHANGE OF OWNERSHIP

N/A

VI. "OTHER BUSINESS"

1. Paul Mitchell the School-Jessup, Jessup, MD (11/5/14)
Examination preparation (continuing education)

VII. CERTIFICATE RENEWALS

1. The John Hopkins Hospital Schools of Medical Imaging, Baltimore, MD (10/14/14)
2. Morning Star Academy, LLC, Gaithersburg, MD (10/15/14)
3. All-State Career, Baltimore, MD (10/28/14)
4. Everest Institute, Silver Spring, MD (11/17/14)
5. IT Works Learning Center – Fayette, Baltimore, MD (12/6/14)
6. IT Works Learning Center – Manor Care, Baltimore, MD (12/6/14)
7. Medtech Institute, Silver Spring, MD (12/18/14)

VIII. OTHER

N/A

IX. CEASE AND DESIST ORDERS

1. IT Certified Technical Institute, Upper Marlboro, MD 2077 4 (11/25/14)
Name violation
2. I'm Still Standing Community Corporation, Joppa, MD 21085 (12/2/14)
Unapproved training program (Graphic Arts Printing and Computer Aided Design (CAD);
Cable Installation and Maintenance; and Hospitality Customer Care training)

X. NOTICES OF DEFICIENCIES

N/A

XI. PROGRAM APPROVAL DENIAL/WITHDRAWAL

N/A

XII. SCHOOL APPROVAL WITHDRAWN

N/A

RECOMMENDATION: This item is for informational purposes only.



Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

Jennie C. Hunter-Cevera
Acting Secretary

MEMORANDUM

DATE: January 28, 2015

TO: Maryland Higher Education Commission

FROM: Dr. Shawna Acker-Ball **STAFF:** Ms. Monica Wheatley

SUBJECT: Final Adoption of COMAR Amendments – 13B.02.03.02 – Minimum Requirements for In-State Degree Granting Institutions

SUMMARY: The purpose of this memorandum is to adopt final approval to changes to Code of Maryland Regulations (COMAR 13B.02.03.02) concerning the Minimum Requirements for In-State Degree Granting Institutions. The Commission adopted the proposed amendments on October 22, 2014.

The proposed regulation change will permit community colleges to offer areas of concentration (AOC) within an Associate degree. These AOCs can appear on students' transcripts and diplomas and will allow community colleges to use AOCs in their catalogs and marketing materials.

Contrasting with AOCs at four year institutions, AOCs at community colleges will have a maximum of credit hours that institutions can designate to an AOC. This maximum is to ensure the credits associated with an AOC at a community college do not undermine programs' other fundamental tenets, including the necessity to include at least twenty credit hours of general education as per COMAR 13B.02.02.16E.

The Commission published the proposed change in the *Maryland Register* on December 12, 2014. The deadline for public comment through the Joint Committee on Administrative, Executive and Legislative Review (AELR) was January 12, 2015. No comments were received. Staff recommend no changes to the amendment. Upon final approval from the Commission, the anticipated date for the regulation to be published is February 20, 2015 and it will become effective 10 days later.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission adopt for final approval the COMAR amendments as drafted for 13B.02.03.02, pertaining to Areas of Concentration for community colleges.

TITLE 13B MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 02 ACADEMIC REGULATIONS

Chapter 03 Academic Programs – Degree Granting Institutions

.02 Definitions.

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

B. Terms Defined.

(1) "Area of concentration" means a sequential arrangement of courses within a program that:

(a) At the associate's level is at least 12 semester credit hours, and not greater than 30 semester credit hours;

[(a)] (b) At the bachelor's level is at least 24 semester credit hours;

[(b)] (c) At the master's level is at least 12 semester credit hours above the bachelor's degree; and

[(c)] (d) At the doctoral level is at least 18 semester credit hours above the master's degree.

(2) — (26) (text unchanged)



Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

Jennie C. Hunter-Cevera
Acting Secretary

MEMORANDUM

DATE: January 28, 2015

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas
Director of Student Financial Assistance

STAFF: Ms. Stephanie Southerland

SUBJECT: Proposed Adoption of Guidelines Amendments – 2+2 Transfer Scholarship

SUMMARY: The purpose of this memorandum is adopt proposed amendments to the 2+2 Transfer Scholarship guidelines. The Commission adopted the proposed guidelines and regulations on November 24, 2014.

The prior guidelines and regulations did not include an option for students to appeal who have special financial circumstances that can ultimately change the applicant's eligibility for the scholarship.

Under the new proposed revisions a student will be eligible to appeal based on Special Financial Circumstances for one of the following: if the student's parent(s) or spouse dies; the student or the student's parent's divorce or separate; the student or student's parent (if dependent) or student's spouse, if married and independent, becomes involuntarily unemployed for at least ten consecutive weeks; and the student or the student's parent(s) loses, as a result of the student reaching the age of majority, benefits from Social Security, AFDC, or child support after submission of the application.

It is the applicant's responsibility to submit an appeal form and supporting documentation to the Office of Student Financial Assistance for review. A decision will be rendered within 45 days and if applicable the student's financial information will be revised.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission adopt the proposed guideline amendments as drafted for the 2+2 Transfer Scholarship.

MARYLAND HIGHER EDUCATION COMMISSION

OFFICE OF STUDENT FINANCIAL ASSISTANCE

GUIDELINES

FOR THE

2+2 TRANSFER SCHOLARSHIP PROGRAM

Approved:

MARYLAND HIGHER EDUCATION COMMISSION
Office of Student Financial Assistance

Guidelines for the
2+2 Transfer Scholarship Program

AUTHORITY:

The 2+2 Transfer Scholarship Program was enacted into law by the Maryland General Assembly and is codified in the Education Article, Title 18, Subtitle 25. Under the Education Article, §18-204, the Maryland Higher Education Commission has the authority to establish regulations for the administration of this program.

A. PURPOSE

The purpose of the 2+2 Transfer Scholarship is to assist and encourage transfer students to attend a 4-year institution within the State.

B. ELIGIBILITY

To be eligible for assistance under the 2+2 Transfer Scholarship Program, an applicant must meet the following general requirements:

1. be a Maryland resident;
2. be currently enrolled at a community college in Maryland;
3. maintain a minimum cumulative 2.5 grade point average on a 4.0 scale while a student at a community college in Maryland;
4. have earned an associate's degree from a community college in Maryland by the end of the semester in which the applicant plans to transfer;
5. be accepted for admission to a degree program at a public senior higher education institution or a private nonprofit institution of higher education in Maryland;
6. intend to enroll in a public senior higher education institution or a private nonprofit institution of higher education in Maryland in order to complete a bachelor's program;
7. on or after the fall semester of 2014, enroll as a full-time, degree seeking student in a public senior higher education institution or a private nonprofit institution of higher education in Maryland by the fall semester following completion of the associate's degree;

8. in the case of an individual who is required to register with the Selective Service System, have complied with the registration requirement;
9. file the Free Application for Federal Student Aid; and
10. have demonstrated financial need, defined as a federally calculated expected family contribution (EFC) of \$10,000 or less as reported on the student's FAFSA.

C. APPLICATION PROCESS

To be considered for the 2+2 Transfer Scholarship, students must submit the application and all required documents.

Students applying for the scholarship must provide:

1. Completed online application form;
2. Completed FAFSA application. Students should file a FAFSA by March 1 each year for priority consideration. Applications will be accepted after the March 1 date and awards will be made with available funds;
3. A current official college transcript reflecting the applicant's grade point average from a Community College in the State;
4. Upon graduation, an official college transcript from a Community College in the State reflecting that an Associate's Degree has been conferred; and
5. Documentation the student if applicable, has registered with the selective service system.

Each student must agree to provide any information or documentation requested by OSFA for the purpose of administering this program and, if requested, to sign an authorization for the release of information to OFSA for the purpose of administering this program. The student's failure or refusal to provide requested information or a signed release may result in a determination of ineligibility, the cancellation of an award.

D. AWARD AMOUNT

The annual award amount will be \$1,000, except for a student who enrolls in a science, teaching, engineering, computer science, mathematics, or nursing program, the award amount will be \$2,000.

The scholarship may be used for tuition and mandatory fees for 3 years of study or six semesters of study, whichever is longer.

E. SELECTION OF RECIPIENTS

1. Eligible applicants will be ranked on the basis of cumulative grade point average.
2. Grades for credits earned as a community college student shall be used to calculate the cumulative grade point average.
3. Awards shall be made to applicants based on cumulative grade point average ranked highest to lowest. Awards shall be issued until the total funds appropriated for the program have been depleted.
4. Recipients shall be notified in writing of the scholarship award. A recipient must provide written acceptance of the award to the Office of Student Financial Assistance by the date specified in the award or the award will be forfeited.

F. AWARD NOTIFICATION

Recipients will be notified in writing of the scholarship award. In order to accept an award, the recipient must provide written acceptance of the award to the Office of Student Financial Assistance by the date specified in the award notice.

G. VERIFICATION

1. The Office of Student Financial Assistance has the authority to verify information concerning applicants and recipients for the purpose of administering this program.
2. At the request of OSFA, schools are required to verify the following using federal standards:
 - a. Taxable and non-taxable income of student and parents (if a dependent student);
 - b. Enrollment status (undergraduate or graduate);
 - c. Dependency status; and
 - d. Transaction number of ISIR used.
3. Schools must provide updated and verified data to OSFA by the date established each year.
4. Each semester, eligible institutions shall certify on billing rosters provided by the Office of Student Financial Assistance that the recipient is:

- a. a Maryland resident;
- b. enrolled for 12 or more hours as a degree seeking undergraduate student;
and
- c. making satisfactory academic progress towards a degree

5. Information verified by the institutions will be used to update and correct OSFA records and, as appropriate in accordance with these Guidelines, to re-determine eligibility, adjust award amounts, or cancel awards.

H. RENEWAL AND CONTINUATION

1. A 2+2 Transfer Scholarship may be renewed for a total of 3 years of study, or six semesters of study, whichever is longer, if the recipient:
 - a. remains a resident of the State of Maryland;
 - b. continues to be enrolled full-time as an undergraduate student in a degree program at a public senior higher education institution or a private nonprofit institution of higher education in Maryland;
 - c. maintains a cumulative 2.5 grade point average on a 4.0 scale each academic year the recipient is enrolled at a public senior higher education institution or a private nonprofit institution of higher education in the state or provides evidence satisfactory to the administration of extenuating circumstances; (see .09 Appeals); and
 - d. maintains the standards of the institution attended by the recipient.
2. Certification of Grade Point Average.
 - a. Following the spring semester, the Office of Student Financial Assistance shall request the postsecondary institution to provide a certified cumulative grade point average for the academic year for the 2+2 Transfer Scholarship recipients attending that institution. The grade point average will be computed using the procedures in use by the institution.
 - b. OSFA also may ask the school to verify the recipient's grade point average by submitting an official transcript.

- c. The institution's calculation of the grade average is final. OSFA does not round any reported grade point averages.
- d. If the institution cannot compute a cumulative grade point average for the academic year, it must submit a grade point average for each semester the student was enrolled during the academic year. If either semester average is below a 2.5, the institution must report the number of hours attempted and the number of hours completed for the semesters in which the student is enrolled.
 - i. If the reported calculation is below a 2.5 grade point average, the recipient's 2+2 Transfer Scholarship will not be renewed.
 - ii. A recipient whose award has been canceled may request reinstatement of the scholarship if the student's academic performance in summer school courses taken immediately following that academic year raises the cumulative grade point average to 2.5 or above.

I. REVOCATION OF AWARD

The -2+2 Transfer Scholarship will be canceled if the student:

- 1. fails to maintain the academic standards of the institution;
- 2. fails to maintain Maryland residency;
- 3. fails to maintain an annual 2.5 grade point; or
- 4. fails to enroll as a full-time degree seeking student taking at least 12 credit hours each semester.

J. APPEALS – PERMISSIBLE CATEGORIES

A 2+2 Transfer Scholarship recipient may appeal the denial or non-renewal of an award only on the basis of the following criteria:

- a. failure to maintain full-time enrollment;
- b. failure to maintain a 2.5 cumulative grade point average; or
- c. special financial circumstances.

K. APPEAL BASED ON FULL-TIME ENROLLMENT

- 1. "Full-time" means enrollment for at least 12 semester hours of courses each semester or its equivalent.
- 2. To be considered full-time, the actual time spent in the classroom, lab,

supervised activity or clinic must equal 180 clock hours or more in a regular semester.

3. Students enrolled for at least 6 credit hours but less than 12 credits can appeal to receive the 2+2 Transfer Scholarship if they are participating in a specific course or activity (such as an internship or a practicum) that is required by the institution to complete their academic program. The student may appeal by submitting documentation, in addition to the appeal form, from the student's department chair that describes and confirms the program requirements for that semester, along with a catalog description of the program and classes involved. The documentation shall also list the number of clock hours required for each activity.

L. APPEAL BASED ON GRADE POINT AVERAGE

1. If a student fails to meet the grade point average requirement, the student may appeal on the basis of:
 - a. a serious illness or injury of the student;
 - b. a serious illness of a member of the student's immediate family;
 - c. serious emotional difficulties experienced by the student;
 - d. the death of a member of the student's immediate family; or
 - e. other serious personal circumstances.
2. The student's appeal information must clearly demonstrate that one or more of the factors in subsection (1) prevented the student from achieving the required grade point average.
3. The circumstance must be supported by appropriate documentation, such as a statement from a treating physician, psychologist, mental health professional, guidance counselor, or social worker.

M. APPEAL BASED ON SPECIAL FINANCIAL CIRCUMSTANCES

1. OSFA recognizes that the financial circumstances of students can change dramatically after their applications for need-based scholarships have been filed. In order to assist these students, OSFA will make adjustments with adequate documentation (as specified below) to the family contribution as follows:
 - a. the student's parent(s) or spouse dies after submission of the application:

- OSFA will adjust FAFSA income information to exclude the income of the parent(s) or spouse affected;
- b. the student or the student's parent's divorce or separate after submission of the application: OSFA will adjust FAFSA income information to exclude the income of the parent(s) or spouse affected;
 - c. the student, student's parent (if dependent) or student's spouse, if married and independent, becomes involuntarily unemployed for at least ten consecutive weeks in the current year: OSFA will calculate student's family contribution and total family income using an estimated income for the current calendar year.
 - d. the student or the student's parent(s) loses, as a result of the student reaching the age of majority, benefits from Social Security, AFDC, or child support: OSFA will calculate the student's family contribution and total family income using an estimated income for the current calendar year.
2. Documentation for the special financial circumstance appeal must include, as appropriate, copies of:
- a. death certificates;
 - b. separation agreements or divorce decrees;
 - c. notices of job termination or layoff;
 - d. Federal tax returns and/or W-2 forms; and
 - e. termination notices or unemployment benefits from relevant agencies.

N. APPEAL PROCEDURES

The recipient must complete an appeal form provided by the Office of Student Financial Assistance. In completing the appeal form, the student must document the conditions upon which the appeal is based, as specified above. Upon receipt of the appeal, the documentation will be reviewed and a decision will be rendered. The student will be notified of the outcome of an appeal.

- a. An appeal may only be filed by submission of a completed appeal form to the Director of Student Financial Assistance.
- b. An appeal must be received by OSFA within 45 days of the date the student is notified that the scholarship award has been non-renewed.

O. ADJUSTMENT OF AWARDS

The following adjustment of awards may be made upon a successful appeal.

1. if an appeal is granted prior to awards being made for the upcoming year, the student's eligibility for an award will be based on the new information;
2. if the student has not been awarded a scholarship and submits the appeal after awards have been made for the upcoming year and the appeal is granted, the student will be placed on the waiting list for an award;
3. if the student has already been awarded a scholarship and submits an appeal and the appeal is granted, the student will be placed on a waiting list for any additional funds for which they may be eligible due to the outcome of the appeal.
4. if the student's appeal based on 12-credit equivalency has been approved, the student enrolled in 9-11 credits will receive three-quarters of the original award and a student enrolled for 6-9 credits will receive one-half of the original award. No award will be less than the statutory minimum award.

P. FUNDING

The funding for the 2+2 Transfer Scholarship shall be as provided in the annual budget of the Commission and all awards are contingent upon the continued availability of such funding.



Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Catherine M. Shultz
Acting Secretary

Maryland Higher Education Commission
2015 Meeting Dates

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

Meeting Dates and Locations

January 28, 2015	June 24, 2015 9:30am to 4:00pm Retreat – Location TBD
February 25, 2015 9:30am to 12:00pm Annapolis Meeting – Location TBD	September 30, 2015 *Please note date change*
March 25, 2015	October 28, 2015 9:00am to 3:30pm
April 22, 2015	November 18, 2015 *Please note date change*
May 27, 2015	December 16, 2015 *Please note date change*

All Commission Meetings will be held on the 4th Wednesday of Each Month from 1:00pm to 4:00pm at the Maryland Higher Education Commission in the 7th Floor Board Room located at 6 N. Liberty Street, Baltimore, MD 21201 unless otherwise noted.

Dates and Times Subject to Change

<http://www.mhec.state.md.us/higherEd/about/Meetings/mtgsched.asp>