

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

Time: 1:00 PM
Wednesday, February 23, 2022

Place: Video Teleconference
(Google Meet)

Maryland Higher Education Commission

Mary Pat Seurkamp, Ph.D., Chair

Senchal D. Barrolle, Esq.

Vivian S. Boyd, Ph.D.

Lewis R. Brown, Ed.D.

James E. Coleman

Charles McDaniels, Jr.

James B. Sellinger, Sr.

Ray Serrano, Ph.D.

Craig A. Williams, Ph.D.

Haleemat Y. Adekoya, Student Commissioner

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

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph. D.
Chair

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

Maryland Higher Education Commission Meeting Agenda

TIME: 1:00 p.m.
Wednesday
February 23, 2022

PLACE: Video Teleconference
(Google Meet)

	Page	Action Item
Call to Order		
Chair’s and Secretary’s Remarks		
Public Comments		
Commission Minutes Approval		
• January 26, 2022.....	1	*
Commissioner Committee Updates		
Departments of Academic Affairs and Finance & Administration		
Final Adoption of COMAR Amendments – Workforce Development Sequence Scholarship – Dr. Emily Dow and Ms. Donna Thomas.....	6	*
Department of Academic Affairs – Dr. Emily Dow		
Draft New COMAR Regulations and Amendments to COMAR – Transferring between Public Institutions of Higher Education – Dr. Emily Dow.....	13	
Report on Institutions of Higher Education Program Review: Secretary Actions for Quarter 3 (July 1, 2021 – September 30, 2021) – Ms. Trish Gordon McCown.....	84	
Report on Private Career Schools: Secretary Actions for Quarter 3 (July 1, 2021 – September 30, 2021) – Ms. Trish Gordon McCown.....	103	
Report on VA Education Benefits: MD SAA Actions for Quarter 3 – July 1, 2021 – September 30, 2021 (Quarter 4 based on the Federal fiscal year) – Ms. Trish Gordon McCown.....	108	
Adjournment		

**The next Commission meeting is on Wednesday, March 23, 2022 @ 1:00 p.m.*

Maryland Higher Education Commission
Meeting Minutes

January 26, 2022
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, January 26, 2022 via video teleconference (Google Meet).

Commission members present:

Mary Pat Seurkamp, Ph.D., Chair	Charles McDaniels, Jr.
Senchal D. Barrolle, Esq.	James B. Sellinger, Sr.
Vivian S. Boyd, Ph.D.	Ray Serrano, Ph.D.
Lewis R. Brown, Ed.D.	Craig A. Williams, Ph.D.
James E. Coleman	Haleemat Y. Adekoya, Student Commissioner

Staff members present:

James D. Fielder, Ph.D.	Emily A. A. Dow, Ph.D.
Geoffrey Newman	Jennifer Katz
Soma Kedia	Trish Gordon McCown
Lee Towers	Barbara Schmertz, Ph.D.
Daniel Schuster	Karen King-Sheridan
Yuxin Lin, Ph.D.	Victoria Johnson
Jacqueline Cade	Alex Bowley
Bryson Barksdale	

Call to Order

The meeting was called to order by **Chair Seurkamp** at approximately 1:01 p.m. A meeting quorum was established with all ten (10) members present.

Chair's Remarks

Chair Seurkamp welcomed and thanked everyone for attending today's meeting. She expressed hope that the holiday season was enjoyable for all, and asked for a moment of reflection or prayer for Dr. Vera Jackson, who passed away in late December, and her family.

Secretary's Remarks

Secretary Fielder reflected on MHEC's accomplishments during the past 7 to 8 years, in preparation for the upcoming budget hearings during the legislative session, which include \$1.1 billion in scholarships, tax credits & program awards, increased minority participation overall,

750 new academic programs, and increased graduation rates. Also noteworthy is the increased collaboration among higher education institutions and state agencies during the pandemic.

Public Comments

There were no public comments.

Commission Minutes Approval

Commissioner Adekoya motioned to approve the December 15, 2021 meeting minutes. **Commissioner Serrano** seconded the motion, and the motion was approved unanimously.

Commissioner Committee Updates

Education Policy Committee: Commissioner Boyd reported that the Committee will be meeting every other month, rather than once a month.

Outreach, Grants, and Financial Assistance Committee: Commissioner Coleman shared that he attended former Commissioner Jackson's memorial service and was touched by the story of her life, how she helped many, and was active in the community. He had gotten to know her when they served together on this committee. **Commissioner Coleman** also reported on several efforts by the Communications, Grants, and Outreach units to promote various financial aid programs. **Commissioner Adekoya** remarked that a special interest of hers is the creation of an application (for smartphones), featuring all of MHEC's financial aid programs. She learned that there was not any money available in the budget for this endeavor, though the Secretary is fully supportive. However, she would still like to continue the discussion on this project and explore options to move it forward, perhaps even involving the help of tech-savvy students.

Finance and Operations Committee: Mr. Geoffrey Newman, Assistant Secretary for Finance and Administration and staff contact for the committee, reported that budget hearings in the legislature will be taking place soon. The Governor was generous with funding to higher education institutions this year. He also increased funding for several state scholarship programs, and has funded new positions at MHEC that were created as a result of the settlement with the HBCUs. Current vacancies at MHEC are also being actively filled.

Diversity, Equity, and Inclusion Committee: Commissioner McDaniels reported that the committee met on January 10 to develop suggestions for the Secretary's consideration to include in guidelines to institutions for several reports put out by the Commission.

Department of Finance and Administration – Office of Finance Policy – FY 2024 Community College Construction Grant Program: State and Local Cost-Sharing Formula – Information Item

Chair Seurkamp recognized Mr. Newman who asked Mr. Daniel Schuster, Finance Policy Analyst, to report on this item. Mr. Schuster informed the Commissioners that the Community College Construction Grant Program provides State assistance for the construction and

improvement of facilities at community colleges. This grant funds the construction of major new facilities, renovation of existing facilities, and improvements to campus infrastructure. (Baltimore City Community College does not participate, as it is considered an agency of the State. Therefore, the State pays for 100% of its capital projects.)

Mr. Schuster further reported that the costs of the program are shared by the State and the locality. The share that the State pays differs every year based on a formula calculated by the Maryland State Department of Education that takes into account county wealth and student enrollment (in elementary and secondary schools). Based on the cost-sharing formula, the State contributes between 50% and 70% of the eligible costs of a project for single-county-operated community colleges and 75% of the eligible costs of a project for regional community colleges. Clarifying questions were asked about the program.

Department of Academic Affairs – Approval of Proposed Amendment to COMAR – Denial of Application for Religious Exemption – Action Item

Chair Seurkamp recognized Dr. Emily Dow, Assistant Secretary for Academic Affairs, who presented this item. Under § 11-202.1 of the Education Article, Annotated Code of Maryland, religious educational institutions may operate in Maryland without a Certificate of Approval from the Commission under certain circumstances. To do so, they must apply for an exemption from the Commission. Eligibility for religious exemptions is governed by COMAR 13B.02.04.

COMAR 13B.02.04.05 sets forth the rights of an institution whose application for a religious exemption is denied. Pursuant to Educ. § 11-202.1, the regulation includes the procedure for requesting a hearing regarding the denial. This provision does not currently include a time limit for an institution to request a hearing. The proposed regulatory amendment adds a 20-day deadline. This addition brings religious exemption hearing procedures into alignment with all other appeal procedures for MHEC actions, including denials of approval to operate both private career schools and degree-granting institutions.

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

Dr. Dow recommended that the Commission: (1) approves for publication in the Maryland Register the proposed regulatory amendment to the procedures for denial of a religious exemption; and (2) authorizes its Assistant Attorneys General to make non-substantive edits to the proposed regulations to conform to the stylistic and formatting requirements of AELR and DSD.

Commissioner Boyd made a motion for approval and **Commissioner Sellinger** seconded the motion. The motion passed unanimously.

Office of Research and Policy Analysis – 2021 Performance Accountability Report – Action Item

Chair Seurkamp recognized Dr. Barbara Schmertz, Director of the Office of Research and Policy Analysis, who asked Dr. Yuxin Lin, Associate Director of the Office of Research and Policy Analysis, to present this item. The annual Performance Accountability Report (PAR) serves as an important mechanism by which institutions are held accountable for establishing and maintaining performance standards, and using metrics to assess their effectiveness in tackling institutional and statewide higher education goals. This statewide report includes a summary of highlights from Maryland’s public institutions’ submission for the 2020-2021 academic year reporting cycle.

Institutions faced tremendous challenges beginning in March 2020 as a result of the COVID-19 pandemic. This year the submissions focused on the immediate challenges observed, strategies that colleges and universities employed to respond to the negative impact brought by the pandemic, and their effort to progress toward the three key goals of the 2017-2021 Maryland State Plan for Postsecondary Education, access, success, and innovation. This year, the institutions were also required to respond to one of three questions related to COVID-19 in their accountability reports.

Short-term impacts included decreased enrollment in both public 4-year institutions and community colleges, stable tuition rates and fees, and increased financial burdens on institutions. Some of the institutions’ biggest challenges were the additional administrative burdens of navigating COVID-19 related policies, best practices & documentation, supporting students who were facing mental health challenges, and pivoting from a traditional instruction model to a solely online modality. As a result, many initiatives that came about during the pandemic were permanently adopted by institutions, such as: distance learning and teaching, remote proctoring for exams and testing, online summer orientation, and long-term telework policies for staff, faculty and administrators. In summary, institutions are on track to meet Maryland’s degree attainment goal, but the progress might be slowed by the shock of COVID-19. Additionally, the long-term impact is still unknown, though the increase in the 2021 opening fall first-time, full-time enrollment at four-year institutions offers some hope.

Dr. Lin recommended that the Maryland Higher Education Commission approve the 2021 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law. **Commissioner Coleman** asked why, during this time, there was a decrease in students with remedial needs. Dr. Dow answered that community colleges have improved in their assessments of students. Dr. Schmertz agreed that institutions are now better at identifying those students with remedial needs. **Commissioner Boyd** commented on the nature of the questions asked (related to COVID-19) of institutions. She remarked that it may have been more beneficial to focus on questions that determined the retention of information by students in an online environment. Other clarifying questions were asked about the content of the report. **Commissioner Coleman** made a motion for approval, and **Commissioner Barrolle** seconded the motion. The motion was approved unanimously.

Adjournment

Commissioner Serrano made a motion to adjourn and **Commissioner Coleman** seconded the motion. The motion passed unanimously. The meeting adjourned at approximately 2:05 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: February 23, 2022

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas, Director, Office of Student Financial Assistance
Emily A. A. Dow, Ph.D., Assistant Secretary for Academic Affairs

SUBJECT: Final Adoption of COMAR Amendments –
Workforce Development Sequence Scholarship

On November 17, 2021, the Commission approved proposed amendments to the regulations for the Workforce Development Sequence Scholarship, which provides financial support to students who enroll in a group of noncredit courses at community colleges that, rather than leading to a degree, are related to job preparation, a registered apprenticeship, licensure, certification, or job skill enhancement. The purpose of the amendments is to incorporate changes to the definition of “eligible student” that were passed during the 2021 Session (HB905/SB845), add a date certain by which community colleges get notification of their annual allocation amount, and delete several unnecessary and obsolete references.

The proposed amendments were published in the Maryland Register on January 3, 2022. The public comment period for the amendments ended on February 2, 2022, and no public comments were received. The regulatory amendments became eligible for final adoption on February 18, 2022.

The enclosed proposed amendments to the regulations are ready for the Commission’s final adoption. The amendments will become effective 10 days after notice of the final adoption is published in the Maryland Register.

RECOMMENDATION: It is recommended that the Commission approves for final adoption the enclosed amendments to the regulations regarding for the Workforce Development Sequence Scholarship.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 23 Workforce Development Sequence Scholarship

Authority: Education Article, §§11-105(u), 18-202, ~~and 18-204,~~ and ~~18-3302~~ Title 18, Subtitle 33, Annotated Code of Maryland

.01 Purpose.

The purpose of the Workforce Development Sequence Scholarship is to provide financial assistance to students enrolled in workforce development sequences at community colleges in the State or registered apprenticeship programs that partner with community colleges in the State.

.02 Definitions.

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

B. Terms Defined.

(1) “Associated costs of attendance” means costs incurred by a student to purchase books or equipment that are necessary for the completion of the workforce development sequence for which the student is receiving a Workforce Development Sequence Scholarship, and any related testing fees for licensure or certification.

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

~~(3) Eligible Student:~~

~~(a) “Eligible student” means a student who:~~

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

~~(ii) Is enrolled in a Workforce Development Sequence at a community college in the State.~~

~~(b) “Eligible student” may include an active duty member of the U.S. Military who:~~

~~(i) Is stationed in the State;~~

~~(ii) Resides in the State; or~~

~~(iii) Is domiciled in the State.~~

~~(4)~~ (3) “Noncredit certificate” means a document issued by a community college to a student certifying that the student has completed a noncredit sequence of courses.

~~(5)~~ (4) “Office” means the Office of Student Financial Assistance within the Commission.

(5) “Registered apprenticeship program” means an apprenticeship program approved by the Division of Workforce Development and Adult Learning in the Maryland Department of Labor.

(6) “Secretary” means the Secretary of Higher Education.

(7) Workforce Development Sequence.

(a) “Workforce development sequence” means:

(i) a group of noncredit courses, approved by the Commission, that is offered by a community college and composed of courses related to: job preparation, an apprenticeship, licensure, certification, or job skill enhancement; or

(ii) A registered apprenticeship program.

~~(i) Job preparation or a registered apprenticeship;~~

~~(ii) Licensure or certification; or~~

~~(iii) Job skill enhancement.~~

(b) “Workforce development sequence” does not include a sequence of courses leading to an associate or bachelor’s degree.

(8) “Workforce Development Sequence Scholarship” or “Scholarship” means an award made to an eligible student under this chapter.

.05 Student Eligibility.

A. To be eligible to receive a Workforce Development Sequence Scholarship, a student shall satisfy the criteria set forth in §§B and C of this regulation.

B. Residency. A student is eligible for a Scholarship if the student:

(1) Graduated from a Maryland high school;

(2) Is a Maryland resident; or

(3) Is an active duty member of the U.S. Military who resides in the State or is stationed or domiciled in the State.

C. Enrollment. A student is eligible for a Scholarship if the student:

(1) Is ~~A. Be~~ enrolled in a workforce development sequence at a community college that has entered into a participation agreement with the Office; or

(2) Is enrolled directly in a registered apprenticeship program that partners with a community college that has entered into a participation agreement with the Office.

~~B. Be enrolled in a Workforce Development Sequence; and~~

~~C. Be an eligible student as defined in Regulation .02 of this chapter.~~

.06 Award Amount and Use.

A. A Workforce Development Sequence Scholarship may not exceed \$2,000 per student annually.

B. A Workforce Development Sequence Scholarship shall be used solely for tuition, mandatory fees, costs to participate in a registered apprenticeship program, and other associated costs of attendance that have not been met through another grant or scholarship by the State or employer.

C. A Workforce Development Sequence Scholarship may be combined with any other grant or scholarship, provided that the total amount of grants or scholarships does not exceed the student's tuition, mandatory fees, apprenticeship costs, and other associated costs of attendance.

.07 Institutional Allocation and Notification.

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

B. The Office shall allocate equally among the community colleges up to 50 percent of the annual dollar amount budgeted for the Workforce Development Sequence Scholarship.

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

(1) Each college's most recent FTE enrollment in workforce development sequences, based upon the previous year's ~~Enrollment Report for Credit Courses (CC2 report) and~~ Enrollment Report for Equated Credit Continuing Education Courses (CC3 report), shall be divided by the total FTE enrollment for all workforce development sequences offered by all participating colleges; and

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

.08 Disbursement and Reallocation of Funds.

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

~~B. Beginning in the 2019—2020 award year, if~~ If a college fails to use 66 percent or more of its allocated awards by March 15, the remaining unused awards shall be returned to the Office and redistributed to community colleges meeting the 66 percent requirement, on a pro-rata basis, unless the community college losing the award demonstrates, in the judgment of the Office, that it has eligible candidates to whom it will make the remaining awards.

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

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

.09 Distribution of Awards to Students.

A. Selection Criteria. In determining the selection criteria to be applied to award applicants, a community college:

(1) Shall ensure that awards are made only to ~~eligible~~ students who are eligible under Regulation .05 of this chapter;

(2) May not make an award to any student who already has received the award for two workforce development sequences, regardless of the duration, cost, or successful completion of the sequences; and

(3) May determine the prioritization of awards based upon any of the following criteria:

(a) The workforce needs of the service area of the institution;

(b) The availability to the applicant of other funds;

(c) Whether the student has received the award previously; and

(d) The order in which applications were submitted by applicants.

B. Compliance with State and Federal Law. A community college shall administer the Workforce Development Sequence Scholarship consistent with State and federal law.

C. Nondiscrimination. A community college may not discriminate against applicants, prospective applicants, or awardees based upon sex, race, ethnicity, religion, disability, sexual orientation, or sexual identity.

D. Reporting to Commission. A community college shall report to the Office annually regarding the selection criteria used by the college under §A of this regulation.

.11 Record Keeping, Audits, and Annual Reports.

A. All financial books, records, and documents pertaining to the Workforce Development Sequence Scholarship program shall be open to inspection, review, and audit at all times by the Commission, the State auditor, or their authorized representatives.

B. A community college shall include the Workforce Development Sequence Scholarship program in any independent audit conducted for the college on State financial aid programs.

C. Except as provided in §D of this regulation, each community college that participates in the Workforce Development Sequence Scholarship program shall submit to the Office:

(1) By October 15, a report of all initial awards for the academic year that includes for each award the:

(a) Name and social security number of each award recipient;

(b) Cost of attendance for each sequence of courses;

(c) Amount awarded to each recipient;

- (d) Workforce development sequence in which each recipient is enrolled;
 - (e) Any registered apprenticeship in which the recipient participated;
 - (f) State and county residency of each award recipient; and
 - (g) For any recipients who are not residents of the State, the Maryland high school from which the recipient graduated;
- (2) By January 15, a report of subsequent awards for the academic year that includes for each award the:
- (a) Name and social security number of each award recipient;
 - (b) Cost of attendance for each sequence of courses;
 - (c) Amount awarded to each recipient;
 - (d) Workforce development sequence in which each recipient is enrolled;
 - (e) Any registered apprenticeship in which the recipient participated;
 - (f) State and county residency of each award recipient; and
 - (g) For any recipients who are not residents of the State, the Maryland high school from which the recipient graduated;
- (3) By June 15, a final, end-of-year report that provides a final cumulative list of recipients that includes for each award the:
- (a) Name, social security number, and date of birth of each award recipient;
 - (b) Cost of attendance for each sequence of courses;
 - (c) Gender, race, and ethnicity of each award recipient;
 - (d) Amount awarded to each recipient;
 - (e) Workforce development sequence in which each recipient is enrolled;
 - (f) Any registered apprenticeship in which the recipient participated;
 - (g) State and county residency of each award recipient;
 - (h) For any recipients who are not residents of the State, the Maryland high school from which the recipient graduated; and
 - (i) The number of current year recipients registering for the following year to continue their sequence of courses; and
- (4) Any additional information required by the Office pursuant to the participating agreement.

~~D. For the 2018—2019 award year only, a community college shall provide the reports required under §C of this regulation by deadlines established by the Office.~~



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: February 23, 2022

TO: Maryland Higher Education Commissioners

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

SUBJECT: Draft New COMAR Regulations and Amendments to COMAR –
Transferring between Public Institutions of Higher Education

Background

In 2021, the Maryland General Assembly passed the Transfer with Success Act (HB460/SB886), which amended § 11-207 of the Education Article, Annotated Code of Maryland. This legislation created a new requirement for public institutions to jointly review credits or courses that are denied when a student transfers from one public institution to another. Additionally, the legislation created a new annual reporting requirement: institutions are now obligated to submit to the Commission a report listing all denials over the course of each year, including the reasons for each denial.

MHEC convened a workgroup of various stakeholders that started in the summer of 2021 and worked continuously to review and rewrite transfer regulations to create a process for institutions to comply with the new statutory requirements. (A list of workgroup members and a list of other stakeholders that were consulted is attached to this memo).

In the course of discussion regarding the Transfer with Success Act, it became apparent that MHEC's existing regulations regarding transfer were in need of significant changes. Accordingly, over the course of the last six months, draft new regulations have been crafted to revise and replace the existing regulations. These draft regulations reflect several additional changes in an effort to fully support transfer students and clarify statewide processes and expectations.

Highlights of Draft Regulations

The draft regulations reflect new requirements to implement the Transfer with Success Act. The requirements regarding the denial of credit can be found in new regulation 13B.06.02.14, *Evaluation and Review Process for Transfer of Courses and Credits*, in the attached draft regulations.

The draft regulations reflect a significant reorganization of the existing regulations, using language that is clear and direct. The draft new regulations were written and organized to ensure that students and college/university staff could more easily understand the requirements governing the transfer process. For example, the draft regulations separate the requirements for general education from issues relating to transfer. Additionally, the draft regulations move some language regarding the development of articulation agreements to the regulations for the MHEC program review process. Also, the draft regulations clearly differentiate between the standards for transfer of general education courses, individual major and elective courses, and credit for prior learning.

The draft regulations reflect substantive changes to standardize transfer standards and processes. Most notably, the workgroup established a standard for evaluating whether a particular course may be transferred between institutions: when at least 70% of the learning outcomes of the two courses are equivalent, a course cannot be denied for transfer. This is a significant addition to the regulations as it creates a statewide standard to identify course equivalencies.

This new equivalency standard led to a necessary clarification of the distinction between the terms “course” and “credit” as they relate to transfer. Generally, the terms are used interchangeably. However, student transfer is better predicated on the successful completion of specific coursework and the assessment of student learning outcomes, rather than simply the transfer of credits. The focus on the transfer of coursework, as opposed to credits, assists prospective transfer students in degree planning and course registration and facilitates the creation of institutional transfer agreements.

Additionally, new definitions were added for three specific types of articulation agreements regarding the general transfer of courses (Course Transfer Agreement), the transfer of courses specific to an academic program (Program Transfer Agreement), and the awarding of credit for prior learning (Prior Learning Transfer Agreement), to facilitate the development of articulation agreements between institutions.

The draft regulations reflect additional minor but substantive changes. In discussions with the workgroup and in the course of drafting, it became clear that specific terms were outdated. For example, the draft regulations remove references to “recommended transfer programs” and replace that language with references to “articulation agreements” or “Program Transfer Agreements.” Similarly, the draft regulations replace the term “native student” with the term “non-transfer student.” The draft regulations reflect additional language changes that either provide clarification or better reflect the current landscape of higher education.

Next Steps

Guidance for institutions. We have begun drafting a guidance document regarding the new draft regulations, including the new requirements regarding denial of credit.

We have also begun the work on developing guidance regarding the annual data collection. There will need to be ongoing coordination from Commission staff to ensure a consistent statewide collection. At this time, we are considering a pilot collection year (e.g., an aggregate collection) with the intent to have a student-level collection when fully implemented. A student-level collection will allow the Commission (and institutions) to evaluate long-term outcomes regarding the transfer of credits and courses and will have the potential to evaluate equitable transfer practices between institutions.

Implementation. While these draft regulations reflect more coherent standards and processes regarding the transfer of courses and credits, implementing the Transfer with Success Act and these regulations will likely be a significant lift for our public institutions (both in terms of human resources and infrastructure for data collections).

New legislation. The General Assembly is currently debating three additional bills related to transfer:

- the Transfer with Success Act 2.0 (HB598/SB540) regarding the establishment of a statewide transfer platform,
- HB966 regarding statewide standards for credit for prior learning, and
- the Maryland Articulation and Transfer Act (SB620) which would established a workgroup to study articulation agreements and transfer procedures, identify obstacles transfer students encounter, and make recommendations.

Review of Draft

Given the extent of these changes, the input of the public and various stakeholders is crucial. We intend to review this draft with workgroup members and others one more time to garner stakeholder input. The Commission’s Education Policy Committee will meet on March 14, 2022, to discuss the draft new regulations in further detail. Additionally, written comments may be sent to Dr. Emily Dow, Assistant Secretary for Academic Affairs, at emily.dow@maryland.gov, until March 11, 2022.

Attached for consideration are two documents:

1. A full, annotated version of the draft, showing the 15 new regulations, amendments to 6 existing regulations, and the text of the 8 existing regulations regarding transfer that are being repealed and replaced with the new regulations; and
2. For ease of reading, an unannotated draft of the 15 new regulations alone.

It is intended that proposed regulations will be finalized and presented to the Commission for approval at the March 23, 2022, Commission Meeting.

RECOMMENDATION: This item is for information only.

Workgroup Members

Jeffrey J. Byrd, Ph.D.	Interim Vice President for Academic Affairs, St. Mary's College of Maryland
Antoinette Coleman, Ph.D.	Associate Vice Chancellor for Academic Affairs, University System of Maryland
Katie Grocki, M.A.	Campus Registrar-Germantown, Montgomery College (MOCCRAO President)
Rosalie Mince, Ph.D.	Provost, Carroll Community College (M4CAO President)
Brad Phillips, Ed.D.	Executive Director, Maryland Association of Community Colleges
Angela R. Sherman, Ph.D.	Vice President for Academic Affairs, Maryland Independent College and University Association
Rhonda Shields, M.S.	Associate Registrar, Morgan State University

Workgroup Meeting Dates

August 17, 2021
September 9, 2021
October 18, 2021
November 4, 2021
November 23, 2021
December 9, 2021
January 10, 2022
March 3, 2022

Additional Meetings/Presentations Regarding Transfer Regulations

September 15, 2021	Maryland Organization of Community College Registrars and Admissions Officers Meeting
October 15, 2021	Special Meeting of the MHEC Faculty Advisory Council
October 22, 2021	Maryland Association of Community Colleges President's Meeting
October 26, 2021	University System of Maryland Provost's Meeting

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 02 ACADEMIC REGULATIONS

Chapter 03 Academic Programs — Degree-Granting Institutions

Authority: Education Article, Titles 11 and 16, Annotated Code of Maryland

.02 Definitions.

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

B. Terms Defined.

(1) (text unchanged)

~~(1-1) (2) “Articulation agreement” means a signed written agreement between institutions of higher education regarding the transfer of academic credits from one institution to the other has the meaning stated in COMAR 13B.06.02.02.~~

~~(2) “Articulation system (ARTSYS)” means a computerized data information system created to facilitate the transfer of students from Maryland community colleges to the University System of Maryland and other participating institutions.~~

(3)—(21) (text unchanged)

~~(22) “Program” means a course of study requiring the completion of a specified number of semester credit hours from among a prescribed group of courses that leads to a formal award structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate or degree.~~

(23)—(24) (text unchanged)

~~(25) “Recommended transfer program (RTP)” means a program including both general education and courses in a major, taken at a community college, that is:~~

~~(a) Applicable to a bachelor’s degree at a 4 year institution; and~~

~~(b) Ordinarily the first two years of the bachelor’s degree.~~

~~(25-1) (25) —(30) (text unchanged)~~

Commented [SK1]: Due to amendments below, this term is no longer used in this chapter.

Commented [SK2]: Definition has been replaced with the definition from COMAR 13B.02.02.03 (Minimum Requirements for In-State Degree-Granting Institutions).

Commented [SK3]: Due to amendments below, this term is no longer used in this chapter.

.06 Criteria for Program Review.

A program proposal shall address the following areas:

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

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

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

D. Reasonableness of program duplication, if any;

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

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

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

H. For public institutions, Adequacy adequacy of articulation and transfer planning, consistent with Regulation .19 of this chapter;

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

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

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

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

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

N. Consistency with the Commission's minority student achievement goals;

O. Relationship to low productivity programs identified by the Commission; and

P. Adequacy of distance education programs under Regulation .22 of this chapter.

.19 Parallel Programs and Recommended Transfer Programs.

Commented [SK4]: Replaced with new Regulation .19 to align with new transfer regulations.

A. Community colleges and public 4-year institutions of higher education may have parallel programs that have comparable objectives. For example, a transfer program in psychology in a community college is considered a parallel program to a bachelor's program in psychology at a public 4-year institution of higher education.

B. If a parallel program exists at a community college and a public 4-year institution, the public 4-year institution's program proposal shall provide evidence that:

(1) The recommended transfer program (RTP) is developed and will be disseminated in cooperation with the community college; and

(2) The RTPs are available to students through ARTSYS or in written form.

C. A recommended transfer program (RTP) shall consist of a program that includes both general education and courses in the undergraduate major, taken at a community college, that are:

(1) Applicable to a bachelor's degree at a public 4-year institution; and

(2) Ordinarily the first 2 years of the bachelor's degree.

D. In order to foster articulation with K—12, community colleges shall also identify parallel curricula to secondary schools:

.19 Public Institutions – Transfer and Articulation.

A. Prior to Submission.

(1) Before submitting a proposal for a new bachelor’s degree program that could affect students transferring from a community college, a public senior higher education institution shall notify all community colleges of the proposed program and proposed implementation date.

(2) Before submitting a proposal for a substantial modification to an existing bachelor’s degree program that could affect students transferring to or from a public senior higher education institution, a community college shall notify all community colleges of the proposed changes and proposed implementation date.

(3) Before submitting a proposal for a substantial modification to an existing associate’s degree program that could affect students transferring to or from a public senior higher education institution, a community college shall notify all public senior higher education institutions of the proposed changes and proposed implementation date.

B. Contents of Proposal.

(1) A proposal for a new bachelor’s degree program at a public senior higher education institution shall include:

- (a) A proposed articulation agreement with at least one community college; or
- (b) Justification for why an articulation agreement is not feasible or applicable.

(2) A proposal for a substantial modification to an existing bachelor’s degree program at a public senior higher education institution shall include:

- (a) For a program that has an existing articulation agreement with at least one community college:
 - (i) Proposed modifications to all existing articulation agreements; or
 - (ii) Justification for why revising existing articulation agreements is not feasible or applicable; or
- (b) For a program without any existing articulation agreement:
 - (i) A proposed articulation agreement with at least one community college; or
 - (ii) Justification for why an articulation agreement is not feasible or applicable.

(3) A proposal for a substantial modification to an existing associate’s degree program at a community college shall include:

- (a) For a program that has an existing articulation agreement with at least one public senior higher education institution:
 - (i) Proposed modifications to all existing articulation agreements; or
 - (ii) Justification for why revising existing articulation agreements is not feasible or applicable; or
- (b) For a program without existing articulation agreements:

DRAFT: February 23, 2022

(i) A proposed articulation agreement with at least one public senior higher education institution; or

(ii) Justification for why an articulation agreement is not feasible or applicable.

C. After Approval. After a new program or substantial modification is approved by the Commission:

(1) Any new or revised articulation agreement shall be finalized and signed, pursuant to COMAR 13B.06.02.13, within 60 days of the approval; and

(2) The institution shall provide the curriculum and any articulation agreement(s) to all other public institutions within 90 days of the approval.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 **General Education Requirements for Public Institutions of Higher Education**

Authority: Education Article, §§11-105(u) ~~and 11-207~~ and Title 11, Subtitle 2, Annotated Code of Maryland

.01 Scope and Applicability.

Commented [SK5]: Deleted redundant term.

This chapter applies only to public institutions of higher education.

.02 Definitions.

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

B. Terms Defined.

(1) "A.A. degree" means the Associate of Arts degree.

~~(2) "A.A.S. degree" means the Associate of Applied Sciences degree.~~

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

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

Commented [SK6]: Not in use in this chapter.

~~(5) (2) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice.~~

~~(6) (3) "A.S. degree" means the Associate of Sciences degree.~~

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

Commented [SK7]: Not in use in this chapter.

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

~~(a) A.A. degree;~~

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

~~(c) A.A.S. degree;~~

~~(d) A.A.T. degree;~~

~~(e) A.F.A. degree; and~~

~~(f) A.S.E. degree.~~

Commented [SK8]: Definition is no longer relevant to this chapter.

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

~~(10) “Cumulative grade point average.”~~

Commented [SK9]: Moved to 06.02.

(11) (5) “English composition courses” means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

~~(12) “First-time student.”~~

~~(13) “First-time student with advanced standing.”~~

Commented [SK10]: Moved to 06.02.

(14) (6) “General education” means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

(15) (7) “General education program” means a program that is designed to:

(a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

(b) Encourage the pursuit of life-long learning; and

(c) Foster the development of educated members of the community and the world.

(16) (8) “Humanities” means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life.

(17) (9) “Mathematics” means courses that provide students with numerical, analytical, statistical, and problem-solving skills.

~~(18) “Native student.”~~

~~(19) “Parallel program.”~~

~~(20) “Receiving institution.”~~

~~(21) “Recommended transfer program.”~~

~~(22) “Reverse transfer.”~~

~~(23) “Sending institution.”~~

Commented [SK11]: Moved to 06.02.

(24) (10) “Social and behavioral sciences” means courses that are concerned with the examination of society and the relationships among individuals within a society.

~~(25) “Transfer student.”~~

Commented [SK12]: Moved to 06.02.

.03 General Education Requirements for Public Institutions.

~~A.~~ While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall:

Commented [SK13]: §§A and B reorganized for clarity, with minor language revisions.

(1) Incorporate course work in each of the following core areas, at a minimum:

~~(a) Arts and humanities,~~

~~(b) Social and behavioral sciences,~~

~~(c) Biological and physical sciences,~~

~~(d) Mathematics, and~~

~~(e) English composition; or~~

(2) ~~conform~~ Conform to the definitions and common standards in this chapter, and

(3) ~~incorporate~~ Incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation. ~~No later than August 1, 2017, a~~

Commented [SK14]: Deleted obsolete date reference.

~~B. A~~ public institution shall ~~satisfy the general education requirement by~~ require each:

(1) ~~Requiring each program~~ Program leading to the A.A. or A.S. degree to include ~~not less than at least 28, and but~~ not more than 36, ~~semester credit hours of general education courses,~~

Commented [SK15]: All references to "semester hours" in this chapter and 06.02 have been updated to "credit hours."

(2) ~~Associate's degree program that does not lead an A.A. or A.S. degree to include at least 18, but not more than 36, credit hours of general education courses; and~~

Commented [SK16]: This provision is a revised version of the former §E below.

(3) ~~each baccalaureate Bachelor's degree program to include not less than at least 38, but and~~ not more than ~~46~~ 48, ~~semester credit hours of required core general education courses, with the core requiring, at a minimum, course work in each of the following five areas:~~

Commented [SK17]: Credit limit has been raised based on the former §L below.

~~(a) Arts and humanities,~~

~~(b) Social and behavioral sciences,~~

~~(c) Biological and physical sciences,~~

~~(d) Mathematics, and~~

~~(e) English composition; or~~

(2) ~~Conforming with COMAR 13B.02.02.16D(2)(b) — (e),~~

Commented [SK18]: Deleted unnecessary cross reference.

~~B. C.~~ Each ~~core~~ course used to satisfy the ~~distribution credit~~ requirements of ~~§A(1) §B~~ of this regulation shall carry at least 3 ~~semester credit~~ hours.

~~C. D.~~ General education programs ~~within the A.A. or A.S. degree or the bachelor's degree at~~ of public institutions shall require at least:

- (1) Two courses in arts and humanities;
- (2) Two courses in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory course;
- (4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study); and
- (5) One course in English composition, completed with a grade of C- or better.

~~D.~~ E. Institution-Specific Requirements.

(1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester credit hours in course work outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy.

(2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.

~~E. General education programs leading to the A.A.S. degree shall include at least 18 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.~~

Commented [SK19]: Text has been moved to §B for clarity.

F.—K. (text unchanged)

~~L. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.~~

Commented [SK20]: Due to changes above, this provision is no longer necessary.

~~M. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.~~

Commented [SK21]: Superfluous text deleted.

~~N. Each public institution shall designate on the student transcript those courses that have met a general education requirement, including the specific core area or requirement in this regulation it has fulfilled.~~

Commented [SK22]: Provision has been added to facilitate transfer of general education courses.

DRAFT: February 23, 2022

~~.02-1 Admission of Transfer Students and First-Time Students with Advanced Standing.~~

~~.04 Transfer of Education Program Credit.~~

~~.05 Academic Success and General Well-Being of Transfer Students.~~

~~.06 Programmatic Currency.~~

~~.07 Transfer Mediation Committee.~~

~~.08 Appeal Process.~~

~~.09 Periodic Review.~~

Commented [SK23]: Moved to 06.02 for revision.

DRAFT: February 23, 2022

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 06 GENERAL EDUCATION AND TRANSFER

**Chapter 02 Requirements for Articulation Agreements Transfer Students and
Transfer of Courses and Credits**

Authority: Education Article, §§11-105 and 11-207, Annotated Code of Maryland

Contents

- .01 Purpose and Scope*
- .02 Definitions*
- .03 Institutional Policies and Responsibilities*
- .04 Collaboration and Coordination between Institutions*
- .05 Information for Students*
- .06 Admission of Transfer Students*
- .07 Transfer of Courses and Credits Generally*
- .08 Number of Credits Accepted for Transfer*
- .09 Transfer of General Education Courses*
- .10 Evaluation of Individual Course Equivalencies*
- .11 Transfer of Previously Awarded Credit for Prior Learning*
- .12 Establishment of Transferability*
- .13 Program Transfer Agreements*
- .14 Evaluation and Review Process for Transfer of Courses and Credits*

Commented [SK24]: All regulations in this chapter are new. Provisions from existing regulations have been integrated as relevant.

.01 Purpose and Scope.

A. This chapter sets forth requirements for institutions of higher education in the State for:

- (1) Admission of transfer students to public institutions;
- (2) The transfer of courses and awarding of credit for transferred courses; and
- (3) Collaboration and communication between institutions on issues relating to transfer.

B. This chapter is intended to:

- (1) Maximize the transferability of courses to:
 - (a) Support timely completion of academic programs by transfer students;
 - (b) Minimize the need for transfer students to repeat coursework completed at a previous institution; and
 - (c) Limit the financial burden on transfer students;
- (2) Foster collaboration and communication between institutions regarding proposed academic program changes that could impact the efficacy of transferring courses and credits;
- (3) Establish a process and timeline for institutional review of a denial of a course or credit transfer; and
- (4) Make public and easily accessible all policies and procedures regarding transfer students and the transfer of courses and credits.

C. Except for Regulations .02 and .13 of this chapter, this chapter applies only to public institutions of higher education.

.02 Definitions.

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

B. Terms Defined.

(1) Academic Credit.

(a) "Academic credit" or "credit" means the certification by the Registrar of a student's successful completion of a course leading to a formal award granted by an institution of higher education.

(b) "Academic credit" or "credit" does not include credit awarded for remedial education.

(2) "Articulation agreement" means a written agreement for the awarding of credit by an institution of higher education for the completion of coursework or prior learning at another institution or entity.

(3) "Credit for prior learning" means credit granted to a student from an institution of higher education for experiential learning or a nationally recognized standardized examination that has been assessed by the institution to be the equivalent of learning gained through formal collegiate instruction.

(4) "Commission" means the Maryland Higher Education Commission.

(5) "Course" means a collection of lessons that is intended to meet specific learning outcomes and is measured in academic credits.

(6) "Course Transfer Agreement" means an articulation agreement regarding the award of credit by a receiving institution for courses completed at the sending institution that are not specific to the completion of an academic program at the receiving institution.

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

(8) "First-time student" means a student who:

(a) Has earned a high school diploma or equivalent; and

(b) Has not earned any college credit from an institution of higher education subsequent to earning the high school diploma or equivalent.

(9) "First-time student with advanced standing" means a first-time undergraduate student who earned college credit from an institution of higher education prior to earning a high school diploma or equivalent.

(10) General Admission.

(a) "General admission" means admission to enroll as an undergraduate student at an institution of higher education.

(b) "General admission" does not include admission to a specific degree or certificate program.

(11) "General education requirement" means an institutional requirement under COMAR 13B.06.01.03.

Commented [SK25]: Revised version of definition in 13B.02.02.03.

Commented [SK26]: New definition.

Commented [SK27]: Revised version of definition in 13B.02.02.03.

Commented [SK28]: New definition.

Commented [SK29]: New term.

Commented [SK30]: Moved from 06.01 without changes.

Commented [SK31]: Moved from 06.01 with minor change.

(12) "Institution of higher education" has the meaning stated in Education Article, §10-101, Annotated Code of Maryland.

(13) "Institution of postsecondary education" has the meaning stated in Education Article, §10-101, Annotated Code of Maryland.

(14) "Learning objective" means a description of the knowledge, skills, competencies, or expertise that a student is expected to obtain, exhibit, or meet upon the successful completion of a specific course or program.

(15) "~~Native~~ Non-transfer student" means an undergraduate student whose who attends the same institution of higher education at which they initially enrolled initial college enrollment was at a given institution of higher education and who has not transferred to enrolled in a course of study at another institution of higher education since that initial enrollment.

(16) "Prior Learning Transfer Agreement" means an articulation agreement for a receiving institution to award academic credit for demonstrated proficiency, a satisfactory score on a specific assessment, applied experience, or other learning experience completed at an institution of postsecondary education or other entity.

(17) "Program" or "academic program" means a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, leading to the award of a certificate or degree, that requires the completion of a specified number of course credits from among a prescribed group of general education, elective, and discipline-specific courses.

(18) "Program Transfer Agreement" means an articulation agreement between a receiving institution and a sending institution that sets forth the course and other degree requirements within a single bachelor's degree program offered by the receiving institution that may be completed at the sending institution.

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

(19) "Receiving institution" means the institution of higher education to which a student desires to transfer courses and credits.

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

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

(20) "Secretary" means the Secretary of Higher Education.

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

(22) "Transfer student" means an undergraduate student entering an institution for the first time having successfully completed a minimum of 12 semester hours at least one course at another institution of higher education after earning a high school diploma or equivalent that are applicable for credit at the institution the student is entering enrolling in.

Commented [SK32]: New definition.

Commented [SK33]: Moved from 06.01 and revised.

Commented [SK34]: All references to "native students" have been replaced with "non-transfer students".

Commented [SK35]: New term.

Commented [SK36]: Revised version of definition in 13B.02.02.03.

Commented [SK37]: New term.

Commented [SK38]: Term appeared in 06.01 but is no longer being used.

Commented [SK39]: Moved from 06.01 with minor changes.

Commented [SK40]: Terms appeared in 06.01 but are no longer being used.

Commented [SK41]: Moved from 06.01 with minor change.

Commented [SK42]: Moved from 06.01 and revised.

.03 Institutional Policies and Responsibilities.

A. An institution shall establish written policies and procedures for transfer between public institutions that are consistent with this chapter.

B. The policies and procedures established under §A of this regulation should address, at a minimum:

- (1) Information sharing and communication between institutions;
- (2) Availability of information to students and the public;
- (3) Admission of transfer students to the institution;
- (4) Admission of transfer students into specific academic programs;
- (5) Number of credits that may transfer and the application of credits to program requirements;
- (6) Transfer of general education courses and credits;
- (7) Processes and standards for the evaluation of individual course equivalencies and credit for prior learning;
- (8) Processes for the establishment of course transferability, including, but not limited to, Program Transfer Agreements and other articulation agreements;
- (9) Process for individual students to request credit and course transfer; and
- (10) The roles of the institutional transfer coordinator and other faculty and staff.

C. All policies and procedures established under this chapter shall ensure:

- (1) Equitable treatment of non-transfer students, first-time students with advanced standing, and transfer students;
- (2) That the evaluation of courses and credits for transfer maximizes the amount of credit awarded to a student;
- (3) That students are not required to repeat equivalent coursework successfully completed at a sending institution; and
- (4) That all information regarding transfer is available to other institutions, students, and the public.

D. Transfer Coordinators.

- (1) An institution of higher education shall designate at least one transfer coordinator, who:
 - (a) Serves as a resource person to students seeking to transfer courses and credits;
 - (b) Is responsible for coordinating the application of the policies and procedures established under §A of this regulation; and

Commented [SK43]: Based on provision from former Regulation .06C.

Commented [SK44]: Former Regulation .09B, with revisions.

DRAFT: February 23, 2022

(c) Is responsible for overseeing the process in Regulation .14 of this chapter for the evaluation of student transfer requests.

(2) A transfer coordinator is not responsible for evaluating individual course equivalencies or credit for prior learning under Regulations .10 and .11 of this chapter.

~~.06 Programmatic Currency~~

~~A. Maryland public institutions shall collaborate to develop and provide to students current and accurate information on transferable programs and courses.~~

~~B. Upon approval of new baccalaureate programs, recommended transfer programs shall be developed with each community college.~~

~~C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.~~

Commented [SK45]: This regulation has been replaced with new Regulation .04 below and expanded upon in new Regulation 02.03.19 above.

.04 Coordination Between Institutions and Segments

A. Information for Students and the Public. Institutions shall collaborate to develop and provide to students and the public current, accurate, and consistent information on transfer that is consistent with this chapter.

B. Changes to Curriculum.

(1) When considering any curricular change, including non-substantial modifications to existing programs and changes to individual courses, an institution shall, at the earliest possible time, discuss any changes that might affect transfer students with all applicable public institutions.

(2) For curricular changes that are substantial modifications under COMAR 13B.02.03 and for new programs, an institution shall:

(a) Follow the procedures set forth in COMAR 13B.02.03.19; and

(b) Within 60 days of approval by the Commission, update all relevant student information.

(3) After making non-substantial modifications to existing programs, changes to individual courses, or other curricular changes that do not require Commission approval, institutions shall, within 60 days of the change:

(a) Update all transfer agreements affected by the change;

(b) Provide notification of the curricular change to any other applicable institutions of higher education;
and

(c) Update all relevant student information.

C. Establishment of Transferability. Institutions shall collaborate to establish transferability of courses and credits by entering into Program Transfer Agreements, Course Transfer Agreements, or Prior Learning Transfer Agreements whenever possible.

D. Uniform Policies. Institutions and Segments shall coordinate to create uniform policies and procedures when practicable.

E. Student Transfer Advisory Committee. The Secretary shall convene a permanent Student Transfer Advisory Committee that meets regularly to review and provide recommendations on issues relating to student transfer and any matters referred by the Secretary.

Commented [SK46]: Revised version of former Regulation .09C.

~~.05 Academic Success and General Well-Being of Transfer Students.~~

~~A. Sending Institutions.~~

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

~~(2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.~~

~~(3) The sending institution shall:~~

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

~~(b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and~~

~~(c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.~~

~~B. Receiving Institutions.~~

~~(1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.~~

~~(2) A receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.~~

~~(3) A receiving institution shall evaluate the transcript or transcripts of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results within 20 working days of the receipt of all official transcripts. The receiving institution shall inform a student of the courses that are acceptable for transfer credit and the courses that are applicable to the student's intended program of study.~~

~~(4) A transfer student shall be provided the same opportunity as a native student to pursue the program and degree requirements that were in effect at the time that the student enrolled at the sending institution provided they have been continuously enrolled and otherwise meet the same requirements of the native student.~~

Commented [SK47]: With the exceptions below, this regulation has been replaced with new Regulation .05.

Commented [SK48]: This provision has been replaced by new Regulation .14.

Commented [SK49]: The material in this provision has been moved to Regulation .13.

.05 Information for Students.

A. All Institutions.

(1) An institution shall ensure that all transfer agreements and all information pertaining to transfer students and the transfer of courses and credits are:

- (a) Written in language that is clear and explicit;
- (b) Comprehensive, accurate, and regularly updated; and
- (c) Available to prospective transfer students in course catalogs and other publicly accessible sources.

(2) Student information should include, at a minimum:

- (a) Admissions requirements for transfer students at public senior higher education institutions;
- (b) Curriculum prerequisites at receiving institutions;
- (c) Information about Program Transfer Agreements;
- (d) Information about other transfer agreements and sources of established course and credit transferability;
- (e) Transferability of general education courses;
- (f) Transferability of individual courses;
- (g) Credit transfer limits; and
- (h) The credit transfer process, including:
 - (i) How to make a transfer evaluation request; and
 - (ii) The standards that are used to determine course and credit equivalency.

(3) Institutions shall promptly inform students of changes to admissions requirements, academic program requirements, or any of the other information above.

B. Community Colleges.

(1) Community colleges shall encourage their students to:

- (a) As early as possible, select the institution and academic program into which they desire to transfer;
- and
- (b) Complete an associate's degree prior to transferring to a public senior higher education institution.

(2) Community colleges shall notify students that:

Commented [SK50]: This provision is based on former Regulation .04F(9), with revisions.

DRAFT: February 23, 2022

(a) Students are accountable for the loss of credits resulting from changes to the student's academic program; and

(b) Credits earned for remedial course work are not transferable.

~~.02-1 Admission of Transfer Students and First-Time Students with Advanced Standing.~~

~~A. Admission to Public Institutions.~~

~~(1) Subject to §B of this regulation, a student attending a public institution who has completed an associate's degree or who has completed 60 or more semester hours of credit may not be denied direct transfer to another public institution if the student attained a cumulative grade-point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution, except as provided in §A(4) of this regulation.~~

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

~~(a) Satisfied the same admission criteria as a native student at the receiving public institution; and~~

~~(b) Attained a cumulative grade-point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution.~~

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

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

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

~~(b) Made to provide fair and equal treatment for native students, transfer students, and first-time students with advanced standing.~~

~~B. Admission to Programs.~~

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

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

~~(b) Maintain fair and equal treatment for native students, transfer students, and first-time students with advanced standing.~~

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

~~C. Receiving Institution Program Responsibility.~~

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

Commented [SK51]: This provision has been moved to new Regulation .06 and revised.

Commented [SK52]: This provision has been moved to new Regulation .06 and revised.

Commented [SK53]: These provisions are already adequately addressed in other new regulations in this chapter.

DRAFT: February 23, 2022

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

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

~~(4) A receiving public institution shall ensure that any changes to program standards and criteria for admission and the transfer of credits:~~

~~(a) Maintain the fair and equal treatment of native students, transfer students, and first-time students with advanced standing; and~~

~~(b) Are communicated in a timely manner.~~

.06 Admission of Transfer Students.

A. General Admission to Public Institutions.

(1) General admission of a transfer student to an institution under §A of this regulation does not guarantee admission into a specific degree or certificate program at that institution.

(2) Except as provided in §A(4) of this regulation, a student attending a public institution may not be denied general admission to another public institution if the student:

(a) Has completed an associate's degree or at least 60 credit hours; and

(b) Attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution.

(3) A student attending a public institution who has not completed an associate's degree or at least 60 credit hours is eligible for general admission to another public institution if the student:

(a) Satisfies the same admission criteria as a non-transfer student at the receiving public institution; and

(b) Attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution.

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

(a) Be based on criteria developed by the receiving institution that is publicly available and easily accessible on the institution's website; and

(b) Maintain fair and equitable treatment for non-transfer students, transfer students, and first-time students with advanced standing.

B. Admission to Specific Academic Programs.

(1) A receiving public institution may require additional admission requirements to a specific degree or certificate program.

(2) The standards for admission to the program shall:

(a) Be based on criteria developed by the receiving public institution that is publicly available and easily accessible on the institution's website; and

(b) Maintain fair and equitable treatment for non-transfer students, transfer students, and first-time students with advanced standing.

.04 Transfer of Education Program Credit.

A. Transfer of Credit to Another Public Institution.

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

- (a) Credit is from a college or university parallel course or program;
- (b) Grades in the block of courses transferred average 2.0 or higher; and

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

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

B. Credit Earned in or Transferred From a Community College.

(1) Except as provided in §B(5) of this regulation, at least 60 credits but not more than 70 credits of general education, elective, and major courses that a student earns at any community college in the State toward a degree at a community college shall be transferrable to any public senior higher education institution in the State for credit toward a bachelor's degree.

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

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

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

(5) A community college and a public senior higher education institution may provide in an articulation agreement for the transfer of credits in addition to credits transferred under §B(1) of this regulation.

C. Nontraditional Credit.

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

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

- (a) Technical courses from career programs;

Commented [SK54]: This provision has been replaced by new Regulations .07 and .10.

Commented [SK55]: This provision has moved to new Regulation .08 and revised.

Commented [SK56]: This provision has moved to new Regulation .11 and revised.

~~(b) Course credit awarded through articulation agreements with other segments or agencies, which should be developed in collaboration with all public institutions, including course credit awarded by articulation with Maryland public secondary schools;~~

~~(c) Credit awarded for clinical practice or cooperative education experiences;~~

~~(d) Credit awarded for life and work experiences; and~~

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

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

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

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

~~D. Program Articulation~~

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

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

~~E. Reverse Transfer of Credit~~

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

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

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

~~F. Transfer of General Education Credit~~

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

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

Commented [SK57]: This provision has been replaced by new Regulations .12 and .13.

Commented [SK58]: This provision has been moved to new Regulation .08 and revised.

Commented [SK59]: This provision has been moved to new Regulation .09 and revised.

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

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

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

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

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

~~(8) Associate's Degrees:~~

Commented [SK60]: Unnecessary provision deleted.

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

~~(b) A student possessing an associate's degree who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 credits.~~

~~(9) Student Responsibilities. A student is held:~~

Commented [SK61]: This provision has moved to new Regulation .05 and revised.

~~(a) Accountable for the loss of credits that:~~

- ~~(i) Result from changes in the student's selection of the major program of study;~~
- ~~(ii) Were earned for remedial course work; or~~
- ~~(iii) Exceed the total course credits accepted in transfer as allowed by this chapter; and~~

~~(b) Responsible for meeting all requirements of the academic program of the receiving institution.~~

.07 Transfer of Courses and Credits Generally.

A. A receiving institution shall accept for transfer and award credit for a course or credit completed at a sending institution if:

(1) The course is transferable under §B of this regulation; and

(2) The acceptance of and awarding of credit for the completed course or credit is consistent with the requirements of this chapter.

B. Transferability.

(1) General education courses required under COMAR 13B.06.01 are transferable as set forth in Regulation .09 of this chapter.

(2) An individual course that is not being applied toward a general education requirement is transferable if:

(a) The course is deemed equivalent to a course at the receiving institution under the standards set forth in Regulation .10 of this chapter; or

(b) The course is part of a Program Transfer Agreement.

(3) Credit for prior learning is transferable if deemed equivalent using the standards set forth in Regulation .11 of this chapter.

(4) Establishment of Transferability by Institutions.

(a) Whenever practicable, the transferability of courses or credits shall be established via Program Transfer Agreement or other mechanism consistent with Regulation .12 of this chapter.

(b) Documents establishing course equivalencies and course and credit transferability shall be publicly available and easily accessible for students and the public.

C. Awarding of Credit toward Academic Program Requirements.

(1) A receiving institution's award of credit for a transferred course or credit may be applied toward any academic program requirement at the receiving institution, regardless of the program requirement that the course fulfilled at the sending institution.

(2) The award of credit for a transferred course or credit may be applied toward multiple program requirements at the receiving institution consistent with the institution's policies for non-transfer students.

.08 Number of Credits Accepted for Transfer.

A. Required Award of Credit by Public Senior Higher Education Institution for Courses Completed at Community College.

(1) Except as provided in §A(2) of this regulation and subject to §C of this regulation, a public senior higher education institution in the State shall accept for transfer at least 60, but not more than 70, credits that were earned toward an associate's degree at any community college in the State.

(2) A Program Transfer Agreement between a community college and a public senior higher education institution may allow for the transfer of more than 70 credits earned at the community college.

B. Required Award of Credit by Community College for Courses Completed at Public Senior Higher Education Institution.

(1) Subject to §C of this regulation, a community college shall accept for transfer at least 45 credits that were earned at any public senior higher education institution in the State.

(2) A student may transfer credit under §B(1) of this regulation without enrolling in the community college if:

(a) The student earned at least 15 credits at the community college prior to attending the public senior higher education institution from which they desire to transfer credit; and

(b) The transfer of the credits will satisfy all remaining requirements to receive an associate's degree from the community college.

C. Awarding and Application of Credit by Receiving Institution. An institution accepting the transfer of completed courses and credits under §§A or B of this regulation shall award credit for those courses and apply the awarded credit toward academic program requirements as follows.

(1) For any course determined to be equivalent to a course at the receiving institution under this chapter, credit shall be awarded for the equivalent course.

(2) Credit awarded for an equivalent course shall be applied toward any general education, elective, major, or other program requirement that the course would fulfill for a non-transfer student.

(3) For any completed course that has no equivalent at the receiving institution, if the student earned a passing grade in the course at the sending institution, general credit or discipline-specific credit shall be awarded, as appropriate.

(4) Credit awarded for a course with no equivalent at the receiving institution may be applied toward any general education or elective requirement, if the institution has a written, publicly available policy regarding such an application that ensures the equitable treatment of all transfer students.

.09 Transfer of General Education Courses.

A. A receiving institution shall accept for transfer any completed course that fulfilled a general education requirement at the sending institution.

B. Credit for a general education course completed at a sending institution shall be applied toward any general education requirement in the same core area at the receiving institution to which it was applied at the sending institution, regardless of whether an equivalent course exists at the receiving institution.

C. Credit for any completed course that fulfills any general education requirement at the sending institution, that cannot be applied pursuant to §B of this regulation, shall be applied toward any elective within the general education requirements at the receiving institution, regardless of whether an equivalent course exists at the receiving institution.

.10 Evaluation of Individual Course Equivalencies

A. Equivalency Standard.

(1) A receiving institution shall accept a course or combination of courses completed at a sending institution for transfer when the receiving institution determines that at least 70 percent of the course learning outcomes of the course or combination of courses completed at the sending institution are equivalent to the course learning outcomes of a course or combination of courses at a receiving institution.

(2) An institution may not use any other standard or method of determining the equivalency of an individual course or combination of courses at a sending institution to a course or combination of courses at a receiving institution, other than the standard set forth in §A(1) of this regulation.

(3) An institution may not consider the course numbers or levels assigned to the sending or receiving institution's course or combination of courses when making a determination under §A(1) of this regulation.

B. Equivalencies shall be determined by faculty who are subject matter experts and may not be determined by non-academic staff.

C. An equivalent course may only be transferred if the grade achieved at the sending institution for the completed course is the same or higher than the grade required for a non-transfer student in the equivalent course at the receiving institution.

D. The number of credits awarded to the student by the receiving institution for a course or combination of courses deemed equivalent under this regulation may not be less than the number of credits awarded to a non-transfer student at the receiving institution who has completed the equivalent course or combination of courses.

E. An institution shall include in the policies and procedures established under Regulation .03 of this chapter the process the institution will use for the evaluation of course learning outcome equivalencies.

.11 Transfer of Previously Awarded Credit for Prior Learning

Commented [SK62]: Previously called “nontraditional credit”.

A. Transfer by a receiving institution of previously awarded credit for prior learning, whether credit by exam, for nationally recognized standardized examination scores, or experiential learning, shall be:

(1) Evaluated using the same standards that apply to the awarding of credit for prior learning to non-transfer students at the receiving institution;

(2) Indicated on the student’s transcript at the receiving institution, including the basis for awarding the credit for prior learning; and

(3) Consistent with COMAR 13B.02.02.16H.

B. Equivalency for prior learning which has no explicit course equivalency, such as experiential learning, shall be established by the receiving institution using the same validation procedures for evaluating specific learning outcomes that are used for non-transfer students at the institution.

.12 Establishment of Transferability.

A. Institutions may establish transferability of courses and credits through:

(1) A Program Transfer Agreement, as set forth in Regulation .13 of this chapter;

(2) A Course Transfer Agreement or Prior Learning Transfer Agreement;

(3) A list of courses that have already been evaluated and deemed equivalent under Regulation .10 of this chapter; or

(4) Any other mechanism that enables a student to determine, prior to registering for a course at a sending institution, whether the course will transfer to a specific receiving institution.

B. Institutions shall, to the fullest extent possible, systematically establish the transferability of courses and credits to facilitate maximum transferability of courses and credits and support degree planning for students.

C. All agreements, lists, and other information that establishes transferability shall be:

(1) Published in a central location that is easily accessible for students and the public; and

(2) Reviewed to ensure accuracy on a regular basis, but no less than once a year.

D. Any information regarding the transferability of the course that is publicly available in an institutional source at the time of a student's transfer evaluation request shall be honored by the institution.

~~.01 Articulation Agreements.~~

Commented [SK63]: This regulation has been replaced by new Regulation .13 below.

~~A. In this regulation, "articulation agreement" means a signed written agreement between institutions of higher education regarding the transfer of academic credits from one institution to the other.~~

~~B. An articulation agreement shall be signed by the president or chief academic officer of each institution, and shall provide for the transfer and acceptance of academic credit from one institution to the other for specific completed:~~

- ~~(1) Coursework;~~
- ~~(2) Program requirements;~~
- ~~(3) Internships; and~~
- ~~(4) Any other credit awarded for prior learning.~~

~~C. An articulation agreement between public institutions shall conform to the requirements of this chapter.~~

~~D. An articulation agreement may include provisions regarding:~~

- ~~(1) Procedures for admissions, registration, and advising;~~
- ~~(2) Access to student services, including financial aid;~~
- ~~(3) Cost of tuition;~~
- ~~(4) Term and termination of the agreement; and~~
- ~~(5) Other relevant information as it pertains to the transfer of academic credit from one institution to another.~~

~~E. A final, signed copy of an articulation agreement shall be deposited with the Commission.~~

.13 Program Transfer Agreements.

A. This regulation applies to all institutions of higher education operating in the State.

B. Institutions are encouraged to leverage the use of Program Transfer Agreements to facilitate the transparent, seamless, and equitable transfer of a student from a sending institution into a specific academic program at a receiving institution.

C. A Program Transfer Agreement between two institutions of higher education in the State shall specify:

(1) The course(s) at the sending institution, including any minimum grade required in the course(s), that will be accepted for transfer to fulfill each degree requirement within the academic program at the receiving institution;

(2) Any other degree requirements, including, but not limited to, internships and other experiential learning, that may be completed at the sending institution; and

(3) If the receiving institution will accept for transfer any credit for prior learning awarded by the sending institution.

D. A Program Transfer Agreement may also include provisions regarding:

(1) Procedures for admissions, registration, and advising;

(2) Access to student services, including financial aid;

(3) Cost of tuition; and

(4) Any other information that may facilitate the transfer of academic credit from the sending institution to the receiving institution.

E. A Program Transfer Agreement may have more than one sending institution and more than one receiving institution.

F. A Program Transfer Agreement shall be signed by the president, executive director, chief academic officer, or equivalent designee of each institution that is a party to the agreement.

G. A final, signed copy of a Program Transfer Agreement shall be deposited with the Commission no more than 30 days after all institutions have signed the agreement.

H. Each institution that is a party to a Program Transfer Agreement shall include the full agreement in their course catalog, on their website, and in other publicly accessible sources.

I. A transfer student at a public institution shall be provided the same opportunity as a non-transfer student at the same institution to pursue the program requirements that were in effect at the time that the transfer student enrolled at the sending institution, provided the student has been continuously enrolled and has fulfilled the requirements of the corresponding Program Transfer Agreement.

J. A public institution of higher education may not deny the transfer of any course that is set forth in a publicly available version of a Program Transfer Agreement.

~~.07 Transfer Mediation Committee.~~

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

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

~~C. The findings of the Transfer Mediation Committee are considered binding on both parties.~~

Commented [SK64]: In accordance with the requirements of the 2021 Transfer with Success Act, this regulation has been replaced with new Regulation .14.

~~.08 Appeal Process.~~

Commented [SK65]: In accordance with the requirements of the 2021 Transfer with Success Act, this regulation has been replaced with new Regulation .14.

~~A. Notice of Denial of Transfer Credit by a Receiving Institution.~~

~~(1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a student in writing of a denial of transfer credit not later than mid-semester of the student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.~~

~~(2) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.~~

~~(3) A receiving institution shall include in the notice of denial of transfer credit:~~

~~(a) A statement of the student's right to appeal; and~~

~~(b) A notification that the appeal process is available in the institution's catalog.~~

~~(4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.~~

~~B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.~~

~~C. Response by Receiving Institution.~~

~~(1) A receiving institution shall:~~

~~(a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and~~

~~(b) Respond to a student's appeal within 10 working days.~~

~~(2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.~~

~~(3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.~~

~~D. Appeal to Sending Institution.~~

~~(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.~~

~~(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.~~

~~E. Consultation Between Sending and Receiving Institutions.~~

DRAFT: February 23, 2022

~~(1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.~~

~~(2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.~~

~~(3) The receiving institution shall inform a student in writing of the result of the consultation.~~

~~(4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.~~

.14 Evaluation and Review Process for Transfer of Courses and Credits.

A. Purpose. The purpose of the evaluation and review process is to maximize the courses and credits accepted for transfer by a receiving institution.

B. Transfer Evaluation Request by Student.

(1) A student who desires to transfer courses or credits from a prior institution of higher education to a receiving institution shall submit to the receiving institution a request to conduct an evaluation of official transcripts and other relevant materials.

(2) The request shall be in the form and manner required by the receiving institution and shall identify each completed course and each credit awarded for prior learning that the student desires to transfer to the receiving institution.

C. Timing of Evaluation by Receiving Institution.

(1) Except as set forth in §C(2) of this regulation, in response to a request submitted under §B of this regulation, a receiving institution shall conduct and complete an evaluation of the student's official transcripts and other relevant materials no later than 20 business days after receipt of the official transcripts.

(2) If the official transcripts are received more than 20 business days before the start of the student's first semester at the receiving institution, the evaluation shall be conducted and completed by the start of the student's first semester.

D. Evaluation of Course and Credit Transfer by Receiving Institution.

(1) In accordance with §§D(2) and (3) of this regulation, a receiving institution shall evaluate each completed course or credit in a transfer evaluation request to determine:

(a) First, if the course or credit is transferable; and

(b) Second, the academic program requirement(s) to which a transferable course or credit will be applied.

(2) Transferability.

(a) The transferability of the course or credit shall be evaluated by determining:

(i) If the transferability of the course or credit has been established in a Program Transfer Agreement, other transfer agreement, course equivalency list, or other institutional publication;

(ii) If the course fulfilled a general education course at the sending institution;

(iii) If, under the standard in Regulation .10 of this chapter, as determined by an appropriate academic staff member, the course is equivalent to a course at the receiving institution; or

(iv) If, under the standard in Regulation .11 of this chapter, as determined by an appropriate academic staff member, the credit is equivalent to credit for prior learning at the receiving institution.

(b) A course that is not transferable under §D(2)(a) shall be denied.

(3) Application of Credit.

(a) In accordance with Regulation .08C of this chapter, and consistent with the standards set forth in this chapter and the institutional policies and procedures established under Regulation .03 of this chapter, each course or credit accepted for transfer shall be evaluated to determine if it fulfills:

- (i) A general education requirement;
- (ii) A requirement of the student's academic program;
- (iii) An elective requirement;
- (iv) Any other institutional or program requirement; or
- (v) Two or more of the requirements in §§D(3)(a)—(d) of this regulation.

(b) If the number of credits assigned to all transferable courses and credits exceeds the limits set forth in Regulation .08 of this chapter, the courses that are not accepted for transfer shall be determined in accordance with the application of credit in §D(3)(a).

E. Transfer Evaluation Report.

(1) No later than the applicable deadline set forth in §C of this regulation, a receiving institution shall issue a Transfer Evaluation Report to inform a student in writing of the outcome of the evaluation.

(2) The Transfer Evaluation Report shall include, for each course and credit requested for transfer:

- (a) If the course or credit has been accepted for transfer or denied; and
- (b) For each course and credit accepted for transfer, the basis for transferability and the program requirement(s) it fulfills;
- (c) For each course or credit denied because it is not transferable, a clear and detailed explanation of the reason for the denial;
- (d) For each course or credit denied because the total number of transferable credits exceeded the limits set forth in Regulation .08 of this chapter, a clear and detailed explanation of the basis for the determination of which transferable course(s) or credit(s) were denied;
- (e) If any course or credit is denied, a statement explaining that all course and credit transfer denials will be reviewed by the sending institution, in conjunction with the receiving institution, without further action on the part of the student; and
- (f) The name, title, email address, and phone number of the individual at the receiving institution who the student can contact with questions.

(3) A copy of the Transfer Evaluation Report shall be provided to the sending institution simultaneously with the issuance of the report to the student.

F. Receiving Institution Transcript. As soon as possible after acceptance of a course or credit for transfer, the receiving institution shall ensure that the student's transcript reflects the credits awarded.

G. Review of Denials by Sending Institution.

(1) If any course or credit is denied, the sending institution, in conjunction with the receiving institution, shall conduct an evaluation to review each denial of a course or credit.

(2) The transfer coordinator or institutional designee of the sending institution shall conduct the evaluation in accordance with §D of this regulation.

(3) The evaluation shall be completed, and a copy of the sending institution's analysis shall be provided to the receiving institution, no later than 20 business days after receipt of the Transfer Evaluation Report.

(4) The sending institution's analysis shall indicate, for each course or credit denied by the receiving institution, whether the sending institution agrees or disagrees with the receiving institution's evaluation and rationale.

(5) Meeting Between Sending and Receiving Institutions.

(a) The sending and receiving institutions shall meet to discuss the analyses no later than 20 business days after the sending institution's analysis is provided to the receiving institution.

(b) During the meeting, the institutions shall review and discuss each course or credit denial determination with which the sending institution disagrees.

(c) The meeting may be held via phone or video conference.

(d) Waiver.

(i) For good cause, a sending institution may request that the Secretary waive the meeting requirement for any individual review.

(ii) A request for a waiver shall be made, in writing, with a copy to the receiving institution, no later than 5 business days of providing the analysis to the receiving institution.

(iii) The Secretary shall approve or deny a request for a waiver of the meeting within 10 business days of receipt.

(6) No later than 10 business days after the meeting, a sending institution shall provide to the receiving institution:

(a) A revised version of the sending institution's analysis; or

(b) Written notification that no revisions to the sending institution's analysis are necessary.

H. Final Determination by Receiving Institution.

(1) No later than 10 business days after receipt of a revised analysis from the sending institution or a notification under §G(6) of this regulation, the receiving institution shall provide to the student:

(a) A Revised Transfer Evaluation Report; or

(b) Written notification that the review process has not resulted in any changes to the Transfer Evaluation Report.

DRAFT: February 23, 2022

(2) The decision arising out of the review process constitutes the final decision of the receiving institution and is not subject to appeal.

I. Records.

(1) A receiving institution shall keep records of all denied courses and credits, including but not limited to, the Transfer Evaluation Report, the sending institution analysis, any revisions to the sending institution analysis, and any Revised Transfer Evaluation Report, for at least two years after the student completes a bachelor's degree.

(2) An institution shall annually report to the Commission, in a form prescribed by the Commission, each denial of a course or credit transfer, including the reason for each denial.

.09 Periodic Review.

A. Report by Receiving Institution

~~(1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.~~

~~(2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.~~

~~(3) A receiving institution shall include in the reports comparable information on the progress of native students.~~

~~**B. Transfer Coordinator.** A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.~~

~~**C.** The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.~~

Commented [SK66]: This provision has been revised in accordance with the 2021 Transfer with Success act and moved to new Regulation .14I.

Commented [SK67]: This provision has been moved to new Regulation .03E and revised.

Commented [SK68]: This provision has been moved to new Regulation .04E and revised.

DRAFT: February 23, 2022

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 07 COMMUNITY COLLEGES

Chapter 02 General Regulations and Policies for Community Colleges

Authority: Education Article, Titles 11, 15 and 16, Annotated Code of Maryland

.01 Admission and Transfer of Students.

A. A college shall adhere to the:

- (1) Admissions requirements set forth in COMAR 13B.02.02; and
- (2) Transfer requirements set forth in ~~COMAR 13B.06.01~~ COMAR 13B.06.02.

B.—C. (text unchanged)

Commented [SK69]: Cross reference updated pursuant to the changes above.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 02 ACADEMIC REGULATIONS

Chapter 03 Academic Programs — Degree-Granting Institutions

Authority: Education Article, Titles 11 and 16, Annotated Code of Maryland

.19 Public Institutions – Transfer and Articulation.

A. Prior to Submission.

(1) Before submitting a proposal for a new bachelor's degree program that could affect students transferring from a community college, a public senior higher education institution shall notify all community colleges of the proposed program and proposed implementation date.

(2) Before submitting a proposal for a substantial modification to an existing bachelor's degree program that could affect students transferring from a community college, a public senior higher education institution shall notify all community colleges of the proposed changes and proposed implementation date.

(3) Before submitting a proposal for a substantial modification to an existing associate's degree program that could affect students transferring to or from a public senior higher education institution, a community college shall notify all public senior higher education institutions of the proposed changes and proposed implementation date.

B. Contents of Proposal.

(1) A proposal for a new bachelor's degree program at a public senior higher education institution shall include:

- (a) A proposed articulation agreement with at least one community college; or
- (b) Justification for why an articulation agreement is not feasible or applicable.

(2) A proposal for a substantial modification to an existing bachelor's degree program at a public senior higher education institution shall include:

- (a) For a program that has an existing articulation agreement with at least one community college:
 - (i) Proposed modifications to all existing articulation agreements; or
 - (ii) Justification for why revising existing articulation agreements is not feasible or applicable; or
- (b) For a program without any existing articulation agreement:
 - (i) A proposed articulation agreement with at least one community college; or
 - (ii) Justification for why an articulation agreement is not feasible or applicable.

(3) A proposal for a substantial modification to an existing associate's degree program at a community college shall include:

(a) For a program that has an existing articulation agreement with at least one public senior higher education institution:

(i) Proposed modifications to all existing articulation agreements; or

(ii) Justification for why revising existing articulation agreements is not feasible or applicable; or

(b) For a program without existing articulation agreements:

(i) A proposed articulation agreement with at least one public senior higher education institution; or

(ii) Justification for why an articulation agreement is not feasible or applicable.

C. After Approval. After a new program or substantial modification is approved by the Commission:

(1) Any new or revised articulation agreement shall be finalized and signed, pursuant to COMAR 13B.06.02.13, within 60 days of the approval; and

(2) The institution shall provide the curriculum and any articulation agreement(s) to all other public institutions within 90 days of the approval.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION
Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 02 Transfer Students and Transfer of Courses and Credits

Authority: Education Article, §§11-105 and 11-207, Annotated Code of Maryland

Contents

- .01 Purpose and Scope*
- .02 Definitions*
- .03 Institutional Policies and Responsibilities*
- .04 Collaboration and Coordination between Institutions*
- .05 Information for Students*
- .06 Admission of Transfer Students*
- .07 Transfer of Courses and Credits Generally*
- .08 Number of Credits Accepted for Transfer*
- .09 Transfer of General Education Courses*
- .10 Evaluation of Individual Course Equivalencies*
- .11 Transfer of Previously Awarded Credit for Prior Learning*
- .12 Establishment of Transferability*
- .13 Program Transfer Agreements*
- .14 Evaluation and Review Process for Transfer of Courses and Credits*

.01 Purpose and Scope.

A. This chapter sets forth requirements for institutions of higher education in the State for:

- (1) Admission of transfer students to public institutions;
- (2) The transfer of courses and awarding of credit for transferred courses; and
- (3) Collaboration and communication between institutions on issues relating to transfer.

B. This chapter is intended to:

- (1) Maximize the transferability of courses to:
 - (a) Support timely completion of academic programs by transfer students;
 - (b) Minimize the need for transfer students to repeat coursework completed at a previous institution; and
 - (c) Limit the financial burden on transfer students;
- (2) Foster collaboration and communication between institutions regarding proposed academic program changes that could impact the efficacy of transferring courses and credits;
- (3) Establish a process and timeline for institutional review of a denial of a course or credit transfer; and
- (4) Make public and easily accessible all policies and procedures regarding transfer students and the transfer of courses and credits.

C. Except for Regulations .02 and .13 of this chapter, this chapter applies only to public institutions of higher education.

.02 Definitions.

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

B. Terms Defined.

(1) Academic Credit.

(a) "Academic credit" or "credit" means the certification by the Registrar of a student's successful completion of a course leading to a formal award granted by an institution of higher education.

(b) "Academic credit" or "credit" does not include credit awarded for remedial education.

(2) "Articulation agreement" means a written agreement for the awarding of credit by an institution of higher education for the completion of coursework or prior learning at another institution or entity.

(3) "Credit for prior learning" means credit granted to a student from an institution of higher education for experiential learning or a nationally recognized standardized examination that has been assessed by the institution to be the equivalent of learning gained through formal collegiate instruction.

(4) "Commission" means the Maryland Higher Education Commission.

(5) "Course" means a collection of lessons that is intended to meet specific learning outcomes and is measured in academic credits.

(6) "Course Transfer Agreement" means an articulation agreement regarding the award of credit by a receiving institution for courses completed at the sending institution that are not specific to the completion of an academic program at the receiving institution.

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

(8) "First-time student" means a student who:

(a) Has earned a high school diploma or equivalent; and

(b) Has not earned any college credit from an institution of higher education subsequent to earning the high school diploma or equivalent.

(9) "First-time student with advanced standing" means a first-time undergraduate student who earned college credit from an institution of higher education prior to earning a high school diploma or equivalent.

(10) General Admission.

(a) "General admission" means admission to enroll as an undergraduate student at an institution of higher education.

(b) "General admission" does not include admission to a specific degree or certificate program.

(11) "General education requirement" means an institutional requirement under COMAR 13B.06.01.03.

(12) “Institution of higher education” has the meaning stated in Education Article, §10-101, Annotated Code of Maryland.

(13) “Institution of postsecondary education” has the meaning stated in Education Article, §10-101, Annotated Code of Maryland.

(14) “Learning objective” means a description of the knowledge, skills, competencies, or expertise that a student is expected to obtain, exhibit, or meet upon the successful completion of a specific course or program.

(15) “Non-transfer student” means an undergraduate student who attends the same institution of higher education at which they initially enrolled and has not enrolled in a course of study at another institution of higher education since that initial enrollment.

(16) “Prior Learning Transfer Agreement” means an articulation agreement for a receiving institution to award academic credit for demonstrated proficiency, a satisfactory score on a specific assessment, applied experience, or other learning experience completed at an institution of postsecondary education or other entity.

(17) “Program” or “academic program” means a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, leading to the award of a certificate or degree, that requires the completion of a specified number of course credits from among a prescribed group of general education, elective, and discipline-specific courses.

(18) “Program Transfer Agreement” means an articulation agreement between a receiving institution and a sending institution that sets forth the course and other degree requirements within a single bachelor’s degree program offered by the receiving institution that may be completed at the sending institution.

(19) “Receiving institution” means the institution of higher education to which a student desires to transfer courses and credits.

(20) “Secretary” means the Secretary of Higher Education.

(21) “Sending institution” means the institution of higher education of most recent previous enrollment by a student at which academic credit was earned.

(22) “Transfer student” means an undergraduate student entering an institution for the first time having successfully completed at least one course at another institution of higher education after earning a high school diploma or equivalent that are applicable for credit at the institution the student is enrolling in.

.03 Institutional Policies and Responsibilities.

A. An institution shall establish written policies and procedures for transfer between public institutions that are consistent with this chapter.

B. The policies and procedures established under §A of this regulation should address, at a minimum:

- (1) Information sharing and communication between institutions;
- (2) Availability of information to students and the public;
- (3) Admission of transfer students to the institution;
- (4) Admission of transfer students into specific academic programs;
- (5) Number of credits that may transfer and the application of credits to program requirements;
- (6) Transfer of general education courses and credits;
- (7) Processes and standards for the evaluation of individual course equivalencies and credit for prior learning;
- (8) Processes for the establishment of course transferability, including, but not limited to, Program Transfer Agreements and other articulation agreements;
- (9) Process for individual students to request credit and course transfer; and
- (10) The roles of the institutional transfer coordinator and other faculty and staff.

C. All policies and procedures established under this chapter shall ensure:

- (1) Equitable treatment of non-transfer students, first-time students with advanced standing, and transfer students;
- (2) That the evaluation of courses and credits for transfer maximizes the amount of credit awarded to a student;
- (3) That students are not required to repeat equivalent coursework successfully completed at a sending institution; and
- (4) That all information regarding transfer is available to other institutions, students, and the public.

E. Transfer Coordinators.

- (1) An institution of higher education shall designate at least one transfer coordinator, who:
 - (a) Serves as a resource person to students seeking to transfer courses and credits;
 - (b) Is responsible for coordinating the application of the policies and procedures established under §A of this regulation; and

(c) Is responsible for overseeing the process in Regulation .14 of this chapter for the evaluation of student transfer requests.

(2) A transfer coordinator is not responsible for evaluating individual course equivalencies or credit for prior learning under Regulations .10 and .11 of this chapter.

.04 Coordination Between Institutions and Segments

A. Information for Students and the Public. Institutions shall collaborate to develop and provide to students and the public current, accurate, and consistent information on transfer that is consistent with this chapter.

B. Changes to Curriculum.

(1) When considering any curricular change, including non-substantial modifications to existing programs and changes to individual courses, an institution shall, at the earliest possible time, discuss any changes that might affect transfer students with all applicable public institutions.

(2) For curricular changes that are substantial modifications under COMAR 13B.02.03 and for new programs, an institution shall:

(a) Follow the procedures set forth in COMAR 13B.02.03.19; and

(b) Within 60 days of approval by the Commission, update all relevant student information.

(3) After making non-substantial modifications to existing programs, changes to individual courses, or other curricular changes that do not require Commission approval, institutions shall, within 60 days of the change:

(a) Update all transfer agreements affected by the change;

(b) Provide notification of the curricular change to any other applicable institutions of higher education;
and

(c) Update all relevant student information.

C. Establishment of Transferability. Institutions shall collaborate to establish transferability of courses and credits by entering into Program Transfer Agreements, Course Transfer Agreements, or Prior Learning Transfer Agreements whenever possible.

D. Uniform Policies. Institutions and Segments shall coordinate to create uniform policies and procedures when practicable.

E. Student Transfer Advisory Committee. The Secretary shall convene a permanent Student Transfer Advisory Committee that meets regularly to review and provide recommendations on issues relating to student transfer and any matters referred by the Secretary.

.05 Information for Students.

A. All Institutions.

(1) An institution shall ensure that all transfer agreements and all information pertaining to transfer students and the transfer of courses and credits are:

- (a) Written in language that is clear and explicit;
- (b) Comprehensive, accurate, and regularly updated; and
- (c) Available to prospective transfer students in course catalogs and other publicly accessible sources.

(2) Student information should include, at a minimum:

- (a) Admissions requirements for transfer students at public senior higher education institutions;
- (b) Curriculum prerequisites at receiving institutions;
- (c) Information about Program Transfer Agreements;
- (d) Information about other transfer agreements and sources of established course and credit transferability;
- (e) Transferability of general education courses;
- (f) Transferability of individual courses;
- (g) Credit transfer limits; and
- (h) The credit transfer process, including:
 - (i) How to make a transfer evaluation request; and
 - (ii) The standards that are used to determine course and credit equivalency.

(3) Institutions shall promptly inform students of changes to admissions requirements, academic program requirements, or any of the other information above.

B. Community Colleges.

(1) Community colleges shall encourage their students to:

- (a) As early as possible, select the institution and academic program into which they desire to transfer; and
- (b) Complete an associate's degree prior to transferring to a public senior higher education institution.

(2) Community colleges shall notify students that:

(a) Students are accountable for the loss of credits resulting from changes to the student's academic program; and

(b) Credits earned for remedial course work are not transferable.

.06 Admission of Transfer Students.

A. General Admission to Public Institutions.

(1) General admission of a transfer student to an institution under §A of this regulation does not guarantee admission into a specific degree or certificate program at that institution.

(2) Except as provided in §A(4) of this regulation, a student attending a public institution may not be denied general admission to another public institution if the student:

(a) Has completed an associate's degree or at least 60 credit hours; and

(b) Attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution.

(3) A student attending a public institution who has not completed an associate's degree or at least 60 credit hours is eligible for general admission to another public institution if the student:

(a) Satisfies the same admission criteria as a non-transfer student at the receiving public institution; and

(b) Attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent at the sending institution.

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

(a) Be based on criteria developed by the receiving institution that is publicly available and easily accessible on the institution's website; and

(b) Maintain fair and equitable treatment for non-transfer students, transfer students, and first-time students with advanced standing.

B. Admission to Specific Academic Programs.

(1) A receiving public institution may require additional admission requirements to a specific degree or certificate program.

(2) The standards for admission to the program shall:

(a) Be based on criteria developed by the receiving public institution that is publicly available and easily accessible on the institution's website; and

(b) Maintain fair and equitable treatment for non-transfer students, transfer students, and first-time students with advanced standing.

.07 Transfer of Courses and Credits Generally.

A. A receiving institution shall accept for transfer and award credit for a course or credit completed at a sending institution if:

(1) The course is transferable under §B of this regulation; and

(2) The acceptance of and awarding of credit for the completed course or credit is consistent with the requirements of this chapter.

B. Transferability.

(1) General education courses required under COMAR 13B.06.01 are transferable as set forth in Regulation .09 of this chapter.

(2) An individual course that is not being applied toward a general education requirement is transferable if:

(a) The course is deemed equivalent to a course at the receiving institution under the standards set forth in Regulation .10 of this chapter; or

(b) The course is part of a Program Transfer Agreement.

(3) Credit for prior learning is transferable if deemed equivalent using the standards set forth in Regulation .11 of this chapter.

(4) Establishment of Transferability by Institutions.

(a) Whenever practicable, the transferability of courses or credits shall be established via Program Transfer Agreement or other mechanism consistent with Regulation .12 of this chapter.

(b) Documents establishing course equivalencies and course and credit transferability shall be publicly available and easily accessible for students and the public.

C. Awarding of Credit toward Academic Program Requirements.

(1) A receiving institution's award of credit for a transferred course or credit may be applied toward any academic program requirement at the receiving institution, regardless of the program requirement that the course fulfilled at the sending institution,

(2) The award of credit for a transferred course or credit may be applied toward multiple program requirements at the receiving institution consistent with the institution's policies for non-transfer students.

.08 Number of Credits Accepted for Transfer.

A. Required Award of Credit by Public Senior Higher Education Institution for Courses Completed at Community College.

(1) Except as provided in §A(2) of this regulation and subject to §C of this regulation, a public senior higher education institution in the State shall accept for transfer at least 60, but not more than 70, credits that were earned toward an associate's degree at any community college in the State.

(2) A Program Transfer Agreement between a community college and a public senior higher education institution may allow for the transfer of more than 70 credits earned at the community college.

B. Required Award of Credit by Community College for Courses Completed at Public Senior Higher Education Institution.

(1) Subject to §C of this regulation, a community college shall accept for transfer at least 45 credits that were earned at any public senior higher education institution in the State.

(2) A student may transfer credit under §B(1) of this regulation without enrolling in the community college if:

(a) The student earned at least 15 credits at the community college prior to attending the public senior higher education institution from which they desire to transfer credit; and

(b) The transfer of the credits will satisfy all remaining requirements to receive an associate's degree from the community college.

C. Awarding and Application of Credit by Receiving Institution. An institution accepting the transfer of completed courses and credits under §§A or B of this regulation shall award credit for those courses and apply the awarded credit toward academic program requirements as follows.

(1) For any course determined to be equivalent to a course at the receiving institution under this chapter, credit shall be awarded for the equivalent course.

(2) Credit awarded for an equivalent course shall be applied toward any general education, elective, major, or other program requirement that the course would fulfill for a non-transfer student.

(3) For any completed course that has no equivalent at the receiving institution, if the student earned a passing grade in the course at the sending institution, general credit or discipline-specific credit shall be awarded, as appropriate.

(4) Credit awarded for a course with no equivalent at the receiving institution may be applied toward any general education or elective requirement, if the institution has a written, publicly available policy regarding such an application that ensures the equitable treatment of all transfer students.

.09 Transfer of General Education Courses.

A. A receiving institution shall accept for transfer any completed course that fulfilled a general education requirement at the sending institution.

B. Credit for a general education course completed at a sending institution shall be applied toward any general education requirement in the same core area at the receiving institution to which it was applied at the sending institution, regardless of whether an equivalent course exists at the receiving institution.

C. Credit for any completed course that fulfills any general education requirement at the sending institution, that cannot be applied pursuant to §B of this regulation, shall be applied toward any elective within the general education requirements at the receiving institution, regardless of whether an equivalent course exists at the receiving institution.

.10 Evaluation of Individual Course Equivalencies

A. Equivalency Standard.

(1) A receiving institution shall accept a course or combination of courses completed at a sending institution for transfer when the receiving institution determines that at least 70 percent of the course learning outcomes of the course or combination of courses completed at the sending institution are equivalent to the course learning outcomes of a course or combination of courses at a receiving institution.

(2) An institution may not use any other standard or method of determining the equivalency of an individual course or combination of courses at a sending institution to a course or combination of courses at a receiving institution, other than the standard set forth in §A(1) of this regulation.

(3) An institution may not consider the course numbers or levels assigned to the sending or receiving institution's course or combination of courses when making a determination under §A(1) of this regulation.

B. Equivalencies shall be determined by faculty who are subject matter experts and may not be determined by non-academic staff.

C. An equivalent course may only be transferred if the grade achieved at the sending institution for the completed course is the same or higher than the grade required for a non-transfer student in the equivalent course at the receiving institution.

D. The number of credits awarded to the student by the receiving institution for a course or combination of courses deemed equivalent under this regulation may not be less than the number of credits awarded to a non-transfer student at the receiving institution who has completed the equivalent course or combination of courses.

E. An institution shall include in the policies and procedures established under Regulation .03 of this chapter the process the institution will use for the evaluation of course learning outcome equivalencies.

.11 Transfer of Previously Awarded Credit for Prior Learning

A. Transfer by a receiving institution of previously awarded credit for prior learning, whether credit by exam, for nationally recognized standardized examination scores, or experiential learning, shall be:

(1) Evaluated using the same standards that apply to the awarding of credit for prior learning to non-transfer students at the receiving institution;

(2) Indicated on the student's transcript at the receiving institution, including the basis for awarding the credit for prior learning; and

(3) Consistent with COMAR 13B.02.02.16H.

B. Equivalency for prior learning which has no explicit course equivalency, such as experiential learning, shall be established by the receiving institution using the same validation procedures for evaluating specific learning outcomes that are used for non-transfer students at the institution.

.12 Establishment of Transferability.

A. Institutions may establish transferability of courses and credits through:

- (1) A Program Transfer Agreement, as set forth in Regulation .13 of this chapter;
- (2) A Course Transfer Agreement or Prior Learning Transfer Agreement;
- (3) A list of courses that have already been evaluated and deemed equivalent under Regulation .10 of this chapter; or
- (4) Any other mechanism that enables a student to determine, prior to registering for a course at a sending institution, whether the course will transfer to a specific receiving institution.

B. Institutions shall, to the fullest extent possible, systematically establish the transferability of courses and credits to facilitate maximum transferability of courses and credits and support degree planning for students.

C. All agreements, lists, and other information that establishes transferability shall be:

- (1) Published in a central location that is easily accessible for students and the public; and
- (2) Reviewed to ensure accuracy on a regular basis, but no less than once a year.

D. Any information regarding the transferability of the course that is publicly available in an institutional source at the time of a student's transfer evaluation request shall be honored by the institution.

.13 Program Transfer Agreements.

A. This regulation applies to all institutions of higher education operating in the State.

B. Institutions are encouraged to leverage the use of Program Transfer Agreements to facilitate the transparent, seamless, and equitable transfer of a student from a sending institution into a specific academic program at a receiving institution.

C. A Program Transfer Agreement between two institutions of higher education in the State shall specify:

(1) The course(s) at the sending institution, including any minimum grade required in the course(s), that will be accepted for transfer to fulfill each degree requirement within the academic program at the receiving institution;

(2) Any other degree requirements, including, but not limited to, internships and other experiential learning, that may be completed at the sending institution; and

(3) If the receiving institution will accept for transfer any credit for prior learning awarded by the sending institution.

D. A Program Transfer Agreement may also include provisions regarding:

(1) Procedures for admissions, registration, and advising;

(2) Access to student services, including financial aid;

(3) Cost of tuition; and

(4) Any other information that may facilitate the transfer of academic credit from the sending institution to the receiving institution.

E. A Program Transfer Agreement may have more than one sending institution and more than one receiving institution.

F. A Program Transfer Agreement shall be signed by the president, executive director, chief academic officer, or equivalent designee of each institution that is a party to the agreement.

G. A final, signed copy of a Program Transfer Agreement shall be deposited with the Commission no more than 30 days after all institutions have signed the agreement.

H. Each institution that is a party to a Program Transfer Agreement shall include the full agreement in their course catalog, on their website, and in other publicly accessible sources.

I. A transfer student at a public institution shall be provided the same opportunity as a non-transfer student at the same institution to pursue the program requirements that were in effect at the time that the transfer student enrolled at the sending institution, provided the student has been continuously enrolled and has fulfilled the requirements of the corresponding Program Transfer Agreement.

J. A public institution of higher education may not deny the transfer of any course that is set forth in a publicly available version of a Program Transfer Agreement.

.14 Evaluation and Review Process for Transfer of Courses and Credits.

A. Purpose. The purpose of the evaluation and review process is to maximize the courses and credits accepted for transfer by a receiving institution.

B. Transfer Evaluation Request by Student.

(1) A student who desires to transfer courses or credits from a prior institution of higher education to a receiving institution shall submit to the receiving institution a request to conduct an evaluation of official transcripts and other relevant materials.

(2) The request shall be in the form and manner required by the receiving institution and shall identify each completed course and each credit awarded for prior learning that the student desires to transfer to the receiving institution.

C. Timing of Evaluation by Receiving Institution.

(1) Except as set forth in §C(2) of this regulation, in response to a request submitted under §B of this regulation, a receiving institution shall conduct and complete an evaluation of the student's official transcripts and other relevant materials no later than 20 business days after receipt of the official transcripts.

(2) If the official transcripts are received more than 20 business days before the start of the student's first semester at the receiving institution, the evaluation shall be conducted and completed by the start of the student's first semester.

D. Evaluation of Course and Credit Transfer by Receiving Institution.

(1) In accordance with §§D(2) and (3) of this regulation, a receiving institution shall evaluate each completed course or credit in a transfer evaluation request to determine:

(a) First, if the course or credit is transferable; and

(b) Second, the academic program requirement(s) to which a transferable course or credit will be applied.

(2) Transferability.

(a) The transferability of the course or credit shall be evaluated by determining:

(i) If the transferability of the course or credit has been established in a Program Transfer Agreement, other transfer agreement, course equivalency list, or other institutional publication;

(ii) If the course fulfilled a general education course at the sending institution;

(iii) If, under the standard in Regulation .10 of this chapter, as determined by an appropriate academic staff member, the course is equivalent to a course at the receiving institution; or

(iv) If, under the standard in Regulation .11 of this chapter, as determined by an appropriate academic staff member, the credit is equivalent to credit for prior learning at the receiving institution.

(b) A course that is not transferable under §D(2)(a) shall be denied.

(3) Application of Credit.

(a) In accordance with Regulation .08C of this chapter, and consistent with the standards set forth in this chapter and the institutional policies and procedures established under Regulation .03 of this chapter, each course or credit accepted for transfer shall be evaluated to determine if it fulfills:

- (i) A general education requirement;
- (ii) A requirement of the student's academic program;
- (iii) An elective requirement;
- (iv) Any other institutional or program requirement; or
- (v) Two or more of the requirements in §§D(3)(a)—(d) of this regulation.

(b) If the number of credits assigned to all transferable courses and credits exceeds the limits set forth in Regulation .08 of this chapter, the courses that are not accepted for transfer shall be determined in accordance with the application of credit in §D(3)(a).

E. Transfer Evaluation Report.

(1) No later than the applicable deadline set forth in §C of this regulation, a receiving institution shall issue a Transfer Evaluation Report to inform a student in writing of the outcome of the evaluation.

(2) The Transfer Evaluation Report shall include, for each course and credit requested for transfer:

- (a) If the course or credit has been accepted for transfer or denied; and
- (b) For each course and credit accepted for transfer, the basis for transferability and the program requirement(s) it fulfills;
- (c) For each course or credit denied because it is not transferable, a clear and detailed explanation of the reason for the denial;
- (d) For each course or credit denied because the total number of transferable credits exceeded the limits set forth in Regulation .08 of this chapter, a clear and detailed explanation of the basis for the determination of which transferable course(s) or credit(s) were denied;
- (e) If any course or credit is denied, a statement explaining that all course and credit transfer denials will be reviewed by the sending institution, in conjunction with the receiving institution, without further action on the part of the student; and
- (f) The name, title, email address, and phone number of the individual at the receiving institution who the student can contact with questions.

(3) A copy of the Transfer Evaluation Report shall be provided to the sending institution simultaneously with the issuance of the report to the student.

F. Receiving Institution Transcript. As soon as possible after acceptance of a course or credit for transfer, the receiving institution shall ensure that the student's transcript reflects the credits awarded.

G. Review of Denials by Sending Institution.

(1) If any course or credit is denied, the sending institution, in conjunction with the receiving institution, shall conduct an evaluation to review each denial of a course or credit.

(2) The transfer coordinator or institutional designee of the sending institution shall conduct the evaluation in accordance with §D of this regulation.

(3) The evaluation shall be completed, and a copy of the sending institution's analysis shall be provided to the receiving institution, no later than 20 business days after receipt of the Transfer Evaluation Report.

(4) The sending institution's analysis shall indicate, for each course or credit denied by the receiving institution, whether the sending institution agrees or disagrees with the receiving institution's evaluation and rationale.

(5) Meeting Between Sending and Receiving Institutions.

(a) The sending and receiving institutions shall meet to discuss the analyses no later than 20 business days after the sending institution's analysis is provided to the receiving institution.

(b) During the meeting, the institutions shall review and discuss each course or credit denial determination with which the sending institution disagrees.

(c) The meeting may be held via phone or video conference.

(d) Waiver.

(i) For good cause, a sending institution may request that the Secretary waive the meeting requirement for any individual review.

(ii) A request for a waiver shall be made, in writing, with a copy to the receiving institution, no later than 5 business days of providing the analysis to the receiving institution.

(iii) The Secretary shall approve or deny a request for a waiver of the meeting within 10 business days of receipt.

(6) No later than 10 business days after the meeting, a sending institution shall provide to the receiving institution:

(a) A revised version of the sending institution's analysis; or

(b) Written notification that no revisions to the sending institution's analysis are necessary.

H. Final Determination by Receiving Institution.

(1) No later than 10 business days after receipt of a revised analysis from the sending institution or a notification under §G(6) of this regulation, the receiving institution shall provide to the student:

(a) A Revised Transfer Evaluation Report; or

(b) Written notification that the review process has not resulted in any changes to the Transfer Evaluation Report.

(2) The decision arising out of the review process constitutes the final decision of the receiving institution and is not subject to appeal.

I. Records.

(1) A receiving institution shall keep records of all denied courses and credits, including but not limited to, the Transfer Evaluation Report, the sending institution analysis, any revisions to the sending institution analysis, and any Revised Transfer Evaluation Report, for at least two years after the student completes a bachelor's degree.

(2) An institution shall annually report to the Commission, in a form prescribed by the Commission, each denial of a course or credit transfer, including the reason for each denial.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: February 23, 2022

TO: Commissioners, Maryland Higher Education Commission

FROM: Trish Gordon McCown, Director of Academic Affairs
 STAFF: Karen King-Sheridan, Associate Director, Collegiate Affairs
 Jacqueline Cade, Education Policy Analyst, Collegiate Affairs
 Bryson Barksdale, Online Education Analyst, Collegiate Affairs

SUBJECT: Report on Institutions of Higher Education Program Review: Secretary Actions for Quarter 3 (July 1, 2021 to September 30, 2021)

During the current reporting period, the Secretary of Higher Education acted on a total of **223** academic program proposals requiring review under Code of Maryland Regulations (COMAR) 13B.02.01 and 13B.02.03, and they are outlined immediately below.

Actions by In-State Institutions (ISI)	Number of Actions	Segment
Programs Objected to	1	at independent colleges and universities
	2	at public four-year colleges and universities
	1	at public community colleges
New Degree Programs	11	at independent colleges and universities
	23	at public four-year colleges and universities
	7	at public community colleges
New Certificate Programs	1	at independent colleges and universities
	6	at public four-year colleges and universities
	11	at public community colleges
New Areas of Concentration	4	at independent colleges and universities
	0	at public four-year colleges and universities
	7	at public community colleges
Substantial Modifications to Existing Program	2	at independent colleges and universities
	0	at public four-year colleges and universities
	8	at public community colleges
Non-substantial Modifications to Existing Program	14	at independent colleges and universities
	17	at public four-year colleges and universities
	24	at public community colleges

Withdrawn Proposals	1	at independent colleges and universities
	0	at public four-year colleges and universities
	0	at public community colleges
Institutional Program Partnerships	1	at independent colleges and universities
	2	at public four-year colleges and universities
	0	at public community colleges
Proposals Not Approved or Recommended	1	at independent colleges and universities
	2	at public four-year colleges and universities
	0	at public community colleges
Quarter 3 Total Actions for ISI <i>objections not included in this total</i>	35	at independent colleges and universities
	50	at public four-year colleges and universities
	57	at public community colleges
	142	

Actions by Out-of-State Institutions (OOS)	Number of Actions*	Segment
Programs Objected to	0	Out-of-state institutions
New Programs	5	
Renewal Programs	32	
Conditionally Authorized Programs	0	
New Areas of Concentration	1	
Suspended Program	0	
Discontinued Programs	13	
Programs Withdrawn	0	
Programs Not Authorized	0	
Institution Closures	0	
Quarter 3 Total Actions for OOS <i>objections not included in this total</i>	51	

Actions by Online Registration Institutions (OR) <i>Out-of-State Fully Online Distance Education Programs</i>		Number of Actions	Segment
Initial Applications		3	Out-of-state institutions not participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
Renewal Applications		27	
Applications Withdrawn		0	
Applications Denied		0	
New Programs		28	
Renewal Programs		785	
Maryland Residents in New Programs		1	
Maryland Residents in Renewal Programs		5,513	
Quarter 3 Total Actions for OR		30	

Quarter 3 Total Actions for ISI, OOS, and OR <i>objections not included in this total</i>	223
---	------------

I. PROGRAM OBJECTIONS - 4

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

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

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

What follows is a summary of all in-state objections the Commission has received to programs submitted for review, upon which the Secretary has issued a decision between July 1, 2021 to September 30, 2021.

Proposing Institution	Program Proposed	Objecting Institution	Objection Rationale	Action	Rationale for Action	Action Date
University of Maryland, Global Campus	Cloud Computing Systems, BS	Morgan State University	Unreasonable Duplication	Not Approved	Unreasonably Duplicative	07/29/21
Hagerstown Community College	Medical Laboratory Technician, AAS	Allegany College of Maryland, College of Southern Maryland, Salisbury Univ.	Unreasonable Duplication	Approved	Not Unreasonably Duplicative	07/29/21
Stevenson University	Physical Therapy, Doctorate	UM Eastern Shore / UM Baltimore	Unreasonable Duplication	Not Recommended	Unreasonably Duplicative	07/29/21
University of Maryland, College Park	Mechatronics, BS	Morgan State Univ.	Unreasonable Duplication	Not Approved	Unreasonably Duplicative	07/29/21

II. NEW DEGREE PROGRAMS APPROVED/RECOMMENDED – 41

Independent Four-Year Colleges and Universities – 11

Institution	Degree Award	Academic Program Name	Action Date
Women's Institute of Torah Seminary and College	BA (Bachelor of Arts)	Psychology	07/08/21
Capitol Technology University	Doc (Research Doctorate)	Cyberpsychology	07/08/21
Notre Dame of Maryland University	MS (Master of Science)	Family Nurse Practitioner	07/08/21
Capitol Technology University	Doc (Research Doctorate)	Military Leadership	07/08/21
Maryland Institute College of Art	Master of Professional Studies	Product Management	07/08/21
Maryland Institute College of Art	BFA (Bachelor of Fine Arts)	Ecosystems, Sustainability, and Justice	07/08/21
Capitol Technology University	Doc (Research Doctorate)	Facilities Management	07/21/21
Notre Dame of Maryland University	BA (Bachelor of Arts)	Politics and History	09/02/21
Capitol Technology University	Doc (Research Doctorate)	Industrial Hygiene	09/21/21
Capitol Technology University	MS (Master of Science)	Cybersecurity Leadership - Executive MS	09/21/21
Capitol Technology University	MRes (Master of Research)	Sustainability	09/21/21

Public Four-Year Colleges and Universities – 23

Institution	Degree Award	Academic Program Name	Action Date
Coppin State University	MS (Master of Science)	Health Information Management	08/03/21
Coppin State University	BS (Bachelor of Science)	Data Science	08/03/21
University of Maryland, College Park	BS (Bachelor of Science)	Fermentation Science	08/03/21
University of Maryland, College Park	BS (Bachelor of Science)	Social Data Science	08/03/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Educational Studies	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Studies in Societal Equity and Urbanism	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Engineering, Information, and Computational Sciences	08/30/21

Morgan State University	MS (Master of Science)	Interdisciplinary Engineering, Information, and Computational Sciences	08/30/21
Morgan State University	Doc (Research Doctorate)	Interdisciplinary Engineering, Information, and Computational Sciences	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Organizational Administration	08/30/21
Morgan State University	MS (Master of Science)	Interdisciplinary Organizational Policy, Governance, and Administration	08/30/21
Morgan State University	Doc (Research Doctorate)	Interdisciplinary Organizational Policy, Governance, and Administration	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Sciences	08/30/21
Morgan State University	MS (Master of Science)	Interdisciplinary Sciences	08/30/21
Morgan State University	Doc (Research Doctorate)	Interdisciplinary Sciences	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Health and Human Sciences	08/30/21
Morgan State University	MS (Master of Science)	Interdisciplinary Health and Human Sciences	08/30/21
Morgan State University	Doc (Research Doctorate)	Interdisciplinary Health and Human Sciences	08/30/21
Morgan State University	MS (Master of Science)	Interdisciplinary Journalism and Mass Communication	08/30/21
Morgan State University	Doc (Research Doctorate)	Interdisciplinary Journalism and Mass Communication	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Technology Services	08/30/21
Morgan State University	BS (Bachelor of Science)	Interdisciplinary Global Perspectives and Practices	08/30/21
Morgan State University	MS (Master of Sci) / PhD (Doc)	Architecture, Urbanism, and Built Environments	08/30/21

Community Colleges – 7

Institution	Degree Award	Academic Program Name	Action Date
Frederick Community College	AAS (Associate of Applied Science)	Baking and Pastry Arts	07/09/21
Carroll Community College	AA (Associate of Arts)	Data Science	07/12/21
Hagerstown Community College	AAS (Associate of Applied Science)	Medical Laboratory Technician	07/29/21
Garrett College	ASE (Associate of Science in Engineering)	Engineering Transfer	07/30/21
Montgomery College	AA (Associate of Arts)	Behavioral Health	07/30/21
Montgomery College	AA (Associate of Arts)	Digital Media and Web Technology	09/14/21
Cecil College	AAS (Associate of Applied Science)	Sports Management	09/14/21

III. NEW CERTIFICATE PROGRAMS APPROVED/RECOMMENDED -18

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Action Date
Notre Dame of Maryland University	PBC (Post-Baccalaureate Certificate)	Leadership in Teaching: Online and Hybrid Instruction	07/08/21

Public Four-Year Colleges and Universities – 6

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Global Campus	UDC (Upper Division Certificate)	Business Analytics	07/12/21
University of Maryland, College Park	PBC (Post-Baccalaureate Certificate)	Technology Management	07/12/21
Frostburg State University	UDC (Upper Division Certificate)	Small Business Management	07/12/21
Frostburg State University	UDC (Upper Division Certificate)	Non-Profit Leadership	07/21/21
University of Maryland, Baltimore County	PBC (Post-Baccalaureate Certificate)	Dementia Care Services	08/16/21
University of Maryland, College Park	PBC (Post-Baccalaureate Certificate)	Latin American and Caribbean Studies	09/15/21

Community Colleges – 11

Institution	Degree Award	Academic Program Name	Action Date
Frederick Community College	LDC (Lower Division Certificate)	Baking and Pastry Arts	07/12/21
Howard Community College	LDC (Lower Division Certificate)	Cloud Operations and Security	07/30/21
Howard Community College	LDC (Lower Division Certificate)	CPA Candidacy Certificate	07/30/21
Carroll Community College	LDC (Lower Division Certificate)	Data Science	08/04/21
Carroll Community College	LDC (Lower Division Certificate)	Corrections	08/04/21
College of Southern Maryland	LDC (Lower Division Certificate)	Education Certificate	08/16/21
College of Southern Maryland	LDC (Lower Division Certificate)	Digital Marketing Management	09/02/21
College of Southern Maryland	LDC (Lower Division Certificate)	Business Analysis	09/02/21

Montgomery College	LDC (Lower Division Certificate)	Building Trades Technology	09/14/21
Cecil College	LDC (Lower Division Certificate)	Pre-Engineering	09/14/21
Cecil College	LDC (Lower Division Certificate)	Pre-Veterinary Technician	09/14/21

IV. NEW AREAS OF CONCENTRATION APPROVED/RECOMMENDED – 11

Independent Four-Year Colleges and Universities – 4

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
Frostburg State University	BS (Bachelor of Science)	Health and Physical Education	Health and Physical Education	07/12/21
Frostburg State University	BS (Bachelor of Science)	Health and Physical Education	Health Education	07/12/21
Frostburg State University	BS (Bachelor of Science)	Health and Physical Education	Community Health	07/12/21
University of Maryland, College Park	MA (Master of Arts)	Public Health	Health Care Management	09/15/21

Public Four-Year Colleges and Universities – 0

Community Colleges - 7

Institution	Degree Award	Academic Program Name	Area of Concentration	Action Date
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Construction Management	07/02/21
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Technology Management	07/02/21
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Small Business and Entrepreneurship	07/02/21
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Retail Management	07/02/21
College of Southern Maryland	AS (Associate of Science)	Business Administration	Business Analysis	07/12/21
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Digital Marketing Management	08/16/21
College of Southern Maryland	AAS (Associate of Applied Science)	Business Management	Hospitality Management	08/16/21

V. SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 10

Independent Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Maryland Institute College of Art	MFA (Master of Fine Arts)	Photography + Media & Society	Substantial Change to Degree Program	08/05/21
SANS Technology Institute	PBC (Post-Baccalaureate Certificate)	Penetration Testing & Ethical Hacking	Substantial Change to Certificate Program	09/21/21

Public Four-Year Colleges and Universities – 0

Community Colleges – 8

Institution	Degree Award	Academic Program Name	Review Action	Action Date
College of Southern Maryland	LDC (Lower Division Certificate)	Business Management	Substantial Change to Certificate Program	07/02/21
College of Southern Maryland	LDC (Lower Division Certificate)	Small Business and Entrepreneurship	Substantial Change to Certificate Program	07/02/21
College of Southern Maryland	LDC (Lower Division Certificate)	Practical Nursing	Substantial Change to Certificate Program	07/02/21
College of Southern Maryland	AS (Associate of Science)	Nursing	Substantial Change to Degree Program	07/02/21
Montgomery College	LDC (Lower Division Certificate)	Technical Writing	Substantial Change to Certificate Program	07/02/21
Frederick Community College	LDC (Lower Division Certificate)	Medical Assistant	Substantial Change to Certificate Program	07/12/21
Cecil College	LDC (Lower Division Certificate)	Horticultural Science	Substantial Change to Certificate Program	07/12/21
Garrett College	AAS (Associate of Applied Science)	Adventure Sports Management	Substantial Change to Degree Program	08/04/21

VI. NON-SUBSTANTIAL MODIFICATIONS APPROVED/RECOMMENDED – 55

Independent Four-Year Colleges and Universities – 14

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Loyola University Maryland	Master of Accounting	Accounting	Change Program Modality	07/08/21
McDaniel College	MS (Master of Science)	Education of the Deaf	Change Program Modality	07/08/21
McDaniel College	MS (Master of Science)	Counseling	Change Program Modality	07/08/21
Capitol Technology University	Doc (Research Doctorate)	Operational Technology	Change Program Title	08/05/21
St. Mary's Seminary and University	MA (Master of Arts)	Church Ministries	Change Program Title	08/05/21
Hood College	MS (Master of Science)	Mathematics Education	Change Program Modality	08/05/21
Hood College	MS (Master of Science)	Mathematics Instructional Leadership	Change Program Modality	08/05/21
Mount St. Mary's University	MEd (Master of Education)	Technology Facilitation	Change Program Title	09/21/21
Mount St. Mary's University	PBC (Post-Baccalaureate Certificate)	Technology Facilitation	Change Program Title	09/21/21
Maryland Institute College of Art	BFA (Bachelor of Fine Arts)	Animation	Code Change	09/21/21
Maryland Institute College of Art	BFA (Bachelor of Fine Arts)	Graphic Design	Code Change	09/21/21
Maryland Institute College of Art	MA (Master of Arts)	Graphic Design	Code Change	09/21/21
Maryland Institute College of Art	MFA (Master of Fine Arts)	Graphic Design	Code Change	09/21/21
Mount St. Mary's University	MEd (Master of Education)	Instructional Design and Technology	Non-Substantial Program Change	09/22/21

Public Four-Year Colleges and Universities – 17

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Frostburg State University	BS (Bachelor of Science)	Business Administration	Non-Substantial Program Change	07/07/21
University of Maryland, Baltimore	PBC (Post-Baccalaureate Certificate)	Biomedical Entrepreneurship	Change Program Title	07/12/21
University of Maryland, College Park	UDC (Upper Division Certificate)	Lesbian, Gay, Bisexual, and Transgender Studies	Change Program Title	07/12/21
University of Maryland, Global Campus	MS (Master of Science)	Accounting and Information Systems	Change Program Title	07/12/21

Frostburg State University	BS (Bachelor of Science)	Health and Physical Education	Change Program Title	07/14/21
University of Maryland, Baltimore	MS (Master of Science)	Health and Social Innovation	Change Program Title	08/03/21
Coppin State University	BS (Bachelor of Science)	Management Information Systems	Change Program Modality	08/03/21
University of Maryland, College Park	BA (Bachelor of Arts)	Germanic Studies	Change Program Title	08/03/21
University of Maryland, College Park	MA (Master of Arts)	German Language and Literature	Change Program Title	08/03/21
University of Maryland, College Park	Doc (Research Doctorate)	German Language and Literature	Change Program Title	08/03/21
University of Maryland, College Park	Doc (Professional Doctorate)	Survey Methodology	Change Program Title	08/03/21
Towson University	PBC (Post-Baccalaureate Certificate)	Action Research for School Improvement	Change Program Modality	08/16/21
Towson University	PBC (Post-Baccalaureate Certificate)	Community Engagement and Leading School Change	Change Program Modality	08/16/21
University of Maryland, College Park	UDC (Upper Division Certificate)	Women's Studies	Change Program Title	08/16/21
University of Maryland, College Park	BA (Bachelor of Arts)	Women's Studies	Change Program Title	08/16/21
Salisbury University	MS (Master of Science)	Athletic Training	Suspend Program	08/16/21
Towson University	PBC (Post-Baccalaureate Certificate)	Arts Integration	Change Program Modality	09/15/21

Community Colleges – 24

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Montgomery College	LDC (Lower Division Certificate)	Technical Writing	Change Program Title	07/08/21
Montgomery College	LDC (Lower Division Certificate)	Technical Writing	Change Program Modality	07/12/21
Cecil College	AAS (Associate of Applied Science)	Supply Chain Management	Non-Substantial Program Change	07/12/21
Cecil College	AAS (Associate of Applied Science)	Agricultural Sciences	Non-Substantial Program Change	07/12/21
Hagerstown Community College	LDC (Lower Division Certificate)	Geothermal Energy Installation and Service	Discontinued Program	07/12/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Digital Forensics	Non-Substantial Program Change	07/29/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Cybersecurity	Non-Substantial Program Change	07/30/21

Community College of Baltimore County	LDC (Lower Division Certificate)	Cybersecurity	Non-Substantial Program Change	07/30/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Design, Fabrication and Advanced Manufacturing	Non-Substantial Program Change	07/30/21
Montgomery College	AA (Associate of Arts)	Behavioral Health	Statewide and Health Manpower	07/30/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Design, Fabrication and Advanced Manufacturing	Change Program Title	08/02/21
Anne Arundel Community College	AAS (Associate of Applied Science)	Information Assurance and Cybersecurity	Change Program Modality	08/04/21
Community College of Baltimore County	LDC (Lower Division Certificate)	Introduction to Construction Methods	Discontinued Program	08/04/21
Community College of Baltimore County	LDC (Lower Division Certificate)	Legal Aspects of Construction	Discontinued Program	08/04/21
Community College of Baltimore County	LDC (Lower Division Certificate)	Construction Project Controls	Discontinued Program	08/04/21
Community College of Baltimore County	LDC (Lower Division Certificate)	Engineering Transfer Certificate	Discontinued Program	08/04/21
Anne Arundel Community College	LDC (Lower Division Certificate)	Cybercrime	Non-Substantial Program Change	08/04/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Human Services Counseling	Non-Substantial Program Change	08/04/21
Community College of Baltimore County	AAS (Associate of Applied Science)	Kinesiology	Non-Substantial Program Change	08/04/21
Garrett College	AAS (Associate of Applied Science)	Adventure Sports Management	Change Program Title	08/06/21
Carroll Community College	AAS (Associate of Applied Science)	Law Enforcement	Non-Substantial Program Change	09/15/21
Harford Community College	AAT (Associate of Arts in Teaching)	Secondary Education - Spanish	Change Program Title	09/15/21
Hagerstown Community College	LDC (Lower Division Certificate)	Entrepreneurship	Non-Substantial Program Change	09/15/21
Hagerstown Community College	LDC (Lower Division Certificate)	Solar/Wind Energy Installation & Svce. Alt. Energy Techno.	Non-Substantial Program Change	09/15/21

VII. WITHDRAWN PROPOSAL – 1

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Action Date
Capitol Technology University	MS (Master of Science)	Astronautical Engineering	08/14/21

Public Four-Year Colleges and Universities – 0

Community Colleges – 0

VIII. INSTITUTIONAL PROGRAM PARTNERSHIPS/ENGAGEMENT – 3

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Loyola University Maryland	MEd (Master of Education)	Montessori Education	Off-Campus Program	09/02/21

Public Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Review Action	Action Date
Towson University	BS (Bachelor of Science)	Elementary Education	Program at Regional Higher Education Center	07/12/21
University of Maryland, Baltimore County	BA (Bachelor of Arts)	Mechanical Engineering	Program at Regional Higher Education Center	09/15/21

Community Colleges – 0

IX. PROPOSALS NOT APPROVED/ RECOMMENDED - 3

Independent Four-Year Colleges and Universities – 1

Institution	Degree Award	Academic Program Name	Action Date
Stevenson University	Doc (Professional Doctorate)	Physical Therapy	07/29/21

Public Four-Year Colleges and Universities – 2

Institution	Degree Award	Academic Program Name	Action Date
University of Maryland, Global Campus	BS (Bachelor of Science)	Cloud Computing Systems	07/29/21
University of Maryland, College Park	BS (Bachelor of Science)	Mechatronics	07/29/21

Community Colleges - 0

X. OUT-OF-STATE INSTITUTIONS (OOS)

Actions by Out-of-State Institutions (OOS)	Number of Actions*	Segment
Programs Objected to	0	Out-of-state institutions
New Programs	5	
Renewal Programs	32	
Conditionally Authorized Programs	0	
New Areas of Concentration	1	
Suspended Program	0	
Discontinued Programs	13	
Programs Withdrawn	0	
Programs Not Authorized	0	
Institution Closures	0	
Quarter 3 Total Actions for OOS <i>objections not included in this total</i>	51	

(OOS Program Objections) – 0

(OOS Approved New and Renewal Programs) – 37 (5 New, 32 Renewals)

Institution	Degree Level	Program Title	New (N) or Renew (R)	Action Date	Offered Elsewhere in MD
Georgetown University	BLA	Bachelor of Liberal Arts	N	08/17/21	N
Evangelia University	M.A.	Master of Arts in Religion	N	08/2/21	N
	M.A.	Master of Arts in Divinity	N	08/2/21	N
	D. Min.	Doctor of Ministry	N	08/2/21	N
Florida Institute of Technology (University System of Maryland at Southern Maryland RHEC)	M.S.	Information Technology	N	08/31/21	Y
	B.S.	Logistics Management	R	08/31/21	N
	P.B.C.	Acquisition & Contracts Management	R	08/31/21	Y
	P.B.C.	Flight Test Engineering	R	08/31/21	N
	M.S.	Logistics Management	R	08/31/21	Y
	M.S.	Management – Logistics Management	R	08/31/21	Y
	M.S.	Project Management	R	08/31/21	Y

Florida Institute of Technology (University System of Maryland at Southern Maryland RHEC)	M.S.	Project Management – Information Systems	R	08/31/21	Y
	M.S.	Project Management – Operations Research	R	08/31/21	Y
	M.S.	Technology Management	R	08/31/21	Y
	M.B.A.	Business Administration	R	08/31/21	Y
	M.S.	Acquisition & Contracts Management	R	08/31/21	Y
	M.S.	Aerospace Engineering	R	08/31/21	Y
	M.S.	Computer Information Systems	R	08/31/21	Y
	M.S.	Computer Science	R	08/31/21	Y
	M.S.	Electrical Engineering	R	08/31/21	Y
	M.S.	Engineering Management	R	08/31/21	Y
	M.S.	Flight Test Engineering	R	08/31/21	Y
	M.S.	Management	R	08/31/21	Y
	M.S.	Management – Acquisition & Contracts Management	R	08/31/21	Y
	M.S.	Management – Information Systems	R	08/31/21	Y
	M.S.	Information Technology	R	08/31/21	Y
	D.B.A.	Business Administration	R	08/31/21	Y
	Florida Institute of Technology (Aberdeen Proving Ground)	M.B.A.	Business Administration	R	08/31/21
M.S.		Acquisition & Contract Management	R	08/31/21	Y
M.S.		Human Resource Management	R	08/31/21	Y
M.S.		Management	R	08/31/21	Y
M.S.		Management – Acquisition & Contract Management	R	08/31/21	Y
M.S.		Management – Information Systems	R	08/31/21	Y
M.S.		Management – Logistics Management	R	08/31/21	Y
M.S.		Project Management	R	08/31/21	Y
M.S.		Project Management - Information Systems	R	08/31/21	Y
M.S.		Project Management-Operations Research	R	08/31/21	Y

(OOS New and Renewal Areas of Concentration) – 1

Institution	Degree Level	Program Title and Area of Concentration	New (N) or Renew (R)	Action Date	Offered Elsewhere in MD
Lancaster Bible College	M.A.	Biblical Studies – concentration in Theology	N	08/17/21	N

(OOS Suspended or Discontinued Programs) – 13

Institution	Degree Level	Program Title	Suspended (S) or Discontinued (D)	Action Date
Webster University	M.B.A.	Business Administration	Discontinued	08/31/21
	M.A.	Procurement & Acquisitions Management	Discontinued	08/31/21
	M.A.	International Relations	Discontinued	08/31/21
	M.A.	Human Resources Management	Discontinued	08/31/21
	Grad. Cert.	Government Contracting	Discontinued	08/31/21
Florida Institute of Technology (University System of Maryland at Southern Maryland RHEC)	M.P.A.	Public Administration	Discontinued	08/31/21
	M.S.	Management – Human Resources Management (specialization)	Discontinued	08/31/21
	M.S.	Mechanical Engineering	Discontinued	08/31/21
Florida Institute of Technology (Aberdeen Proving Ground)	M.S.	Engineering Management	Discontinued	08/31/21
	M.S.	Operations Research	Discontinued	08/31/21
	M.S.	Systems Management	Discontinued	08/31/21
	M.S.	Systems Management – Information Systems	Discontinued	08/31/21
	M.S.	Systems Management – Operations Research	Discontinued	08/31/21

(OOS Programs Withdrawn) – 0

(OOS Programs Not Authorized) – 0

XI. ONLINE REGISTRATION INSTITUTIONS (OR)

Actions by Online Registration Institutions (OR) <i>Out-of-State Fully Online Distance Education Programs</i>		Number of Actions	Segment
Initial Applications		3	Out-of-state institutions not participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
Renewal Applications		27	
Applications Withdrawn		0	
Applications Denied		0	
New Programs		28	
Renewal Programs		785	
Maryland Residents in New Programs		1	
Maryland Residents in Renewal Programs		5,513	
Quarter 3 Total Actions for OR		30	

(OR Approved Initial and Renewal Application) – 30 (3 New, 27 Renewals)

Institution	Initial (I) or Renew (R)	Number of Online Programs	Number of Maryland Residents	Action Date
Viridis Graduate Institute	I	2	1	07/21/21
University of the People	R	8	111	07/21/21
University of San Francisco	R	7	3	07/21/21
California State University Northridge	R	18	5	07/21/21
University of California, Los Angeles	R	11	2	07/21/21
DeVry University	R	58	375	07/21/21
Life Pacific University	R	7	0	07/21/21
University of California, Davis	R	1	0	07/21/21
San Jose State University	R	14	57	07/21/21
University of Southern California	R	14	71	07/21/21
The University of Arizona Global Campus	R	101	525	07/21/21
Walden University	R	147	3,400	07/21/21
California Polytechnic State University	R	10	2	07/21/21
The Chicago School of Professional Psychology	R	38	104	07/21/21

University of California, Berkeley	R	2	16	07/21/21
Claremont Graduate University	R	4	2	07/21/21
Brandman University	R	27	63	07/21/21
Mount Saint Mary's University	R	8	1	07/21/21
Ultimate Medical Academy	R	12	468	07/21/21
Los Angeles Film School	R	10	40	07/21/21
Pacific Oaks College	R	22	0	07/21/21
University of St. Augustine for Health Sciences	R	19	21	08/2/21
William Jessup University	R	19	0	08/2/21
Academy of Art University	R	111	87	08/30/21
South University	R	39	63	08/30/21
University of San Diego	I	21	0	08/30/21
Pepperdine University	R	12	26	09/17/21
Clarks Summit University	R	35	7	09/17/21
Santa Clara University	I	5	0	09/17/21
California Southern University	R	31	64	09/28/21

XII. ACADEMIC COMMON MARKET (ACM) and UNIQUE MAJORS (UM) – 214

Quarter 3 Total ACM Certifications	179	This cycle includes the Fall term applications and represents applications reviewed between July 1, 2021, and September 30, 2021.
---	------------	---

Quarter 3 Total UM Reviews	35	This number represents the number of applications reviewed between July 1, 2021, and September 30, 2021.
-----------------------------------	-----------	--



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: February 23, 2022

TO: Commissioners, Maryland Higher Education Commission

FROM: Trish Gordon McCown, Director of Academic Affairs

STAFF: Ashley Wallace, Ph.D., Associate Director, Career & Workforce Education

SUBJECT: Report on Private Career Schools: Secretary Actions for Quarter 3
(July 1, 2021 – September 30, 2021)

During the current reporting period, the Secretary of Higher Education acted on a total of **24 non-degree academic program proposals** requiring review under Code of Maryland Regulations (COMAR) 13B.01.01, and they are outlined immediately below.

Private Career School Activities	Number of Actions
New School Approvals	0
New Programs Approved	0
Substantial Program Modifications	1
Approval of Changes of Location	0
Approval of Name Changes	0
Approval of Change of Ownership	0
Approval of Change of Director	0
Approval of Separate Classrooms	0
Other Business Approvals	0
Certificate Renewals	0
Cease and Desist Orders	0
Notices of Deficiencies	0
School Approvals Withdrawn	0
Program Approvals Withdrawn	0
Workforce Development Sequence Scholarship Approvals	1
Workforce Development Sequence Scholarship Denials	0
Workforce Development Sequence Scholarship Modifications – Approvals	0
Workforce Development Sequence Scholarship Modifications – Denials	0
Training Provider Questionnaires	22
Quarter 3 Total Actions	24

I. NEW SCHOOL APPROVALS - 0

II. NEW PROGRAMS APPROVED – 0

III. SUBSTANTIAL PROGRAM MODIFICATIONS – 1

Institution	Address	Approval Date	Rationale
Johns Hopkins Hospital Schools of Medical Imaging	111 Market Place, Suite 830; Baltimore, MD 21202	July 1, 2021	Radiology Program– Substantial Change to Schedule [Substantial Modification]

IV. APPROVAL OF CHANGES OF LOCATION – 0

V. APPROVAL OF NAME CHANGES – 0

VI. APPROVAL OF CHANGE OF OWNERSHIP - 0

VII. APPROVAL OF CHANGE OF DIRECTOR – 0

VIII. APPROVAL OF SEPARATE CLASSROOMS – 0

IX. OTHER BUSINESS - 0

X. CERTIFICATE RENEWALS – 0

XI. CEASE AND DESIST ORDERS - 0

XII. NOTICES OF DEFICIENCIES – 0

XIII. SCHOOL APPROVALS WITHDRAWN – 0

XIV. PROGRAM APPROVALS WITHDRAWN – 0

XV. WORKFORCE DEVELOPMENT SEQUENCE SCHOLARSHIP – 1

INITIAL APPROVALS			
Cecil College			
	Approval Date	Course Sequence Name	Sequence #
1	September 27, 2021	Diesel Technology	110900-013
TOTAL INITIAL APPROVALS = 1			

XVI. TRAINING PROVIDER QUESTIONNAIRES – 22

Regulated (Secretary Approval Required)		
Business Name	Proposed Vocational Training	Response Letter Date
The Soul of Medicine Training Center	Certified Nursing Assistant, Medical Billing and Coding, Patient Care Technician, Phlebotomy	7/6/2021
Aestheticholic Nail Academy	Nail Technology	7/6/2021
Real Urban Living	Principles and Practices of Real Estate	7/12/2021
CLS Nursing Services, LLC	Certified Nursing Assistant	7/27/2021
Hands On Dental Assistant Training, LLC	Dental Assistant	7/27/2021
MPower Education d/b/a Allied Health Career Institute	Massage Therapy	8/9/2021
Health and Heart Institute, LLC	Phlebotomy Training	8/20/2021
New Direction Training Center	Certified Phlebotomist	8/20/2021
Academic Support Services	Cannabis Academy	8/23/2021
First Power Media Group Inc.	Video Production for TV & Film; Video Editing for TV & Film; Recording Studio Audio Engineering; Live! Event Audio Engineering; Business & Office Administration; Audio Video IT	8/27/2021
Team 360 Mentoring, Inc.	CDL Training	8/20/2021
Kutting Image Barbering School	Barbering	8/20/2021
Tye & Company Beauty Academy	Cosmetology	8/31/2021

Exempt (Secretary Approval Not Required)			
Business Name	Proposed Vocational Training	Exemption	Response Letter Date
LXC Training Center	Certified Nursing Assistant & Geriatric Nursing Assistant	Employer-Employee	7/21/2021
Mindful Practice Phlebotomy	Phlebotomy Training	One-to-One Instruction	8/27/2021
Mindful Practice Phlebotomy	Phlebotomy Training	Current Professionals	8/27/2021

Not Regulated (Secretary Approval Not Required)		
Business Name	Proposed Vocational Training	Response Letter Date
Cedar Point Consulting, LLC	Certified ScrumMaster training	7/2/2021
Bealoms Technology Services	Multiple IT Test Prep Courses	7/6/2021
Alpha Technology Group	Multiple IT Test Prep Courses	8/3/2021
First Power Media Group Inc.	Kids in Showbiz Afterschool program	8/27/2021
First Power Media Group Inc.	Business & Office Etiquette	8/27/2021
Heavy Metal Playground	Skid Steer Operations & Safety, Excavator Operations & Safety, Trench Digging Safety	9/22/2021



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: February 23, 2022

TO: Commissioners, Maryland Higher Education Commission

FROM: Trish Gordon McCown, Director of Academic Affairs

STAFF: Everette Jackson, Jr., Associate Director, Veterans Affairs and State Approving Agency (SAA)

SUBJECT: Report on VA Education Benefits: MD SAA Actions for Quarter 3- July 1, 2021 – September 30, 2021 (Quarter 4 based on the Federal fiscal year)

During this reporting period, the Maryland State Approving Agency (MD SAA)¹ for Veterans Education and Training Benefits acted on a total of **987 program related actions**. The program activities listed below are related to institutions and training facilities approved to participate in the Veterans Education and Training programs administered by the U.S. Department of Veterans Affairs (DVA).

State Approving Agency Program Related Activities	Number of Actions
Program Approval Actions	366
Other Approval Actions	283
Facility Visits	11
Technical Assistance	309
Outreach	0
Liaison	18
Quarter 3 Total Actions	987

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

Type of Facility	IHL	NCD	APP	OJT	CORR	FLT	LACAS
Number Approved this Quarter	296	2	0	5	0	0	2
Number Disapproved This Quarter	54	7	0	0	0	0	0

¹ MHEC serves as the Maryland State Approving Agency for Veterans Education and Training programs administered by the U.S. Department of Veterans Affairs. The statutory authority for State Approving Agencies is granted in accordance with Chapter 36 of Title 38 United States Code ([36 U.S.C. §3671](https://www.uscourts.gov/uscfc/36-usc-3671))

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

Type of Facility	IHL	NCD	APP	OJT	CORR	FLT	LACAS
Number Approved this Quarter	255	15	0	4	0	2	7
Number Disapproved This Quarter	0	0	0	0	0	0	0

Section III. Visits to Facilities

	IHL	NCD	APP	OJT	CORR	FLT	LACAS
Compliance Visits (1)	4	6	0	0	0	1	
Inspection Visits (2)	0	1	0	0	0	0	0
DVA Requested Visits (3)	0	0	0	0	0	0	
Other Visits (4)	0	0	0	0	0	0	0
Information Visits (5)	0	0	0	0	0	0	

1. A visit to a previously approved facility to monitor and assure continued acceptability of approval.
2. A visit to a new facility requesting approval or to an approved facility requesting approval of a new program.
3. Visits made at the request of the VA.
4. Visits made at the request of a facility for assistance, Licensure/Certification Test visits; etc.
5. Visits made to obtain compliance survey information the request of the VA under 38 USC 3672(a).

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

Type of Facility	IHL	NCD	APP	OJT	CORR	FLT	LACAS
Number of Technical Assistant Actions This Quarter	207	58	21	11	0	12	0

Section V. Other Activities of Visits

Outreach Activities (1)	Liaison Activities (2)
0	18

1. Outreach is defined as any activity designed to inform or encourage those with GI Bill entitlement to use it, and any activity that encourages potential providers to become approved and to recruit users of the GI Bill.
2. Liaison is defined as activities that equate the SAA with other education and training professionals, promote and encourage exchange of information and support, and integrate the SAA into associations that will serve the interest of the program.

General Description of Outreach and Liaison Activities
Weekly Meeting with DVA’s Maryland Education Liaison Representative
Maryland DVA Veterans Service Specialists (Statewide Quarterly Meeting)
Denial of Benefit Letters Outreach
School Certifying Officials Training Webinar
Technical Assistance to Veterans and their dependents
Maryland College Collaboration of Student Veterans Commission (Statewide Quarterly Meeting)
Maryland Department of Labor Apprenticeship Council (Bimonthly Meeting)
24 Month Approval Update Compliance Outreach
Technical Assistance to School Certifying Officials
Follow Up on Compliance Survey Findings with School Certifying Officials

Definitions

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



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph. D.
Chair

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

Maryland Higher Education Commission 2022 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 26, 2022	July 27, 2022 (if needed)
February 23, 2022	August 24, 2022 (if needed)
March 23, 2022	September 28, 2022 10:00am to 4:00pm
April 27, 2022	October 26, 2022
May 25, 2022	November 16, 2022 *Please note date change.*
June 22, 2022	December 14, 2022 *Please note date change.*

All Commission meetings will be held on the 4th Wednesday of each month from 1:00pm to 4:00pm, with certain exceptions. Meetings in 2022 will be conducted via video teleconference (GoToMeeting), unless otherwise noted.

Dates and times are subject to change.

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