



MHEC Academic Program Review

MHEC Resources

MHEC.maryland.gov ➡ Institutions at Top of Page ➡
Academic Program and Review Process Left-hand Side of Page

- [Academic Program Inventory](#): This site provides the complete inventory of academic programs recognized by the Maryland Higher Education Commission.
- [New Academic Programs Under Review](#): Full list of circulating program proposals and 30-day deadlines for comment and objection.
- [Objection Process and Requirements](#): Guidance regarding objections for in-state academic program review.
- Academic Approval Process ➡ [Guidelines for Academic Program Proposals](#): Cover sheets, proposal templates, instructions on how and when to submit proposals, and the guiding regulations.
 - [Fee Schedule](#): Full list of fees as per proposal type.

Proposal and Payment Received by MHEC:
Accepted: 1st and 15th



If proposal is deemed COMPLETE

Proposal reviewed by an analyst for completeness within 10-days.

If proposal is deemed INCOMPLETE



The proposal is CIRCULATED via email and posted on our website.
30-day deadline for comments and objections set at time of circulation.



Full analysis completed by analyst within 30-40 days of circulation ending. Recommendation is made to the Secretary.



Secretary issues a final decision. Decision letter sent to the President of the University, and institutional contacts listed on the proposal.

Analyst emails institutional contact and works with them to resolve deficiencies.
A 10-day deadline is given for response. If the institutional contact is non-responsive then the Chief Academic Officer will be included on the 3rd notice.




Non-substantial Submissions

Certificate within an Existing Program

- **ALL** courses in the certificate curriculum **must** come from the curriculum of the parent program.
- Analysts use the most recent catalogue to make determination.

Office Use Only: PP#



Cover Sheet for In-State Institutions
Non-substantial Modification to Existing Program

Institution Submitting Proposal		
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Each **action** below requires a separate proposal and cover sheet.

<input type="radio"/> Articulation Agreement	<input type="radio"/> CIP Code Change
<input type="radio"/> New Certificate Program within Existing	<input type="radio"/> Closed Site Approval
<input type="radio"/> Non-substantial Modification to Existing Program	<input type="radio"/> Discontinue Program
<input type="radio"/> Non-substantial Modification to Existing Certificate Program	<input type="radio"/> Suspend Program
<input type="radio"/> Change in Program Modality	<input type="radio"/> Reactivate Program
<input type="radio"/> Title Change	<input type="radio"/> Statewide and/or Health Manpower Designation

Payment <input type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS # Type: <input type="radio"/> Check #	Payment Amount:	Date Submitted:
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Department Proposing Program		
Degree Level and Degree Type		
Current Title of Proposed Program		
Total Number of Credits		
Current Codes	HEGIS: <input style="width: 100px;" type="text"/>	CIP: <input style="width: 100px;" type="text"/>
Program Modality	Current: <input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
	Proposed: <input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall	<input type="radio"/> Spring <input type="radio"/> Summer
Provide Link to Most Recent Academic Catalog	URL: <input style="width: 100%;" type="text"/>	
Preferred Contact for this Proposal	Name: <input style="width: 100%;" type="text"/>	
	Title: <input style="width: 100%;" type="text"/>	
	Phone: <input style="width: 100%;" type="text"/>	
	Email: <input style="width: 100%;" type="text"/>	
President/Chief Executive	Type Name: <input style="width: 100%;" type="text"/>	
	Signature: <input style="width: 70%;" type="text"/>	Date: <input style="width: 30%;" type="text"/>

33% Threshold Calculation

-Count the credits for each course **added** or **removed** from the program requirements including restrictive electives (exclude general education requirements).

-If free electives are added or removed these changes are not counted toward the 33% calculation **EXCEPT** when the total required free elective credits changes.

-If the institution presents something as a replaced course then you count the credits for the old course (removed) and the credits for the course that is replacing it (added).

For example:

A proposed program has 45 total credits in the program requirements and restrictive electives:

- 33% of 45 credits = 14.85. (we round this up to a 15 credit change)
- So, if 15 credits or less of the total program requirements and restrictive electives as applicable are changed and the total credits for any free electives remains the same then, it would be considered a non-substantial program modification.
- If 15 credits or above are changed (calculated as explained above) then it is a substantial program modification and the institution must re-submit the request as a full program proposal with circulation.

Cover Sheet Overview

Total Number of Credits must reflect total graduation credits. Ex. 120 for a Bachelor's Degree

SUGGESTED Codes. We perform an analysis and have a conversation with the institutional contact.

Implementation date must be at least 60-days from submission.



Office Use Only: PP#

Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Each action below requires a separate proposal and cover sheet.

- New Academic Program
- New Area of Concentration
- New Degree Level Approval
- New Stand-Alone Certificate
- Off Campus Program
- Substantial Change to a Degree Program
- Substantial Change to an Area of Concentration
- Substantial Change to a Certificate Program
- Cooperative Degree Program
- Offer Program at Regional Higher Education Center

Payment Yes Submitted: No
 Payment OR*STARS # Type: Check #
 Payment Amount: Date Submitted:

Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year:		
Provide Link to Most Recent Academic Catalog	URL:		
Preferred Contact for this Proposal	Name:		
	Title:		
	Phone:		
	Email:		
President/Chief Executive	Type Name:		
	Signature:	Date:	
Date of Approval/Endorsement by Governing Board:			





Full Proposal Overview

[COMAR 13B.02.03](#)

[Academic Program Proposals](#)

A. Centrality to Institutional Mission and Planning Priorities

1. **Provide a description of the program**, including each area of concentration (if applicable), and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.
4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan for Higher Education

1. A proposed program shall meet a critical and compelling regional or Statewide need as identified in the State Plan.
2. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following goals:
 - **Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. (Priorities 1-4)**
 - **Success: Promote and implement practices and policies that will ensure student success. (Priorities 5-7)**
 - **Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. (Priority 8)**
3. Provide evidence that the perceived need is consistent with the [2022 Maryland State Plan](#)
4. Addresses B(4) - *(4) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

[13B.02.03.08 B\(4\)](#)

[13B.02.03.06](#)



C. Quantifiable and Reliable Evidence and Documentation of Market Supply/ Demand in the Region and State

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

[COMAR 13B.02.03.08](#)

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.

Must address: (C)(2)(g) Educational justification for the dual operation of programs broadly similar to unique or high-demand programs at HBIs.

[COMAR 13B.02.03.09](#)



E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

[13B.02.03.06](#)

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

[13B.02.03.06](#)

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program
 - b) document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements
5. Discuss how general education requirements will be met, if applicable.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

H. Adequacy of Articulation

“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.

[13B.02.03.19](#)

and

[13B.06.02.02](#)

I. Adequacy of Faculty Resources

1. Provide a brief narrative demonstrating the quality of program faculty. **Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered

[COMAR 13B.02.03.11](#)

and

[COMAR 13B.02.02.17](#)

J. Adequacy of Library Resources

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

[COMAR 13B.02.03.12](#)

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

[COMAR 13B.02.03.13](#) and [COMAR 13B.02.02.20](#)



L. Adequacy of Financial Resources with Documentation

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.
2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

[COMAR 13b.02.03.15](#)

N. Consistency with the State's Minority Student Achievement Goals

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

[COMAR 13B.02.03.05](#)

O. Relationship to Low Productivity Programs Identified by the Commission

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Low-Productivity Evaluation Criteria

Newly established academic programs are reviewed for low productivity after five years of program implementation at community colleges and after seven years of program implementation at four-year institutions.

A single criterion, degree production, has been determined as the most appropriate method for determining low-productivity. Low-producing programs are identified by compiling a three year history of degrees conferred and identified by all degree programs that fail to meet the following standards.

Associate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Baccalaureate degree programs must graduate five (5) students in the most recently reported year or a total fifteen (15) students in the last three years.

Master's degree programs must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

Doctoral degree programs must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

P. Adequacy of Distance Education Programs

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

[COMAR 13b.02.03.22](#)



New Certificate in Existing Degree Programs

A program proposal for a new certificate in an existing degree program may be made in a document that:

- (a) Explains the centrality of the proposed certificate program to the mission of the institution;**
- (b) Provides evidence of the market demand for the proposed certificate program;**
- (c) Sets out the curriculum design; and**
- (d) Shows that adequate faculty resources exist for the proposed certificate program.**

These certificates fall into several categories: Lower-Division Certificates, Upper-Division Certificates, Post-Baccalaureate Certificates, Certificates of Advanced Study, and Professional Certificates.

[13B.02.03.25.D](#)





Q/A