

Maryland

Maryland Higher Education Commission
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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Yes, the State of Maryland has the Maryland Partnership for Teaching and Learning, PreK-16. This partnership is comprised of representatives from the Maryland Higher Education Commission, the University System of Maryland, and the Maryland State Department of Education. It is lead jointly by the Secretary of Higher Education, the Chancellor of the University System of Maryland, and the State Superintendent of Schools. These three co-chair the PreK-16 Leadership Council which oversees the activities and initiatives executed through the partnership. The chairmanship rotates annually among the three co-chairs.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
Yes, the Maryland Higher Education Commission website contains information regarding all approved degree-granting institutions in the State and the programs they provide. The website provides the ability to search by area of interest and by institution.
<http://www.mhec.state.md.us/>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
No. The University System of Maryland identifies a recommended college preparatory curriculum but this has not been adopted mandated for the State’s public high schools. This recommended curriculum does not apply to the independent institutions of higher learning in the State nor does it apply to the community colleges in the State. It also does not apply to the two public institutions which reside outside of the University System of Maryland. The Maryland State Department of Education has, in the past year, become a member of the American Diploma Project which does recommend alignment between high school graduation requirements and higher education admission requirements. We anticipate movement in this area over the next year.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
Not formally.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

We are in the process of developing a dual enrollment program which will encourage students to enroll in college courses while still in high school. Language has been proposed to remove regulatory barriers which discourage participation in this type of program. In addition, a recent bill was passed in the Maryland General Assembly which provides tuition grants for students who wish to dual enroll.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?
There is no statewide policy. There is not a standard set of placement tests that are used or recommended in the State. However there are some tests that are more recognizable and more generally accepted than others. Furthermore, there is not a mandated minimum cut-score for the tests that are used. Each institution determines the cut-score that they will use to determine placement.

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
There is no statewide transfer and articulation policy in general. We have developed a statewide transfer policy for the Associate of Arts in Teaching (AAT) programs at our community colleges. This policy allows students who satisfactorily complete the AAT at our community colleges to transfer to any aligned teacher education program at our senior higher education institutions and all of the credits taken toward the AAT will be accepted and applied toward the baccalaureate degree in teacher education. We are in the process of developing a similar policy related to our engineering programs. In addition we do have a website that allows students to see which community college courses are accepted in specific programs at our senior higher education institutions. The system is called ARTSYS. Here is the URL for the ARTSYS website: <http://artweb.usmd.edu/>
 - a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
We have minimal general education requirements for associate degrees and, separate, minimal general education requirements for baccalaureate degrees. There are regulations which specify that 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. 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 at a public institution and successfully completed them at the sending institution.

 - b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Yes. The regulations referenced in the response to question #8 specify that the general education requirements for the AA or AS will meet the lower-division general education requirements at the public four-year institution.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

In most cases, yes. For public institutions this is definitely the case. It may also be the case for independent institutions where a particular memorandum of understanding between two institutions has been developed. The ARTSYS system facilitates this process.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

No, there are no statewide test-out or competency-based provisions that will allow a student to accelerate progress.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

The University of Maryland University College (UMUC) is an institution which provides nearly all of their courses in an online format. UMUC is the Open University of the State of Maryland. It is a public university. Its single focus is the educational needs of the non-traditional student both in the State of Maryland and in the United States. It historically serves three constituencies: residents of the State of Maryland, members of the U.S. Armed Services and their families, and national and international students pursuing an university education online.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No, Maryland does not have an accessible central bank or catalog of on-line courses.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

We do not provide financial incentives. The University System of Maryland has encouraged their institutions to reduce number of credits required for attaining the baccalaureate degree to 120 when possible.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for

students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.