

MARYLAND HIGHER EDUCATION COMMISSION

MEETING BOOKLET

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

PLACE: Video Teleconference
(Google Meet)

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**The next Commission meeting is on Wednesday, April 27, 2022 @ 1:00 p.m.*

Maryland Higher Education Commission
Meeting Minutes

February 23, 2022
1:00 p.m.

The Maryland Higher Education Commission (MHEC) met on Wednesday, February 23, 2022 via video teleconference (Google Meet).

Commission members present:

Mary Pat Seurkamp, Ph.D., Chair	James E. Coleman
Vivian S. Boyd, Ph.D.	Ray Serrano, Ph.D.
Lewis R. Brown, Ed.D.	Haleemat Y. Adekoya, Student Commissioner

Commission members absent:

Senchal D. Barrolle, Esq.	James B. Sellinger, Sr.
Charles McDaniels, Jr.	Craig A. Williams, Ph.D.

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	Donna Thomas
Rhonda Wardlaw	

Call to Order

The meeting was called to order by **Chair Seurkamp** at approximately 1:04 p.m. A meeting quorum was established with six (6) out of ten (10) members present.

Chair's Remarks

Chair Seurkamp thanked everyone for making the time to attend today's meeting and welcomed members of the public in attendance.

Secretary's Remarks

Secretary Fielder reported that MHEC is in the midst of bill and budget hearings. More than half of the legislative session has passed. Additionally, the Governor's recent "Green Bag" appointments included two new Commissioners, Ms. Barbara Kerr Howe (retired Circuit Court Judge for Baltimore County) and Dr. Karen Salmon (retired State Superintendent of Schools). MHEC has also started to meet with the consultant NCHEMS (National Center for Higher

Education Management Systems) selected by the Department of Legislative Services (DLS) to evaluate their academic program review process.

Public Comments

There were no public comments.

Commission Minutes Approval

Commissioner Serrano motioned to approve the January 26, 2022 meeting minutes. **Commissioner Adekoya** seconded the motion, and the motion was approved unanimously.

Commissioner Committee Updates

Education Policy Committee: Commissioner Boyd reported that the Committee will be meeting on Monday, March 14 to discuss in detail the transfer regulations (later reviewed during today's meeting). All are welcome to attend.

Outreach, Grants, and Financial Assistance Committee: Commissioner Coleman asked Commissioner Adekoya to present today's update. She reported that MHEC has been working with the Maryland State Department of Education (MSDE) and College Bound to promote the FAFSA (Free Application for Federal Student Aid) and MSFAA (Maryland State Financial Aid Application) to high school students. Several social media outlets are used to promote MHEC's financial aid programs. Additionally, new podcasts about various scholarships and opportunities are produced every two weeks. **Commissioner Adekoya** also shared that MHEC has been working with the Anne Arundel County Department of Social Services to promote various scholarship opportunities to the families they serve.

Finance and Operations Committee: Mr. Geoffrey Newman, Assistant Secretary for Finance and Administration and staff contact for the Committee, reported that several budget hearings have taken place already, which have gone relatively well, and there are a few more to go. He also reported that the agency continues to actively fill vacant positions.

Diversity, Equity, and Inclusion Committee: Commissioner Serrano reported that the Committee did not meet recently, so there was no update at this time. **Secretary Fielder** thanked the Committee for their recommendations so far, which have informed the guidelines to institutions for the annual Cultural Diversity Report.

Departments of Academic Affairs and Finance & Administration – Final Adoption of COMAR Amendments – Workforce Development Sequence Scholarship – Action Item

Chair Seurkamp recognized Dr. Emily Dow (Assistant Secretary for Academic Affairs) and Ms. Donna Thomas (Director of the Office of Student Financial Assistance) to present this item. Ms. Thomas reported that 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 (HB 905/SB 845), add a certain date 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 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.

Ms. Thomas recommended that the Commission approves for final adoption the proposed amendments to the regulations regarding the Workforce Development Sequence Scholarship. **Commissioner Boyd** made a motion for approval and **Commissioner Coleman** seconded the motion. The motion passed unanimously.

Department of Academic Affairs – Draft New COMAR Regulations and Amendments to COMAR – Transferring between Public Institutions of Higher Education – Information Item

Chair Seurkamp recognized Dr. Dow who presented this item. Dr. Dow explained that, in 2021, the Maryland General Assembly passed the Transfer with Success Act (HB 460/SB 886), 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.

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.

Dr. Dow presented some highlights of the draft regulations:

- Reflect new requirements to implement the Transfer with Success Act.
- Reflect a significant reorganization of the existing regulations, using language that is clear and direct.
- Reflect substantive changes to standardize transfer standards and processes.
- Reflect additional minor but substantive changes.

Next steps include drafting a guidance document for institutions regarding the new draft regulations. (Implementation is likely to be challenging for public institutions, in terms of human resources, etc.) New legislation that is currently being debated in the Maryland General Assembly is also being taken into consideration. The Education Policy Committee will be meeting on Monday, March 14 to discuss the draft new regulations in further detail. Commissioners are encouraged to attend this meeting. Subsequently, any submitted input will be considered, and the proposed regulations will be finalized and presented to the Commission for approval at the March 23, 2022 Commission meeting.

Department of Academic Affairs – Report on Institutions of Higher Education Program Review: Secretary Actions for Quarter 3 (July 1, 2021 – September 30, 2021) – Information Item

Chair Seurkamp recognized Ms. Trish Gordon McCown, Director of Academic Affairs, who presented this item. Ms. McCown provided an overview of the Secretary’s actions concerning program objections, new degree programs, new certificate programs, new areas of concentration, substantial modifications to existing programs, non-substantial modifications to existing programs, a proposal withdrawn, institutional program partnerships, proposals not approved or recommended, out-of-state institutions, online registration institutions, Academic Common Market certifications, and Unique Major reviews.

Department of Academic Affairs – Report on Private Career Schools: Secretary Actions for Quarter 3 (July 1, 2021 – September 30, 2021) – Information Item

Ms. McCown provided an overview of the Secretary’s actions concerning a substantial program modification, a workforce development sequence scholarship approval, and training provider questionnaires.

Department of Academic Affairs – 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) – Information Item

Ms. McCown provided an overview of the Maryland State Approving Agency’s actions concerning program approval actions, other approval actions, visits to facilities, technical assistance actions, and liaison activities.

Adjournment

The meeting adjourned at approximately 2:20 p.m.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

March 15, 2022

The Honorable Bill Ferguson
Senate of Maryland
State House, Room H-107
Annapolis, Maryland 21401

The Honorable Adrienne Jones
Maryland House of Delegates
State House, Room H-101
Annapolis, Maryland 21401

The Honorable Vanessa Atterbeary
House Ways and Means Committee
House Office Building, Room 131
6 Bladen Street
Annapolis, Maryland 21401

The Honorable Maggie McIntosh
House Appropriations Committee
House Office Building, Room 121
6 Bladen Street
Annapolis, Maryland 21401

The Honorable Paul Pinsky
Senate Education, Health, and
Environmental Affairs Committee
Miller Senate Office Building, 2 West
11 Bladen Street
Annapolis, Maryland 21401

**Re: *Connecting Students to Financial Aid Report* –
Report #13309**

Dear Senators Ferguson and Pinsky and Delegates Jones, McIntosh, and Atterbeary,

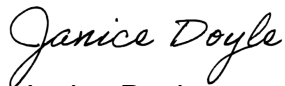
Please find attached the 2022 *Connecting Students to Financial Aid Report* in accordance with §7-211(d)(1) of the Education Article of the Annotated Code of Maryland which states:

“(d) (1) On or before April 1, 2022, the Financial Assistance Advisory Council in the Maryland Higher Education Commission shall submit a report to the Senate Education, Health, and Environmental Affairs Committee, the House Appropriations Committee, and the House Committee on Ways and Means, in accordance with § 2–1257 of the State Government Article, on ways to assist county boards with connecting students to financial aid opportunities, including:

- (i) Identifying best practices; and
- (ii) Compiling relevant materials and toolkits.”

If you have any questions regarding this report, please feel free to contact Mr. Lee Towers, Director of Legislative Affairs at 410-767-3059 or lee.towers@maryland.gov.

Sincerely,



Janice Doyle

Chair

Financial Assistance Advisory Council

Attachment

**REPORT ON FREE APPLICATION FOR FEDERAL STUDENT
AID (FAFSA) OUTREACH**

**AS REQUIRED BY
CH. 577, 2021 LAWS OF MARYLAND**

BEST PRACTICES, RELEVANT MATERIALS AND TOOLKITS

MARCH 2022

**FINANCIAL ASSISTANCE ADVISORY COUNCIL (FAAC) in the
MARYLAND HIGHER EDUCATION COMMISSION (MHEC)**

2021-22 FAAC Council Members

Kyanna Arrington	Student Representative Anne Arundel Community College
Marcus Byrd	Director of Financial Aid University System of Maryland
Paula Dofat	Community Member at Large Executive Director of Strategic Planning and Marketing
Janice Doyle	Advisor Maryland Alliance for College Affordability & Equity
Marian Hoyt	Maryland School Counselor Maryland School Counselor Association
Tracey Jamison	Administration University System of Maryland
Melanie Mason	Director, Stevenson University Maryland Independent Colleges and University Association
James Massey	Sr. Associate Director of Undergraduate Admissions University of Maryland College Park
Tom McDermott	Assistant Vice Provost for Financial Aid and Executive Director, Student Financial Services, Johns Hopkins University Maryland Independent Colleges and University Association
Michael McGee	Student Representative Bowie State University
Maureen Ponce	Maryland School Counselor Maryland School Counselor Association
Monica Randall	Deputy Executive Director Maryland Association of Community Colleges
Thelma Ross	Director of Financial Aid Prince George's Community College

Patricia Scott	Assistant Vice President, Student Financial Assistance and Education University of Maryland Baltimore
Angela Sherman	Vice President for Academic Affairs Maryland Independent Colleges and University Association
Alan Whelan	Student Representative Frederick Community College
Marsha Wilcox	Director of Financial Aid St. Mary's College of Maryland
Tanya Wilkerson	Director of Financial Aid Morgan State University
Chris Zimmermann	Director of Financial Aid College of Southern Maryland

2021 Report on Ways to Assist County Boards with Connecting Students to Financial Aid Opportunities

In the 2021 Maryland Legislative Session the Senate Education, Health, and Environmental Affairs Committee, the House Appropriation Committee, and the House Committee on Ways and Means requested the following:

“The Financial Assistance Advisory Council (FAAC) with the Maryland Higher Education Commission (MHEC) submit a report on or before April 1, 2022, on ways to assist county boards with connecting students to financial aid opportunities including: Identifying Best Practices and Compiling Relevant Materials and Toolkits”.

Introduction

Not all children in Maryland have the same opportunity to succeed in higher education and have prosperous careers. Many Maryland students from low-income families continue to face inequality in educational attainment and income. Ch. 577, 2021 Laws of Maryland, noted that high school students who complete the Free Application for Federal Student Aid (FAFSA) are 84% more likely to immediately enroll in postsecondary education. In order to improve FAFSA completion rates, the legislation requires that each county board of education establish an outreach plan to encourage as many students as possible to complete a FAFSA or the Maryland State Financial Aid Application (MSFAA). Numerous studies have shown that students with a postsecondary degree experience lower unemployment rates and a significant increase in lifetime earnings. Furthermore, increasing the percentage of Maryland citizens with postsecondary degrees will also support the state’s goal of promoting economic growth.

FAAC Survey of Maryland High Schools

In order to gain feedback from Maryland high schools, the FAAC sent all Maryland High Schools a ten-question survey about FAFSA/MSFAA outreach. FAAC received 26 responses by the deadline of December 20, 2021. The summary of the report shows the high school respondents have at least one FAFSA/MSFAA event each year. Some of the challenges high schools reported were low attendance and engagement from parents and students despite use of social media, direct emails, calls, website updates and newsletter advertisements. Outreach event planners have a challenge with confirming experts from financial aid to attend events and competing with other on campus events such as sporting events. Please see the excel chart of the raw responses in Appendix 1.

I. Best Practices, Relevant Materials and Toolkits

The information provided below was gathered by members of the Financial Assistance Advisory Council, which is comprised of representatives from the school counselors, 2-year and 4-year colleges and universities and non-profit organizations who work to support low-income and non-traditional students enroll and graduate from college.

A. Student and Family Outreach Activities

There are numerous outreach activities that have proven to be successful in encouraging students and families to complete the FAFSA application process.

Enhance awareness and knowledge about the financial aid process

- Provide financial aid workshops, help sessions and individual appointments in varied times and formats, during the day and evening and in person and virtually.
- Include financial aid information sessions in college fairs so students and parents can learn the basics about the financial aid application process. The sessions should include, at a minimum, information on the application process, types and sources of aid and allow time for parents to ask questions.
- Include financial aid awareness through core classes to reach all seniors promoting the importance of the FAFSA/MSFAA applications for college affordability.
- Hold meetings annually between counselors and students to develop and submit a postsecondary plan by June 15 each year.

Support for FAFSA completion

- Encourage students to create a Maryland College Aid Processing System (MDCAPS) account and a Federal Student Aid (FSA) ID before completing the FAFSA/MSFAA; encourage parents to also obtain a separate FSA ID.
- Provide students/families with a list of information and documents needed to complete the FAFSA/MSFAA.
- Encourage students to follow up with individual schools to ensure FAFSA is received and completed properly and early or on-time based on each school's deadline. Stress that each school may have different deadlines.
- Fully use MHEC's FAFSA Completion Initiative Tool to retrieve individual student FAFSA data. This will supplement the generalized FAFSA submission and completion data provided by the U.S. Department of Education.
- Encourage students/families to use the <https://studentaid.gov/h/apply-for-aid/fafsa> website or the myStudentAid mobile app.
- With the overall goal of increasing the rate of FAFSA/MSFAA completion among students, incentivize FAFSA/MSFAA completion by employing innovative approaches such as friendly competitions or overall goal for FAFSA/MSFAA completion and celebrate the efforts

- Encourage students/families to gather all documents necessary prior to completing the FAFSA and encourage completion of the FAFSA in one sitting, which reduces mistakes.

Conduct follow-through activities

- Ensure that students and parents know the financial aid process may differ at public, private and proprietary colleges and universities.
- Encourage students to apply to as many schools as possible on their FAFSA and add any new schools to their FAFSA application. This will allow them to have timely access to their financial aid award letter.
- Pay particular attention to first generation, limited-income and under-represented students and families to ensure they are informed of and understand the availability of enrollment and housing deposit waivers or deferral options. Often deposits are a barrier to enrollment. Although these options will vary by school, students/families need to be aware they can reach out to schools for assistance. Also ensure these students are aware of community-based emergency funds.
- Encourage students to carefully read and respond (as needed) to communications from the Department of Education (<https://studentaid.gov>), Maryland Office of Student Financial Assistance (<https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>) and any colleges or universities to which they applied. Communications include but are not limited to written communications, emails, text, etc.
- Provide structured supports during the summer to address financial aid issues that lead to student “melt” (students not following through and enrolling in college the following fall.) Possible support includes email and texting campaigns, social media outreach, home visits, etc.
- Participate in the Maryland College Application Campaign whose goal is to increase the number of students who apply to college early in their senior year, particularly students from first generation college and low-income families as well as unaccompanied and foster care youth, students in the juvenile education system, special education students, home school students and others underrepresented in higher education.
- Offer sessions, including individual appointments, to assist students/families in the review of their Student Aid Report (SAR) to verify accuracy and any additional steps which need to be taken by the student.
- Offer sessions, including individual appointments, which provide students/families with information about comparing financial aid award offers. Sessions should cover the concept of Net Price and how to calculate the Net Price and reviewing the College Financing Plan for each college/university to which the student was admitted.

B. Outreach Strategies

Discusses the most effective ways to reach out to students and their families including the use of multiple methods of outreach, the importance of timing to meet application

deadlines and communication regarding needed documents, effective collaboration and partnerships with other schools and organizations.

Use multiple outreach strategies

- Use multiple methods of conveying information such as emails, text messages, websites, social media, announcements, college fairs, financial aid events, individual meetings, information in core classes.
- Provide information during the day and evening, in person and virtually.
- Post an array of information online and promote as a key resource.

Focus on timing and deadlines

- Promote early FAFSA/MSFAA completion to allow time for planning and completing the form.
- Stress importance of FAFSA/MSFAA completion beginning in junior year of high school.
- Encourage students selected for verification (federal and/or state) to submit materials as soon as possible to meet deadlines and to ensure their financial aid award is complete prior to the beginning of the semester.

Target information to both students and families

- Focus of outreach should be targeted to families as well as students.
- Use interpreters and/or special sessions, as appropriate, for family members in schools or districts with large populations who do not speak English. Offer sessions/written information in multiple languages.

Use data to enhance efforts

- Use data system(s) to identify students who have or have not completed the FAFSA or MSFAA
- Require students to confirm that they received a Student Aid Report (SAR).
- Support from school districts for schools that have lower completion rates.

C. Communication

Use of effective, proven, and targeted communication methods are critical to reach students and parents with timely messages about the financial aid process, including FAFSA completion.

Use multiple communication approaches with clear, simple messages

- Use multiple approaches such as websites, how-to-videos, social media outreach (Twitter and other platforms), text messages and email to enhance outreach effectiveness.

- Create written resources, in the native spoken language of students and families for reference throughout FAFSA/MSFAA completion process.
- Send text and email reminders on at least a weekly basis to the students and families who haven't submitted a FAFSA/MSFAA.
- Emphasize importance and value of completing FAFSA/MSFAA.
- Emphasize the following messages to students and parents:
 - Take your time completing the FAFSA. Some mistakes may prolong FA process and cause additional stress.
 - Don't be afraid to ask questions.
 - Communicate your needs.
 - Be patient with the process.
 - Be responsive - Do not ignore communications.

Provide a dedicated website

- Establish a dedicated space for financial aid on the College and Career website of each high school so that students and families can find links to the FAFSA or MSFAA and other important documents and information in one trusted place. A dedicated space will also help school staff develop consistent processes so that they can help students and direct them to resources most efficiently.

D. Partnerships

Numerous partnerships currently exist among higher education institutions, counties and schools, non-profit organizations, and community-based organizations. Effective and efficient strategies should build on and enhance these relationships and leverage resources.

- Continue to support existing strong partnerships among the school district(s) and colleges and non-profit organizations in their service area already. These partnerships have led to many outreach efforts that are currently present in the high schools. In many cases the financial aid staff often go to high schools together with admissions staff.
- Offer centralized completion events in accessible community spaces to supplement events held in high schools.
 - Use community spaces that are comfortable for under-resourced or immigrant families.
 - Provide completion events that are advertised and offered in multiple languages as needed by the population served.
 - Identify opportunities to have multiple high schools co-host financial aid sessions so the schools can meet the requirement while not overburdening the higher education partner institutions (i.e., presenters, subject matter experts).
- Ensure partnerships assisting with outreach sessions in high schools are with experienced colleges and organizations.

E. Professional Development and Training

Professional development and training are critical to improve and enhance the knowledge of counselors and other professionals working with families and students to enhance their understanding of the FAFSA/MSFAA, financial aid process and applications.

- Provide relevant professional development to all faculty and staff. Teachers, coaches, and administrators should understand the importance of the FAFSA or MSFAA so that multiple adults are encouraging students to submit it.
- Provide the most in-depth FAFSA or MSFAA training for counselors or College Career Information Coordinators (CCICs) who work most closely with first-generation, limited income and under-represented student populations. Other school faculty, staff, and volunteers need more general information about the FAFSA or MSFAA so that they can help students' access resources.
- Target training to focus on assisting first-generation, limited income and under-represented student populations and their families to complete the financial aid process, including verification (federal and State), interpreting financial aid award letters, assisting students with financial aid award appeals (if appropriate), and assisting with challenges faced by foster care and homeless youth.
- Train additional staff and volunteers to help students and families to complete the FAFSA and MSFAA, since school counselors have historically lacked sufficient resources for follow up. It is critical that increased capacity is provided from October 1 – March 1. Training should include a demonstration of FAFSA or MSFAA to encourage hands-on interaction with up-to-date FAFSA or MSFAA forms.

F. Resources and Tools

The following resources and tools provide an array of information useful to counselors, students, and families on the FAFSA and the financial aid process and applications.

- The U.S. Department of Education provides significant resources and tools on their website.
 - <https://financialaidtoolkit.ed.gov/tk/>
 - The Dept of ED offers 6 more FAFSA Videos at <https://www.youtube.com/playlist?list=PL23B9A23CD8DD82DD>
 - Video URL: <https://www.youtube.com/watch?v=BVJ6t24iCa0>
 - Students can complete their FAFSA with the **myStudentAid** app. Download it from the [Apple App Store](#) (iOS) or [Google Play](#) (Android).
 - The FAFSA website (<https://studentaid.gov/apply-for-aid/fafsa/filling-out/help>) offers Live Chat help
- The *Form Your Future* (<https://formyourfuture.org>) site from NCAN has some good resources for schools. (<https://formyourfuture.org/about/>)
- NASFAA Financial Aid Night tool kits.

- Get2College.org is a Mississippi non-profit that published a great FAFSA step-by-step instruction video for dependent students.
- BigFuture <https://bigfuture.collegeboard.org> site from College Board.

The following resources and tools provide an array of information useful to counselors, students, and families on the MSFAA.

- The Maryland Higher Education Commission provides resources and tools on their website
 - <https://mhec.maryland.gov/Pages/MSFAA-FAQS.aspx> - MSFAA Frequently Asked Question Guide
 - <https://mhec.maryland.gov/Documents/MSFAA%2022-23%20User%20Guide%2010%2021.pdf> – MSFAA User Guide provide detailed instructions on how to complete and submit the application

Strategies for Moving Forward

The FAAC believes that the best approach for High School FAFSA/MSFAA completion is to continue and enhance current FAFSA/MSFAA completion efforts, provide training to high school’s staff and administrators, continue collaboration with higher education and other outreach organizations, and establish consistent metrics to measure FAFSA/MSFAA completion.

In addition, the FAAC has identified potential areas of concern related to implementation of a FAFSA/MSFAA awareness program.

School districts often have limited availability of subject matter experts to conduct the number of required financial aid information sessions. Most financial aid supports in schools are School Counselors, but these individuals only receive basic information about financial aid in their graduate programs and often do not receive adequate professional development to supplement graduate learning. Furthermore, School Counselors often do not have the bandwidth to provide intensive financial aid support and outreach because of their numerous responsibilities; some of which are not within a School Counselor training or purview. Some examples of these responsibilities include coordinating 504 meetings (plans provided to students with disabilities through a federal civil rights law), leading Student Support Teams, which provide specialized interventions for specifically targeted students, and providing time sensitive supports such as writing letters of recommendation and preparing students for Early Action deadlines. Further, laws have been passed that emphasize the “80/20” rule (80% direct or indirect student services/20% on program planning and school support), but most School Counselors are not given sufficient time to meet that 80% guidance.

Additional support can be provided to School Counselors by reducing non-ASCA (American School Counselor Association’s) aligned duties such as 504 and SST coordination, scheduling, and lunch and bus duties. Duties that do not align with the ASCA

recommendations directly affect how much time counselors can spend on financial outreach and building partnerships in the community.

Another concern is that there is limited time to facilitate completion sessions for high school students since the FAFSA/MSFAA become available annually on October 1 and the MHEC application deadline is March 1. Additionally, the requirement to have three sessions per school may lead to scheduling difficulties as high schools will be “competing” with each other to secure presenters. While it may make sense for multiple schools to co-host a financial aid night, care should be taken to minimize the potential for conflict resulting from “school rivalries”.

While many counties do a good job in promoting financial aid completion, they typically lack the human resources to fully support and promote this school wide. Counties need to ensure sufficient support is provided through additional school resources and/or use of external partners who have direct experience with in FAFSA or MSFAA outreach and completion with students from low-income and underserved families.

APPENDIX

1. High School Responses
2. FAAC Suggestions Flyer
3. High School Check List



Questions

Responses **26**



FAFSA/MSFAA Outreach Survey

26 Responses	11:20 Average time to complete	Closed Status	...
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[View results](#)

Open in Excel

1. Enter the name of your high school

[More Details](#)

Insights

26
Responses

Latest Responses

- "Hammond High School"
- "Havre de Grace High School"
- "Randallstown High School"

1. Enter the name of your high school

[More Details](#)

Insights

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Responses

Latest Responses

- "Hammond High School"
- "Havre de Grace High School"
- "Randallstown High School"

19 respondents (73%) answered **High School** for this question.

Technical Education Long Reach Center for Career
High School **Technical**
Scott **Francis**
Winters Mill **Owings Mills** **C Milton Wright**

2. Enter your email address

[More Details](#)

 Insights

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Responses

Latest Responses

"alexander_kosisky@hcpss.org"

"Jessica.Maley@hcpss.org"

"kboxley@bcps.org"

1 respondents (4%) answered twilliams@kentk12mdus for this question.

brett_moore@hcpssorg abigailtwigg@acpsdmdorg JessicaMaley@hcpssorg
matthewberg@hcpssorg 1 respondents (4%) rollk12org terryknight@hcpssorg
jwheeler3@bcpsorg timothymurphy@acpcsmorg sarahpaquin@hcpssorgscampbell3@bcpsorg
andrewolfe@hcpssorg twilliams@kentk12mdus jill_altshuler@hcpssorg
gjwunde@carrollk12org kncavey@carrollk12org amberellis@hcpssorg
jeneanfazenbaker@acpsmdorg mscunni@carrollk12org
alexander_kosisky@hcpssorg jillian_hoffman@hcpssorg

3. Enter the county your high school resides

[More Details](#)

 Insights

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Responses

Latest Responses

"Howard County"

"Harford"

"Baltimore County"

4 respondents (15%) answered Baltimore County for this question.

HArford county Howard County Talbot County
Baltimore County Kent County
Allegany **Carroll**

4. Does your High School host Financial Aid nights for FAFSA/MSFAA?

[More Details](#)

● Yes	24
● No	1
● Maybe	1



5. How many staff does your high school have to assist with Financial Aid (FAFSA/MSFAA) Outreach?

[More Details](#)

● Zero	4
● 1-2	10
● 3-4	7
● 5 or more	5



6. How many events does high school host a year?

[More Details](#)

● Zero	0
● One	10
● Two	7
● Three	3
● Four or more	6



7. Please provide an average number of participants attending your Financial Aid, FAFSA/MSFAA events?

[More Details](#)

● Zero/No events	0
● 1-20	10
● 21-40	8
● 41-60	5
● 60 or more	3



8. What platforms does your use for advertising events for Financial Aid FAFSA /MSFAA?

[More Details](#)

Social Media	23
Websites	16
Newsletters	14
Direct Emails	23
Other	9



9. What challenges do you face when attempting to host events (Financial Aid, FAFSA/MSFAA) ? Please also indicate how COVID may have impacted these events?

[More Details](#)

[Insights](#)

Latest Responses

26

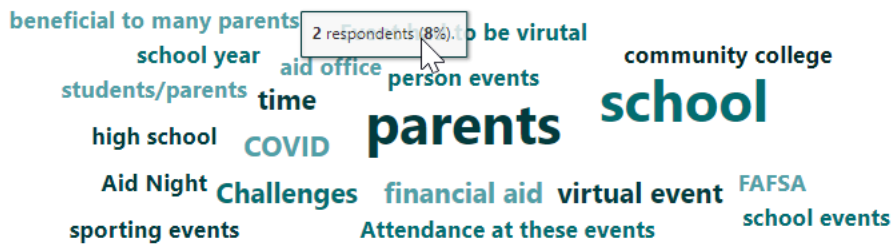
Responses

"-Getting a speaker/presenter -Advertisements are missed -COVID ha...

"We have hosted Financial aid nights in the past, but due to COVID, w...

"Lack of Attendance"

10 respondents (38%) answered **parents** for this question.



10. If you answered any question with other or maybe can you please expand here?

[More Details](#)

[Insights](#)

Latest Responses

26

Responses

"N/A"

"We have hosted Financial Aid nights in the past, but have not the pa...

"N/A"

3 respondents (12%) answered **financial aid** for this question.



FINESSING THE FINANCIAL AID PROCESS

Recommendations for Financial Aid Outreach

STUDENT AND FAMILY OUTREACH

Reach out to families through a variety of ways, such as FAFSA nights (virtual & in person), completion sessions, individual meetings, and FAQ documents with resources, links, and deadlines. Host events at different times and locations to maximize outreach. Exercise inclusivity with language and learning abilities when sharing resources

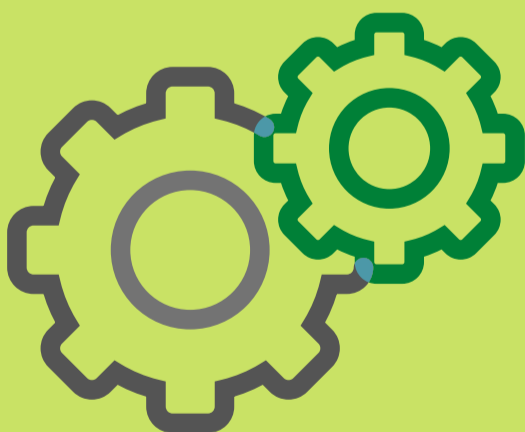


COMMUNICATION

Utilize how to videos, social media, text messages, Google Classroom, department and school websites, and email/mail merge blasts. Communicate regularly, beginning in late September and before financial aid deadlines in March and June.

PARTNERSHIPS

Consider partnerships with higher education institutions, other counties and schools, non-profit and community organizations. If you already have these, how can they be expanded on or better utilized? Consider combining events with local high schools to maximize college financial aid advisors' presence.



PROFESSIONAL DEVELOPMENT & TRAINING

What is needed to carry out this outreach? Consider better support for high school counselors, webinars and trainings on FAFSA/MSFAA, reduction of non-ASCA aligned tasks, etc. Consider the needs of the organizations and institutions also carrying out this work.

RESOURCES & TOOLS

[Financial Aid Outreach Toolkit](#)
[FAFSA website](#)
[MHEC Financial Aid](#)
[MHEC Financial Aid FAQs](#)
[MDCAPS](#)



High School Check List

- ⇒ Create an annual FAFSA & MSFAA completion outreach plan.
- ⇒ Complete data sharing agreement with Commission.
- ⇒ Create a communication plan.
- ⇒ Host a minimum of three Financial Aid/FAFSA night.
- ⇒ Require annual agreements with partnership organizations (if applicable).
- ⇒ Conduct semi- annual professional development and trainings on the financial aid process and applications (FAFSA/MSFAA).
- ⇒ Practice E4: Empower, Encourage, Emphasize, and Embrace.

1. Create an annual FAFSA & MSFAA completion outreach plan.
 - a. This plan should include a FAFSA and MSFAA awareness campaign
 - b. Emphasis on state deadline of March 1 for both the FAFSA and MSFAA
 - c. Create a High School plan parallel with the county student awareness campaign including emphasis on traditionally underserved students, low income, minority, unaccompanied homeless youth, foster children, and nonnative English speakers.

Reference Chapter 577-page 4 section B 1 and page 5 IV 1-3.

2. Complete data sharing agreement with Commission
 - a. Use FAFSA reports to track the number of students submitted the FAFSA or MSFAA for the next academic year.
 - b. Use FAFSA reports to track the number of students submitted FAFSA or MSFAA by the deadline for eligibility for state financial aid.

Reference: Chapter 577-page 4 section B item 3I and page 6 section C I and II

3. Annual awareness campaign communication plan should include
 - a. Multiple method of conveying the information such as emails, text, messages, websites, and school announcements.
 - b. Target students and parents
 - c. Include plan for household that do not speak English
 - d. Include opt in campaign sharing with students how to opt into communications from MHEC.
4. Host three Financial Aid/FAFSA nights.
 - a. Events should be held during evening hours or on the weekend.
 - b. Event should provide information and assistance to student and parents/guardians in completing the FAFSA.
 - c. Virtual and in person Financial Aid Nights
 - d. Virtual and in person FAFSA Completion Events

Reference Chapter 577- page 5 II

5. Annual Agreements with partnership organizations (if applicable).
 - a. Description of partnership with the following:
 - i. A community college or 4-year Institution
 - ii. Nonprofit organizations with the purpose of assisting students with accessing postsecondary education or college access organizations

Reference Chapter 577-page 5 II

6. Conduct semi- annual professional development and trainings on the financial aid process and applications (FAFSA/MSFAA).
 - a. In-depth training for school counselors with supporting information available to other administrations who work closely with students on college prep. All administrations should direct students to school counselors for college prep conversation.
 - i. Discuss tactics on how all community partners can imbed financial aid awareness, importance of affordability, and financial literacy.
 - ii. Consider imbedding financial aid awareness in core classes for senior students.
 - iii. Create training centered on underserved students.
 - b. General training for all educators, staff, and volunteer so they can help students' access resources for FAFSA and MSFAA completion.
 - c. Use Department of Education & Maryland Higher Education resources and tools such as videos, memes, and social media posts.
7. E4: Empower, Encourage, Emphasize, and Embrace.
 - a. Encourage 1:1 Meeting with senior students to create a post-secondary plan by June 15 each year
 - b. Encourage students to create an FSA ID to complete the FAFSA, and MDCAPS account to complete the MSFAA.
 - c. Encourage friendly High School competition for FAFSA completion overall goals. Celebrating the efforts for wining high schools. Consider partnerships with community organizations and businesses to provide swag to celebrate the effort of winning high schools. Recognize high schools who increased FAFSA/MSFAA completion in professional development and social media. *FAAC suggests the metric based on the % of the completion rather than raw numbers.*
 - d. Encourage students and parents to set aside enough time to complete the FAFSA and MSFAA in one sitting.
 - e. Encourage students to update FAFSA as top 10 prospective colleges or university change.
 - f. Empower students with a list of documents needed to complete the FAFSA/MSFAA.
 - g. Empower students to conduct research about each of their top 10 schools financial aid process. Take time to emphasize the differences in requirements at each institution.

- h. Encourage students, particularly underrepresented students to review enrollment deposits, housing deposits, deferrals, and new student resources.
- i. Encourage separate tactics for assisting different populations with emphasis on underrepresented students.
- j. Encourage students selected for verification to submit documents to prospective colleges as soon as possible.
- k. Encourage student to monitor communications from MHEC, Department of Education and schools of choice.



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: March 23, 2022

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas, Director Office of Student Financial Assistance

SUBJECT: Approval of Proposed Amendments to COMAR 13B.08.02.02 – Janet L. Hoffman Loan Assistance Repayment Program

Under § 18-1501 et seq., of the Education Article, Annotated Code of Maryland, the Janet L. Hoffman Loan Assistance Repayment Program (Hoffman LARP) provides State assistance in the repayment of educational loans for the purpose of attracting qualified individuals to fields of employment in government and the nonprofit sector, particularly those in which there are critical manpower shortages in the State and lower salaries than in the private sector. The Hoffman LARP is governed by COMAR 13B.08.02.

In 2021, the State enacted the Blueprint for Maryland's Future—Implementation, 2021 Maryland Laws Ch. 36 (H.B. 1300 (2020)), which amended the requirements for participation in the Hoffman LARP that are set forth in Educ. § 18-1502(c). In particular, the statute was amended to expand eligibility to include public school teachers who teach fine arts subjects and to redefine the pool of eligible schools based on the percentages of students enrolled in free and reduced price lunch programs and the school's loss of Title I status.

Enclosed for your review and approval are proposed regulatory amendments that reflect the change to the Hoffman LARP, as described above. These amendments have been approved for legality by MHEC's Assistant Attorneys General as required by the Maryland Administrative Procedure Act. They are now enclosed for your review and approval.

Upon your approval, proposed regulations and regulatory amendments are submitted to the legislature's Joint Committee on Administrative, Executive, and Legislative Review (AELR), after which they are submitted to the Division of State Documents (DSD) for publication in the Maryland Register. After a public comment period, they may be brought back before the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission:

- (1) Approves for publication in the Maryland Register the enclosed proposed regulatory amendments to the eligibility requirements for the Hoffman LARP; 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.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 02 Janet L. Hoffman Loan Assistance Repayment Program

Authority: Education Article, §§11-105(u), 18-204(c), and 18-1503, Annotated Code of Maryland

.02 Eligibility.

A. To be eligible for assistance under the Hoffman LARP, an applicant:

(1) Shall possess:

(a) An undergraduate, graduate, or professional degree from a college or university located in Maryland;

(b) A law degree from any school of law; or

(c) A resident teacher certificate from the Maryland State Department of Education after completing an alternative teaching preparation program approved by the State Superintendent of Education;

(2) Shall have obtained employment with the State (not including employment as a judicial clerk in any court), a local government, or an organization, institution, association, society, or corporation that is tax exempt under §501(c)(3) or (4) of the Internal Revenue Code of 1986;

(3) May not be in default on any higher education loan;

(4) Shall have a higher education loan for undergraduate, graduate, professional, or resident teacher certificate study obtained for tuition, educational expenses, or living expenses from a college, university, government, or commercial source; and

(5) Shall meet annual income requirements as established by the Office ~~offer~~ Student Financial Assistance.

B. In addition to the eligibility requirements in §A of this regulation, an applicant for a Nancy Grasmick Teacher Award shall have:

(1) Taught in a public school in the State for at least 2 years:

(a) In science, technology, engineering, fine arts, or math; ~~or~~

(b) In a school in which at least the following percentages~~75 percent~~ of the students are enrolled in the free and reduced lunch program;

(i.) 75 percent through June 30, 2025; and

(ii) 55 percent beginning July 1, 2025; or

(c) In a school that:

(i) Had Title I status during the 2018-2019 school year;

(ii) Lost Title I status after the 2018-2019 school year; and

(iii) Participates in the United States Department of Agriculture Community Eligibility Provision; and

(2) Received the highest performance evaluation rating possible for the most recent year available in the county in which the teacher taught.

C. In addition to the eligibility requirements in §A of this regulation, an applicant employed as a licensed clinical counselor shall work in a high need geographic area of the State, as determined by the Maryland Department of Health, in one of the following fields:

- (1) Licensed clinical alcohol and drug counseling;
- (2) Licensed clinical marriage and family therapy counseling; or
- (3) Licensed clinical professional counseling.



Larry Hogan
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Mary Pat Seurkamp, Ph.D.
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James D. Fielder, Jr., Ph. D.
Secretary

MEMORANDUM

DATE: March 23, 2022

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas, Director Office of Student Financial Assistance

SUBJECT: Approval of Proposed Amendments to COMAR 13B.08.10.03 –
Delegate Howard P. Rawlings Educational Excellence Awards Program

Under § 18-301 et seq., of the Education Article, Annotated Code of Maryland, the Delegate Howard P. Rawlings Program of Educational Excellence Awards provides need-based financial assistance to students, including through the provision of Guaranteed Access Grants. The awarding of Guaranteed Access Grants is governed by COMAR 13B.08.10.

In 2021, the Guaranteed Access Grant program was amended to allow students in grade 10 to prequalify for the Guaranteed Access Grant if they meet certain eligibility criteria, which had previously been limited to students in grades 7 through 9. The statute also was amended to establish prequalification eligibility criteria for students in grades 9 and 10.

Enclosed for your review and approval are proposed regulatory amendments that reflect the changes to the Guaranteed Access Grant prequalification criteria, as described above. These amendments have been approved for legality by MHEC's Assistant Attorneys General as required by the Maryland Administrative Procedure Act. They are now enclosed for your review and approval.

Upon your approval, proposed regulations and regulatory amendments are submitted to the legislature's Joint Committee on Administrative, Executive, and Legislative Review (AELR), after which they are submitted to the Division of State Documents (DSD) for publication in the Maryland Register. After a public comment period, they may be brought back before the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission:

- (1) Approves for publication in the Maryland Register the enclosed proposed regulatory amendments to the eligibility requirements for students in grades 9 and 10 to prequalify for the Guaranteed Access Grant; 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.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 10 Delegate Howard P. Rawlings Educational Excellence Awards Program

**Authority: Education Article, §§11-105(u), 18-204(c), and 18-301 et seq., Annotated Code of
Maryland**

.03 Eligibility.

A. To be eligible for financial assistance under the Educational Excellence Award program, an applicant shall:

(1) Be a Maryland resident or be eligible for in-State tuition;

(2) Annually file the FAFSA or MSFAA by March 1;

(3) Be accepted for admission, or enrolled as a full-time student, in a regular undergraduate program leading to a degree or diploma at an eligible institution, or be enrolled full-time in a 2-year associate degree program in which the course work is acceptable for transfer credit to an accredited baccalaureate program at an eligible institution;

(4) Demonstrate financial need based upon the formula set forth in Regulation .06 of this chapter;

(5) Agree to provide, by the deadline established by OSFA, any supplemental information or documentation requested by OSFA or an institution for the purpose of administering or verifying eligibility for the EEA; and

(6) If requested, sign an authorization for the release of information to OSFA or an institution for the purpose of administering or verifying eligibility for the EEA.

B. An applicant's failure or refusal to provide to OSFA requested information, or a signed authorization for the release of information, by the deadlines established by OSFA may result in a determination of ineligibility, the cancellation of an award, or the denial of an appeal.

C. To be eligible for a Guaranteed Access Grant, an applicant shall:

(1) Satisfy the requirements of §A of this regulation;

(2) Except as provided in §D of this regulation, have an annual total family income as reported on the FAFSA or MSFAA that is at or below 130 percent of the federal poverty level or, if program funding allows, that is at or below 150 percent of the federal poverty level, for 2 years prior to the academic year for which the student is being reviewed;

(3) Begin enrollment at an eligible institution within 1 year of completing high school or within 1 year of obtaining a GED with a passing score of at least 165 per module or, if failing to do either, provide documentation satisfactory to OSFA of extenuating circumstances;

(4) Be younger than 22 years old at the time of receiving the first award, except as provided in §E of this regulation;

(5) Either:

(a) Have obtained a GED with a passing score of at least 165 per module; or

(b) Have successfully completed a college preparatory program in high school that is designed to prepare students for college level work;

(6) Either:

(a) Have obtained a GED with a passing score of at least 165 per module; or

(b) Have completed high school with an unweighted cumulative grade point average of at least 2.5 on a 4.0 scale or its equivalent at the end of the first semester of the senior year in high school and have completed high school or, failing to do so, on the recommendation of the recipient's high school principal provide evidence satisfactory to the Commission of extenuating circumstances;

(7) Except as provided in §C(3) and (6) of this regulation, be a senior in high school at the time of initial application;

(8) Except as provided in §C(3) and (6) of this regulation, submit a completed high school certification form and a high school transcript reflecting the first semester of the applicant's senior year;

(9) Whether applying for the first time or as a renewal recipient, submit all supplemental documentation requested by OSFA or the institution (other than the FAFSA or MSFAA, which are due on March 1) no later than the deadline established by OSFA; and

(10) Meet any other requirements adopted by the Commission.

D. OSFA may not consider an earned income credit under §32 of the Internal Revenue Code in determining the annual family income eligibility of an applicant for a Guaranteed Access Grant.

E. Prior to award year 2022—2023, an individual may be younger than 26 years old at the time of receiving the first GA award, but beginning in award year 2022—2023, an individual shall be younger than 22 years old at the time of receiving the first GA award.

F. ~~Requirements for Students in Grades 7 or 8.~~

~~(1)~~ Except as provided in §~~GF(2)~~ of this regulation, a student in grade 7 or grade 8 who applies and prequalifies for a Guaranteed Access Grant on the basis of financial need as established by the Commission shall agree in writing, as a secondary and undergraduate student, to:

~~(1)(a)~~ Satisfy the attendance policy of the applicable school;

~~(2)(b)~~ Refrain from substance abuse;

~~(3)(c)~~ Provide information required by the Commission or the Maryland State Department of Education;

~~(4)(d)~~ Apply for admission to an institution of higher education during the student's senior year of high school;

~~(5)(e)~~ Participate in the Next Generation Scholars of Maryland Program until the student graduates from high school and matriculates at an institution of higher education;

~~(6)(f)~~ Maintain an unweighted cumulative grade point average of at least 2.5 on a 4.0 scale or its equivalent; and

~~(7)(g)~~ Satisfy any other program requirements set by OSFA, the Commission, the Maryland State Board of Education, or the Maryland State Department of Education.

G. (2) For academic years 2017—2018 and 2018—2019 only, a ~~A~~ student in grade 9 or grade 10 who applies and prequalifies for a Guaranteed Access Grant on the basis of financial need as established by OSFA shall prequalify for a Guaranteed Access Grant to be used at the time of enrollment in an institution of higher education if the student:

(1) Otherwise meets the conditions of §~~F(4)~~ of this regulation; and

(2) (a) Is eligible for free or reduced price meals; or

(b) Attends a school that participates in the U.S. Department of Agriculture Community Eligibility Provision and the student is identified by:

(i) Direct certification; or

(ii) Income information provided by the family of the student to the local school system on an alternative form developed by the Department.



Larry Hogan
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Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: March 23, 2022

TO: Maryland Higher Education Commissioners

FROM: Donna Thomas, Director
Office of Student Financial Assistance

SUBJECT: Approval of Proposed New Regulations for COMAR –
Teaching Fellows for Maryland Scholarship Program

The Teaching Fellows for Maryland Scholarship Program provides financial assistance to Maryland students who, upon completion of an undergraduate or graduate teacher certification program, pledge to work as public school or public prekindergarten teachers at Maryland schools that have at least 50% of the students in the school eligible for free or reduced price meals (FRPM). The program waives certain eligibility requirements, such as GPA and test scores, for individuals who have been teaching assistants at a public school or public prekindergarten program in the State for at least two years.

The program offers substantial funding to these students: for students at public senior higher education institutions, 100% of the tuition, fees, room, and board for a resident undergraduate or graduate student; and, for students at private nonprofit institutions of higher education that agree to provide matching grants under this program, either 100% of the tuition and fees of a resident undergraduate or graduate at University of Maryland College Park or 50% of the tuition and fees of a resident undergraduate or graduate at the institution, whichever is less, and 100% of the room and board of a resident undergraduate or graduate student at the institution.

In light of Maryland's current teacher shortage and as part of the Blueprint for Maryland's Future—Implementation Act (2021 Maryland Laws Ch. 36), the legislature mandated increasing funding for this program from \$2,000,000 per year to \$4,000,000 for FY2022, \$8,000,000 for FY23, \$12,000,000 for FY24, and, starting in FY25, \$18,000,000 per year.

Enclosed for your review and approval are new regulations governing this scholarship program. These regulations have been approved for legality by MHEC's Assistant Attorneys General as required by the Maryland Administrative Procedure Act.

Upon approval, proposed regulations are submitted to the legislature's Joint Committee on Administrative, Executive, and Legislative Review (AELR), after which they are submitted to the Division of State Documents (DSD) for publication in the Maryland Register. After a public comment period, they may be brought back before the Commission for final adoption.

RECOMMENDATION: It is recommended that the Commission:

- (1) Approves for publication in the Maryland Register the enclosed proposed new regulations for the Teaching Fellows of Maryland Scholarship Program; and
- (2) Authorize 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.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 08 FINANCIAL AID

Chapter 22 Teaching Fellows for Maryland Scholarship Program

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

- .01 Program Established
- .02 Definitions
- .03 Private Eligible Institutions
- .04 Use and Amount of Award
- .05 Initial Awards – Student Eligibility
- .06 Initial Awards – Application Process
- .07 Renewal Awards
- .08 Selection of Recipients
- .09 Award Notification and Acceptance
- .10 Certification and Disbursement
- .11 Scholarship Conditions and Repayment
- .12 Service Obligation

.01 Program Established.

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

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

.02 Definitions.

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

B. Terms Defined.

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

(2) “Director” means the executive director of the Office.

(3) Eligible Institution.

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

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

(4) Extenuating Circumstances.

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

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

(i) Disability;

(ii) Serious illness of the student;

(iii) Pregnancy or adoption;

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

(v) Fulfillment of military service; or

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

(5) “Full-time” means enrollment in:

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

(b) At least 9 credits per semester in a graduate certificate or degree program.

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

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

(8) “Nonresident student” means a student that resides in housing that is privately owned.

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

(10) “Part-time” means enrollment in:

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

(b) At least 6 credits, but less than 9 credits, per semester in a graduate certificate or degree program.

(11) “Resident student” means a student who resides in housing that is owned by the institution in which they are enrolled.

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

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

(14) Teaching Assistant.

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

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

.03 Private Eligible Institutions.

A. Participation Agreements.

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

(2) The Participation Agreement in §A(1) of this regulation shall be in a form prescribed by the Office, which will be provided to all private nonprofit institutions of higher education in the State each year.

(3) Participation Agreements shall be submitted to the Office by the deadline annually established by the Office. A student at an institution that did not timely submit a Participation Agreement shall not be considered for an initial award by the Office.

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

B. Matching Grants.

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

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

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

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

(a) Remains enrolled at the institution; and

(b) Receives a renewal award under this chapter.

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

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

(5) Repayment.

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

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

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

.04 Use and Amount of Award.

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

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

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

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

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

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

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

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

.05 Initial Awards – Student Eligibility.

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

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

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

(2) Is accepted for admission or currently enrolled at an eligible institution as a full-time or part-time undergraduate or graduate student pursuing a course of study or

program in an academic discipline leading to a Maryland professional teacher's certificate;

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

(4) Has achieved at least:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.06 Initial Awards - Application Process.

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

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

- (1) The Teaching Fellows for Maryland Scholarship application form;
- (2) A written essay of at least 600 words detailing exceptional dedication to or aptitude for teaching;
- (3) Documentation of GPA and standardized test score, as follows:
 - (a) For an applicant currently in high school:
 - (i) A high school transcript issued after the completion of the first semester of the senior year; and
 - (ii) If the transcript indicates a cumulative unweighted GPA of less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report or documentation, in a form prescribed by the Office, of class rank;
 - (b) For an applicant who has graduated from high school and completed less than 12 college credits, whether or not currently enrolled:
 - (i) A final high school transcript; and
 - (ii) If the transcript indicates an overall unweighted high school GPA of at less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report;
 - (c) For an applicant who has completed at least 12, but less than 24, undergraduate credits:
 - (i) The most recent college transcript; and
 - (ii) If the transcript indicates a cumulative undergraduate GPA of less than 3.3 on a 4.0 scale or its equivalent, an SAT or ACT score report;
 - (d) For an applicant who has completed 24 or more undergraduate credits and has not earned a bachelor's degree, whether or not currently enrolled:
 - (i) The most recent college transcript; and
 - (ii) If the transcript indicates a cumulative undergraduate GPA of at less than 3.3 on a 4.0 scale or its equivalent, a GRE score report; or
 - (e) For an applicant who has a bachelor's degree, whether or not the applicant has completed graduate credits or earned a graduate degree:
 - (i) A final undergraduate transcript; and
 - (ii) If the transcript indicates a cumulative undergraduate GPA of at less than 3.3 on a 4.0 scale or its equivalent, a GRE score report; and
- (4) Any other documents required by the Office.

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

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

- (1) The Teaching Fellows for Maryland Scholarship application form;
- (2) An Employment Verification Form available from the Office; and
- (3) Any other documents required by the Office.

E. The office may request additional information or documentation from an applicant before determining eligibility for the award. If an applicant fails to submit the requested information or documentation by the deadline established by the Office, it shall not be considered.

.07 Renewal Awards.

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

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

- (1) Continues to be a resident of the State or graduated from a high school in the State;
- (2) Continues to be a full-time or part-time undergraduate or graduate student at an eligible institution pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;
- (3) Except as set forth in §D of this regulation, has maintained a cumulative grade point average of at least a 3.3 on a 4.0 scale, as demonstrated by the student's most recent undergraduate or graduate transcript;
- (4) Is determined by their institution to be maintaining satisfactory progress towards a degree; and
- (5) Maintains the disciplinary standards of the institution.

C. Renewal of Award for Fifth Year.

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

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

- (a) Documentation from the institution that the course of study or program in which the student is enrolled requires 5 years to complete; and
- (b) Any other documents requested by the Office.

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

D. Waiver of GPA Requirement Based on Extenuating Circumstances.

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

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

- (a) A letter explaining the extenuating circumstances and why they prevented the student from achieving the required GPA;
 - (b) Any documentation of the occurrence of the extenuating circumstances;
 - (c) Any other relevant supporting documentation; and
 - (d) Any other documents requested by the Office.
- (3) Waiver determinations made by the Office are final and not subject to further review or appeal.

.08 Selection of Recipients.

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

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

C. High School and Undergraduate Students.

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

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

D. Teaching Assistants.

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

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

E. Graduate Students.

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

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

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

.09 Award Notification and Acceptance.

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

B. The recipient shall have 6 weeks from the date notification was sent by the Office to accept the award. A recipient who does not accept the award in that time period shall not receive an award.

C. A recipient shall log into MDCAPS in order to accept an award offer unless permitted by the Director to provide an alternative form of written acceptance.

D. Additional Requirements for Receipt of Award.

- (1) To receive the award, a recipient shall, by the deadline established by the Office:
 - (a) Execute the written agreement with the Commission described in Regulation .11B of this chapter; and
 - (b) Sign the promissory note described in Regulation .11B of this chapter.
- (2) A recipient who does not timely complete the requirements of this section shall not receive an award.

.10 Certification and Disbursement.

- A. Annual awards shall be disbursed in two installments, one per semester.
- B. Certification of Initial Awards. Before an initial award is disbursed, eligible institutions shall certify, on billing rosters provided by the Office, that a recipient is:
 - (1) If applicable, a Maryland resident; and
 - (2) Enrolled as a full-time or part-time undergraduate or graduate student, as applicable, pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate.
- C. Certification of Renewal Awards. Before a renewal award is disbursed, eligible institutions shall certify, on billing rosters provided by the Office, that a recipient:
 - (1) If applicable, continues to be a Maryland resident;
 - (2) Continues to be enrolled as a full-time or part-time undergraduate or graduate student, as applicable, pursuing a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate;
 - (3) Has maintained a cumulative GPA of at least 3.3 on a 4.0 scale;
 - (4) Is maintaining satisfactory academic progress toward a degree; and
 - (5) Is maintaining the disciplinary standards of the institution.
- D. An institution shall provide certification to the Office and request payment for all recipients on a semester basis no later than:
 - (1) December 15, for the fall semester; and
 - (2) May 15, for the spring semester.
- E. An institution that fails to timely certify and request payment for all recipients under §D of this regulation may not certify recipients for the subsequent semester until all prior semester awards have been certified and disbursed.

.11 Scholarship Conditions and Repayment.

- A. Recipient Obligations. A scholarship recipient shall:
 - (1) Maintain all scholarship eligibility requirements set forth in Education Article, Title 18, Subtitle 22, Annotated Code of Maryland, and this chapter;
 - (2) Satisfy the degree requirements of the course of study or program for which the scholarship was received;
 - (3) After completion of the course of study or program for which the scholarship was received, perform a service obligation that meets the requirements of Regulation .12 of this chapter;
 - (4) Become professionally certified to teach in the State of Maryland no later than 2 years after completion of the course of study or program for which the scholarship was received; and

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

B. Required Documents. A recipient shall:

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

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

C. Conversion of Scholarship to Loan.

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

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

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

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

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

D. Loan Forgiveness.

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

(a) The recipient has:

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

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

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

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

.12 Service Obligation Requirements.

A. Allowable Employment.

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

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

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

(2) Employment Unavailable.

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

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

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

(a) Employment as a teaching assistant;

(b) Volunteer service, or

(c) A fellowship or internship.

B. Duration.

(1) Undergraduate Students. For each year a recipient receives a scholarship for an undergraduate program, the recipient shall perform the service obligation for 1 year.

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

C. Deferment.

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

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

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

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

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

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

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

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

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

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

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

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

(e) A copy of military orders.

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

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



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

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

MEMORANDUM

DATE: March 23, 2022

TO: Maryland Higher Education Commissioners

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

SUBJECT: Approval of Proposed New Regulations and Amendments to COMAR –
Transfer Between Public Institutions of Higher Education

On February 23, 2022, at a regular public meeting of the Commission, the Commissioners were presented with draft new regulations and regulatory amendments regarding the transfer of students between public institutions of higher education in the State. Based on the feedback received from the Commissioners at the February 23 Commission Meeting as well as feedback from multiple stakeholders, edits were made to the draft. These edits do not change the overall intent of the regulations, but rather provide some clarification regarding the standards, processes, and regulatory language. The Commission’s Education Policy Committee met in public session on March 14, 2022, to discuss the feedback and resulting changes. The proposed regulations are now ready for your approval.

The regulations arose from passage of the 2021 Transfer With Success Act (Ch. 188/189, 2021 Laws of Maryland), which amended § 11-207 of the Education Article, Annotated Code of Maryland. As discussed in more detail in the February 23, 2022, Commission Meeting memorandum, MHEC convened a workgroup of various stakeholders in 2021 to develop a process for the new legislative requirements, including a joint review by “sending” and “receiving” institutions when any portion of a transfer student’s request to transfer courses and credits is denied, as well as new annual requirement to report to MHEC all denied transfer requests, along with the rationale for each denial.

The proposal repeals the 9 existing MHEC regulations regarding transfer and articulation agreements, adds 15 new regulations in their stead, and amends 5 existing regulations. These new regulations and amendments:

- ◇ **Add a transfer evaluation and review process to implement the Transfer With Success Act.** The relevant regulation covers the submission of a student request, deadlines for evaluating the request, instructions for applying the substantive standards, content of the report notifying students of accepted and denied courses, the

steps of the joint review process by the sending and receiving institutions, and the new annual reporting requirement.

- ◇ **Distinguish the transfer of completed courses from the awarding of credits for transferred courses.** Generally, the terms “course” and “credit” are used interchangeably in the transfer process. 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 regulations separate the evaluation of whether a course is transferable under the appropriate equivalency standard from the awarding and application of credit for the transferred course. 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 articulation agreements.
- ◇ **Create new statewide standards for the substantive evaluation of transfer requests and clarify existing standards.** Notably, the workgroup established an innovative standard for evaluating whether a particular course may be transferred between institutions: when at least 70% of the learning objectives 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 for identifying course equivalencies. The regulations also clearly differentiate between the standards for transfer of general education courses, individual major and elective courses, and credit for prior learning.
- ◇ **More fully integrate transfer planning and articulation agreements into the Commission’s Academic Program Review process.** When submitting an academic program proposal for review, public institutions are now required to submit a new articulation agreement, a revised articulation agreement, or justification for why an articulation agreement is not appropriate for the proposed program. Institutions will collaborate and coordinate before submitting new proposals.
- ◇ **Create additional transparency for students.** Public institutions will be required to have comprehensive institutional transfer policies and make all transfer information publicly available and easily accessible.
- ◇ **Add new terms and definitions and replace outdated terminology.** For example, the term “native student” has been replaced with “non-transfer student” and new, plain language terms were added. For instance, the regulations describe three types of articulation agreements: “Program Transfer Agreement” (the comprehensive, seamless transfer of a group courses for the completion of a specific academic program), “Course Transfer Agreement” (the transfer of individual courses), and “Prior Learning Transfer Agreement” (the awarding of credit for prior and experiential learning).
- ◇ **Significantly reorganize the existing regulations, using clear, direct language.** The regulations aim to ensure that students and university staff can easily understand and navigate the complex standards and processes governing transfer.

While these regulations provide more coherent standards and processes regarding transfer, it is anticipated that implementation of the regulations by public institutions will require significant effort and resources. In light of this, MHEC is currently preparing a detailed guidance document regarding regulatory interpretation and recommended processes and related templates.

MHEC is also currently preparing guidance on the annual reporting requirement. Student-level data will be collected to allow both the Commission and institutions to evaluate long-term outcomes. For the first year, the data collection will be limited to denial of transferability. It is hoped that future data collections will include additional information, such as the award and application of credit for transferred courses. We expect the data to help identify and evaluate best practices, obstacles to student success, and equity between institutional policies. Therefore, it is likely that these regulations will be amended after several years. Currently pending legislation regarding transfer, particularly the Transfer with Success Act 2.0 (HB 598/ SB 540) may also require regulatory changes.

The proposed new regulations and regulatory amendments are enclosed for your review and approval for publication in the Maryland Register. Specifically, the enclosed regulations and amendments propose:

- (1) Under COMAR 13B.02.03 (Academic Programs — Degree-Granting Institutions):
 - a. Making minor amendments to Regulations .02 (Definitions) and .06 (Criteria for Program Review); and
 - b. Repealing Regulation .19 (Parallel Programs and Recommended Transfer Programs) and adding a new Regulation .19 (Public Institutions—Transfer and Articulation) that creates concrete transfer and articulation requirements for public institutions requesting approval for new academic programs or substantial modifications to existing academic programs;

- (2) Under COMAR 13B.06.01 (Public Institutions of Higher Education):
 - a. Amending the chapter name to *General Education Requirements for Public Institutions of Higher Education* to clearly separate requirements for general education and transfer;
 - b. Making minor and non-substantive amendments to Regulations .01 (Scope and Applicability) and .02 (Definitions); and
 - c. Amending Regulation .03 (General Education Requirements for Public Institutions) to make language and organizational clarifications and to add a new provision requiring the identification of general education courses on student transcripts to assist with transfer evaluation;
 - d. Repealing the following regulations, moving some existing provisions to the new regulation above and the new regulations below:
 - i. .02-1 (Admission of Transfer Students and First-Time Students with Advanced Standing);
 - ii. .04 (Transfer of Education Program Credit);
 - iii. .05 (Academic Success and General Well-Being of Transfer Students);
 - iv. .06 (Programmatic Currency);
 - v. .07 (Transfer Mediation Committee);

- vi. .08 (Appeal Process), and
- vii. .09 (Periodic Review);

- (3) Under COMAR 13B.06.02 (Requirements for Articulation Agreements):
- a. Amending the chapter name to *Transfer Students and Transfer of Courses and Credits* to cover a broader range of transfer-related topics;
 - b. Repealing Regulation .01 (Articulation Agreements), moving some existing provisions to the new regulations below; and
 - c. Adding, for the purposes summarized in this memorandum, new Regulations:
 - i. .01 (Purpose and Scope);
 - ii. .02 (Definitions);
 - iii. .03 (Institutional Policies and Responsibilities);
 - iv. .04 (Collaboration and Coordination between Institutions);
 - v. .05 (Information for Students);
 - vi. .06 (Admission of Transfer Students);
 - vii. .07 (Transfer of Courses and Credits Generally);
 - viii. .08 (Number of Credits Accepted for Transfer);
 - ix. .09 (Transfer of General Education Courses);
 - x. .10 (Evaluation of Individual Course Equivalencies);
 - xi. .11 (Transfer of Previously Awarded Credit for Prior Learning);
 - xii. .12 (Establishment of Transferability);
 - xiii. .13 (Program Transfer Agreements); and
 - xiv. .14 (Evaluation and Review Process for Transfer of Courses and Credits); and

- (4) Under COMAR 13B.07.02 (General Regulations and Policies for Community Colleges):
- a. Making a minor, non-substantive amendment to Regulation. 01 (Admission and Transfer of Students).

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

RECOMMENDATION: It is recommended that the Commission: (1) approves for publication in the Maryland Register the enclosed proposed new regulations and regulatory amendments regarding transfer between public institutions of higher education; 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.

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 learning objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, leading 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)

.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.**~~

~~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 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.

(4) Subject to §§C(1) and (2) of this regulation, all proposed new and modified articulation agreements submitted under §§B(1)—(3) of this regulation shall be provisionally signed by the appropriate individual(s), as identified in COMAR 13B.06.02.13, prior to submission.

C. After Approval.

(1) Any new or revised articulation agreement submitted under this regulation shall only be effective when:

(a) The new program or substantial modification is approved by the Commission; and

(b) The new program or substantial modification is implemented.

(2) A provisionally signed new or revised articulation agreement submitted under this regulation may not be made publicly available by any institution unless the new program or substantial modification has been approved by the Commission.

(3) 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.~~

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.~~

~~(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.~~

~~(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.~~

~~(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”~~

~~(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”~~

~~(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”~~

~~(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”~~

.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:

~~(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~~

~~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;

~~(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~~

~~(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:~~

~~(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) — (c).~~

~~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.~~

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.~~

~~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.~~

L. 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.

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

[deleted text on pp. 22-23]

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

[deleted text on pp. 25-27]

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

[deleted text on p. 19]

~~**.06 Programmatic Currency.**~~

[deleted text on p. 17]

~~**.07 Transfer Mediation Committee.**~~

[deleted text on p. 36]

~~**.08 Appeal Process.**~~

[deleted text on pp. 37-38]

~~**.09 Periodic Review.**~~

[deleted text on p. 39]

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

.01 ~~Articulation Agreements.~~

[deleted text on p. 34]

.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. This chapter is not intended to affect a student's eligibility for and use of federal financial aid and nothing in this chapter shall be construed in a manner that would prevent a student from being eligible for or using federal financial aid.

D. 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 objectives 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~~ an institution.

(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 outcome” or “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 learning 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 an institution of higher education of most recent previous enrollment by a student at which a student was previously enrolled and earned applicable academic credit was earned.

(22) “Transfer student” means an undergraduate student entering an institution for the first time, after earning a high school diploma or equivalent, who has 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 is transferable to the institution the student is entering 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 shall 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. Applicability of Policies to Students from Private and Out-of-State Institutions. Institutions are encouraged to use the standards set forth in Regulations .07—.11 of this chapter and the process set forth in Regulation .14D of this chapter to evaluate the transfer of courses and credits that were completed at a private or out of state institution of higher education.

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.

[.06.01].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.~~

.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 articulation 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.

[.06.01].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.~~

.05 Information for Students.

A. All Institutions.

(1) An institution shall ensure that all articulation 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 shall 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 articulation 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:

(a) Promptly inform students of changes to admissions requirements, academic program requirements, or any of the other information above; and

(b) Notify students that:

(i) 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.

(4) Institutions shall encourage all prospective transfer students to complete an associate's degree.

B. Community Colleges. Community colleges shall encourage their students to select, as early as possible, the institution and academic program into which they desire to transfer.

~~[.06.01].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.~~

~~(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 transferring from 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 transferring from 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.

[.06.01].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;~~

~~(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.~~

~~(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.~~

~~(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:~~

~~(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 30, but not more than 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 objectives of the course or combination of courses completed at the sending institution are equivalent to the course learning objectives 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 shall 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 earned for that course or combination of courses at the sending institution.

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 objective 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 articulations 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.

[.06.02].01 ~~Articulation Agreements.~~

~~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.

[.06.01].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.~~

[.06.01].08 Appeal Process.

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.

~~(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.~~

[.06.01].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.~~

.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 current or prospective transfer 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 complete 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 30 business days before the start of the student's first semester at the receiving institution, the evaluation shall be conducted and completed no later than 10 business days prior to 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)(i)—(iv) 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:

- (i) Determined after evaluating the application of credit under §D(3)(a) of this regulation; and
- (ii) Selected to minimize the number of courses a student will need to take at the receiving institution to complete a degree.

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:
 - (i) The basis for transferability; and
 - (ii) The program requirement(s) it fulfills under §D(3) of this regulation;
- (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 all sending institutions 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 regarding the transferability of courses and credits under §D(2) 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 five years after the student ceases enrollment at the institution or two years after the student completes a bachelor's degree, whichever is earlier.

(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.

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)



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>