



## APPENDICES

**Dr. Theodosia Shields, Dean, Library Services and a visitor from Border Technikon, South Africa**

- Appendix 1**      General Education and Transfer Information (Title 13B Maryland Higher Education Commission)
- Appendix 2**      Arbitrary and Capricious Grading Policy
- Appendix 3**      The Honors Program
- Appendix 4**      Title II
- Appendix 5**      Maryland Cooperative Extension Service

## Appendix 1



## Title 13B MARYLAND HIGHER EDUCATION COMMISSION

*Subtitle 06 GENERAL EDUCATION AND TRANSFER***Chapter 01 Public Institutions of Higher Education****Authority: Education Article, § 11-201—11-206, 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) "Area of concentration" means a sequential arrangement of courses within a program which at the:

- (a) Undergraduate level exceeds 24 semester credit hours;
- (b) Master's level exceeds 12 semester credit hours; and
- (c) Doctorate level exceeds 18 semester credit hours.

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

(3) "Associate of Applied Science (A.A.S.);" means a degree which recognizes a mastery of vocational-technical occupational skills (law enforcement, computer technology, engineering technology, etc.). The program is intended for those seeking immediate employment opportunities. However, the program does not preclude a student from transferring to a technical baccalaureate degree program such as a bachelor's degree in technology or a bachelor's degree in technical or professional studies, or from transferring non-technical courses to a 4-year institution.

(4) "Associate of Arts (A.A.);" means a degree which recognizes a mastery in the liberal arts (social sciences, humanities, and similar subjects) and in the fine arts (music, art, etc.). The program is intended for transfer to an equivalent Bachelor of Arts degree program at 4-year institutions.

(4-1) "Associate of Art in Teaching (A.A.T.);" means a degree which recognizes a mastery in teacher education which:

- (a) Meets the lower-level degree academic content, outcomes, and requirements for teacher education, similar to the first 2 years of a baccalaureate program in teacher education;
- (b) Requires a passing score on Praxis I;
- (c) Requires a cumulative grade point average of 2.75 on a 4.00 scale; and
- (d) If achieved, transfers in total without further review by Maryland public and independent four-year institutions.

(5) "Associate of Fine Arts (A.F.A.);" means a degree which recognizes a mastery in the professional arts in programs which:

- (a) Have as a primary goal transfer to a B.F.A. degree program;
- (b) Are similar to the first 2 years of a B.F.A. degree program; and
- (c) Require at least 60 percent of the course credit to be in studio work and related areas.

(6) "Associate of Science (A.S.)" means a degree which recognizes a mastery in science or technology (engineering, agriculture, the natural sciences) with a heavy emphasis on undergraduate mathematics or science. The program is intended for transfer to a Bachelor of Science degree program at 4-year institutions.

(7) "Bachelor of Arts/Bachelor of Science (BA/BS)" means a degree awarded for successful completion of a program of 120 or more undergraduate semester credit hours.

(8) "Bachelor of Technical or Professional Studies" means a degree awarded for the successful completion of an A.A.S. degree, an advanced program of study in the designated area of concentration, and a 12-credit internship or field placement related to the program of study.

(9) "Certificate of advanced study" means a certificate awarded for successful completion of at least 30 semester credit hours of graduate study or the equivalent beyond the master's degree.

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

(11) "Directed technology certificate" means a certificate awarded for successful completion of a specialized learning program which:

(a) Meets employer training needs; and

(b) Consists of at least 12 credits but not more than 24 credit hours at the freshman or sophomore levels, or both.

(12) "Doctoral degree" means a degree awarded for successful completion of at least 2 years of study beyond the master's level, including completion of a thesis or dissertation.

(13) "First professional degree" means a degree awarded for successful completion of all institutional requirements for becoming a practitioner in a field such as law, medicine, dentistry, pharmacy, theology, or nursing.

(14) "Formal award" means a certificate, diploma, or degree granted in recognition of successful completion of the requirements of a program. These official awards are conferred by the faculty and ratified by the institution's governing board.

(15) "Full-time equivalent faculty (FTEF)" means the number of full-time faculty plus the number of course credit hours taught by part-time faculty during the fall and spring semesters, divided by 24 for teaching 4-year institutions and divided by 18 for research institutions. For community colleges, the number of course credit hours eligible for State aid and taught by part-time faculty during a given fiscal year would be divided by 30 and added to the number of full-time faculty.

(16) "Instructional program" means a course of study, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to a formal award.

(17) "Internship" means a supervised work experience or field placement directly related to the student's program.

(18) "Joint degree" means a single degree offered by two or more institutions bearing the name and seal of each in which all participants are substantively involved in required course work, faculty exchange, and shared use of facilities.

(19) "Lower-division certificate" means a certificate awarded for successful completion of a minimum of 12 semester hours at the freshman or sophomore levels, or both.

(20) "Master's degree" means a degree awarded for successful completion of at least 30 semester credit hours or the equivalent of graduate-level courses.

(21) Off-Campus Program.

(a) "Off-campus program" means:

- (i) A program in which more than 1/3 of the required course work in a major field of study leading to a certificate beyond the bachelor's level or leading to an undergraduate or graduate degree is offered by an approved or chartered institution at a location other than the principal location of the sponsoring institution during any 12-month period; or

- (ii) Course work offered at a location other than the principal location of an approved or chartered institution that is advertised as leading to an undergraduate or graduate degree or to a certificate beyond the bachelor's level at that location, regardless of the portion of a program offered at that location.

(b) "Off-campus program" for community colleges means an activity or activities offered outside the community college service area.

(22) "Parallel program" means a program of study, or courses, at one institution of higher education which has comparable objectives to those at another higher education institution. For example, a transfer program in psychology in a community college is defined as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.

(23) "Post-baccalaureate certificate" means a certificate awarded for successful completion of at least 12 semester credit hours of college-level work, the majority of which is at the master's level.

(24) "Primary degree" means a single degree offered by one institution having responsibility for at least 2/3 of the course requirements in which cooperating institutions participate by the appropriate and complementary addition of courses, faculty, and facilities intended to complete the degree requirements of the primary institution.

(25) "Professional certificate" means a certificate awarded for successful completion of the number of courses required by the appropriate national professional association.

(26) "Recommended transfer program (RTP)" means a planned program of courses, including both general education and courses in the major, taken at the community college which is:

- (a) Applicable to a baccalaureate at a receiving institution; and
- (b) Ordinarily the first 2 years of the baccalaureate degree.

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

(28) "Segment" means the University of Maryland System, Morgan State University, St. Mary's College of Maryland, the Maryland Independent Colleges and Universities Association, and the Maryland Association of Community Colleges.

(29) "State Plan" means the document entitled State Plan for Higher Education.

(30) "Undergraduate major" means, varying by degree program and subject area:

- (a) Minimum of 30 semester hours (1/2 of which must be upper-divisional credit) in one field or in an interdisciplinary or multidisciplinary field; and
- (b) Coherent, sequential, and integrated academic program of study-in-depth which is intended to provide:
  - (i) A body of knowledge,
  - (ii) Methods of study, and
  - (iii) Practice appropriate to a subject area.

(31) "Upper-division certificate" means a certificate awarded for successful completion of at least 12 semester credit hours at the junior or senior levels, or both.

#### **.02-1 Admission of Transfer Students to Public Institutions.**

##### **A. Admission to Institutions.**

- (1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 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 in parallel courses, except as provided in §A(4) of this regulation.

- (2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 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 admission criteria of the receiving public institution as a high school senior; and
  - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
- (3) 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; and
  - (b) Made to provide fair and equal treatment for native and transfer students.

**B. Admission to Programs.**

- (1) A receiving public institution may require higher performance standards for admission 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 and transfer students.
- (2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
  - (a) Based on criteria developed and published by the receiving public institution; and
  - (b) Made to provide fair and equal treatment for native and transfer students.
- (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 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.

**.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 conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:

- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core 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. Each core course used to satisfy the distribution requirements of §A(1) of this regulation shall carry at least 3 semester hours.
- C. General education programs of public institutions shall require at least:
- (1) One course in each of two disciplines in arts and humanities;
  - (2) One course in each of two disciplines in social and behavioral sciences;
  - (3) Two science courses, at least one of which shall be a laboratory course;
  - (4) One course in mathematics at or above the level of college algebra; and
  - (5) One course in English composition.
- D. Interdisciplinary and Emerging Issues.
- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
    - (a) Be integrated into other general education courses or may be presented as separate courses; and
    - (b) Include courses that:
      - (i) Provide an interdisciplinary examination of issues across the five areas, or
      - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
  - (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 20 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) A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- (G) A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.
- (H) Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- (I) Public institutions may not include physical education skills courses as part of the general education requirements.
- (J) General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- (K) Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- (L) Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

- (M) 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.
- (N) 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.

**.04 Transfer of General Education Credit.**

- (A) 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.
- (B) 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.
- (C) 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.
- (D) 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.
- (E) 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----16 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.
- (F) A sending 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.
- (G) A.A.S. Degrees.
  - (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.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.
  - (2) An A.A.S. student 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 semester hours.
- (H) Student Responsibilities. A student is held:
  - (1) Accountable for the loss of credits that:
    - (a) Result from changes in the student's selection of the major program of study,
    - (b) Were earned for remedial course work, or
    - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
  - (2) Responsible for meeting all requirements of the academic program of the receiving institution.

**.05 Transfer of Non-general Education Program Credit.**

A. Transfer 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 is limited to:
- (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
  - (2) The first 2 years of the undergraduate education experience.
- C. Nontraditional Credit.
- (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be 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:
    - (a) Technical courses from career programs;
    - (b) Course credit awarded through articulation agreements with other segments or agencies;
    - (c) Credit awarded for clinical practice or cooperative education experiences; and
    - (d) Credit awarded for life and work experiences.
  - (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 consultation 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 their programs. 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.

#### **.06 Academic Success and General Well-Being of Transfer Students.**

##### A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which 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 at 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 of a degree-seeking transfer student as expeditiously as possible, and notify the student of the results not later than mid-semester of the student's first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.
- (4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

**.07 Programmatic Currency.**

- (A) A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- (B) Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- (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.

**.08 Transfer Mediation Committee.**

- (A) There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public 4-year colleges and universities and the community colleges.
- (B) Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. 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.

**.09 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 transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer 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.

**.10 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.

**Administrative History**

**Effective date: December 4, 1995 (22:24 Md. R. 1901)**

**Regulation .02B amended effective July 1, 1996 (23:13 Md. R. 946)**

**Regulation .02-1 adopted effective April 6, 1998 (25:7 Md. R. 528)**

**Regulation .03 amended effective July 1, 1996 (23:13 Md. R. 946)**

**Regulation .05A amended effective July 1, 1996 (23:13 Md. R. 946)**

*Des.gened5.fin Note: These guidelines are subject to change by the Maryland Higher Education Commission (MHEC).*

## Appendix 2

### UMES Procedures for Review of Alleged Arbitrary and Capricious Grading

#### Campus Policy #III-1.20 (A) 1-1-92

##### A. Definitions

1. "Arbitrary and Capricious Grading":
  - a. The assignment of a course grade to a student on some basis other than performance in the course, or
  - b. The assignment of a course grade to a student by unreasonable application of standards different from standards that were applied to other students that were in that course, or
  - c. The assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.
2. "Student" refers to any individual registered and in attendance at UMES, and includes both undergraduate and graduate levels.
3. "Instructor" Instructor refers to any tenured or non-tenured teacher or any Graduate Assistant teaching a course and assigning grades at UMES.
4. "Day to Day" Refers to the normal working day at UMES.

##### B. Informal Procedures

5. A student who believes he or she has received an improper final grade in a course should inform the instructor promptly. The instructor shall meet with the student at a mutually convenient time and place within ten days of receipt of the information. The purpose of the meeting is to attempt to reach a resolution.
6. If the instructor has left the University, is on approved leave, or cannot be reached by the student, the student should contact the Department Chairperson. The Department Chairperson, or a designee, shall meet with the student as described above to solve the problem.

##### C. Formal Appeal

A formal appeal is available only upon a showing that the informal process has been exhausted.

7. General Requirements
  - a. An appeal must be made in writing, addressed to the appropriate dean, and contain the following: the course title and number, the instructor's name, a statement detailing why the grade is believed to be arbitrary and capricious as defined in this policy, and all relevant supporting evidence.
  - b. An appeal must be received in the Dean's Office within 20 (twenty) days of the first day of instruction of the next semester (excluding summer).
8. Procedures
  - a. Each school shall have a standing committee of two tenured professors and one senior level student for the undergraduate school or graduate student for the graduate school to hear appeals of arbitrary and capricious grading. The appeal shall be heard within the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be replaced by an alternate designated by the dean.
  - b. Each written appeal is to be reviewed by the entire committee for a decision by the majority. The committee shall either dismiss the appeal or move it forward.

- c. Grounds for dismissal: The student has submitted the same complaint to any other grievance procedure; the allegations, if true, would not constitute arbitrary and capricious grading; the appeal was not timely, or the informal process has not been exhausted.
- d. If the appeal is dismissed, the committee shall notify the student in writing within ten days of the decision, and include the reason or reasons for the dismissal.
- e. If the appeal is not dismissed, the committee shall submit a copy of the appeal to the instructor. The instructor must reply in writing to the committee within ten days.
- f. If, based on the instructor's reply, the committee feels there is a viable solution, that solution should be pursued with the student and the instructor.
- g. If no solution is reached, a fact-finding meeting with the student and the instructor shall be held promptly. It is to be non-adversarial and informal with neither party represented by an advocate. Witnesses may be asked to make a statement to the committee if the committee is informed prior to the meeting. The meeting shall not be open to the public.
- h. The committee shall meet privately at the close of the fact-finding meeting to decide whether a majority believes the evidence supports the allegation of arbitrary and capricious grading beyond a reasonable doubt.
- i. The committee shall notify the student, the instructor, and the Dean in writing of the decision within five days of the meeting.

**D. Authority of the Committee**

- 9. The committee has the authority to take any action it believes will bring about substantial justice, including but not limited to
  - a. directing the professor to grade the student's work anew;
  - b. directing the instructor to administer a new final exam or paper;
  - c. directing the cancellation of the student's registration in a course;
  - d. directing the award of a grade of "pass" in the course.
- 10. The committee does not have the authority to
  - a. assign a letter grade for the course, or
  - b. reprimand or take disciplinary action against the instructor.
- 10. The decision of the committee is final and binding on both parties. The decision may not be appealed to any other body with UMES or the University System of Maryland.

**E. Implementation**

The Dean shall be responsible for implementing the decision of the committee.

### Appendix 3

#### THE HONORS PROGRAM

##### **Mission**

The primary mission of the Honors Program at the University of Maryland Eastern Shore (UMES) is to prepare academically talented students for entry into graduate and professional schools. Facilitating the entry of those from professionally underrepresented groups within the State is a priority.

##### **The Honors Program Committee**

Faculty and administrators from UMES, the University of Maryland at Baltimore (UMB) and the Virginia-Maryland Regional College of Veterinary Medicine (VMRCVM) comprise The Honors Program Committee.

The Committee is responsible for the organization and continued operation of the program. This cooperative venture allows the UMES undergraduate campus and the professional school campuses at UMB and VMRCVM to motivate students from the beginning of their undergraduate preparation with a holistic approach to their major subject area and to give more coherent direction to their training, while insuring them of a broad liberal arts background.

The admission of students, development of curricula, academic and personal advisement, guidance and counseling, and the evaluation of both students and program are at the discretion of The Honors Program Committee.

##### **COMPONENTS**

There is one honors program at UMES. However, students meeting admission requirements of the Honors Program may elect to pursue a course of study in one of three components of honors education:

**UMES-UMB Honors** is a cooperative effort between the Eastern Shore campus and the professional schools at Baltimore (UMB). Initiated in the fall of 1979, its purpose is to overcome under-representation in the professions among minority groups, students from rural areas, and women. Students interested in pursuing careers in allied health, dentistry, law, medicine, nursing, pharmacy, physical therapy, or social work are eligible for admission.

The UMES-UMB Honors component is designed so that students entering as freshmen or sophomores are simultaneously tracked to the appropriate professional school at the Baltimore campus. Students pursue a prescribed curriculum approved by The Honors Program Committee. Preference is given to Maryland residents. Once accepted into the program, students are required to maintain a 3.300 grade point average or better in all honors courses, as well as on a semester basis, and cumulatively for all courses taken. Before entering UMB, students must earn a satisfactory score on the professional school's entrance examination.

In cooperation with the Virginia-Maryland Regional College of Veterinary Medicine, in the fall of 1989, UMES began the **UMES-VMRCVM Honors** component. The program is designed for high ability Maryland students seeking to pursue a career in veterinary medicine. Entrance and performance requirements for students are similar to those applying for and admitted into the UMES-UMB Honors component. Acceptable GRE scores are also required.

The **General Honors** component is designed to complement almost any major area of study offered at UMES. The purpose of the component is to provide enriched programming at the baccalaureate level for academically talented students aspiring to attend graduate school. Preference is given to students who plan to enter a Ph.D. program immediately following graduation from UMES. Students are required to take a graduate school entrance examination and to make application for graduate study during the senior year.

##### **ADMISSION REQUIREMENTS**

Students who enter the Honors Program must have graduated from an accredited high school. Preference is given to Maryland residents. Successful academic preparation in the sciences, mathematics, and humanities is necessary to be competitive for admission, as are above average SAT scores. Normally, students are admitted at the beginning of the fall semester. Applications received prior to February 1 are given priority. Students are encouraged to apply for admission no later than March 1 of the year of desired admission.

Admission into the Honors Program is selective. In making application to any component of the Honors Program, the following procedures should be observed:

- The applicant should complete a University of Maryland Eastern Shore application and indicate at the top of the first page that admission into The Honors Program is sought. The application and a copy of an official transcript with SAT scores should be forwarded to the UMES Office of Admissions and Registration.
- At least two letters of recommendation are required from science, mathematics, or English teachers who have taught the applicant. The recommendations and a list of extracurricular activities, honors, and awards earned while in high school should be sent to The Honors Program office.
- The applicant should submit a personal essay to The Honors Program office indicating why the major area of study has been chosen and why admission into honors is desired. Any additional information the applicant wishes to be considered that is not included elsewhere in the application should also be included in the personal essay:

If the full and complete application indicates the applicant may qualify for the Honors Program, an interview at UMES may be scheduled. Applicants are notified by the director of the status of their acceptance into the program prior to April 15 of the year in which admission is sought.

### **HONORS SCHOLARSHIPS**

Students accepted into the Honors Program are automatically eligible for Honors Merit Scholarships. Maryland Distinguished Scholars, National Merit Finalists and National Achievement Finalists receive Merit-Plus Scholarship Awards. No separate application is required. Awards to entering freshmen are based strictly on merit and academic promise. Financial need is not considered. Scholarships vary in amount, but may include the full cost of room, board and tuition. Awards are renewable for three additional years provided good academic standing in the program is maintained. Applications should be submitted early for scholarship consideration.

## Appendix 4: Title II

### **Reference and Reporting Guide For Preparing State and Institutional Reports On the Quality of Teacher Preparation Title II, Higher Education Act April 19, 2000**

Excerpted from Appendix C: Institutional Questionnaire, pp. 46-47 for completing the 2001-2002 report.

**Section I: See Attached**

#### **Section II. Program Information:**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year **2001-2002**, including all areas of specialization.

1. Total number of students enrolled during **2001-2002**: 260

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year **2001-2002**? 64

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

13 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

20 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during **2001-2002**: 45

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 6:5:1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 600 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
 Yes     No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?     Yes     No

**NOTE: See Appendix A of the guide for the legislative language referring to "low-performing" programs.**

**Section III. Contextual information (Optional)**

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

In 2001-2002 there were 11 different State approved programs in teacher preparation @ the University of Maryland Eastern Shore (UMES). They include Agriculture, Art, Biology, Business, Chemistry, English, Family and Consumer Sciences, Math, Music, Special Education and Teacher Education. Three of these programs (i.e., Agriculture, Family and Consumer Sciences, and Technology Education) are unique in that UMES is the only university in Maryland to offer them. In addition, Business is one of only two programs in the State, while Special Education is UMES' largest program in teacher preparation. Graduate students may also earn initial certification in each of these programs through either an M.Ed. (Special Education) or M.A.T. (Master of Arts in Teaching) in the other 10 areas.

**Section IV. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

\_\_\_\_\_ (Signature)

Karen A. Verbeke Name of responsible institutional representative  
for teacher preparation program

Acting Director of Teacher Education Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

Thelma B. Thompson Name of President/Chief Executive (or designee)

President Title

**Appendix 5:**  
Maryland Cooperative Extension  
1890 Component

- Almquist, Dave L.  
Senior Educator, 4-H and Youth, and Director, Cecil and Harford counties  
Queen Anne's County  
B.A. University of Virginia  
M.S., University of Maryland College Park
- Arnold, Conrad N.  
Senior Educator, 4-H and Youth, and Director, Dorchester County  
B.S., West Virginia University  
M.S., West Virginia University
- Bataille, Nichole  
Program Assistant, 4-H and Youth, Somerset County
- Brooks, Henry M.  
Administrator of 1890 Extension Programs, UMES  
B.S., Tuskegee University  
M.Ed., Tuskegee University  
Ph.D., Ohio State University
- Brooks, Okarsamaa  
Specialist, Farm Management, Southern Maryland  
B.S., North Carolina A&T State University  
M.S., North Carolina A&T State University
- Brown, Manami  
Educator, 4-H and Youth, Baltimore City  
B.S., Morgan State University  
M.S., The Johns Hopkins University
- Dennis, Lisa  
Educator, 4-H and Youth, Somerset County  
B.S., Salisbury State University
- Greene, Jean A.  
Principal Educator, 4-H, UMES  
B.S., North Carolina Central University  
M.S., University of Maryland College Park
- Handwerker, Thomas  
Specialist, Alternative Agriculture, UMES  
B.S., University of Tennessee  
M.S., Cornell University  
Ph.D., Cornell University
- Harting, Katherine A.  
Specialist, Media, UMES  
B.A., University of Michigan  
Nieman Fellow, Harvard University  
M.A., The George Washington University
- Holmes, Ingrid H.  
Senior Educator, Home Economics, and Director, Somerset County  
B.S., University of Maryland Eastern Shore  
M.Ed., Salisbury State University

Kuennen, Daniel S.

Senior Educator and Director, Rural Development Center, UMES  
A.B., St. Louis University  
M.S., Southern Illinois University

Jones, Lewis

Specialist, Farm Management, UMES  
B.S., University of Maryland Eastern Shore  
M.B.A., Wilmington College

Mason, Viola F.

Senior Educator, 4-H and Youth, Prince George's County  
B.S., University of Maryland Eastern Shore  
M.S., University of Maryland College Park

Mason-Jenkins, Gayle

Specialist, Home Economics/Seafood, UMES  
B.S., Bennett College  
M.A., Howard University

Rippen, Thomas

Principal Educator, Seafood Technology  
B.S., Michigan State University  
M.S., Michigan State University

Rosenkranz, Virginia L.

Faculty Assistant, Commercial Horticulture, Wicomico County  
A.A., Montgomery College  
B.A., University of Maryland College Park

Teffeau, K. Marc

Principal Agent, Community and Resource Development and Horticulture, Caroline County  
B.S., University of Maryland College Park  
M.S., University of Maryland College Park

Tubene, Stephan

Specialist, Farm Management, Southern Maryland  
B.S., Institut Facultaire des Sciences Agronomiques de Yangambi,  
Democratic Republic of the Congo  
M.S., Alcorn University  
Ph.D., Kansas State University

Whitley, Niki

Specialist, Swine and Small Ruminants  
B.S., University of Georgia  
M.S., University of Georgia  
Ph.D., Mississippi State University