CONTINUING EDUCATION MANUAL

FOR

MARYLAND COMMUNITY COLLEGES

Maryland Higher Education Commission
16 Francis Street
Annapolis, MD 21401

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Revised 2001

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Chapter I . INTRODUCTION

The Maryland Higher Education Commission with the assistance of a Task Force on Continuing Education produced this 2001 edition of *The Continuing Education Manual for Maryland Community Colleges.* This manual describes the regulations, policies, and procedures pertaining to the approval for State funding of continuing education courses offered by community colleges. It builds upon the continuing education course evaluation system established in 1976 by the State Board for Community Colleges and described in *A Continuing Education Manual for Maryland Community Colleges* first published in July 1977. The manual produced by the State Board for Community Colleges was revised subsequently in 1978, 1980, 1983, 1985, and 1989.

Since the establishment of the first community colleges in 1946, continuing education has been an important element of the community college mission. Title 10 of the Education Article of the Annotated Code of Maryland, Section 10-210(b) identifies the functions of community colleges to include the offering of continuing education.

Section 10-210 of the Education Article states:

(b) Curricula, programs, etc. -- The community colleges of the State shall:

(1) Provide a core curriculum of general education, including courses in the arts and sciences, that should be available to all students;

(2) Provide lower level undergraduate courses, in accordance with credit transfer guidelines set by the Maryland Higher Education Commission, for students who aspire to continue their education at a senior institution;

(3) Provide technical and career education programs;

(4) Provide training in skills and fields of study of importance to the region's business community;

(5) Provide a wide variety of continuing education programs to benefit citizens of the community;

(6) Provide developmental and remedial education for citizens with needs in these areas; and

(7) Provide public services to the community's citizens.

Some continuing education courses are self-supporting and some are State-assisted. State supported continuing education courses are defined as noncredit courses that have been evaluated and approved by the Maryland Higher Education Commission and that are

offered to satisfy the vocational, professional development, and self-development needs of adult students. Recreational courses are not approved for State funding in accordance with Section 13B.07.02.02B(5) of the Code of Maryland Regulations.

The State does not participate in the funding of community service activities; these activities are self-supporting or are funded by the political subdivisions or outside sources. Community services are defined as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups.

Continuing education in the State of Maryland has expanded rapidly. In FY 2000, the sixteen community colleges offered 10,392 State supported continuing education courses to 336,279 students. This is a dramatic increase from academic year 1970-1971 in which 810 continuing education/community service courses were offered by the fourteen community colleges to 19,576 students.

Continuing education is a vital component of Maryland's comprehensive community college system. Continuing education represents a substantial percent of the State support provided to Maryland community colleges and provides the backbone of much of the job training and retraining efforts underway in the State. A large portion of adult education in Maryland is offered either directly or indirectly through the continuing education divisions of the locally governed community colleges. All community colleges are involved in local economic development efforts with their county governments, businesses and industries.

Excellent cooperation exists among Maryland community colleges, not only with business and industry, but with other community colleges in the offering of continuing education courses. Team approaches, joint working relationships, and other cooperative endeavors have greatly assisted the citizens of Maryland in achieving their educational goals. While community colleges serve their local subdivisions, a delivery system has been adopted that will insure prompt responses to all requests for local, regional, and statewide workforce development training and services. (See **Appendix 1** for the Operating Guidelines for the Delivery of Contract Training and Services.)

Meeting the challenge of providing the State's adult population with quality instruction always has been a continuing education priority. Community colleges, in conjunction with the Maryland Higher Education Commission, work diligently to establish continuing education that enhances the quality of life for all citizens of the State through quality learning opportunities. The Maryland Higher Education Commission will continue to promote the efforts of the community colleges to provide flexible, responsive continuing education instruction. The Commission also will assist colleges in developing the use of technology to provide needed instruction

Chapter II . LAWS AND REGULATIONS PERTAINING TO CONTINUING EDUCATION COURSES

The regulations pertaining to the State funding of continuing education courses are contained within the Code of Maryland Regulations (COMAR), Title 13B Higher Education Commission, Subtitle .07 Community Colleges. For easy reference, the regulations are organized by topic in this chapter. Therefore, they may not be presented below in the sequence in which they appear in COMAR.

A. Definition of "Continuing Education":

"Continuing education" is defined in the sections of COMAR identified below. Pursuant to these regulations, academic credit may not be awarded for a continuing education course nor may a continuing education course or courses be identified as credit programs.

13B.07.01.02 Definitions.

B(4) "Continuing education course" means a course for which academic credit is not awarded.

13B.07.02.02 Continuing Education

A. A college may not identify a continuing education course or a series of continuing education courses as credit programs.

B. Approval for State Funding of Continuing Education:

The following regulations establish the parameters for approval for State funding of continuing education.

13B.07.02.02B Procedures and Requirements for State Funding (Not Applicable to Baltimore City Community College).

(2) A college may not receive State funding for continuing education courses until the Commission approves the courses.

(6) A continuing education course shall be approved for a period of not less than 2 fiscal years unless the college has been otherwise notified in writing by the Commission.

(7) The Commission may not retroactively apply new submission and evaluation criteria to continuing education courses approved for State funding.

C. Approval Criteria for State Funding of a Continuing Education Course:

The following regulations identify the criteria for a continuing education course to be approved for State funding.

13B.07.02.02B Procedures and Requirements for State Funding (Not Applicable to Baltimore City Community College).

(4) A college shall teach continuing education courses for a minimum of 5 contact hours, unless a lesser number of hours is specifically approved by the Commission for purposes of certification or contracted training.

(5) The Commission may not approve recreational courses for State funding.

(15) Instruction in continuing education courses shall involve either direct or delayed faculty and student interaction which may include interactive video, live and video teleconferencing, and computer conferencing.

(16) A continuing education course that is approved for State funding shall be open to the public, except when the course is offered under contract to meet employer training needs.

D. Additional Eligibility Criteria for State Funding of Continuing Education:

The following regulations identify additional criteria which must be met for continuing education courses to be eligible for State funding. Also identified are criteria which limit or preclude State funding for continuing education.

13B.07.02.02B Procedures and Requirements for State Funding (Not Applicable to Baltimore City Community College).

(1) A college shall submit to the Commission enrollment information for all State-approved noncredit continuing education courses offered during a fiscal year.

(3) A college shall conduct and advertise continuing education courses in accordance with the approved description, objectives, and title.

(10) When two or more colleges jointly sponsor a non-credit continuing education course, participating students shall be enrolled, recorded, and registered by the college that will ultimately submit the request for State funding for the course.

(11) A student enrolled in continuing education courses for which State funding is requested shall pay tuition or fees, or both, unless otherwise permitted by State law.[1]

(12) A college may not receive State funding for students younger than 16 years old enrolled in continuing education courses, unless otherwise permitted by State law.

(13) A high school student concurrently enrolled in continuing education courses that are part of the student's high school curriculum may not be submitted for State funding.

(14) An employee of the college who is enrolled in continuing education courses without payment of tuition, either through tuition waiver, tuition payment-reimbursement, or by direct finance of the course work by individual college departments, may not be submitted for State funding.

13B.07.02.03 Student Residency Policy.

E. A student enrolling in a credit course or a noncredit continuing education course at a college shall indicate in writing, on a form prescribed by the board of trustees of the college, whether the student is a resident of the State and the county or region (not applicable to Baltimore City Community College).

F. The following students shall be considered to be Maryland residents (not applicable to Baltimore City Community College):

(1) Military personnel and their dependents who have a domicile in Maryland at the time of entrance into the armed forces and who are stationed outside the State;

(2) Military personnel stationed in Maryland and on active duty who did not have a domicile in Maryland at the time of entrance into the armed forces, and their dependents;

(3) A student enrolled in a program designated by the Commission as a health manpower shortage program; and

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[1] Education Article 16-106 of the Annotated Code of Maryland permits the following to be counted in computing full-time equivalent (FTE) enrollment under 16-305 of this Title if enrolled in a class that is eligible for State support: (1) persons 60 years or older, (2) retired and disabled, and (3) certain displaced homemakers. Other potential FTE's generated by Board of Trustees' policies granting tuition waivers under section 16-103(j) of the Education Article are not eligible for State aid unless declared eligible by the Commission.

(4) A student from outside the State who enrolls as part of a reciprocity agreement negotiated between Maryland and another state.

H. An individual who the college determines to be a Maryland resident in accordance with this regulation is considered a Maryland resident for purposes of State aid.

13B.07.01.02 Definitions.

B. Terms Defined.

(18) "Maryland resident" means a student who has maintained a domicile in Maryland for at least 3 months before the date of enrollment at a college.

13B.07.03.02D Auditing Requirements.

(12) Unless otherwise approved by the Commission, full-time equivalent enrollment is to be reported to the Commission within the fiscal year in which the courses are taught. Full-time equivalent enrollment in credit or equated credit courses that are conducted over the fiscal year end shall be reported in the fiscal year in which the courses are predominantly taught.

E. Federal, State, or Local Contracts or Grants:

The following regulations and policies pertain to State aid for training:

- funded through federal, State, or local contracts or grants; and
- provided to public or private sector employees, or members with a public or private sector employer or nonprofit organization that maintain facilities, operates, or does business in the State.

These regulations encourage community colleges to seek State, federal, or local contracts and grants to support the training needs of their respective service areas. The regulations also ensure that State aid for training funded through federal, State or local contracts or grants will be proportionately reduced by an appropriate amount, as determined by the Commission, in order that course costs are not reimbursed twice.

Also identified is the Commission's Policy to Address FTES Paid for by Local, State, and Federal Contracts and Grants.

13B.07.01.02 Definitions:

B. Terms Defined.

(5) "Contract amount" means the total amounts received by a college from a local, State, or federal contract, plus any other federal or State revenue related to the contract, excluding full-time equivalent student (FTE) State support.

(8) Direct Costs.

(a) "Direct costs" means expenditures that are clearly incurred by the college in the fulfillment of a federal or State contract or grant, and are explicitly related to the performance or fulfillment of the contract or grant.

(b) "Direct costs" includes salaries, wages, benefits, services, materials, and equipment.

(17) "Indirect Costs" means the number of full-time equivalent (FTE) students taught under a training contract multiplied by the budgeted current year net cost per FTE for that college per the Annual Budget Report (from MHEC-CC-5), multiplied by the percentage of the adjusted current unrestricted expenditures in all functions other than instruction as reported in the current Annual Budget Report (form MHEC-CC-5) for that college.

13B.07.02.03D Contract Authorization (Not Applicable to Baltimore City Community College).

(1) A college may adopt a policy allowing it to enter into a contract to provide education or training for public or private sector employees or members with a public or private sector employer or nonprofit organization that maintains facilities, operates, or does business in the State. The contract may provide for a set contractual fee in place of payment of tuition under the following conditions:

(a) The employee or member is enrolled in credit or noncredit courses that will benefit the employer or nonprofit organization;

(b) The employer or nonprofit organization pays the fee charged by the college; and

(c) The fee reasonably reflects the usual costs charged to students in the same or similar courses;

(2) Contractual agreements under this program may include customized training as well as employer-paid or organization-paid tuition and tuition reimbursement plans.

(3) The employees or members enrolled under this program are eligible to be considered Maryland residents for purposes of State aid.

13B.07.03.02D Audit Requirements.

(13) An auditor shall direct particular attention to sections of the Commission general policies regarding contractual agreements with organizations offering instruction, State or federal funded contracts, and maintenance of effort by local subdivisions.

(14) When local, State or federally funded contracts or grants, or both, pay for program or course costs, or both, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract.

13B.07.03.04 Federal, State or Local Contracts or Grants (Not Applicable to Baltimore City Community College).

A. This regulation applies to the submission of full-time equivalent students submitted for State aid.

B. Funding Adjustment.

(1) If a federal, State, or local contract or grant is used to pay for a credit or a noncredit training program course cost, a college shall reduce the number of full-time equivalent students submitted to the State for funding by an appropriate amount as determined by the Commission, in order that the course costs are not reimbursed twice.

(2) The Commission may grant specific exceptions to the requirements in this section.

Commission Policy to Address FTES Paid by Local, State and Federal Contracts or Grants:

On September 28, 2000, the Maryland Higher Education Commission approved the following policy regarding FTES Paid by Local, State, and Federal Contracts or Grants to replace the policy adopted by the Commission on October 14, 1997. This revised policy identifies exceptions granted by the Commission to the requirements in Section 13B.07.03.04B(2) of COMAR that is cited above.

> *In accordance with COMAR 13B.07.03.04, the Commission has adopted the following policy for full-time equivalent students (FTES) submitted for unrestricted State aid to ensure that course costs for grants and contracts are not reimbursed twice.*
>
> *For the purposes of the regulations and this policy statement, "local, State, or federal contracts or grants" refers specifically to "government contracts and grants".*

(1) In order to submit for FTES funding, the amount charged by a community college can be no more than the usual costs charged to students in the same or similar courses under similar course delivery circumstances.

(2) For all federal, State, or local contracts or grants used to pay for an eligible credit or noncredit training program or course costs, the following policies apply:

(A) If the total payment for the contract or grant does not exceed the direct costs, all FTES may be submitted for State aid.

(B) If the total payment for the contract exceeds the direct costs:

(I) The FTES to be submitted for State aid will be calculated as follows:

$$\frac{\text{(direct costs + indirect costs – contract amount)}}{\text{State aid rate per FTES}} = \text{FTES submitted}$$

(II) The FTES submitted may not exceed the number of FTES taught.

(C) All grants and contracts shall be maintained on file at the community college for a period of three years and shall be made available upon request by the State.

(D) The following are Commission granted exceptions to the requirements of COMAR Title 13B.07.03.04B:

1. *Any federal, State or local student scholarship, grant, loan, or work study program provided either directly to students or directly to colleges;*

2. *Continuing Education and Community Service – federal Title II and Title III grants;*

3. *Any portion of federal, State, or local contract and/or grant funds designated for the purchase of equipment;*

4. *Direct payment of student's regular tuition at the college-approved tuition rate; and*

5. *Other specific exceptions may be granted by the Commission following the review of a written request submitted by a community college.*

F. Recordkeeping Requirements:

The following regulations identify recordkeeping requirements for continuing education courses approved for State funding.

13B.07.02.02B Procedures and Requirements for State Funding (Not Applicable to Baltimore City Community College).

(8) A college shall maintain an open file of general course descriptions and course objectives for each continuing education course offered.

(9) A college shall retain original enrollment records for continuing education courses certifying student eligibility for State aid for at least 5 years.

13B.07.02.03 Student Residency Policy.

E. A student enrolling in a credit course or a noncredit continuing education course at a college shall indicate in writing, on a form prescribed by the board of trustees of the college, whether the student is a resident of the State and the county or region (not applicable to Baltimore City Community College).

G. Reporting Requirements:

The following regulations specify reporting and auditing requirements:

13B.07.03.02 Auditing Guidelines

A. A college shall submit annually a signed financial and enrollment audit in accordance with this chapter.

D. Audit Requirements.

(4) Each board of trustees shall engage the independent certified public accountant to perform an audit on the Annual Financial Report to the Commission (form MHEC-CC-4) which is a special purpose report required by the Commission. The independent certified public accountant shall render a report on the scope of the accountant's examination of the Annual Financial Report (form MHEC-CC-4) and express the accountant's opinion as to the fairness of the Summary Statement of Revenues and Expenditure and the enrollment data. Explicit references are required with regard to enrollment data and whether the principles and procedures governing the interrelationship between the current unrestricted general fund and the auxiliary enterprise fund result in a fair presentation of the current unrestricted general fund revenues and expenditures. The independent certified public accountant also shall

prepare a reconciliation of any differences in total current general unrestricted revenues and expenditures as shown in the Annual Financial Report (form MHEC-CC-4) and those same revenues and expenditures as reflected in the audited financial statements. For purposes of expressing an opinion on the Annual Financial Report (MHEC-CC-4), the independent certified public accountant shall comply with D(5) - (15) of this regulation.

(5) Full-time equivalent student enrollment shall be audited with the same diligence as applied to the financial statement, that is, the general standards and standards of field work apply to the enrollment audit. The specific tests of the enrollment records and the auditing procedures to be applied to the enrollment records are the responsibility of the independent certified public accountant.

(6) Full-time equivalent students equal total student credit or equated credit hours generated in a fiscal year divided by 30.

(7) Full-time equivalent enrollment:

(a) Is measured as of the end of the third week of classes each semester and after 20 percent of the time has lapsed for shorter sessions; and

(b) In credit or equated credit courses which continue for a period of time which is more or less than a semester, is measured at a point in time which is 20 percent of the total course time.

(8) Except as provided in COMAR 13B.07.02.03F and G, students shall be classified by their geographic area of residence to ensure that out-of-State students do not enter into the computation of full-time equivalent students for State aid purposes.

(9) A faculty or staff member, or dependents of the faculty or staff member of the college enrolled without tuition charge, may not be included in the computation of full-time equivalent students for the purposes of State aid.

(10) A college may not enter into a contractual agreement with an organization or institution which offers instruction resulting in credit or equated credit submitted for State aid without the prior approval of the Commission.

(11) A college may not submit for State aid credits awarded to students for:

(a) Satisfactory completion of standardized tests of college-level performance, competency, or aptitude; or

(b) Work experience or life experience which does not require direct college instruction or supervision.

(12) Unless otherwise approved by the Commission, full-time equivalent enrollment is to be reported to the Commission within the fiscal year in which the courses are taught. Full-time equivalent enrollment in credit or equated credit courses that are conducted over the fiscal year end shall be reported in the fiscal year in which the courses are predominantly taught.

(13) An auditor shall direct particular attention to sections of the Commission general policies regarding contractual agreements with organizations offering instruction, State or federally funded contracts, and maintenance of effort by local subdivisions.

(14) When local, State or federally funded contracts or grants, or both, pay for program or course costs, or both, State aid is not paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract.

(15) There is a clear distinction between the State's participation in support of current expenses and in support of construction projects, and this distinction shall be maintained in the college's accounts and reports.

13B.07.03E Filing Requirements.

(1) Three copies of the formal audit report, the financial statements, the management letter, recommendations, and the college's response to the management letter shall be filed with the Commission within 90 days of the close of each fiscal year.

(2) Three copies of the Annual Financial Report (form MHEC-CC-4) shall be filed with the Commission within 90 Days of the close of each fiscal year. The copies shall be accompanied by a transmittal letter signed by the president of the college which indicates that the president is aware of the contents of the report.

(3) The Commission shall forward copies of the required reports to the Legislative Auditor to fulfill the requirements of the statutes.

Chapter III . COURSE EVALUATION CRITERIA

As part of its coordinating functions, the Maryland Higher Education Commission adopted regulations for continuing education effective January 26, 1998. These regulations form the basis of what is the current evaluation criteria for continuing education courses. Refer to the previous chapter for these specific regulations. Included are the following requirements for approval for State funding of continuing education courses offered by community colleges:

- The required submission of courses in the noncredit area to the Maryland Higher Education Commission for State funding consideration;

- The basis of 15 contact hours to a credit for purpose of generating an equated full-time equivalent (FTE) student;

- The concept that no courses will be funded unless they are provided for students 16 years of age or older, unless permitted by State law;

- The exclusion of recreational courses from State funding;

- The requirement that continuing education courses be at least *"5 contact hours, unless a lesser number of hours is specifically approved by the Commission for purposes of certification or contracted training";*

- The requirement that *"Instruction in continuing education courses shall involve either direct or delayed faculty and student interaction"*; thus precluding State funding for conferences, panels, and traditional correspondence courses;

- The requirement that if a federal, State, or local contract or grant is used to pay the cost of a continuing education course, *"a college shall reduce the number of full-time equivalent students submitted to the State for funding by an appropriate amount as determined by the Commission, in order that the course costs are not reimbursed twice".*

Each continuing education course that is submitted for approval for State funding is individually reviewed and evaluated by the Maryland Higher Education Commission. Review is based on the submission of descriptive information for each continuing education course submitted on a MHEC-CC-10 Form (Request for State Funding of a Continuing Education Course). Each MHEC-CC-10 Form identifies important course information including, but is not limited to: the course number, title, hours, course description and objectives that identify the skills and/or knowledge to be developed and the student outcome expected. Refer to the next chapter for a detailed description of the MHEC-CC-10 Form (Request for State Funding of a Continuing Education Course) and instructions for completing and submitting the MHEC-CC-10 Form for review by the Commission. Note that course approval is not retroactive to the previous funding year.

Chapter IV . REQUEST FOR STATE FUNDING OF A CONTINUING EDUCATION COURSE

MHEC-CC-10 Form

A. General:

The purpose of the MHEC-CC-10 Form (Request for State Funding for a Continuing Education Course) is for the community college to provide the information necessary for the Maryland Higher Education Commission (MHEC) to determine whether a continuing education course is eligible for State funding. This includes, but is not limited to, the submission of the following information:

- course number;
- course title;
- number of contact hours of course;
- course intent;
- student population to be served;
- method of instruction;
- subject code;
- course description and objectives;
- statement as to whether a course that is less than 5 hours in length is offered for purposes of certification or contracted training.

B. Submission and Processing:

The MHEC-CC-10 Form is to be forwarded to the community college's chief continuing education officer for review and signature prior to submission to MHEC. Each MHEC-CC-10 Form must include all required information for the submitted course. The MHEC-CC-10 Form must be completed using a computer or word processor.

MHEC will make no changes or revisions to the submitted MHEC-CC-10 Form. If changes are required, the form will be returned to the college.

Upon receipt, MHEC will review the MHEC-CC-10 Form and notify the college whether the course is eligible for State funding. If the course is denied approval for State funding, the college will be notified of the reason for denial. If a course is approved, the college will receive a UP-10 Report and a copy of the MHEC-CC-10 Form signed by MHEC staff. Identified on the UP-10 Report and the Continuing Education Course Inventory are the following data for each approved MHEC-CC-10: course number, abbreviated title, course hours, course intent, special population, method of instruction, and subject code. Each college is to check the accuracy of the information identified on the UP-10 Report

and notify the Maryland Higher Education Commission if errors were made in transferring data from the approved MHEC-CC-10 Forms.

Information regarding each continuing education course approved for State funding will be entered into the Commission's Continuing Education Course Inventory, a computerized file system. This computerized file forms the data base for the State aid transmittal process and the State management information system for continuing education. MHEC periodically will forward copies of course information from this file to the colleges. A college also may request its updated Inventory of Continuing Education Courses approved for State funding.

Request for State Funding of a Continuing Education Course -- Fiscal Year 2001

College:
Course No:
Course Title:
Abbreviated Title:
Course Hours:
Course Intent:
Special Population:
Method(s) of Instruction:
Subject Code:

Course description and objectives as advertised and college comments:

Has course previously been evaluated? **If yes, fiscal year:** **Course Number:**

Signature of Preparer **Date** **Signature of Chief Continuing Education Officer** **Date**

Signature of MHEC Director **Date**

For MHEC Use Only

Reason Returned		**College Action Required**
____ Fiscal year	____ Special population	____ Submit new MHEC-CC-10
____ Course number	____ Method of instruction	____ Submit missing item(s)
____ Course number already used	____ Subject code	____ Contact MHEC
____ Course title	____ Recreational course	
____ Course hours	____ Signature	
____ Course intent	____ Other (specify)	

MHEC-CC-10/ Rev. 7/00 Submit Original

ALLEGANY COLLEGE OF MARYLAND

	CRSE NO.		COURSE TITLE	HRS
ADD	VTE507	030005VTE507	1 HAZARDOUS MATERIAL RECERTIFICATION	006HG
ADD	EDP214	03005EDP214	1 SPREADSHEETS	008IG
ADD	B/I300	03005B/I300	1 EXCEPTIONAL CSTMR SERVICE:RTNG IMAGE/BSNESS	006AG
ADD	B/I301	03005B/I301	1 DEALING WITH DIFFICULT CUSTOMERS	006AG
ADD	VTE508	THIS COURSE NUMBER ALREADY ON FILE; IT CAN'T BE ADDED		
CHANGE FROM DCEH17		THIS COURSE NOT ON FILE; NO CHANGES POSSIBLE		
DELETE	CEH172	03005CEH172	1 BIG FAT LIES	006AG
ADD	CHE172	03005CHE172	1 BIG FAT LIES	006AG

PLEASE CHECK COURSE NUMBER, TITLE AND HOURS TO VERIFY THAT ALL COURSES WERE CORRECTLY ENTERED.

THE SAME COURSE NUMBER CANNOT BE USED MORE THAN ONCE WITHIN THE CURRENT INVENTORY THAT INCLUDES COURSE ACTIVITY FOR PRESENT AND PAST TWO FISCAL YEARS. IF A NEW COURSE IS SUBMITTED WITH A PREVIOUSLY USED COURSE NUMBER UNDER WHICH FTE HAS BEEN GENERATED, THE NEW COURSE CANNOT BE ENTERED. THE COLLEGE WILL NEED TO ASSIGN A NEW (UNUSED/INACTIVE) NUMBER BEFORE THE COURSE CAN BE ENTERED. IF THE PREVIOUS COURSE HAS NOT GENERATED FTE IN THE CURRENT FISCAL YEAR, THE COLLEGE MAY REQUEST THAT THE PREVIOUS COURSE NUMBER BE DELETED.

C. Instruction for Completion of MHEC-CC-10 Form:

On the MHEC-CC-10 Form, the college is to provide the following information for each continuing education course submitted for approval for State funding:

1. **Fiscal Year:** This is the current fiscal year.

2. **College:** This is the proper name of the community college seeking approval for State funding of the continuing education course.

3. **Course Number**: This is the number assigned by the college to the course. The course number may not exceed six characters in length. The course number identified on the MHEC-CC-10 Form must be exactly as it is to be approved without any additional spaces or punctuation marks. The college is to offer a course under the approved course number. No two courses may have the same course number. If a course has multiple titles or course hours, each course must have a unique course number.

4. **Course Title**: This is the title under which the course will be advertised. The complete title should be shown. The title of the continuing education course must accurately represent the course content.

5. **Abbreviated Title:** The abbreviated title should be the same as the title listed as "course title" except the title must be limited to 45 characters (including any spaces and punctuation marks). If the full course title extends beyond 45 characters, abbreviate words appropriately on the MHEC-CC-10 Form.

6. **Course Hours**: This is the continuing education course hours, and the maximum number of hours for which the course will be taught. Course hours are defined as 50-minute segments of instruction. These are the actual instructional contact hours, excluding lunch and other breaks. If a course actually meets 60 minutes each instructional hour, the college may multiple the 50-minute periods by 1.2 to derive the continuing education course hours. Use only whole numbers to represent course hours. (Round up on the MHEC-CC-10 Form if a fraction of an hour results.)

   Multiply 1.2 by the actual instructional contact hours to derive continuing education course hours to be entered on the MHEC-CC-10 Form.

Example 1: Instruction Without Breaks

Course Number	Advertised Class Schedule	Instructional Contact Hours	x 1.2	MHEC-CC-10 Course Hours
HP 201	4 sessions 6:30-9:30 p.m.	12	14.4	15

Example 1 assumes no class breaks and instructional contact hours are multiplied by

1.2

Example 2: Instruction With Breaks

Course Number	Advertised Class Schedule	Instructional Contact Hours	x 1.2	MHEC-CC-10 Course Hours
HP 201	4 sessions 6:30-9:30 p.m.	10	12	12

Example 2 assumes two 15-minute breaks and the instructional contact hours are multiplied by 1.2

7. **Maximum Course Length**: For purposes of State aid, the maximum length for a continuing education course is 120 continuing education course hours. Effective July 1, 1999, continuing education courses in excess of 120 course hours (100 clock hours or instructional contact hours) will not be approved for State funding. However, approval for continuing education courses that were previously approved will continue to be funded for the duration of their initial 2-year approval period.

Note that the 120-hour maximum course hour limit does not preclude in any way the offering of long-term training. It simply requires that a college segment longer courses and offer them as a series of shorter continuing education courses. For example, the college offers 5 courses each scheduled for 120 course hours (100 clock hours or instructional contact hours) instead of conducting a single course that is 600 course hours (500 clock hours or instructional contact hours). This does not hamper the ability of the college to respond to employer needs for training, conduct apprenticeship training, or offer courses for certification/licensure.

The underlying principle and rationale for the adoption of this maximum course are described below. The 120-course hour limit prevents the State from excessive State funding of withdrawn students.

a) **Principle**: The underlying principle that guides the Maryland Higher Education Commission is to provide sound financial management of State funding of continuing education courses offered by Maryland's community colleges.

b) **Impact of course length and rationale for a maximum length**: Course length impacts the State's liability for providing full State funding for withdrawn students. By regulation, enrollments are counted after 20% of the course hours have elapsed. After this 20% point, State funding is provided in full even if a student drops or withdraws from the course. Therefore, the greater the length of a course, the more exposure the State has to providing State funding for withdrawn students. To prevent the State from excessive funding of withdrawn students, a maximum length is

established for continuing education courses to be eligible for State aid. This 120-hour limit is consistent with limits adopted under a previous administration. Furthermore, 120-hour continuing education courses are significantly longer than credit hour courses offered by community colleges.

8. **Course Intent**: Course intent is the clearly formulated purpose of the continuing education course. From the options identified below, select the one course intent that best describes the purpose of the continuing education course. Enter on the MHEC-CC-10 Form the letter that corresponds to that course intent.

Letter Code	Course Intent
A	**Workforce Development/Job Preparatory**: To provide instruction designed to prepare an individual for a particular job/occupation. Generally the course is part of a series of courses leading to job preparedness. This includes apprenticeship training. This excludes training to prepare individuals for occupational certification or licensure.
B	**Workforce Development/Licensure or Certification**: To provide instruction designed to prepare individuals to obtain or maintain licensure or certification. This includes training to prepare individuals for initial certification and licensure as well as the renewal of licenses and certifications required by various professions and paraprofessions.
C	**Workforce Development/Job Skill Enhancement:** To provide occupational-related instruction designed to enhance, upgrade, or refresh the skills of the workforce. These courses are generally "stand alone" courses and not part of a recommended series of courses that prepare an individual to enter employment or change careers.
D	**Basic Skills**: To provide literacy or remedial instruction designed to enhance literacy, lead to a high school equivalency, and/or remedy deficiencies in preparation for college-level work. This includes Adult Basic Education, GED preparation, other high school completion preparatory instruction, English as a Second Language (ESOL), SAT preparatory training, and other college entrance preparatory courses.
E	**General Education**: To provide instruction in the philosophy, principles, practices, and/or skill development of academic areas. This includes training in languages, mathematics, social and behavioral science, biological and physical science, ecology, energy conservation, environmental science, education (general and special education), money management/investment, consumer education, family development, and general health education.

9. **Special Population**: The purpose of this category is to identify a course designated and intended for a special group. Using the list below, identify the letter corresponding to the student population for whom the course is intended.

Letter Code	Special Population
A	**Senior Adult (60 and above):** Courses designed for residents of Maryland 60 years of age or older at time of registration.
B	**Gifted and Talented:** Courses designed for elementary or secondary school students identified by professionally qualified individuals as having outstanding abilities in the areas of (1) general intellectual capabilities; (2) specific academic aptitudes; or (3) the creative, visual, or performing arts.
C	**Disabled:** Courses designed for persons with physical or mental impairments that substantially limit one or more major life activity.
D	**General:** Courses designed for persons from the general public and not for any special population.

Colleges that offer continuing education courses to senior citizens are to comply with the Standards of Good Practice for Senior Adult Courses (**Appendix 2**). These standards were developed and adopted by the Maryland Community College Association for Continuing Education and Training on February 11, 2000.

10. **Recreational Courses**: Recreational courses are explicitly prohibited from receiving State funding. Section 13B.07.02.02B(5) of the Code of Maryland Regulations states, *"The Commission may not approve recreational courses for State funding"*. Webster's Dictionary defines "recreation" as follows:

"1. refreshment in body and mind, as after work, by some form of play, amusement, or relaxation. 2. any form of play, amusement, or relaxation used, for this purpose, as games, sports, hobbies, etc."

Precluded from State funding are courses provided for play, amusement, or relaxation. Identified below are some examples of the types of courses that are ineligible for State funding.

- needlecrafts, basketry and other crafts/hobbies
- line dancing, square dancing
- yoga, T'ai chi
- trips to the theater, museums, and historic sites
- aerobics, body toning, and karate
- tennis, golf

In addition, courses such as floral design, woodworking, horticulture, and culinary arts are ineligible for State funding unless they are designed and offered as workforce training that prepares individuals for employment or career enhancement. Avocational or recreational courses in swimming and boating are

not eligible for State aid. However, certification courses required for employment such as Red Cross lifesaving or CPR instruction are eligible for State funding.

Courses offered for recreational purposes will not be funded for any population including senior citizens. This includes courses that develop crafts/hobbies or recreational interests/activities. To be eligible for State funding, a course offered exclusively for seniors or the handicapped must provide extensive instruction that enhances knowledge and skill development, and not be offered for play, amusement, or relaxation. Courses that promote health and wellness for senior citizens or the handicapped must provide instruction in health/wellness, not involve competitive sport or games, and not be offered for purposes of amusement or relaxation. Identified below are some examples of the types of courses that are eligible for State funding:

- Healthy Living for Senior Citizens
- Scared of Swimming – Water Safety Skills for the Handicapped
- Therapeutic Aquatic Instruction for Seniors
- Swimming Instruction for the Disabled
- Arthritis Aquatics

It is clear from the law that the legislative intent was not to provide State funding for any and all courses offered to seniors. This is evident from Title 16 of the Education Article of the Annotated Code of Maryland, Section 16-106(b).[1] The law states that a Maryland senior citizen shall be counted in computing full-

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[1] Section 16-106(b) of the Education Article states:

(b) Persons 60 years or older – (1) (i) In this subsection "tuition" means the basic instructional charge for courses offered at a community college;

(ii) "Tuition" does not include:

1. Any fees or costs associated with a self-supporting program; or

2. Any fees for:

A. Registration;

B. Application;

C. Administration; or

D. Laboratory work.

(2) Except as provided in paragraph (3) of this subsection, any resident of this State who is 60 years old or older who enrolls in any class, which is eligible under § 16-305 of this title for State support, at the community college:

(i) Shall be exempt from payment of tuition; and

(ii) Shall be counted in computing full-time equivalent enrollment under 16-305 of this title if enrolled in any class that is eligible for State support.

(3) A community college is required to waive the tuition for a course for senior citizens under this subsection only when course space is available.

(4) This subsection may not be construed to prohibit a community college board of trustees from offering senior citizens other educational opportunities free of charge, provided that the senior citizen is not counted in computing full-time equivalent enrollment for the purpose of receiving State support.

time equivalent enrollment only if the senior is enrolled in a course that is approved for State funding. By regulation, recreational courses are not eligible for State funding. This does not preclude community colleges from offering recreational courses. The law explicitly states that the community colleges may offer "other educational opportunities" free of charge to senior citizens, provided the senior citizens are not counted in the FTE requested for State aid.

11. **Methods of Instruction**: This is the instructional method(s) by which the course will be offered. From the list below, identify the letter that corresponds to the instructional method for the course. Note that by regulation, "*instruction in continuing education shall involve either direct or delayed faculty and student interaction*." This precludes State funding for traditional correspondence courses.

Letter Code	Method of Instruction
A	**Distance Education:** Direct instruction provided synchronously or asynchronously via methods such as interactive instructional television, delayed video, on-line instruction, audio and video teleconferencing, and computer conferencing.
B	**Classroom and/or Laboratory Instruction:**
C	**Combination of a & b:** Combination of distance education and classroom and/or laboratory instruction.
D	**Other:**

Community colleges delivering instruction by distance education must comply with Standards of Good Practice for Instruction Delivered by Distance Education (**Appendix 3**). In 1999, these standards were established as part of the Minimum Requirements for Degree-Granting Institutions.

12. **Subject Code**: From the list below, identify the letter that corresponds to the subject that best describes the course.

SUBJECT CODE	SUBJECT DESCRIPTION
A	Adult Basic Education (ABE)/English as a Second Language (ESOL)/GED
B	basic academic skills (reading, writing, math, SAT prep. Does not include ABE, ESOL, and GED).
C	accounting/banking/insurance
D	arts (fine arts, photography, music, etc.)
E	business/entrepreneurship
F	childcare/child & human development
G	communications & languages (foreign & sign language, writing)
H	community/regional issues
I	computer technology (hardware & software)
J	culinary arts/hospitality/tourism
K	environmental science/ecology/agriculture
L	financial planning/money management
M	health and medical occupations
N	health/wellness/safety
O	history/heritage
P	instructional skills (including teacher education)
Q	law/legal issues
R	management/supervision/leadership
S	manufacturing technology
T	math/science (biology, physics, chemistry, etc.)
U	occupational trades/apprenticeship
V	parenting/family education
W	real estate sales/appraisal
X	retail sales/marketing/advertising
Y	telecommunications
Z	other
2	career/job readiness

13. **Course Description**: The course description provided on the MHEC-CC-10 Form should include the items identified below. Note that the Code of Maryland Regulations, Section 13B.07.02.02B(3) states, "*A college shall conduct and advertise continuing education courses in accordance with the approved description, objectives, and title*".

a) **Course description**: There should be a complementary relationship between the course description and the course intent. The course description should be concise and include the following:

- skills and/or knowledge to be taught
- topics to be covered
- overall course objective
- clear intent of course
- group for whom course was designed

If a course is less than 5 contract hours, the college should clearly identify whether the course is being offered for purposes of certification or contract training.

If a course is one of a series of continuing education courses that leads to an occupational objective, the college should indicate this and identify the course numbers of the other courses in the series.

b) **Objectives**: The course objectives must be succinct statements of expected student outcomes as appropriate to course content. Course objectives should begin with the statement, "Upon completion of the course, the student should be able to . . ." under which separately numbered objectives should be listed.

Measurable action verbs should be used when stating objectives. For example:

apply	cite	describe	explain	prepare
arrange	classify	discuss	identify	research
articulate	define	edit	implement	solve
assess	demonstrate	evaluate	list	write

Vague or hard to measure terms should not be used. For example:

familiarize	learn
know	understand

c) **College Comments**: The comment section may be used to provide information pertaining to community support or need for the course, as well as any information regarding any special licensing/certification upon completion of the course.

CERTIFICATION: The MHEC-CC-10 Form must be originally signed and dated by the preparer and the chief continuing education officer.

D. Resubmission

1. **Ineligible Course**: A continuing education course that has been denied approval for State funding may be resubmitted to the Maryland Higher Education Commission. A new MHEC-CC-10 Form must be completed for such a course with a new course title, description, and objectives.

2. **Eligible Course**: When any major element of a continuing education course is changed, a new MHEC-CC-10 Form with a new course number must be submitted. This includes changes in title, course objectives, course intent, course hours, etc. A new MHEC-CC-10 Form must be completed and submitted when the hours of a continuing education course either are:

   - reduced by at least 25 percent; or
   - increased by any number of hours.

E. Appeal Process

A community college may appeal to the Secretary of the Higher Education any continuing education course denied approval for State funding. The following are procedures for appeal:

1. The college shall submit to the Secretary of the Maryland Higher Education Commission a written request for a continuing education course to be reconsidered for approval of State funding and shall specify the reasons State funding should be granted for the course.

2. The Secretary shall determine whether the course is approved for State funding. The Secretary's approval decision shall be final.

Chapter V . CONTINUING EDUCATION COURSE INVENTORY

A. General:

Data reported to the Maryland Higher Education Commission on the MHEC-CC-10 (Request for State Funding of a Continuing Education Course) and the MHEC-CC-3 (Enrollment Report for Equated Credit Continuing Education Courses) are reported back to the college on the Continuing Education Course Inventory. This inventory provides information pertaining to continuing education courses approved for State funding.

The Continuing Education Course Inventory, sorted by course number, is forwarded to each college prior to the annual submission of enrollments for State funding. This inventory reflects the courses currently included in each college's active file. A sample college inventory is presented on the next page. All items on the Course Inventory must correspond to the items on the individual college inventory.

An inventory also is sent to each college after the annual MHEC-CC-3 Report is processed. This inventory includes the posting of enrollment and full-time equivalent (FTE) students and should be reviewed course-by-course to insure that the FTE students were posted correctly.

B. Inventory Files:

Management information reports derived from the continuing education course file are produced by the Maryland Higher Education Commission. The reports are produced for a particular college and for the entire State. Each report contains a summary of enrollment and FTE broken down by course characteristics. On the next pages is a Statewide Summary For All Colleges which reports continuing education courses, equated FTEs, and student enrollments in FY 2000.

COMMUNITY COLLEGE
EQUATED FTE ARE FROM ALL SESSION(S) OF THE 00-01 YEAR

FY	COURSE NUMBER	COURSE TITLE	SPECIAL POP	INTENT	METHOD	SUBJECT	EQUATED COUNT ELG	NONELG	HOURS	FTS
99	PFH241	COMMUNICATIONS AND SOCIAL SKILLS ON THE JOB	DISABLE	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	50	0.00
99	PFH242	COMPUTER SKILLS FOR LIFE AND WORK	DISABLE	GENL/EDU.	CLAS/LAB	COMPUTER	0	0	42	0.00
99	PFH244	JOB EXPLORATION	GENERAL	SKILL/EN	CLAS/LAB	OTHER	0	0	92	0.00
00	PFH246	PERSONAL HEALTH AND FITNESS	DISABLE	GENL/EDU.	CLAS/LAB	HEALTH	0	0	18	0.00
99	PHE093	FACILITATING ADDICTION SUPPORT GROUPS	GENERAL	LIC/CERT	CLAS/LAB	HEALTH	0	0	8	0.00
99	PHE094	FAMILY DYNAMICS AND ADDICTION	GENERAL	LIC/CERT	CLAS/LAB	HEALTH	0	0	8	0.00
99	PHE099	INDIVIDUAL COUNSELING FOR THE ADDICTIVE CLIENT	GENERAL	LIC/CERT	CLAS/LAB	MED JOB	0	0	8	0.00
01	PWH114	MENTAL HEALTH I:OVERVIEW AND CLIENT'S RIGHTS	GENERAL	SKILL/EN	CLAS/LAB	HEALTH	0	0	6	0.00
01	PWH115	MENTAL HEALTH II:NORMALIZATION/REHABILITATI	GENERAL	SKILL/EN	CLAS/LAB	HEALTH	0	0	6	0.00
01	PWL152	USING ENGLISH GRAMMAR	GENERAL	GENL/EDU.	CLAS/LAB	ACAD/SKL	0	0	15	0.00
99	PWL160	THE STORY OF IRELAND, PART I	GENERAL	GENL/EDU.	CLAS/LAB	HISTORY	0	0	12	0.00
99	PWL161	THE STORY OF IRELAND,PART II	GENERAL	GENL/EDU.	CLAS/LAB	HISTORY	0	0	12	0.00
01	PWL184	USING ENGLISH GRAMMAR	GENERAL	GENL/EDU.	CLAS/LAB	ACAD/SKL	0	0	10	0.00
00	PWL203	THE STORY OF IRELAND, PART I	GENERAL	GENL/EDU.	CLAS/LAB	HISTORY	0	0	15	0.00
00	PWL204	THE STORY OF IRELAND, PART II	GENERAL	GENL/EDU.	CLAS/LAB	HISTORY	0	0	15	0.00
00	PWL205	CREATIVE WRITING	GENERAL	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	15	0.00
00	PWL206	WRITING FOR PUBLICATION	GENERAL	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	9	0.00
00	PWL209	BUSINESS COMMUNICATION SKILLS	GENERAL	SKILL/EN	CLAS/LAB	MGT	0	0	8	0.00
00	PWL210	CREATIVE WRITING	GENERAL	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	29	0.00
00	PWL211	NON-VERBAL COMM AS A SIGN LANG BASE	GENERAL	SKIL/EN	CLAS/LAB	COM/LANG	0	0	19	0.00
00	PWL212	COUNSELING SKILLS FOR LITERACY TUTORS	GENERAL	GENL/EDU.	CLAS/LAB	INSTRUCT	0	0	8	0.00
01	PWL213	WRITERS WORKSHOP	GENERAL	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	24	0.00
01	PWL217	INTRODUCTION TO CREATIVE WRITING	GENERAL	GENL/EDU.	CLAS/LAB	COM/LANG	0	0	51	0.00

STATE – SUMMARY - ALL COLLEGES
EQUATED FTE ARE FROM ALL SESSION(S) OF THE 99-00 YEAR

COLLEGE TOTALS

BY COURSE:		BY FTE:		BY STUDENTS:	ELIG	INELIG
SUMMER	2336	SUMMER	3226.53	SUMMER	67171	4797
FALL	4151	FALL	8776.00	FALL	136202	8079
SPRING	3905	SPRING	7185.09	SPRING	115097	4933
OTHER	0	OTHER	0	OTHER	0	0
TOTAL	10392	TOTAL	19187.62	TOTAL	318470	17809

	CURRENT PAYMENT PERIOD: ALL								YEAR-TO-DATE-TOTALS							
					STUDENTS		STUDENTS						STUDENTS		STUDENTS	
BY POPULATION	COURSES	PCT	FTE	PCT	ELG	PCT	INELIG	PCT	COURSES	PCT	FTE	PCT	ELIG	PCT	INELIG	PCT
SENIOR	662	6	3625.55	18	66490	20	4029	22	662	6	3625.55	18	66490	20	4029	22
G & T	157	1	133.34		3410	1	1047	5	157	1	133.34		3410	1	1047	5
DISABLE	152	1	447.94	2	6172	1	15		152	1	447.94	2	6172	1	15	
GENERAL	9421	90	14980.79	78	242398	76	12718	71	9421	90	14980.79	78	242398	76	12718	71
TOTAL	10392		19187.62		318470		17809		10392		19187.62		318470		17809	
BY INTENT																
JOB/PREP	396	3	1206.57	6	6950	2	219	1	396	3	1206.57	6	6950	2	219	1
LIC/CERT.	993	9	1431.81	7	20218	6	1233	6	993	9	1431.81	7	20218	6	1233	6
SKILL/EN	5843	56	6686.98	34	138469	43	4100	23	5843	56	6686.98	34	138469	43	4100	23
BASIC SK	381	3	2548.82	13	25399	7	1334	7	381	3	2548.82	13	25399	7	1334	7
GENL/EDU	2779	26	7313.44	38	127434	40	10923	61	2779	26	7313.44	38	127434	40	10923	61
TOTAL	10392		19187.62		318470		17809		10392		19187.62		318470		17809	
BY METHOD																
DIST EDU	0		.00		0		0		0		.00		0		0	
CLAS/LAB	10392		19187.62		318470		17809		10392		19187.62		318470		17809	
DE & CL	0		.00		0		0		0		.00		0		0	
OTHER	0		.00		0		0		0		.00		0		0	
TOTAL	10392		19187.62		318470		17809		10392		19187.62		318470		17809	
BY SUBJECT																
ABE/ESOL	463	4	2924.43	15	27328	8	3935	22	463	4	2924.43	15	27328	8	3935	22
ACAD/SKL	315	3	1239.80	6	12481	3	633	3	315	3	1239.80	6	12481	3	633	3
ACCT/INS	118	1	171.20		3172		60		118	1	171.20		3172		60	
ARTS	449	4	1433.08	7	26382	8	1734	9	449	4	1433.08	7	26382	8	1734	9
BUSINESS	400	3	504.40	2	12234	3	209	1	400	3	504.40	2	12234	3	209	1
CHILDDEV	369	3	428.21	2	8544	2	280	1	369	3	428.21	2	8544	2	280	1
COM/LANG	566	5	531.04	2	10658	3	591	3	566	5	531.04	2	10658	3	591	3
COMMUNITY	39		70.95		2397		323	1	39		70.95		2397		323	1
COMPUTER	2375	22	2275.38	11	56100	17	1977	11	2375	22	2275.38	11	56100	17	1977	11

FOOD/HOS	123	1	156.13	4270	1	40	123	1	156.13	4270	1	40
ENVIRONM	176	1	94.66	3006		89	176	1	94.66	3006		89

BY SUBJECT (CON'T)	COURSES	PCT	FTE	PCT	STUDENTS ELG	PCT	STUDENTS INELIG	PCT	COURSES	PCT	FTE	PCT	STUDENTS ELIG	PCT	STUDENTS INELIG	PCT
$ MGMT	175	1	169.83		7321	2	175		175	1	169.83		7321	2	175	
MED JOB	1002	9	1253.80	6	20472	6	1129	6	1002	9	1253.80	6	20472	6	1129	6
HEALTH	433	4	2387.13	12	43748	13	2814	15	433	4	2387.13	12	43748	13	2814	15
HISTORY	170	1	331.42	1	7504	2	163		170	1	331.42	1	7504	2	163	
INSTRUCT	343	3	159.45		8868	2	40		343	3	159.45		8868	2	40	
LAW/LEG	119	1	287.09	1	2634		73		119	1	287.09	1	2634		73	
MGMT	520	5	670.08	3	11627	3	280	1	520	5	670.08	3	11627	3	280	1
MANUFACT	202	1	266.98	1	2459		57		202	1	266.98	1	2459		57	
MATH/SCI	80		73.92		1595		164		80		73.92		1595		164	
TRADE/APP	1213	11	2477.84	12	21137	6	1707	9	1213	11	2477.84	12	21137	6	1707	9
FAMILY	38		35.78		932		68		38		35.78		932		68	
REAL EST	277	2	138.31		5402	1	223	1	277	2	138.31		5402	1	223	1
SALES/AD	34		83.40		2260		5		34		83.40		2260		5	
TELECOMM	40		43.48		360		8		40		43.48		360		8	
OTHER	353	3	979.83	5	15579	4	1032	5	353	3	979.83	5	15579	4	1032	5
TOTAL	10392		19187.62		318470		17809		10392		19187.62		318470		17809	

THE ABOVE COLLEGE SUMMARY DATA ONLY REFLECTS THOSE ELIGIBLE COURSES THAT GENERATED FTE FOR THE PAYMENT PERIOD(S) BEING REPORTED

TOTAL REVIEWED CONTINUING EDUCATION COURSES: 22049

TOTAL ELIGIBLE COURSES: 22049
TOTAL INELIGIBLE COURSES: 0

Chapter VI . PROCEDURES FOR CONVERTING TO A NEW COURSE NUMBERING SYSTEM FOR CONTINUING EDUCATION COURSES

When a community college adopts a new course number system, it may impact the course numbers of continuing education courses that already have been submitted and approved for State funding. Identified below are procedures required by the college to convert to a new continuing education course numbering system. There are two scenarios that require different actions by the college. These are summarized below and described in detail in the table on the next pages:

Scenario I:

All (or most) of the course numbers change, but course titles remain the same. Proposed course numbering changes require the submission of an Ascii text file, as described in the table on the next pages.

Scenario II:

All (or most) of the course numbers and the course titles change.
Proposed changes to course numbers and course titles require the submission of new MHEC-CC-10 Forms. The Code of Maryland Regulations, Section 13B.07.02.02B(3) states: "*A college must conduct and advertise continuing education courses in accordance with the approved description, objectives, and title.*" Therefore, a college may not deviate from its approved course titles without obtaining approval for these changes. The submission of an Ascii file or a crosswalk table will not suffice if the course titles are to be changed. Please note that if a new course numbering system provides fewer than 45 characters for a course title, the college may shorten the course title by dropping the last characters in the approved course title, and this will not be considered a change to the course title.

PROCEDURES FOR CONVERTING TO A NEW COURSE NUMBERING SYSTEM FOR CONTINUING EDUCATION COURSES

SCENARIOS	REQUIREMENTS
Scenario I: If all (or most) course numbers change, but course titles remain the same.[1]	**College:** • Submits Ascii text file with old and new course numbers identified (see layout below) **MHEC:** • Changes the course numbers of the previously approved courses, as requested. • Sends report of changes to college.
Scenario II: If all (or most) course numbers & course titles change.	**College**: • Submits letter requesting changes & attaches a course inventory which crosses out the courses to be changed. • Submits new MHEC-CC-10 Form for each course to be renumbered and retitled. **MHEC:** • Makes course deletion on approved course inventory as identified by the college. • Reviews & approves, if applicable, courses identified on new MHEC-CC-10 Forms • Sends UP-10 Report to college.

[1] Note: If a new course numbering system provides fewer than 45 characters for the course title, the college may shorten the course title by dropping the last characters in the approved course title, and this will not be considered a title change. If however, the college proposed to change the course title in another manner, this will require the submission of a MHEC-CC-10 Form.

Layout of the file to change course numbers:

Contents of Field	Field Length	Field Position
old course number	6	identify old course number in columns # 1 - 6.
new course number	6	identify alphanumeric & unique new course number in columns # 7-12.
course title	45	identify course title in columns # 13-57.

Chapter VII . ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

MHEC-CC-3 Report

A. General:

State reimbursement for continuing education courses is computed on the basis of enrollment data for approved courses. The Enrollment Report for (Equated Credit) Continuing Education Courses (MHEC-CC-3 Report) is used by the community college for submitting enrollment in continuing education courses that are approved for funding by the Maryland Higher Education Commission.

A relationship exists between the MHEC-CC-3 Report and the Continuing Education Course Inventory that is developed based on information from the MHEC-CC-10 Forms submitted for courses that are approved for State funding. Each course element submitted on the MHEC-CC-3 Report must match that identified on the Continuing Education Course Inventory maintained by the Maryland Higher Education Commission. This includes the following elements: course abbreviated title, course number, course hours, course intent, special population, method of instruction, and subject code. Therefore, the data entries from the MHEC-CC-10 Forms affect the payment of State aid based on the MHEC-CC-3 submission. The Maryland Higher Education Commission authorizes payment to the college for continuing education enrollment based on the computer input file or tape that is provided with the certified MHEC-CC-3 Report. Therefore, the hard copy certified MHEC-CC-3 Report and accompanying computer input files/tapes must reconcile.

The MHEC-CC-3 Report appears as **Appendix 4**. Each year, the college is to complete and submit this report to the Commission.

B. Certification:

Certification is the act whereby a community college requesting State aid certifies the following:

- individual students have met age, tuition residency, and enrollment requirements; and
- courses have met the criteria under which they were approved and are eligible to be submitted to the Maryland Higher Education Commission for State aid.

Certification of the MHEC-CC-3 Report requires original signatures of both the college chief executive officer and the chief continuing education officer. The college title, aid periods, and fiscal year must be accurately inserted in the certification statement.

C. Timing and Cut-off:

For continuing education courses, instructional time is measured in terms of 50-minute course hours (excluding lunch and other breaks) in which there is direct faculty-student contact. However, if a course actually meets 60 minutes each instructional hour, the college may multiple the 50-minute periods by 1.2 to derive the continuing education course hours reflected on the MHEC-CC-10 Form.

Full-time equivalent (FTE) student enrollments in continuing education courses are measured at the point at which 20 percent of the total course hours has elapsed. If 20 percent of the course hours does not fall at the end of a class meeting, full-time equivalent student enrollment should be measured at the end of the class meeting in which 20 percent of the total number of course hours falls. If a student is not enrolled in the course at the point at which 20 percent of the total course hours have elapsed, that student shall not be counted for State funding.

D. Documentation:

The college is to generate and maintain throughout each fiscal year documentation of the process for developing the MHEC-CC-3 Report that is consistent with the institution's external and internal auditors' requirements.

E. Submission:

By August 1 of each year, the MHEC-CC-3 Report must be submitted to the Maryland Higher Education Commission. It is essential that each community college meets this deadline, because the Commission calculates at the same time the FTE's eligible for State funding for each community college. A late or inaccurate MHEC-CC-3 Report from one college delays the processing of all colleges.

Chapter VIII . ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES MHEC-CC-3 Report

A. Instruction for Completion of MHEC-CC-3 Report:

Prior to completing the MHEC-CC-3 Report, the Maryland Higher Education Commission will forward to each college a Continuing Education Course Inventory that identifies courses approved for State funding. The college must then verify that all new course submissions have been added correctly to the Commission Inventory and all course elements in the Maryland Higher Education Commission's Inventory match the course elements reported on the approved MHEC-CC-10 Forms. This includes the following: course number, abbreviated title, hours, course intent, special population. Courses listed on the MHEC-CC-3 must have been approved by the Maryland Higher Education Commission prior to the end of fiscal year being reported. Course approval is not retroactive. The college shall also verify that the elements of its college's continuing education course inventory are identical to those of the State. Should an error be found in the Commission's Continuing Education Course Inventory, the error must be reported immediately in writing to the Maryland Higher Education Commission.

1. **Aid Period**: This is the fiscal year for which State aid is being requested.

2. **Course Number**: This is the college assigned course number under which the approved continuing education course is being offered. This exact same number appears on the MHEC-CC-10 Form. No two courses may have the same course number. If a course has multiple titles, each title must have a unique course number. Courses are to be listed in numerical (course number) order.

3. **Section Number**: This is a college assigned number or letter to distinguish different offerings of the same course.

4. **Course Title**: This is the college assigned course title reported on the MHEC-CC-3 Report that corresponds to the title listed on the MHEC-CC-10 Form. Discrepancies between the course title identified on the MHEC-CC-3 report and the Maryland Higher Education Commission's Continuing Education Course Inventory must be reconciled by verifying the course title reported on the approved MHEC-CC-10 Form.

5. **Total Course Hours**: These are the actual hours of instruction delivered by the college for each course identified on the MHEC-CC-3 Report. These hours must correspond to the course hours approved on the CC-10. Payment may not be made for any continuing education course whose reported hours are:

a) more than the hours identified on the approved MHEC-CC-10; or
b) 25% less than the hours identified on the approved MHEC-CC-10.

Additionally, payment may not be made for any continuing education course those hours are less than five contact hours, unless the course is specifically approved by the Maryland Higher Education Commission for purposes of certification or contracted training.

6. **Equated Course Hours**: Equated course hours are calculated by dividing the total course hours by 15 and rounding to two decimal places. The following decimal rounding technique is used by the Maryland Higher Education Commission in its calculation of this item:

Illustration of Decimal Rounding

If the third place decimal is 4 or less, round down. For example:
round .442 to two decimals = .44
round .444 to two decimals = .44

If the third place decimal is 5 or more, round up. For example:
round .445 to two decimals = .45
round .446 to two decimals = .45

7. **Eligible Maryland Resident:** To be claimed for State aid purposes, Maryland residents must:

a) have registered prior to the 20% point of the course; and
b) be enrolled at the point at which 20 percent of the total course hours has elapsed.

In courses approved for special student populations, the State makes payment only for the special interest group participants. Such courses are deemed eligible for these students.

8. **Ineligible Student:** Students ineligible to be claimed for State aid include:

a) students who have not registered prior to the 20 percent point of a course and who are not enrolled at the 20 percent point;
b) students categorized as out-of-state or foreign students, unless permitted by State law;
c) students younger than 16 years old, unless otherwise permitted by State law;
d) high school students concurrently enrolled in continuing education courses that are part of the student's high school curriculum;

e) an employee of the college who is enrolled in continuing education courses without payment of tuition, either through tuition waiver, tuition payment reimbursement, or by direct finance of the course work by individual college departments;

f) a dependent of faculty or staff member of the college enrolled without tuition charge; and

g) students whose total costs are funded by local, State or federally funded contracts or grants.

9. **FTE Student**: The FTE student is calculated by: multiplying column 3 by column 4 and dividing this product by 30 and rounding this number and carrying it out to two the decimal places. Refer to the rounding method identified previously in this section.

10. **Percent Aid Requested**: Each college must identity for all submitted courses the percent of aid requested per individual course or course section (0-100%). Note that Maryland regulations prohibit State aid for full-time equivalent students enrolled in a continuing education course whose total costs are funded by government grants or contracts. If a course cost is paid by a federal, State or local contract or grant, a college must reduce by an appropriate amount (as determined by the Maryland Higher Education Commission) the number of full-time equivalent students; thereby avoiding course costs from being reimbursed twice by the government. Sections 13B.07.03.02D(14) and 13B.07.03.04B(1) state respectively:

a) When local, State or federally funded contracts or grants, or both, pay for program or course costs, or both, State aid may not be paid for that portion of full-time equivalent students whose total costs are funded by a grant or contact.

b) If a federal, State, or local contract or grant is used to pay for a credit or non-credit program course cost, a college shall reduce the number of full-time equivalent students submitted to the State for funding by an appropriate amount as determined by the Commission, in order that the course costs are not reimbursed twice.

11. **Certification**: The MHEC-CC-3 Report must be originally signed and dated by the chief continuing education officer and the chief executive officer of the college.

B. Amended Report:

Any errors or omission on any previously filed MHEC-CC-3 Reports discovered by the audit of FTEs shall be disclosed on the MHEC-CC-4 (Annual Financial Report). When additional full-time equivalent students are claimed as a result of the audit, the college

must submit a properly executed MHEC-CC-3 Report for the net change for each fiscal year to substantiate this claim along with the MHEC-CC-4 Report.

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

AID PERIOD: SUMMER

	COL 1			COL 2	COL 3	COL 4	COL 5	COL 6	COL 7	COL 8
	COURSE NUMBER	SECTION NUMBER	CONTINUING EDUCATION COURSES COURSE TITLE	TOTAL COURSE HOURS	(COL 2 /15 EQUATED COURSE HOURS	ELIG-BLE MARYLAND RESIDENT	INELIG-IBLE STUDENT	(COL 3 x COL 4 /30) FTE STUDENTS	PERCENT AID REQUESTED	FTE FOR STATE AID
1887	WBS036	212	Wrkplce Basics: Empl Readiness	43.20	2.88	9		0.86	100	0.86
1888	WBS036	213	Wrkplce Basics: Empl Readiness	43.20	2.88	15		1.44	100	1.44
1889	WBS036	214	Wrkplce Basics: Empl Readiness	43.20	2.88	7		0.67	100	0.67
1890	WBS036	215	Wrkplce Basics: Empl Readiness	36.00	2.40	21		1.68	100	1.68
1891	WBS037	202	Wrkplce Basics: Empl Readiness	54.00	3.60	14		1.68	100	1.68
1892	WBS037	203	Wrkplce Basics: Empl Readiness	54.00	3.60	25		3.00	100	3.00
1893	WBS037	204	Wrkplce Basics: Empl Readiness	57.60	3.84	25		3.20	100	3.20
1894	WBS037	205	Wrkplce Basics: Empl Readiness	57.60	3.84	25		3.20	100	3.20
1895	WBS037	206	Wrkplce Basics: Empl Readiness	57.60	3.84	26		3.33	100	3.33
1896	WBS037	207	Wrkplce Basics: Empl Readiness	57.60	3.84	32		4.10	100	4.10
1897	WES006	301	Workplace Skills: Esl	43.20	2.88	4		0.38	100	0.38
1898	WRT312	201	How to Write/Sell Shrt Stories	24.00	1.60	7		0.37	100	0.37
1899	WRT322	201	Locate/Secure an Agent Or Edtr	6.60	0.44	6	1	0.09	100	0.09
1900	WRT323	201	Element/Wrtg Fiction: Plotting	6.60	0.44	10	2	0.15	100	0.15
1901	WRT371	201	Writing the Personal Memoir	12.00	0.80	5	5	0.13	100	0.13
1902	WRT373	201	Wrtg/Juvenile & Yng Adult Mkt	7.20	0.48	11	1	0.18	100	0.18

INSTRUCTIONS: COLUMN 1—THE COURSE NUBMER AND SECTION NUMBER SHOULD EACH CONTAIN NO MORE THAN SIX (6) CHARACTERS: THE COURSE TITLE SHOULD BE ABBREVIATED TO NO MORE THAN 45 CHARACTERS. COLUMN 3—DIVIDE COLUMN 2 BY 15 AND ENTER THE RESULT OF THIS DIVISION. COLUMN 6-- MULTIPLE THE EQUATED CREDITS (COLUMN 3) BY THE NUMBER OF ELIGIBLE MARYLAND RESIDENTS (COLUMN 4). DIVIDE THIS PRODUCT BY 30 AND ENTER THE RESULT. COLUMN 6 SHOULD SHOW TWO DECIMAL PLACES. COLUMN 7—SHOULD SHOW THE PERCENT AID REQUESTED: 1-100 PERCENT. NO DECIMALS. COLUMN 8—SHOULD SHOW (2) DECIMAL PLACES.

Chapter IX . CONTINUING EDUCATION STUDENT INFORMATION SYSTEM

The Continuing Education Student Information System provides for electronic data transmission of information on continuing education registrants. Specifically, the system is designed to:

- Assist with preparation of the MHEC-CC-3 Report [Enrollment Report for (Equated Credit) Continuing Education Courses];
- Provide basis demographic data for the population served; and
- Provide a record of the registrations and courses from which the State aid request is generated.

A. Overall Design:

The college student data base for continuing education courses is "frozen" and submitted annually to the Maryland Higher Education Commission. The college may elect to continue to maintain three State aid periods and establish a Freeze File for each period. At the end of the fiscal year, these frozen files are copied to the End-of-Year Freeze File and submitted to the Maryland Higher Education Commission. In the alternative, the college may maintain a single, consolidated End-of-Year Freeze File that is submitted to the Commission for the fiscal year.

The college's student data file is derived from the college data base of continuing education registrations. The first program in the system reformats and translates college data to a standard format. For example, if sex is coded "M" or "F" in the college data files, the translation-edit program will change each occurrence of "M" to "1" and "F" to "2". In addition, the program will move the code to a proper location in the standard record. An error report and frequency count on all variables is printed.

After errors have been corrected and optional overrides have been entered for student characteristics on the college student data base, a final version of the student file is produced. The standard student file is then combined with the course eligibility file and the MHEC-CC-3 Report is prepared. This program also produces a summary electronic file or tape with MHEC-CC-3 information that is sent to the Maryland Higher Education Commission with the signed original MHEC-CC-3 Report.

After the MHEC-CC-3 Report has been produced and transmitted, the combined student and course file is frozen until submission to the Maryland Higher Education Commission at the end of the fiscal year.

At the end of the fiscal year, the college continuing education frozen file(s) is submitted as a cumulative file to the Maryland Higher Education Commission. This file is processed at the State level to produce reports on student demographics and enrollments for the fiscal year.

B. Eligibility Criteria and Override Options:

In the program that produces the MHEC-CC-3 Report, the eligibility of each student is determined on the basis of age, residence, employee/dependent status, and course registration date. Occasionally, information concerning a student's eligibility will be available in the college continuing education office which impacts information on the college data file regarding whether a student may be claimed for State funding.

When additional factors are known regarding the student's eligibility, the college can override the data element and make the student eligible or ineligible despite the student record. For example, the MHEC-CC-3 Report program would classify anyone less than 16 years old as ineligible. If a person was less than 16 but in a Gifted and Talented Program, the student would be eligible for State aid. The age on the student record would not need to be changed but could be overridden. For audit purposes, documentation that justifies the use of these overrides should be retained.

C. File Layout Information:

There are four primary files in the system: two input files and two output files. The input files are the Student Data File and the College Course Data File. The output files are the Student and Course Data File and the Course Summary File.

D. Reconciliation:

The Maryland Higher Education Commission authorizes payment to the college for continuing education enrollment based on the certified MHEC-CC-3 Report. Each year, requests for State aid are to be received by the Maryland Higher Education Commission by August 1. The MHEC-CC-3 Reports and the final accounting electronic files/tapes must reconcile.

Chapter X . INPUT FILES

A. Student Data File:

The Student Data File is either an actual file in the college's existing data system or is a file derived from files in the college's existing data system. The file may be in the format normally used by the college using acceptable college codes. The first program in the system will change the file into standardized codes and format. The input file must contain one record for each course a student takes. If a particular student has registered for three courses, there will be three records for that student. The record must contain a student identification, the course number, and the course section. If the student is to be eligible for State aid, the record must contain either enough demographic data to establish eligibility or enough eligibility override flags to establish eligibility.

There is no specified format or layout for this college file. However, it should be possible to derive the following data elements from information in the file:

1. Identification Data:
   a) student identification
   b) course number
   c) course section

2. Demographic/Eligibility Data:
   a) birth date
   b) residence
   c) employee/dependent status
   d) sex (not used to determine eligibility)
   e) race (not used to determine eligibility)

3. Eligibility Override Data:
   a) age
   b) residence
   c) employee/dependent status
   d) 20 percent (If there is no registration date on file for a student, this field can be used to indicate that the student was registered as of the 20% date.)

The eligibility override data elements are optional and are used only if other data are not sufficient to determine eligibility or if an exception is to be made. Documentation supporting these exceptions should be retained by the college.

B. Course Data File:

The Course Data File is a file prepared for the fiscal year and, if the college elects, for each of three State aid periods. There should be one record for each course section offered during the period plus any course sections not submitted for the previous period within the current fiscal year.

Data Element	Description	Column
Eligibility Code	1 = Eligible 2 = Not eligible	1
Special Status	1 = Senior citizen course	2
Course Title	Abbreviated course title as it appears on MHEC's Inventory of Continuing Education Courses	3-50
Course Number	Course number as it appears on MHEC's Inventory of Continuing Education Courses	51-56
Section Code	Course section (necessary because different sections often have different parameters e.g. course hours, starting time, course 20% date)	57-62
Course Hours	Course hours this occurrence[1] (One decimal place implied)	63-68
Course 20% Date	MMDDYY	69-74
Percent Aid Requested	000 - 100	75-77
Submit this Pay Period	Y = Yes N = No	78

[1] Each eligible course is approved for a given number of hours. To be eligible for State funding, the hours of a course can not be: (1) more than the approved hours, or (2) less than 75 percent of the approved number of hours.

Chapter XI . OUTPUT FILES

A. Student and Course Data File:

One record per student per course section is prepared by the system from the two input files (Course Data File and Student Data File) to compile the Student and Course Data file. The Student and Course Data output file is frozen at the end of the fiscal year and, if the college elects, at the end of each State aid period. A cumulative copy of this file is sent to the Maryland Higher Education Commission at the end of the fiscal year.

The following data elements shall appear on each student record:

Data Element	Description	Column
Payment Period	1 = Fall 2 = Spring 3 = Summer 4 = Other	1
Fiscal Year	YY	2-3
Blank	Blank	4
College ID	Federal Interageny FICE Code	5-10
Campus Code	Optional	11
Student ID	Student's social security number	12-20
Blank	Blank	21
Course Number	Course number as it appears on MHEC's Continuing Education Course Inventory	22-27
Course Section	Section code (must be unique)	28-33
Birth Date	MMDDYYYY (e.g. 03291943 - March 29, 1943)	34-41

Data Element	Description	Column
Residence	000 = Unknown 001 = Foreign 100 = U.S. not Maryland resident 200 = Maryland resident but county unknown 201-224 = Maryland county resident (Standard Maryland county codes)	42-44
Employee/Dependent Status	1 = Neither employee nor dependent of employee 2 = Employee/dependent of employee	45
Course Registration Date	MMDDYY	46-51
Sex	1 = Male 2 = Female 3 = Unknown, male assigned 4 = Unknown, female assigned	52
Race/Ethnic	1 = Black, non-Hispanic 2 = American Indian 3 = Asian 4 = Hispanic 5 = White, Non-Hispanic 6 = Non-resident alien 7 = Other 8 = Unknown	53
Age Override	Blank = Keep same eligibility as calculated for demographic data. E = Make student eligible on this variable regardless of demographic data. I = Make student ineligible for aid on this variable regardless of demographic data.	54
Residence Override	Same as above	55
Employee/Dependent Status Override	Save as above	56
Course 20% Date Override	Same as above	57
Course 20% Date	From course file: MMDDYY	59-64

Data Element	Description	Column
Course Hours	From course file (one decimal place implied)	65-70
Percent Aid Requested	From course file: 000 - 100%	71-73
Master Override	Same as above, but overrides both the demographic data and all previous student overrides for a final eligibility determination	58
Course Eligibility Code	1 = Eligible 2 = Not eligible	74
Course Special Status	1 = Senior citizen course	75

B. Course Summary File:

The Course Summary File contains a single record for each course and section submitted during the fiscal year. The consolidated file contains the information on the MHEC-CC-3 Report and is submitted with the MHEC-CC-3 Report at the end of the fiscal year.

Data Element	Description	Column
Report Number	03	1-2
Blank	Blank	3
Course Title	Abbreviated Continuing Education Course Inventory Title (15 characters)	4-18
Course Number	Course number as it appears on MHEC's Continuing Education Course Inventory	19-24
Section Number	Must be unique during fiscal year	25-30
Total Course Hours	Two decimal places implied (right justified - zero fill)	31-36
Equated Course Hours	Two decimal places implied (right justified - zero fill)	37-42
Number of Eligible Students	(right justified - zero fill)	43-46
Blank	Blank	47-50
FTE Students	FTE regardless of percent aid requested -- Two decimal places implied (right justified - zero fill)	51-54
Percent Aid Requested	Percent aid requested for course (right justified - zero fill)	55-57
Course 20% Date	MDDYY	58-63
Submit	Submit this aid pay period? Y = Yes N = No	64
Special Status	1 = Senior citizen course	65
Ineligible Student	(right justified - zero fill)	66-68
Blank	Blank	69-80

Chapter XII . BIENNIAL REVIEW PROCESS

A. Purpose:

The Biennial Review Process is conducted annually to update the Continuing Education Course Inventory. Through this process, the number of courses maintained on the Inventory is reduced. Deleted from the inventory are the following types of courses: inactive courses that are not generating enrollments, courses no longer offered by the college, and courses that do not meet current funding criteria.

B. General:

In accordance with Section 13B.07.02.02B(6) of the Code of Maryland Regulations, continuing education courses that meet Maryland Higher Education Commission criteria for State funding are approved for a period of not less than two fiscal years unless the college is otherwise notified in writing by the Commission.

It should be noted that the Maryland Higher Education Commission reserves the right to modify course approval criteria to maintain the integrity of the continuing education system for funding purposes. However, the Commission may not retroactively apply new submission and evaluation criteria to continuing education courses approved for State funding.

C. Process:

The Biennial Review Process proceeds as follows:

1. Each year, the following information is forwarded by the Maryland Higher Education Commission to the college for review:

    - An Active Course Inventory identifying each course that has generated full-time equivalent students (FTEs) during the previous three fiscal years.

    - An Inactive Course Inventory identifying each course that has not generated FTEs during the same period.

2. The college reviews course descriptions, objectives, hours, intent, special population, subject code, and method of instruction for all courses on the Active Course Inventory that are generating Full Time Equivalent (FTE) students.

3. The following procedures are followed by the college when checking the Active Course Inventory:

- Line out any FTE generating courses that the institution does not want continued in the next fiscal year;

- Duplicate the Active Course Inventory and retain the copy in a reference file;

- Mail in the original Active Course Inventory to the Maryland Higher Education by the designated deadline;

- If there are no courses to be deleted from the Active Course Inventory, submit a brief memorandum so stating.

4. The college retains the Inactive Course Inventory in a reference file.

5. After the Active Course Inventory is received by the Maryland Higher Education Commission, the courses identified below are deleted from the college's Continuing Education Course Inventory. Any course deletions are made by the Commission following the annual processing of enrollments for State funding.

   - Courses that the college requests to be deleted from the Active Course Inventory after the college reevaluation process;

   - Courses on the active inventory that have been designated as "ineligible";

   - Courses on the Active Course Inventory that do not meet current funding criteria;

   - All courses on the Inactive Course Inventory.

6. All courses remaining on the Active Course Inventory are designated for the current fiscal years following the annual processing of student enrollments for State funding.

Chapter XIII . REPORT OF ALL NON-STATE AID CONTINUING EDUCATION FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES

MHEC-CC-13 Report

A. General:

Data on continuing education courses that are not approved for State funding are to be maintained by the college in a format that reports the total number of full-time equivalent students, registrations, and courses by fiscal year. The MHEC-CC-13 Report (Report of All Non-State Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses) is to be used by the college for the fiscal year reported. At present, the Maryland Higher Education Commission is not collecting annually the MHEC-CC-13 Report. However, community colleges are expected to complete and maintain the MHEC-CC-13 Reports in order that data on the total level of activity in all continuing education courses is available upon request.

B. Instruction for Completion of MHEC-CC-13 Report:

In July of each year, the college must extract from its continuing education data system the total number of full-time equivalent students, registrations, and courses for the previous fiscal year being reported. These total numbers are to be inserted into the MHEC-CC-13 Report (Report of All Non-State Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses) after completing the college title and fiscal year sections of the form.

REPORT OF ALL NON-STATE AID CONTINUING EDUCATION FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES MARYLAND COMMUNITY COLLEGES

MHEC-CC-13 Report

College:_____

Fiscal Year: _____

Total number of
Non-State Aid Full-Time Equivalent Students _____

Total number of
Non-State Aid Registrations _____

Total number of
Non-State Aid Courses _____

NOTE: Non-State Aid Continuing Education courses include all courses not reported on the MHEC-CC-3 Report; i.e., courses not requested for State Aid and courses ineligible for State Aid.

The purpose of this form is to provide supplemental information necessary to determine the full scope of the continuing education course offering on a fiscal year basis.

_____ _____

Signature of Preparer Signature of Chief Continuing Education Officer Date

MHEC-CC-13

APPENDICES

OPERATING GUIDELINES FOR THE DELIVERY OF CONTRACT TRAINING AND SERVICES

(Adopted by the Maryland Community College Presidents on March 21, 1997)

Principles:

Maryland community colleges have as an integral part of their mission as responsibility to provide continuing education and training which is responsive to the workforce development needs in the State. This mission is supported by the following principles:

- Community Colleges have customer service and satisfaction as a primary goal.
- Community Colleges accept the responsibility to deliver high quality education and training.
- Colleges understand the importance of responding to training requests in a timely manner.
- Community Colleges cooperate with each other and with other providers to meet the needs of the customer.
- Community Colleges understand that the choice of a training provider remains with the individual business.

While Community Colleges do not solicit business outside their service areas, they have adopted a delivery system that will insure prompt response to all requests for local, regional, and statewide workforce development training and services. The following guidelines will facilitate such a delivery system.

1. When a request for training or services is received, the contacted college will respond to the request by either delivering the training or services or arranging for their delivery.
2. As a courtesy, the contacted college will notify the service area college if the training is to be delivered.
3. At a future date, the service area college may wish to contact the training/service requester to provide information about that college's offerings, customized training capability, and strong desire to be considered a provider of future training and services.

Consistent with the principles stated above, Community Colleges may establish collaborative relationships for the delivery of training and services.

STANDARDS OF GOOD PRACTICE FOR SENIOR ADULT COURSES

(Written and adopted by the Maryland Community College Association for Continuing Education & Training as amended, February 11, 2000)

Preface

...Recognizing that community colleges have a comprehensive educational mission; and

...That the growth of senior adults will continue to be a major demographic trend; and

...That differences exist in the demographics of individual political subdivisions;

Therefore, the goals of community colleges, with the support of the Community College Continuing Education & Training Council (MCCCET), are to establish and maintain the comprehensive noncredit continuing education program and to strive for a balance among the populations served. It is recommended that each institution plan its noncredit offerings for the senior adult to be consistent with this general statement.

Faculty Qualifications

In addition to showing a genuine interest in improving the quality of life for senior adults and having appropriate personality characteristics to work with senior populations, faculty should have the same basic institutional qualifications as established for instructors in other courses:

- A minimum of a bachelor's degree in the area to be taught or appropriate experience in the content area that can be used to demonstrate or qualify competence in the area;
- Preferably some teaching experience; and
- Preferably experience in working with senior adults.

Faculty Development and Orientation

While community colleges approach faculty development in a variety of ways, it is suggested that the following guidelines be used as a minimum at each college offering senior programming:

- That new instructors be given an introduction or orientation to teaching senior adult courses. This orientation can take place within a formal group setting, one-

on-one, or through participation in a senior class with a current instructor, or by written instructions through a senior adult course manual.

- That a periodic faculty development workshop be provided to keep senior course instructors aware of current trends, changing regulations, and as a forum to exchange ideas and share problems and concerns.

Monitoring and Evaluating Senior Courses

The evaluation of courses for senior adults is essential to developing and maintaining a quality program of offerings to the senior adult population. It is recommended that:

- The director/coordinator of senior courses at the College ensure periodic visits, both scheduled and unscheduled to the various site locations. If possible, each senior site should be visited each semester but no less than two times per calendar year.

- Student evaluations be taken on a periodic basis for classes offered to senior adults.

- For new instructors, the first two courses taught should be formally evaluated. Thereafter, each instructor should be formally evaluated at least once each year. As appropriate, the results of these evaluations should be reviewed by the senior course director followed by sharing the evaluation with the faculty member.

- Senior site coordinators monitor courses offered at their locations to ensure that students are attending and faculty is conducting classes for the required length of time. Problems should be reported directly to the senior course staff on campus and followed up by an immediate visit to the center and a conference with the course instructor.

Monitoring of Senior Course Attendance

It is essential that student attendance be monitored carefully. Instructors should be required to keep accurate daily attendance records on forms provided by the college. Enrollments should be reported to the college at the 20% date and the attendance record should be submitted to the college upon completion of the course.

Procedures Manual

Each college should have available the Maryland Higher Education Commission Continuing Education manual of current procedures for all continuing education courses including any special procedures for senior adult courses.

Statewide Professional Senior Staff Development

The professional senior staff at each of the community colleges should meet no less than once a year to share problems, concerns, new regulations, new courses, etc., and the chairperson of the body should provide a report to the chair of the Maryland Community College Continuing Education & Training Council (MCCCET).

Staffing

It is recommended that a full-time member of the administrative staff of the college have responsibility for and be held accountable for general operations for senior adult courses.

Additional staff should include:

- Coordinator staff who have the responsibility for developing, implementing, and monitoring courses and conducting faculty evaluations; and

- Support staff to provide clerical, record keeping, and data entry functions.

The number of staff members should be appropriate at each college to ensure adherence to the recommendations in the standards of good practice for operating senior adult courses.

Course Length

In general, class sessions in senior courses at senior sites should be no longer than two hours in length, meet no more than three times per week, and be no longer than 40 hours in duration. Classes whose emphasis is on development of practical skills may be of a longer duration.

When courses are being planned for an off-campus site, such as confined settings, senior sites, etc., the college should emphasize to the agency being served that the courses are supplemental educational activities and are not a planned program to fill the agency's responsibility of providing activities to fill the time of their participants.

For the same group of participants, the college should not schedule more than two courses per day in a confined setting. A student in a confined setting should not participate in more than 12 hours of formal college instruction per week.

Student Selection and Registration

Each college may set its own procedures on who may register for senior adult classes. These procedures must be consistent with the Student Residency Policy defined in COMAR 13B.07.02.03.

- For open enrollment senior courses, the individual registrants are self-screening;

- In confined settings, student enrollments, in addition to self-selection, can be recommended by senior site staff, family, nurse, social worker, etc. based on the senior registrant's mental awareness and physical ability required to meet course objectives. Students should be alert to the faculty presentation and be able to take part in course activities, discussions, demonstration, etc. to meet course objectives.

Maintenance of Records

The following records or files should be established and maintained:

- Student Records – Minimum data collected form the registrant should be consistent with current Maryland Higher Education Commission's policy.

    - The colleges shall retain original enrollment records for continuing education courses certifying student eligibility for State aid for a period of not less than five years.

    - Each student enrolled in continuing education courses for which State funding is requested shall complete and sign a registration form certifying student residency.

- Course file – Each community college shall maintain an open file of general course descriptions and a set of course objectives for each continuing education course offered. It is recommended that the files contain:

    - Course description
    - Course outline/objectives
    - Copy of approved CC-10 Form
    - Special advertising pieces, if appropriate

- Faculty file – Each faculty file should contain the following as a minimum:

    - Application form
    - A completed I-9 form
    - Copies of credentials and/or current certifications
    - Evaluation summaries

- Master Class Schedule – A schedule of course offerings that includes:

    - Faculty assignments

- Site locations
- Course titles
- Clock/calendar beginning and ending times

In addition to the current semester, a historic file should be maintained.

STANDARDS OF GOOD PRACTICE FOR INSTRUCTION DELIVERED BY DISTANCE EDUCATION

Provided below are Standards of Good Practice for Distance Education that are included in the Minimum Requirements for Degree-Granting Institutions. The Code of Maryland Regulations, 13B.02.02.16 states:

N. Instruction Delivered by Distance Education.

(1) An institution delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice in §N(2) of this regulation.

(2) Standards of Good Practice for Distance Education.

(a) Curriculum and Instruction.

(i) A program of study shall be developed by a team of faculty, administrators, and technologists.

(ii) A program of study shall result in learning outcomes appropriate to the rigor and breadth of the degree program offered.

(iii) A degree program delivered by distance education shall be coherent and complete.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

(v) Qualified faculty shall provide appropriate oversight of the program offered.

(vi) Faculty members in appropriate disciplines shall participate in the design and planning of programs and courses to be delivered by distance learning.

(b) Role and Mission.

(i) A program shall be consistent with the institution's mission.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

(c) Faculty Support.

(i) Principles of good practice for teaching in a distance learning format shall be developed and maintained by the faculty.

(ii) A program shall provide faculty support services specifically related to teaching by distance education.

(iii) A program shall provide training for faculty who use technology in instruction.

(d) Resources for Learning. A program shall ensure that appropriate learning resources are available to students.

(e) Students and Student Services.

(i) A program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

(ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their learning.

(iii) Accepted students shall have the background, knowledge, and technical skills needed to undertake the program.

(iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.

(f) Commitment to Support.

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete a degree/certificate.

(g) Evaluation and Assessment.

(i) An institution shall evaluate the program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

(ii) An institution shall provide for assessment and documentation of student achievement in each course and at the completion of the program.

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MHEC-CC-3 REPORT

Aid Period: Fall___ Spring___ Summer___ _____Community College_____

Col. 1			Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
Continuing Education Courses				(Col. 2 ÷ 15)			(Col. 3 x Col. 4 ÷30)		
Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Ineligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
		TOTALS							

INSTRUCTION: Column 1—the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3—divide column 2 by 15 and enter the result of this division. Column 6—multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7—should show the percent aid requested; 0-100 percent, no decimals. Column 8—should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that _____Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the Maryland Higher Education Commission reported above for the fiscal year _____, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to the regulations and policies of the Maryland Higher Education Commission and applicable statutes.

_____ _____

Signature of Chief Continuing Education Officer Date Signature of President Date

MHEC-CC-3

MARYLAND COMMUNITY COLLEGES STANDARDS OF GOOD PRACTICE FOR PARTNERSHIPS IN NON-CREDIT CONTINUING EDUCATION

(Written and Adopted by the Maryland Community College Association for Continuing Education & Training on April 14, 2000)

Preface

...Recognizing that community colleges have a comprehensive/complex educational mission;

...That the growth of non-credit Continuing Education partnerships is a major program trend;

...That differences exist in the program dynamics of individual political subdivisions;

Therefore, the goals of community colleges of Maryland, with the support of the Community College Continuing Education & Training Council (MCCCET), are to establish and maintain comprehensive non-credit continuing education programming and to strive for a balance among varying constituencies served. It is recommended that each institution plan its non-credit partnership offerings for its constituents to be consistent with this general Standards of Good Practice.

Definition

A partnership is activity which is of mutual benefit to all parties to the agreement while meeting the mission and goals of the College.

Defining Principles to Examine Whether or Not to Form a Partnership

1. Partnership makes it possible to more effectively and efficiently deliver the educational experiences.

2. Partnership improves the service to the community.

3. Partnership meets the mission/goals/objectives of the College.

4. Partnership creates a greater educational value to those served than either party alone could deliver.

5. Partnership is such that the College **is primarily responsible** for the curriculum, tuition/fees, teacher selection, course program promotion, and records/registration even if the partners share some of this responsibility.

MARYLAND COMMUNITY COLLEGES STANDARDS OF GOOD PRACTICE FOR PARTNERSHIPS

The Community College may enter into agreements with public or private sector partners to provide education and training. In so doing the College will adhere to all rules, regulations, processes and procedures as established by the College, the Maryland Higher Education Commission (MHEC) and Federal law. It is recommended that:

- The College assures that the curriculum meets academic standards and/or is capable of meeting objectives set forth in state approved CC-10's. Compliance is achieved through a systematic review of course/program descriptions, objectives, outlines, overheads, audio/video tapes, on-line computer text/visuals, handouts, etc. Prepackaged/copyrighted hard copy materials, on-line computer text/visuals and other course materials not expressly paid for and produced for the partnership agreement remain the property of outside partner (agency, organization, business, vendor, etc.) but are subject to complete scrutiny by the College for effectiveness in teaching the course(s). However, often the College will negotiate with the partner(s) on the design and ownership of the curriculum.

- The College assesses the credentials of the faculty and confirms they meet the criteria required for the courses. However, in determining who, when, where and what shall be taught, the College along with its' partner(s) will, on an on-going basis, review the effectiveness of the instruction in realizing the formal written requirements of the contract.

- The College oversees the records/registration, program cost and maintenance of appropriate attendance forms (see below) under Maryland Higher Education Commission rules. The College will explain the records/registration process in the partnership agreement. The course/ program cost will be negotiated and elaborated within the formal clauses of partnership agreement. Class attendance records will be maintained by the College and released to the partner upon written waiver by the individual attendee.

- The College oversees the issuance of CEU's. CEU records, including all attendance records and CEU's awarded for course completion will be expressly discussed in the partnership agreement.

- The College negotiates the length of a partnership agreement.

- The College negotiates the partnership budget, including shared revenue and expenditures for curriculum development, teacher salary, books, materials, audio-visuals, on-line computer support, rentals, food, promotional costs, etc. The budget is subject to partnership negotiation with a written agreement. A

written agreement is suggested when one or all of the previously mentioned criteria are shared budget considerations. In-kind contributions by any of the partners also may require written exposition within the partnership agreement.

- The College designates a College administrator to "sign-off" on all formal continuing education partnerships in accordance with standard college practices and procedures. It is recommended that at least two signatures (one for the College and one for the partner) be required as a check on the written partnership agreement.

- The College written partnership agreement describes the roles of the partners including the budget.

- The College reviews and approves all marketing and promotional materials before dissemination.

Faculty Qualifications

- Faculty will have the same institutional requirements as established for instructors in other similar programs.

- A Bachelor's degree in the program area to be taught and/or appropriate experience in the content area that can be used to demonstrate or qualify competence in the area required of the partnership.

- Preferably some teaching experience.

- Preferably experience in working with the partnership's constituent groups.

Faculty Development and Orientation

While community colleges approach faculty development in a variety of ways, it is recommended that new instructors be given an introduction or orientation to teaching courses required within the partnership.

Monitoring and Evaluating Partnerships

The evaluation of non-credit continuing education partnerships is essential to developing and maintaining quality program offerings to all populations served. It is recommended that:

- ✓ Class participants complete course evaluations.

- ✓ Instructors of partnered courses be formally observed and evaluated by a College representative. As appropriate, the results of these evaluations should

be reviewed by designated college director/coordinator followed by sharing the evaluation with the faculty member and the program partner.

- ✓ Student attendance be carefully monitored. Instructors should keep an accurate daily attendance record on forms provided by the College.

Records and Registration

The following records or files should be established and maintained:

- Student Records – Minimum data collected from the registrant should be consistent with Maryland Higher Education Commission policy.

  - ❖ The College shall retain original enrollment records for continuing education partnership courses certifying student eligibility for State aid for a period of not less than five years.

  - ❖ Each student enrolled in partnered continuing education courses for which State funding is requested shall complete and sign a registration form certifying student residency.

- Course File – The College shall maintain an open file of partnered course descriptions, a set of course objectives and a course outline. It is recommended that the partnered course files contain:

  - ❖ Course description
  - ❖ Course outline/objectives
  - ❖ Copy of approved CC-10 – if appropriate
  - ❖ Special advertising pieces – if appropriate

REPORTING SCHEDULE

DUE DATE	REPORTS	REPORT NUMBERS
August 1	Enrollment Report for (Equated Credit) Continuing Education Courses for Fiscal Year Ending June 30 AND computer file/tape	MHEC-CC-3
September 1	Continuing Education Course Biennial Review	
On going Reports	Continuing Education Courses for State Funding	MHEC-CC-10

Request for State Funding of a Continuing Education Course -- Fiscal Year 2001

College:
Course No:
Course Title:
Abbreviated Title:
Course Hours:
Course Intent:
Special Population:
Method(s) of Instruction:
Subject Code:

Course description and objectives as advertised and college comment:

Has course previously been evaluated? **If yes, fiscal year:** **Course Number:**

Signature of Preparer **Date** **Signature of Chief Continuing Education Officer** **Date**

Signature of MHEC Director **Date**

For MHEC Use Only

Reason Returned		**College Action Required**
____ Fiscal year	____ Special population	____ Submit new MHEC-CC-10
____ Course number	____ Method of instruction	____ Submit missing item(s)
____ Course number already used	____ Subject code	____ Contact MHEC
____ Course title	____ Recreational course	
____ Course hours	____ Signature	
____ Course intent	____ Other (specify)	

MHEC-CC-10/ Rev. 7/00 Submit Original

DEFINITIONS

Continuing Education Course: *"Continuing education course means a course for which academic credit is not awarded." (COMAR 13B.07.01.02B4)*

Continuing Education Course Hours: Continuing education course hours are the maximum number of hours for which the course will be taught. Course hours are defined as 50-minute segments of instruction. These are the actual instructional contact hours, excluding lunch and other breaks. If a course actually meets 60 minutes each instructional hour, the college may multiple the 50-minute periods by 1.2 to derive the continuing education course hours. Use only whole numbers to represent continuing education course hours. Multiply 1.2 by the actual instructional contact hours to derive continuing education course hours to be entered on the MHEC-CC-10 Form.

Contract Amount: *"Contract amount means the total amounts received by a college from a local, State, or federal contract, plus any other federal or State revenue related to the contract, excluding full-time equivalent student (FTE) State support." (COMAR 13B.07.01.02B5)*

County Resident: *"County resident means a student who has maintained a domicile in the county or region served by the college for at least 3 months before the date of enrollment at a college." (COMAR 13B.07.01.02B7)*

Course Number: The course number is the number assigned by the college to the course. The course number may not exceed six characters in length. The course number identified on the MHEC-CC-10 Form must be exactly as it is to be approved without any additional spaces or punctuation marks. The college is to offer a course under the approved course number. No two courses may have the same course number. If a course has multiple titles or course hours, each course must have a unique course number.

Course Title: The course title is the title under which the course will be advertised. The complete title should be shown. The title of the continuing education course must accurately represent the course content.

Course Title -- Abbreviated: The abbreviated title should be the same as the title listed as course title except the title must be limited to 45 characters (including any spaces and punctuation marks). If the full course title extends beyond 45 characters, abbreviate words appropriately on the MHEC-CC-10 Form (Request for State Funding for a Continuing Education Course).

Direct Costs: *"Direct costs means expenditures that are clearly incurred by the college in the fulfillment of a federal or State contract or grant, and are explicitly related to the performance or fulfillment of the contract or grant. Direct costs includes salaries, wages, benefits, services, materials, and equipment." (COMAR 13B.07.01.02B8a-b)*

Dual Enrollment Student: *"Dual enrollment student means a secondary student who is enrolled in college courses and received both high school and college credit for the courses completed." (COMAR 13.B.07.01.02B10)*

Equated Credit: *"Equated credit means contact hours divided by 15". (COMAR 13B.07.01.02B12)*

Full-time Equivalent Student: *"Full-time equivalent student means the quotient of the number of student credit hours produced in the fiscal year which is 2 years before the fiscal year for which the State share is calculated, divided by 30. (COMAR 13B.07.01.02B15)*

Gifted and Talented. *"Gifted and talented means an elementary or secondary school student who is identified by professionally qualified individuals as having outstanding abilities in one or more of the following areas: (a) General intellectual capabilities; (b) Specific academic aptitudes; or (c) Creative, visual, or performing arts." (COMAR 13B.07.01.02B16)*

Indirect Costs: *"Indirect costs means the number of full-time equivalent (FTE) students taught under a training contract multiplied by the budgeted current year net cost per FTE for that college per the Annual Budget Report (from MHEC-CC-5), multiplied by the percentage of the adjusted current unrestricted expenditures in all functions other than instruction as reported in the current Annual Budget Report (form MHEC-CC-5) for that college." (COMAR 13B.07.01.02B17)*

Maryland Resident: *"Maryland resident means a student who has maintained a domicile in Maryland for at least 3 months before the date of enrollment at a college." (COMAR 13B.07.01.02B18)*

Maximum Course Length: For purposes of State aid, the maximum length for a continuing education course is 120 continuing education course hours. Effective July 1, 1999, continuing education courses in excess of 120 continuing education course hours (100 clock hours or instructional contact hours) will not be approved for State funding. However, approval for continuing education courses that were previously approved will continue to be funded for the duration of their initial 2-year approval period.

MHEC-CC-3 Report (Enrollment Report for (Equated Credit) Continuing Education Courses): The MHEC-CC-3 Report (Enrollment Report for Continuing Education Courses) is used by the community college for annually submitting to the Maryland Higher Education Commission enrollment in continuing education courses approved for State funding. State reimbursement for continuing education courses is computed on the basis of enrollment data for approved courses.

MHEC-CC-10 Form (Request for State Funding for a Continuing Education Course): The MHEC-CC-10 Form (Request for State Funding for a Continuing Education Course) is used by the community college to provide the information necessary for the Maryland Higher Education Commission (MHEC) to determine whether a continuing education course is eligible for State funding.

MHEC-CC-13 Form (Report of All Non-State Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses): The MHEC-CC-13 Report (Report of All Non-State Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses) is to be used by the community college for reporting annual enrollment in continuing education courses not eligible for State funding.

Recreational Courses: Recreational courses are explicitly prohibited from receiving State funding. Section 13B.07.02.02B(5) of the Code of Maryland Regulations states, "*The Commission may not approve recreational courses for State funding*". Webster's Dictionary defines "*recreation*" as follows: " *refreshment in body and mind, as after work, by some form of play, amusement, or relaxation. 2. any form of play, amusement, or relaxation used, for this purpose, as games, sports, hobbies, etc.*"

Section Number: The section number is a college assigned number or letter to distinguish different offerings of the same course.