



CONTINUING EDUCATION MANUAL
FOR
MARYLAND COMMUNITY COLLEGES

Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401
410-260-4500

www.mhec.state.md.us

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TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
I. INTRODUCTION	4
II. LAWS AND REGULATIONS PERTAINING TO CONTINUING EDUCATION	
A. Definition of "Continuing Education"	6
B. Approval for State Funding of Continuing Education	6
C. Approval Criteria for State Funding of a Continuing Education Course	7
D. Additional Eligibility Criteria for State Funding of Continuing Education	7
E. Federal, State, or Local Contracts or Grants	9
F. Recordkeeping Requirements	12
G. Reporting Requirements	13
III. COURSE APPROVAL FRAMEWORK	16
IV. REQUEST FOR STATE FUNDING OF A CONTINUING EDUCATION COURSE (MHEC CC-10 FORM)	
A. General	17
B. Submission and Processing	17
• MHEC CC-10 Form	19
• UP10 Form Sample	20
C. Instructions for Completion of MHEC CC-10 Form	21
D. Resubmission	30
E. Appeal Process	31
V. CONTINUING EDUCATION COURSE INVENTORY	32
VI. PROCEDURES FOR CONVERTING TO A NEW COURSE NUMBERING SYSTEM FOR CONTINUING EDUCATION COURSES	33
VII. ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES	
A. General	35
B. Certification	35
C. Timing and Cut-Off	36
D. Documentation	36
E. Submission	36
VIII. ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES (MHEC CC-3 REPORT)	
A. Instruction for Completion of MHEC CC-3 Report	37
B. Amended Report	39
• MHEC CC-3 Sample	40
IX. CONTINUING EDUCATION STUDENT INFORMATION SYSTEM	
A. Overall Design	41
B. Eligibility Criteria and Override Options	42
C. File Layout Information	42

D.	Reconciliation	42
X.	INPUT FILES	
A.	Student Data File	43
B.	Course Data File	44
XI.	OUTPUT FILES	
A.	Student and Course Data File	45
B.	Course Summary File	48
XII.	BIENNIAL REVIEW PROCESS	
A.	Purpose	49
B.	General	49
C.	Process	49
D.	Timing of the Biennial Review	49
E.	Resubmission of Deleted Courses	50
XIII.	REPORT OF ALL NON-STATE AID CONTINUING EDUCATION FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES (MHEC CC-13 Report)	
A.	General	51
B.	Instructions for Completion of MHEC CC-13 Report	51
	• MHEC CC-13 Report	52
XIV.	CONTINUING EDUCATION MANUAL REVISIONS PROCESS	
A.	Overview	53
B.	Method for Updates	53
	APPENDICES	
1.	Maryland Community Colleges Operating Guidelines for the Delivery of Contract Training and Services	56
2.	Maryland Community Colleges Standards of Best Practice for Senior Adult Courses	57
3.	Maryland Community Colleges Standards of Best Practice for Instruction Delivered by Distance Education	61
4.	MHEC CC-3 Report	68
5.	Maryland Community Colleges Standards of Best Practice for Partnerships	69
6.	MHEC Reporting Schedule	80
7.	CC10 Online Upload-File Format Specifications	82
8.	MHEC Related Definition of Terms	84
9.	Maryland Community Colleges Writing Measurable Course Objectives	87
10.	CIP Codes	90
11.	Continuing Education Reference Charts	
	• Minimum and Maximum State and Contact Hours	95
	• Minutes Conversion	98
12.	Suggested Guidelines for Scheduling Breaks	100
13.	Continuing Education Accountability Indicators	101
14.	MHEC Community College Manual Revision History and Form	108

The CONTINUING EDUCATION MANUAL for Maryland Community Colleges has been jointly produced by staff at the Maryland Higher Education Commission (MHEC) and members of the Maryland Community College Association for Continuing Education and Training (MCCACET). It has the endorsement of the Presidents and Chief Continuing Education Officers of all 16 Maryland Community Colleges.

For community college directories, visit the Maryland Association of Community Colleges' website at <http://mdacc.org/>.

CHAPTER I: INTRODUCTION

The Maryland Higher Education Commission (the Commission) with the assistance of a Task Force on Continuing Education produced the 2009 edition of *The Continuing Education Manual for Maryland Community Colleges*. Subsequent revisions are based on the 2009 edition. 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 substantially revised in 1978, 1980, 1983, 1985, 1989, 2001 and 2009, and is updated yearly as needed.

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.*

Continuing education courses are either self or State supported. State supported continuing education courses are defined as having been broadly evaluated and approved by the Commission and are offered to satisfy the vocational, professional development, or 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 2011, the 16 community colleges offered 29,357 State supported continuing education courses to 416,051 students. This is a dramatic increase from academic year 1970-1971 in which 810 continuing education/community service courses were offered by the 14 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, and with business and industry to offer continuing education courses. Team approaches, joint working relationships, and other cooperative endeavors have greatly assisted Maryland residents 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 has always been a priority for community colleges. In conjunction with the Commission, community colleges work diligently to provide quality learning opportunities that enhance the lives of residents. The 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. The regulations set out in this chapter are excerpted from COMAR. Colleges should consult COMAR for full texts (<http://www.dsd.state.md.us/comar/>). 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. Terms Defined

- (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.07.02.02. Continuing Education

B. 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.07.02.02. Continuing Education

B. 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 state 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 conferencing, 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 that must be met for continuing education courses to be eligible for State funding. Also identified are criteria that limit or preclude State funding for continuing education.

13B.07.02.02. Continuing Education

B. 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 non-credit 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 non-credit 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

(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

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.

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.07.03.02. Auditing Guidelines (Not Applicable to Baltimore City Community College)

D. 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 federal, State, 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 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.*

(19) *"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.07.02.03. Student Residency Policy.

D. 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 non-credit 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.07.03.02. Auditing Guidelines (Not Applicable to Baltimore City Community College)

D. 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 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 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 non-credit 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 and Grants:

On September 28, 2000, the Maryland Higher Education Commission approved the following policy regarding FTEs Paid by Federal, State, and Local 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 COMAR 13B.07.03.04B(2) 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".

In order to submit for FTE 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 non-credit 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:

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

(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.07.02.02. Continuing Education

B. 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 non-credit 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 (Not Applicable to Baltimore City Community College)

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 an 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.

E. 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 APPROVAL FRAMEWORK

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 the current review criteria for continuing education courses being submitted for State funding. Refer to the previous chapter for these specific regulations. Included in the regulations are the following requirements for approval for State funding of continuing education courses offered by community colleges:

- The required submission of courses in the non-credit 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 (see Chapter IV);
- The requirement that continuing education courses be at least *"5 state 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 by the Maryland Higher Education Commission according to established criteria. 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 not limited to the course number, title, state hours, and course description and objectives that identify the skills and/or knowledge to be developed and the student outcome(s) expected. Refer to the next chapter for a detailed description 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.

Commission staff review of MHEC CC-10 forms is solely for the purpose of determining eligibility for State Funding. Approval or denial of course eligibility should not be interpreted as a qualitative evaluation of course content or judgment on instructional value.

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 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:

- college name
- fiscal year
- course number
- course title
- abbreviated course title
- number of state hours
- course intent
- student population to be served
- method of instruction
- subject code
- classification of instructional program (CIP) code
- course description and objectives
- statement as to whether a course is offered for purposes of certification, licensure or contracted training, especially if it is less than 5 state hours in length
- whether the course is offered in partnership
- whether the course is one within a series leading to an occupational objective

B. Submission and Processing

The MHEC CC-10 form is electronically completed by the college and forwarded to the community college's chief continuing education officer for review and electronic signature/approval mechanism prior to submission to MHEC. CC-10 forms must include all required information for the submitted courses. CC-10 information may be entered into individual online forms and then submitted, or entered into a college database and then uploaded in batch. (For information regarding database information fields required in order to upload CC-10 applications in batch, see **Appendix 7**.) MHEC will make no changes or revisions to the submitted CC-10. If changes are required, the form will be returned to the college.

Within 30 calendar days of its receipt, MHEC will review the MHEC CC-10 form and notify the college whether the course is eligible for state funding. When courses are approved, they will appear on the college's electronic UP-10 Report. Identified on the UP-10 Report and the Continuing Education Course Inventory are the following data for each approved CC-10: course number, title, course hours, course intent, population, method of instruction, subject code, and

CIP. Each college is to check the accuracy of the information identified on the UP-10 Report and notify the Commission if errors are discovered.

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 database for the State aid transmittal process and the State management information system for continuing education. College course inventories are available online at <http://data.mhec.state.md.us/>.

MHEC CC-10 Form

1.	Request for State Funding of a Continuing Education Course – Fiscal Year 2012
2.	College:
3.	Course No:
4.	Course Title:
5.	Abbreviated Title:
6.	State Hours:
7.	Course Intent:
8.	Special Population:
9.	Method(s) of Instruction:
10.	Subject Code:
11.	Related 4-Digit CIP Code:
12.	1. Accurately and concisely describe the continuing education course.
13.	2. Upon completion of this course, the students should be able to (objectives):
14.	3. Is this one in a series of courses leading to an occupational objective? <input type="checkbox"/> Yes If yes, identify the series.
15.	4. If Course Intent is for licensure/certification, please identify the license or certification.
16.	5. If course is being offered for less than 5 state hours, is this course for <input type="checkbox"/> contract training? <input type="checkbox"/> licensure/certification?
17.	6. Is this an open enrollment course being offered in partnership with a private business, organization or union operating in Maryland that provides occupational training leading to a specific job? <input type="checkbox"/> Yes
18.	7. Has this course been previously evaluated and approved for your institution? <input type="checkbox"/> Yes If yes, what course number? Fiscal year:
19.	8. College comments:
20.	Preparer/Date CCEO/Date
21.	For MHEC Use Only
22.	<input type="checkbox"/> RETURNED <input type="checkbox"/> APPROVED
23.	Reason: MHEC Reviewer / Date

* Note: Numbers reference manual notes only. They do not appear on the actual MHEC CC-10 form.

05/25/09

UP 10 ACTIVITY AND ERROR REPORT**PAGE****1**

ANNE ARUNDEL COMMUNITY COLLEGE

	CRSE NO.		CIP CODE	ABBREVIATED COURSE TITLE	HRS
ADD	BNS372 030810 BF	5202	1SIX SIGMA SOLITAIRE	010CD	
ADD	CPT940 030810 BI	0910	1HOME DESKTOP PUBLISHING	020ED	
ADD	CTC308 030810 BI	1106	1MICROSOFT WORD 2007 – LEVEL I	008CD	
ADD	DYC378 030810 BF	1907	1CHILD DEVELOPMENT: SCHOOL-AGE CHILDREN	004CD	
ADD	FON363 030810 BN	1907	1PRENATAL HEALTH FOR EXPECTANT MOMS	006ED	

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. A NEW COURSE CANNOT BE SUBMITTED WITH A PREVIOUSLY USED COURSE NUMBER UNDER WHICH FTE HAS BEEN GENERATED. THE COLLEGE WILL NEED TO ASSIGN A NEW (UNUSED/INACTIVE) NUMBER BEFORE THE COURSE CAN RE 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. Instructions for Completion of MHEC CC-10 Form

1. **Fiscal Year:** The first fiscal year in which the course will be offered. (*For a college to upload CC-10 applications in batch, this corresponds with Upload File field position 2, Appendix 7.*)
2. **College Name:** Official name of college. (Each college also has an assigned 2-digit college code, Upload File field position 3.)
3. **Course Number:** This is the course number assigned by the college to the course. The course number may not exceed six characters in length, including spaces. The course number on the MHEC CC-10 must be exactly as it is to be approved without additional spaces or punctuation marks. The college must offer the 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 version is a separate course and must have its own unique course number. (Upload File field position 4.)
4. **Course Title:** The title must accurately represent the course content. When advertised in any manner, the published title must be essentially the same as the course title appearing on the MHEC CC-10. Frivolous course titles are not acceptable; however, reasonable latitude may be allowed for courses designed for children in the Gifted and Talented Programs. Copyrighted names can be used in course titles only with the permission of the copyright owner. (Upload File field position 6.)
5. **Abbreviated Title:** The abbreviated course title field is limited to 45 characters (including spaces, special characters and punctuation). For convenience, the online CC-10 form will automatically populate the first 45 characters from the Course Title; however, it is editable should the college wish to change it. The abbreviated title should be essentially the same as the title listed as the Course Title. The use of abbreviations, acronyms, and shortened words is sometimes necessary. This is the title that will appear on the MHEC CC-3. (Upload File field position 7.)
6. **State Hours:** **FOR MHEC CC-10 APPROVAL PURPOSES**, State Hours is a whole number submitted on the MHEC CC-10 that represents the maximum *contact* hours multiplied by 1.2 for which the course will be offered. Following MHEC approval, a section of the course may be offered for state aid for an amount of hours that are no less than 75% and no more than 100% of the state hours shown on the original MHEC CC-10. If a course involves a field trip or travel component, the travel hours cannot be included in the state hours. (Upload File field position 8.) [See Appendix 8 for a full definition of hours.]

Maximum Course Length: For purposes of State Aid, the maximum length for a continuing education course is 100 contact hours or 120 state hours ($100 \times 1.2 = 120$).

The maximum course length does not preclude in any way the offering of long-term training. It simply requires that the college segment longer

courses and offer the instruction as a series of shorter courses. For example, instead of offering a single 600 contact-hour course, the college might offer a series of six 100 contact-hour courses. The MHEC CC-10s for such courses must indicate that they are part of a related series of courses.

Minimum Course Length: For purposes of State Aid, the minimum length for a continuing education course is 3.125 contact hours or 5 state hours unless the course is offered for contract training or COMAR approved licensure or certification.

7. **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. (Upload File field position 9.)

Letter Code	Course Intent
A	Workforce Development/Job Preparatory: To provide instruction designed to prepare an individual for entry into a particular job/occupation. The course may be part of a series of courses leading to job preparedness, which would include apprenticeship training. This course intent <i>excludes</i> 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 courses to prepare individuals for <i>initial</i> certification and licensure as well as the <i>renewal</i> of licenses and certifications required by various professions, paraprofessions, and associations.
C	Workforce Development/Job Skill Enhancement: To provide occupational-related instruction designed to <i>enhance, upgrade or refresh skills</i> 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 instructional 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 courses 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.

8. **Population:** The purpose of this category is to identify the specific student group or population for which a course designated and intended. (Upload File field position 10.)

Letter Code	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 abilities; (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.

9. **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. (Upload File field position 11.)

Letter Code	Method of Instruction
A	Distance Education ONLY: Direct instruction provided synchronously or asynchronously via methods such as interactive instructional television, delayed video, on-line instruction, audio and video conferencing and computer conferencing.
B	Classroom and/or Laboratory Instruction ONLY.
C	Combination (Hybrid) of A & B: Hybrid instruction is offered in <u>combination</u> via distance education <u>and</u> classroom and/or laboratory instruction.
D	Both A & B: Course will be offered non-hybrid separately via 100% distance education <u>and</u> 100% classroom and/or laboratory instruction.

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.

10. Subject Code: Identify the letter that corresponds to the subject that best describes the course. The following subject codes were reviewed and updated May 2009 by representatives of MHEC and MCCACET and reflect current occupations and topics. As this is a dynamic document. Periodic review is necessary to incorporate emerging technologies and new subject areas and reflect the existing and developing environment. (Upload File field position 12.)

SUBJECT CODE	GENERAL SUBJECT	SUBJECT DESCRIPTION
A	ABE/ESOL/GED	<ul style="list-style-type: none"> • Adult Basic Education (ABE) • English as a Second Language (ESOL) • GED • External Diploma Program (EDP) • Citizenship
B	Academic Skills	<ul style="list-style-type: none"> • Basic academic skills (reading, writing, math, SAT prep) -- Does NOT include ABE, ESOL, and GED.
C	Finance/Insurance (NOT Money Mgmt)	<ul style="list-style-type: none"> • Accounting • Banking • Insurance • Taxes
D	Arts	<ul style="list-style-type: none"> • Arts (theater, dance, art, photography, music, etc.) – Does NOT include histories of these topics.
E	Business	<ul style="list-style-type: none"> • Business • Entrepreneurship • Business/Corporate Communication
F	Child Care	<ul style="list-style-type: none"> • Childcare • Child & human development • Child counseling (social services)
G	Communication Arts	<ul style="list-style-type: none"> • Communications (speaking, nonverbal, interpersonal, mass) – NOT management-employee communications or the science/technology of communications • Languages (foreign, sign) – NOT ESOL • Writing (creative, poetry, novels, etc.) • Literature • Publishing (NOT technology of publishing)
H	Community & Politics	<ul style="list-style-type: none"> • Community & regional issues -- NOT culture studies • Civics and Politics (current/ongoing) -- NOT historical • Political Science, government

SUBJECT CODE	GENERAL SUBJECT	SUBJECT DESCRIPTION
I	Computer Technology	<ul style="list-style-type: none"> • Computer Technology (hardware, software, technicians, certifications)
J	Hospitality & Tourism	<ul style="list-style-type: none"> • Culinary arts -- NOT nutrition • Hospitality • Tourism
K	Soil, Land, Plants & Environment	<ul style="list-style-type: none"> • Environmental science (Ecology, Conservation, Bioengineering, etc) • Agriculture • Forestry • Landscaping • Horticulture • Floristry (vocational)
L	Money Management	<ul style="list-style-type: none"> • Financial planning • Money Management • Investing • Economics
M	Health & Medical Occupations	<ul style="list-style-type: none"> • Health and medical occupations (mental, emotional, physical) • Gerontology • Counseling Psychology • Clinical Child Psychology • Dental • Bioethics/Medical Ethics • Movement and Mind/Body Therapies
N	Wellness & Safety	<ul style="list-style-type: none"> • Health Wellness • Nutrition • General Safety
O	History/Culture/Religion	<ul style="list-style-type: none"> • History • Heritage • Culture studies • Religious studies • Conflict resolution • Historic preservation
P	Instructional Skills	<ul style="list-style-type: none"> • Instructional skills (includes teacher education) • PRAXIS
Q	Legal	<ul style="list-style-type: none"> • Law • Legal issues • Legal studies • Criminal justice, corrections, and related security

SUBJECT CODE	GENERAL SUBJECT	SUBJECT DESCRIPTION
R	Management/Leadership	<ul style="list-style-type: none"> • Management • Supervision • Leadership
S	Manufacturing	<ul style="list-style-type: none"> • Manufacturing technology • Quality control • Publishing (technology)
T	Mathematics & Physical Sciences	<ul style="list-style-type: none"> • Mathematics (algebra, calculus, trigonometry, etc.) • Engineering • General “Hard” Sciences (biology, physics, chemistry, geology, astronomy, biotechnology, etc.)
U	Occupational Trades	<ul style="list-style-type: none"> • Occupational trades • Apprenticeship • Construction • Energy and Green Technology • Electrical, Power Transmission Occupations • Heavy/Industrial Equipment Occupations
V	Family/Parenting	<ul style="list-style-type: none"> • Parenting • Family education • Family studies • Family counseling (social services) • Family and Consumer Science
W	Real Estate	<ul style="list-style-type: none"> • Real Estate Sales • Appraisal • Home Inspection • Energy Efficiency Inspection
X	Sales/Marketing	<ul style="list-style-type: none"> • Retail Sales • Marketing • Advertising • Public Relations
Y	Telecommunications	<ul style="list-style-type: none"> • Telecommunications (the science & technology of communications)
Z	Other	<ul style="list-style-type: none"> • Other
2	Job Preparation	<ul style="list-style-type: none"> • Career Readiness • Job Preparation
3	Animal Care	<ul style="list-style-type: none"> • Animal sciences, care, management

SUBJECT CODE	GENERAL SUBJECT	SUBJECT DESCRIPTION
4	Architecture/Design	<ul style="list-style-type: none"> • Architecture • Design • Interior Design • Drafting
5	Social Sciences	<ul style="list-style-type: none"> • General “Soft” Sciences (sociology, archeology, anthropology, philosophy, social work, geography)
6	Transportation	<ul style="list-style-type: none"> • Transportation and Logistics Management • Motorcycles • Drivers’ Education
7	Recreation	<ul style="list-style-type: none"> • Parks, Recreation, leisure (training of and within for professional development)
8	Human Resources	<ul style="list-style-type: none"> • Human resources • Personnel

11. Related 4-Digit CIP Code: The Code of Instructional Programs (CIP) is a nationally standardized categorization of educational programs. Accurate CIP identification of a course enables continuing education courses to be included in aggregate student and workforce data reporting, and not as criteria for State funding approval. A CIP is directly related to the course’s Subject Code. The Appendix 10 crosswalk table identifies suggested match-ups between course Subject Codes and related CIP codes. When completing the MHEC CC-10 form, drop-down/look-ups are available for use in either direction, from Subject Codes to related CIPs, or from CIPs to related Subject Codes. (Upload File field position 13.)

12. Course Description: The Course Description should accurately reflect course content and intent. (Upload File field position 14.) Guidelines are:

- a. The course description should be written in clear, *concise*, non-promotional language.
- b. Basic rules for grammar, spelling and punctuation must be observed.
- c. Common abbreviations/acronyms (RN, CPR, HVAC, AIDS) may be used. Less common abbreviations/acronyms can be used if first explained. For example, following the first mention of “Domain Name Server (DNS)”, the abbreviation “DNS” may be used in the rest of the document.
- d. The course description should include:
 - i. Skills and/or knowledge to be acquired,
 - ii. Topics to be covered,

1. Topics should be arranged logically with the most significant listed first,
2. The complexity and number of topics should be commensurate with the amount of course hours.
- iii. Whether the course is one of a series of related courses, if applicable,
- iv. The specific occupational or special group for which the course was designed, if applicable.

Example: This continuing education course is (one in a series) designed for prospective entry-level _____ (e.g., play/screen writers) and provides instruction on developing career skills in _____ (e.g., writing for the American screen). Topics include _____, _____, _____, and _____.”

13. Course Objectives: (Upload File field position 15.)

- a. The course objective should be written in clear, concise, non-promotional language.
- b. Basic rules for grammar, spelling and punctuation must be observed.
- c. Course objectives must be succinct statements of expected student outcomes as appropriate to course content.
- d. Course objectives must be arranged logically starting with the most important.
- e. Course objectives must be complex enough to justify the course hours. A long course should have additional and more complex objectives than a short course.
- f. Course objectives must be expressed in terms that ensure that course outcomes are measurable. (See Appendix 9 for guidance with measurable terms.)
- g. Course objectives should begin with “Upon completion, the student should be able to:” under which separately numbered objectives should be listed.

14. One in a series of courses: If this course is one in a series of courses leading to a vocational objective, check “Yes”, then identify the name, title or description of the course series. (Upload File field positions 16 and 17.)

Example: COS101 is the first in a series of 15 cosmetology courses leading to licensure.

15. License or certification: If this course is being offered to provide instruction designed to prepare individuals to obtain or maintain licensure or certification, which is Course Intent “B”, identify the license or certificate here. (Upload File field position 18.)

16. Contract Training: If the course is less than 5 state hours, identify whether the course is being offered as contract training or to fulfill specific COMAR approved certification or licensure requirements. (Upload File field positions 19 and 20.) See Appendix 1, *Maryland Community Colleges Operating Guidelines for the Delivery of Contract Training and Services*.

- 17. Course offered in partnership:** (Upload File field position 21.) See Appendix 5, *Maryland Community Colleges Standards of Best Practice for Partnerships*. Identify whether the course is being offered in partnership based on the following criteria:

Check “Yes” if the following four conditions apply:

1. Instruction provided through the partnership is occupational training (ex. Truck driver training, cosmetology training) leading to a specific job;
2. The partner has an operation based in Maryland;
3. The training is face-to-face or online training that originates in Maryland (other than through another Maryland community college); and
4. The training is offered in an open enrollment format.

Check “No” if:

1. The partnership training is for skill enhancement, professional development, continuing professional education, or anything other than occupational training leading to a specific job; or
2. The training partner operates outside of Maryland; or
3. The training is on-line and offered by an organization outside of Maryland; or
4. The training is only for employees or members of an organization or union; or
5. The training activity is offered exclusively as a contract and not available to the general public.

- 18. Previously evaluated and approved:** If the course was previously approved in another fiscal year at your college, indicate the course number and fiscal year. A course that was previously approved must be identical in all aspects (except for the new course number and fiscal year) to the course for which approval is now being sought. (Upload File field positions 22, 23 and 24.)

- 19. College Comments:** (Upload File field position 25.) This text space is to be used when the college needs to specify any additional information for course approval such as:

- i. Courses recognized by an external agency or professional association;
- ii. Information relevant to resubmission for approval;
- iii. Identifying another institution where the same course was previously approved;
- iv. Cross-listed with an approved credit course at your institution.

- 20. Signatures:** The MHEC CC-10 form must be electronically signed/approved and dated by the preparer and by the chief continuing education officer of the college. (Upload File field positions 26 through 29.)

- 21. through 23. MHEC:** Should the MHEC CC-10 be returned, the reason for its return will be clearly indicated.

Recreational Courses: Recreational courses (those involving games, sports, hobbies, etc. for play, amusement, or relaxation) are explicitly declared ineligible to receive State funding in Section 13B.07.02.02B(5) of the Code of Maryland Regulations.

Other Course Categories

Non-activity (lecture-based) classroom instruction in some subject areas may be submitted. Some examples are:

- An art history course concerned with the analysis and influence of the impressionist period;
- A state-mandated boating safety course;
- A course on the history and societal aspects of jazz in America.

Courses in some subject areas may be submitted if they are designed and offered as workforce training, which prepares individuals for employment, career enhancement, certification/recertification or licensure/relicensure. Some examples are:

- A food preparation course designed for professional food handlers;
- An aerobics course designed to prepare fitness trainers for certification;
- A stress management course designed to help employees cope with specific workplace issues;
- A scuba course designed to prepare divers for rescue and recovery work;
- Horticulture, floral design and woodworking may be submitted if they are designed, described, and offered as workforce training.

D. Resubmission

This process is to be used by the college when changes are being made to an existing or denied MHEC CC-10. Only MHEC may perform changes or deletions to approved CC-10s. Colleges must request any changes or deletions in writing.

1. **Denied Course:** A continuing education course that has been denied approval for State funding may be resubmitted with changes 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. **Major Change to 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 significant changes in title, course objectives, course intent, etc. (A change in the version of a software program is not considered a significant change).

A new MHEC CC-10 form must be completed when the state hours of a continuing education course, as they appear on the original MHEC CC-10, either are:

- *reduced by more than 25 percent; or*
- *increased by any number of hours.*

E. Appeal Process

The appeal process is used when the college wishes to challenge the MHEC CC-10 review for approval as originally submitted. A community college may appeal to The Maryland Higher Education Commission Office of Planning and Academic Affairs any continuing education course denied approval for State funding. The following are procedures for appeal:

1. The college shall submit to The Maryland Higher Education Commission Office of Planning and Academic Affairs 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. A final decision will be made by MHEC whether the course is approved for State funding.

Chapter V. CONTINUING EDUCATION COURSE INVENTORY

Data reported to the Maryland Higher Education Commission on the MHEC CC-10 (Request for State Funding of a Continuing Education Course) is reported back to the colleges through the online Continuing Education Course Inventory. The inventory provides the colleges with information pertaining to continuing education courses approved for State funding.

Each college can view the statewide inventory and download its own inventory into formats that can be sorted, searched and printed as needed.

Each college should establish an ongoing continuous review of its approved course inventory, preferably with each update and UP-10, to ensure that all course data matches the data carried on the college's files. Inconsistencies and errors should be identified and resolved immediately.

The following inventory summary reports are also available online for each college and for all colleges:

- By population,
- By course intent,
- By method, and
- By subject area.

The approved course inventory, associated reports, and search capabilities are available at <http://data.mhec.state.md.us/> using each college's MHEC-provided access code or the generic userid.

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.

Scenario I: All/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 below.

Scenario I	Requirements
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 course numbers of the previously approved courses, as requested. Sends report of change to college.

¹Note: 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 and unique new course number in columns # 7-12.
course title	45	identify course title in columns # 13-57.

Scenario II: All/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.

Scenario II	Requirements
If all (or most) course numbers and course titles change.	<p>College: Submits letter requesting changes and attaches a course inventory which crosses out the courses to be changed.</p> <p>Submits new MHEC CC-10 form for each course to be renumbered and re-titled.</p> <p>MHEC: Makes course deletion on approved course inventory as identified by college.</p> <p>Reviews and approves, if applicable, courses identified on new MHEC CC-10 forms.</p> <p>Sends UP-10 Report to college.</p>

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

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 that is provided with the certified MHEC CC-3 Report. Therefore, the electronically submitted certified MHEC CC-3 Report and accompanying computer input files 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 electronic 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 state 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 have elapsed. If 20 percent of the course hours do 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 fall. 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 the FTE's eligible for State funding for each community college all at the same time. A late or inaccurate MHEC CC-3 Report from one college delays the processing of all colleges.

*If August 1st falls on a weekend, then MHEC CC-3 reports are due by the first business day in August.

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, and 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 State Hours:** These are the fundable hours of instruction (contact hours x 1.2) for each eligible course section delivered by the college identified on the MHEC CC-3 report. These hours must fall between the allowed range of state hours as approved on the MHEC CC-10. Payment may not be made for any continuing education course whose reported state hours are:
 - a) more than the hours identified on the approved MHEC CC-10; or
 - b) less than 75% of the state hours identified on the approved MHEC CC-10.

Additionally, payment may not be made for any continuing education course whose state hours are less than 5, unless the course is specifically approved by the Maryland Higher Education Commission for purposes of certification or contracted training.

6. **Equated Course Credit Hours:** Equated course credit hours are calculated by dividing the total state 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 percent point of the course; and
 - b) be enrolled at the point at which 20 percent of the total contact hours have 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 on the day of the first class session, 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
 - f) courses without payment of tuition, either through tuition waiver, tuition payment reimbursement, or by direct finance of the course work by

individual college departments;

- g) a dependent of faculty or staff member of the college enrolled without tuition charge; and
- h) students whose total costs are funded by federal, State or locally 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 decimal places. Refer to the rounding method identified previously in this section.
10. **Percent Aid Requested:** Each college must identify 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 contract.*
 - 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 electronically signed and dated by the chief continuing education officer and the chief executive officer of the college.

B. Amended Report

Any errors or omissions 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
						(COL 2 /15			(COL 3 x COL 4 /30) FTE STUDENTS	PERCENT AID REQUESTED	FTE FOR STATE AID
COURSE NUMBER	SECTION NUMBER	CONTINUING EDUCATION COURSES COURSE TITLE			TOTAL STATE HOURS	EQUATED COURSE HOURS	ELIG- BLE MARYLAND RESIDENT	INELIG- IBLE STUDENT			
1887	WBS036	212	Wrklpce Basics: Empl Readiness			43.20	2.88	9	0.86	100	0.86
1888	WBS036	213	Wrklpce Basics: Empl Readiness			43.20	2.88	15	1.44	100	1.44
1889	WBS036	214	Wrklpce Basics: Empl Readiness			43.20	2.88	7	0.67	100	0.67
1890	WBS036	215	Wrklpce Basics: Empl Readiness			36.00	2.40	21	1.68	100	1.68
1891	WBS037	202	Wrklpce Basics: Empl Readiness			54.00	3.60	14	1.68	100	1.68
1892	WBS037	203	Wrklpce Basics: Empl Readiness			54.00	3.60	25	3.00	100	3.00
1893	WBS037	204	Wrklpce Basics: Empl Readiness			57.60	3.84	25	3.20	100	3.20
1894	WBS037	205	Wrklpce Basics: Empl Readiness			57.60	3.84	25	3.20	100	3.20
1895	WBS037	206	Wrklpce Basics: Empl Readiness			57.60	3.84	26	3.33	100	3.33
1896	WBS037	207	Wrklpce 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	0.09
1900	WRT323	201	Element/Wrtg Fiction: Plotting			6.60	0.44	10	2	0.15	0.15
1901	WRT371	201	Writing the Personal Memoir			12.00	0.80	5	5	0.13	0.13
1902	WRT373	201	Wrtg/Juvenile & Yng Adult Mkt			7.20	0.48	11	1	0.18	0.18

INSTRUCTIONS: COLUMN I-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: 1-100 PERCENT. NO DECIMALS. COLUMN 8-SHOULD SHOW (2) DECIMAL PLACES.

CC-3 (REV. 07/88)

RUN DATE: 07/26/00

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 basic 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 database 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 database 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 database, 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 with MHEC CC-3 information that is sent to the Maryland Higher Education Commission.

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 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 insufficient 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 by the college 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	Field Position
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
State Hours	State hours this occurrence' (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 state hours. To be eligible for State funding, the state hours of a course cannot be: (1) more than the approved state hours, or (2) less than 75 percent of the approved number of state 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 retained at the college.

The following data elements shall appear on each student record:

Data Element	Description	Field Position
Payment Period	1 = Fall 2 = Spring 3 = Summer 4 = Other	1
Fiscal Year	YY	2-3
Blank	Blank	4
College ID	Federal Interagency 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
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

Data Element	Description	Field Position
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
Course Hours	From course file (one decimal place implied)	65-70
Percent Aid Requested	From course file: 000 - 100%	71-73

Data Element	Description	Field Position
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	Field Position
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	MMDDYY	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 OF INACTIVE COURSES

A. Purpose

The Biennial Review of Inactive Courses 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 identifies continuing education courses that have not generated full-time equivalent students (FTE) during the previous two fiscal years. At the beginning of each calendar year, an Inactive Course Inventory is forwarded by the Maryland Higher Education Commission to the college. This serves as notification that the identified inactive courses are to be deleted from the college's Active Course Inventory. Course deletions are made by the Commission following the annual processing of enrollments for State funding.

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

D. Timing of the Biennial Review

There are two parts to the Biennial Review Process. At the request of the colleges, the completion date for Part I is early to provide sufficient notice for colleges to schedule and appropriately price courses in the next fiscal year. The following is the schedule for the Biennial Review.

Biennial Review Process	
Part I	By the 1 st week of January, the Inactive Course Inventories are mailed to the colleges.
Part II	By September, the Commission deletes all courses considered inactive from each college's current Fiscal Year approved course inventory. Part II will be completed after the previous Fiscal Year Enrollment Reports (CC-3 Reports) are processed.

E. Resubmission of Deleted Courses

A college may resubmit a new CC-10 for a course that is deleted as part of the Biennial Review Process. The new CC-10 must adhere to all current submission guidelines, in particular:

1. identify the new codes for course intent, population, method of instruction, subject, CIP, and
2. request State funding for the current fiscal year.

The Commission will review the CC-10 against current funding criteria to determine whether the college's course is eligible for approval 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. Instructions 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

Rev. 07-88

Chapter XIV. CONTINUING EDUCATION MANUAL INTERIM REVISIONS PROCESS

A. Overview

On average, the MHEC Community College Continuing Education Manual is formally reviewed and updated every five years, but the dynamic nature of Continuing Education necessitates the need to initiate revisions in the years between formal reviews. In the past, these revisions were documented through correspondence between MHEC and the Colleges. While this update method may have been satisfactory in the past, the current rapid expansion of continuing education course offerings and college staff devoted to its administration has resulted in the following:

- Differing interpretations of the correspondence;
- Conflicting language between the new correspondence and existing language and/or processes previously agreed upon;
- Conflicting versions since the correspondence was not formally part of the Continuing Education Manual and there was no centrally accessible location to all colleges where the correspondence could be archived.

The purpose of this section is to provide a mechanism for making minor revisions to the Continuing Education Manual between formal reviews.

B. Method for Updates

The official version of the Continuing Education Manual will be stored electronically both on the MHEC and MCCACET websites. A designated committee of MCCACET will meet annually to consider any updates or revisions to the Continuing Education Manual. Members of the committee must include at least one MCCACET officer and MHEC's designated Continuing Education representative. Updates or revisions recommended by this committee must be finalized by vote of the MCCACET Affinity Group according to the following process:

- Step 1: The proposed revision/update is submitted in writing to both MHEC and MCCACET for review.
- Step 2: Both parties must agree to the revision/update. Neither MHEC nor the Colleges can unilaterally make revisions/updates to the Continuing Education Manual.
- Step 3: If both parties agree to the revision/update, an authorized person from MHEC and the sitting President of MCCACET must both sign the form below. The form will then be added as a formal Addendum to Appendix 14 of the Continuing Education Manual. Appendix 14 will be the location for all agreed upon revisions/updates.

APPENDICES

LIST OF APPENDICES

Appendix	Title	Page
1	Maryland Community Colleges Operating Guidelines for the Delivery of Contract Training and Services	57
2	Maryland Community Colleges Standards of Best Practice for Senior Adult Courses	58
3	Maryland Community Colleges Standards of Best Practice for Instruction Delivered by Distance Education	62
4	MHEC CC-3 Report	69
5	Maryland Community Colleges Standards of Best Practice for Partnerships Best Practices Checklist Curriculum Review Checklist Partnership Chart	70 73 74 80
6	MHEC Reporting Schedule	81
7	CC10 Online Upload-File Format Specifications	83
8	MHEC Related Definition of Terms	85
9	Maryland Community Colleges Writing Measurable Course Objectives	88
10	4-Digit CIP Codes & Subject Code Crosswalk	91
11	Continuing Education Reference Charts for Minimum and Maximum State and Contact Hours	96
12	Suggested Guidelines for Scheduling Breaks	101
13	Continuing Education Accountability Indicators	102
14	MHEC Community College Manual Revision History and Form	109

MARYLAND COMMUNITY COLLEGES 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 a responsibility to provide continuing education and training that 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.
- Community 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.

MARYLAND COMMUNITY COLLEGES STANDARDS OF BEST 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 and Training Council (MCC CET), are to establish and maintain the comprehensive non-credit continuing education program and to strive for a balance among the populations served. It is recommended that each institution plan its non-credit 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 Association for Continuing Education and Training (MCCACET).

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 from 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 1-9 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, an historic file should be maintained.

MARYLAND COMMUNITY COLLEGES STANDARDS OF BEST PRACTICE FOR INSTRUCTION DELIVERED BY DISTANCE EDUCATION

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

O. Instruction Delivered by Distance Education.

(1) An in-State institution delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice in §O(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 in-State 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 via distance education.

(iii) A program shall provide training for faculty who teach via the use of technology.

(d) 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 in-State 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 in-State 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.*

Best Practices for Selecting Distance Learning Providers

VENDRIC

Maryland Community Colleges engage in partnerships to bring value and instructional opportunities to students in an online environment. In doing so, Colleges must adhere to the Maryland Higher Education Commission (MHEC) requirements as well as the Colleges' Standards of Best Practices.

Recommendations for a required number of points to 'pass' the **VENDRIC** are not being advocated. Rather, depending on the department or content area of continuing education concerned, the number of necessary points can and should vary. The goal of **VENDRIC** is to stress the need to go through the quality assessment process.

However, it is recommended that the **Vendor Rubric (VENDRIC)** and **College Rubric** be used along with the **Checklist for Offering Online Courses With Vendors** which includes **Getting Started, First Steps When Selecting a Vendor**, and **Implementation** checklists, detailing the requirements and responsibilities of the vendor and the College.

Vendor Rubric (Vendric)

5 = to a very high degree; 4 = to a high degree; 3 = sufficiently; 2 = to a low degree; 1 = not at all					
	5	4	3	2	1
I. Course Overview and Introduction					
<ul style="list-style-type: none"> - Navigational Instructions make the course easy to understand - The course and learning structure are clearly introduced - Minimum technology requirements, learner skills and prerequisites are clearly stated - The instructor's introduction is appropriate and communication conventions and expectations are addressed 					
II. Learning Objectives (Competencies)					
<ul style="list-style-type: none"> - Course learning objectives describe measurable outcomes - Learning objectives are articulated and specified on the unit/module level - Instructions how to meet objectives are stated 					
III. Assessment of Successful Completion					
<ul style="list-style-type: none"> - Assessments are appropriate to the learning environment, goals and desired outcomes - Assessment and completion policies are transparent - Self-check or practice tests provide feedback - Variation in assessments, test, projects is sufficiently comprehensive 					
IV. Resources and Materials					
<ul style="list-style-type: none"> - Materials support the learning objectives - Resources and materials are: <ul style="list-style-type: none"> - Sufficient in breadth and depth and regularly updated 					

<ul style="list-style-type: none"> - Appropriate for the online environment - Varied in terms of delivery and content - Appropriately cited and attributed 					
V. Learner Interaction					
<ul style="list-style-type: none"> - Course design prompts the instructor to be present, active and engaged - Requirements for interaction are clearly stated - Standards for instructor response and availability are clear - Learning activities promote the achievement of objectives and outcomes 					
VI. Technology					
<ul style="list-style-type: none"> - Tools and Media: <ul style="list-style-type: none"> - Support learning objectives - Compatible with existing standards of delivery - Technologies are either provided or downloadable and instructions are provided 					
College Rubric					
5 = to a very high degree; 4 = to a high degree; 3 = sufficiently; 2 = to a low degree; 1 = not at all					
	5	4	3	2	1
VII. Learner Support					
<ul style="list-style-type: none"> - Instructions on how to access the course, websites and resources are available to learners - Description of technical support responsibilities are clear and communicated to learners - Descriptions of colleges' academic support systems and use resources are available to learners - Course instruction for provider support are clearly articulated - Apply colleges' vendor/partner student survey 					
VIII. Accessibility					
<ul style="list-style-type: none"> - Compliancy with ADA requirements and regulations is afforded by colleges - Web pages provide equivalent alternatives to auditory and visual content - Course demonstrates sensitivity to readability issues 					
Total					

Best Practices for Selecting Distance Learning Providers

Checklist for Offering Online Courses With Vendors

1. Getting Started

Programming Staff	Responsibility
	Establish a person/group for vendor management
	Provide support and training to person/group who manage vendor courses
	Check the quantitative and qualitative ratings of vendors and products (publish on MOL)
	Establish insight into working relationships <ul style="list-style-type: none">- responsiveness- modes of communication- hours of operation- turn around times
	College resources <ul style="list-style-type: none">- Instructions on how to access the course- Technical responsibilities- Payment options- Standards for administering tests- Develop colleges' student vendor/partner survey and determine how to administer
	Knowledge of your own college's business practices in terms of online vendors
	Consistency of rules and policies of your institution
	Standards for Vendors to meet – consider MHEC rules, regulations and consequences Example: Areas like nursing and certifications have strict regulations
	Timeline for contract negotiations
	Reputation – vendor history and references
	Statement of warranties

2. First Steps When Selecting a Vendor

Programming Staff	Responsibility
	Establish a person of contact with the prospective vendor/partner – accessibility to key people
	Review/evaluate course outline, curriculum, including required textbooks and other materials (desk copy of textbook available from publisher) (Applying the Vendor
	Take a sample course
	Ask for numbers – enrollment, drop out rates and successful completion
	Discuss working relationships including administrative and student support <ul style="list-style-type: none"> - on the side of the college (operations) - on the side of the vendor
	Determine the commitment of maintenance, update to courses, content and communication on these areas
	Determine required instructor/TA credentials <ul style="list-style-type: none"> - subject matter expertise - e-learning expertise
	Request instructor bios, resume and verification of credentials for each instructor/TA
	Establish roles of instructors/TA's in each course (who is actually teaching the course and responding to classroom discussions)
	Determine availability of instructor/student surveys and gain access to copies
	Consider the return on investment and cost range <ul style="list-style-type: none"> - FTE eligibility - Pricing - Can a CC10 be completed based on information from vendor
	Determine criteria for 'successful student completion'
	Where applicable consider boards and associations
	Establish how to get roster signed by instructors
	Make the decision to offer the course
	Prepare the letter of agreement <ul style="list-style-type: none"> - payment options - timeline and dates (i.e., credential verification, surveys returned, tests dates, signed rosters returned, invoiced, etc.)

3. Implementation

Programming Staff	Responsibility
	Determine how best to market the course, then implement
	Secure course outline, syllabus, curriculum and course materials for files
	File instructor/TA credentials for files
	Finalize 'successful student completion' criteria
	Administer student surveys
	Implement items in Letter of Agreement
	Secure verification of student completion
	Send appropriate materials to operations for: - Awards, CEUs or other contact hours where applicable
	Pay according to letter of agreement

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

Aid Period: Fall Spring

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 State 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
MHEC CC-3

Date

Signature of President

Date

MARYLAND COMMUNITY COLLEGES STANDARDS OF BEST PRACTICE FOR PARTNERSHIPS

*“As institutions seek to improve the ways in which they provide education to their students, institutions may find that it is more practical or efficient to contract with other institutions or organizations to provide certain aspects of the educational experience. Many organizations now exist to support institutions through contracts to provide faculty, conduct recruitment of students, and develop courses, including those that utilize distance technology” (Middle States Association Policy Statement)**

Community Colleges engage in educational partnerships to bring value-added dimensions to the instructional experience for students and business clients and to keep pace with the rapidly changing technologies, industry certifications, and workforce needs. In doing so the College must adhere to all rules, regulations, processes and procedures as established by the College, the Maryland Higher Education Commission (MHEC) and Federal and State law. The College is responsible for all activities carried out under the institution’s name. Colleges will adhere to the following Standards of Best Practice when providing instruction through partnership arrangements. While some of these standards are addressed specifically in the Code of Maryland Regulations (COMAR), others have been added to ensure rigorous adherence to the best practices and continuity in programming, as established by the Maryland Community College Association of Continuing Education and Training.

1. College reviews and approves course curriculum in accordance with College standards

- The College assures that the curriculum meets the institution’s instructional standards and if students will be submitted for FTE, the curriculum must be capable of meeting objectives set forth in state approved CC-10s. Compliance is achieved through a systematic review of course/program descriptions, objectives, outlines, media and materials. The College will negotiate with the partner(s) on the design and ownership of the curriculum developed through the partnership arrangement.
- The College oversees the issuance of CEUs and maintains student records in accordance with College and MHEC requirements including all attendance records and CEUs awarded for course completion. A written partnership agreement will indicate how students will be evaluated and under what circumstances certificates, CEUs and other credentials will be awarded.

2. College reviews and approves faculty credentials in accordance with College standards:

- The College assesses the credentials of the faculty and confirms they meet the criteria required for teaching the course and that credentials meet College standards.

Faculty Qualifications

- Faculty will meet institutional requirements established for instructors in similar continuing education courses and training programs.
- Faculty will be hired through a contractual arrangement with the College; if faculty are waiving direct payment from the College, a ‘waived payment’ agreement will be included in the partnership agreement.

- Faculty has a degree and/or extensive work experience in the content area to be taught, and some teaching experience. Experience working with the partnership's constituent groups preferred.
- For those courses that offer certification or licensure or require specifically credentialed faculty, the College will keep a copy of the faculty's relevant credentials, certification, or license on file.

3. College registers students and receives tuition and fees through the open enrollment process or through a contractual arrangement with the partner;

- The College oversees student registration, course cost and maintenance of appropriate records in accordance with Maryland Higher Education Commission and College regulations.
- The College notifies the provider that the agreement/MOU does not imply or extend any accredited or approval status to that entity and emphasizes that the primary purpose of offering the course is educational and all students are students of that College.
- Each student completes and signs a registration form certifying student residency.
- Instructional costs will be negotiated and elaborated within the formal clauses of partnership agreement.
- Class records will be maintained by the College and released to the partner upon written waiver by the individual attendee.
- The College assumes responsibility for the educational delivery, and assures that the student will receive the instruction as described in promotional materials.

4. The College Monitors Course Quality

- Class participants complete course evaluations at the end of the course.
- Instructors of partnership courses will be 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.
- For those courses for which CEUs or other credentials are awarded, the criteria for awarding the CEUs or credentials are specifically stated in the agreement.
- The College, in cooperation with its partner, has the right to make changes based on feedback and evaluation.

5. Marketing Partnership Courses

- The College will ensure that the course is marketed as a College offering and accepts full responsibility for content and delivery of the course.
- The College reviews and approves all course related marketing and promotional materials before dissemination.

6. The College will execute a written Partnership agreement for each partnership activity:

- The College negotiates the length of a partnership agreement.
- The College negotiates the partnership budget, including shared revenue and expenditures for curriculum development, instructor salary, books, materials, audio-visuals, on-line computer support, rentals, food, and promotional costs. The budget is subject to partnership negotiation with a written agreement.
- A written Partnership Agreement or Memorandum of Understanding is executed by the College when one or all of the previously mentioned criteria have been established; this document describes the roles and responsibilities of all parties, includes the budget, the period of the agreement and conditions under which any possible renewal, renegotiation, or termination could take place, and defines liability.
- A College administrator approves all formal continuing education partnerships in accordance with college practices and procedures and the MCCACET Standards of Best Practices for Partnerships. It is recommended that at least two signatures (one for the College and one for the partner) be required on the written partnership agreement.
- A checklist of the Standards of Best Practices is verified and signed by the Chief Continuing Education Officer or designee responsible for the partnership, and is filed with the signed MOU/Partnership Agreement.
- Submit CC-10 Application if seeking FTE funding approval for the course. Colleges must maintain a file for all Partnership Agreements for MHEC approval and auditing.

Standards of Best Practice

Summary

Colleges will:

1. Review and approve course curriculum in accordance with College standards.
2. Review and approve faculty credentials in accordance with College standards.
3. Register students and receive agreed upon tuition and fees.
4. Monitor course quality.
5. Market the course as a college course; be responsible for content and delivery.
6. Develop and retain on file a written partnership agreement for each partnership activity.
7. Maintain a Partnership Agreement file for MHEC approval and auditing purposes.

* “Contractual Relationships with Non-MSA Accredited Organizations”, Policy Statement, Middle States Commission on Higher Education, March 1999.

REVISED: March 29, 2004

Standards of Best Practices for Partnerships Checklist

This checklist is to be used when the College enters into an instructional partnership with a business, organization or institution of higher education through which faculty and/or curriculum is obtained to offer a course.

Partnership Course(s) _____

Instructional Partner (s) _____

Duration of Partnership Agreement _____

- ☐ Standards of Best Practices for Partnerships has been reviewed and partnership agreement/MOU follows those standards.
- ☐ Partnership agreement/MOU has been executed and is on file at the College.
- ☐ Course curriculum has been reviewed by a continuing education administrator and approved in accordance with MCCACET Standards of Best Practice (*attach the completed Partnership Curriculum Review checklist*).
- ☐ Faculty credentials have been reviewed and approved in accordance with College standards.
- ☐ Faculty contract or waive payment agreement, either individually or as part of the agreement/MOU has been executed and is on file.
- ☐ Students or contract client assessed tuition and fees per partnership agreement/MOU and in compliance with MHEC and College policy.
- ☐ CC10 submitted to MHEC for those courses for which FTE will be awarded.
- ☐ Standard College operating procedures including required MHEC documentation has been followed.

Signed: _____

Date: _____

*May, 2004
Revised November, 2008*

Curriculum Review Checklist

MCCACET Standards of Best Practices for Partnerships

Course/Training Program _____

- ☐ Course Overview – Course description clearly describes content, topics covered, audience for which the course is designed, and prior knowledge or experience required to be successful in the course; syllabus is provided to students.
- ☐ Learning Objectives – Specific student learning objectives are listed and accurately reflect the intent of the course and the learning outcomes desired.
- ☐ Assessment and Measurement – Criteria for successful completion is specified if required.
- ☐ Learner Engagement – Any learning activities identified match or promote learning objectives.
- ☐ Resources and Materials – Required instructional materials for the course are listed. Instructional materials contribute to the achievement of learning objectives. Supplemental learning resources are provided when appropriate.
- ☐ Course Technology – Students have access to any technology required for the course. There is an explanation about the technology used and prior knowledge or experience needed to be successful in the course.
- ☐ Learner Support – Instructor availability is outlined. Any additional learner support services provided by the College or the partner are described.
- ☐ Evaluation – An evaluation process is provided that will obtain student feedback for course improvement.

Reviewer _____ Date Reviewed _____

November, 2008

MCCACET Standards of Best Practices for Instructional Partnerships Clarification

The MCCACET Standards of Best Practices for Partnerships (modified in 2010) have been included in the Continuing Education manual and reviewed by MHEC. MHEC staff members have acknowledged that when colleges follow these best practices, they meet MHEC recommendations for partnerships. The following information does not replace the current standards; it provides further clarification for college staff.

Terminology: Depending on individual College policy, “partnership” agreements may be referred to as letters of agreement, memorandums of understanding, memorandums of agreement, service agreements, instructional agreements, etc. The standards apply to those instances where a College enters into a partnership with an outside entity (private vendor, association, organization, business) to provide instructional services or products that the College will, in turn, offer to its students.

Partnership Types: There are three major types of partnerships:

1. Partner with curriculum providers to access nationally recognized industry curriculum.
2. Partner with professional associations, organizations, or businesses for curriculum and or instructors.
3. Partner with private education providers for curriculum and instruction. (These may include Private Career Schools—see information below).

The accompanying chart provides more details on the characteristics of each type as well as examples.

MHEC Responsibilities: MHEC is charged to review private training providers that independently offer job preparatory training to the public in Maryland. After review, a private training provider is either required to become a private career school or not. Most distance learning providers, except those that originate in Maryland, do not need MHEC approval since they do not independently offer courses or programs in Maryland and do not have a physical presence in the State. Under *COMAR 13B.07.03.02D (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.* MHEC and MCCACET agree that as long as the community colleges adhere to the Best Practices for Partnerships such adherence constitutes “approval of the Commission”. Colleges maintain a file on all partnership agreements that is available for review upon request by MHEC staff. MHEC is notified of course partnership arrangements when colleges check Yes on CC10 question #6 (item #17 on page 20 of this manual). In relation to this provision of COMAR, MHEC is only interested in those partnerships with private businesses or organizations with locations in Maryland that provide occupational training leading to a specific job and focus on face-to-face instruction.

Partnerships that need to be indicated by checking Yes on #6 on the CC10 include: private cosmetology school, private truck driving academy, private welding school, private culinary school, private maritime occupational school, etc. Each of these can operate independently from the community college and offers occupational training that leads to a specific job or jobs.

Partnerships that do not need to be identified on the CC10 include: Ed2Go, Dale Carnegie, DDI, and co-sponsorships with State agencies or professional organizations offering courses for their members or employees. These organizations usually do not offer independent occupational training in the State of Maryland, have a store front location in the State, or offer specific training that leads to a job.

MHEC-approved private career schools that partner with community colleges may be visible in the college's advertising or marketing, but in all circumstances the college must take the lead on administration, admissions and financial functions since the students are the college's, not the private career school's. If completion certificates are involved, they are presented to the student under the college's name, not the private career school's. College partnerships with approved private career schools do not have to be disclosed to the public. It is an option to be agreed upon between the two institutions. These approved private career schools may advertise or market the jointly offered courses on their own, but the advertising must accurately disclose the partnership. To search for approved private career schools and their programs, go to <http://www.mhec.state.md.us/career/pcs/searchfor.asp>.

Prior to partnering with a private training provider that offers job preparatory training to the public, the college should verify that the provider's programs/courses have been reviewed by MHEC, and that the program being considered is the MHEC-approved program in its entirety. If the training provider has not been approved by MHEC as a private career school, or the private career school program being considered has not been reviewed and approved by MHEC, colleges may still partner with the training provider but must take 100% responsibility for and ownership of all aspects of the program/courses. The training provider must remain 100% invisible to the public. Such training providers cannot advertise the partnership or training to the public, and cannot be identified in college advertisements or marketing promotions.

It should be noted that MHEC private career school authority relates to *job preparatory training offered to the public*. Basic skills, general career development, and non-job preparatory courses do not fall under that authority. Examples of private training provider courses that do not fall under MHEC authority are automobile driver's training, Microsoft Word training (not to be confused with Office Suite), basic career preparatory skills (job search/résumé writing), and continuing education courses that are required to maintain an individual's professional license/certificate or update the knowledge required for an individual's current occupation.

Scope: The Standards of Best Practices for Partnerships apply to all partnership arrangements including:

- Open enrollment courses (offered through open enrollment to the general public)
- Co-sponsorship courses
- Contract courses (contracted training/education between the college and an association or private business to solely train members or employees)
- Courses that are submitted for FTE approval (students are eligible to be counted for FTE)
- Courses that are not submitted for FTE approval (students are not eligible to be counted for FTE)

Transparency: Colleges frequently build partnerships with organizations, associations, and companies that can provide unique curriculum, pertinent certifications or alternative delivery modes that are of value to the community and meet the instructional standards of the college. In such partnerships, the college may include the partner's name or logo in promotion materials in order to clearly inform the public of the curriculum and its value. In so doing, the college must make it clear that it takes full responsibility for the content, delivery, and continuity of instruction. The college is ultimately responsible for the quality of the instruction and assumes financial responsibility for the students as soon as they are registered. *If partnering with a non-MHEC approved private training provider to offer job-preparatory training to the general public, the provider must be invisible and no reference can be made to the provider in course descriptions, marketing materials, or schedules.*

Curriculum Review: As an educational institution, the greatest value a college adds to a partnership is its review and endorsement of the curriculum. This is what differentiates college partnerships from a vendor or provider offering the course. The attached "*Curriculum Review Checklist*" should be completed for each partnership where curriculum has not been developed by the college.

Process: A signed "Best Practices Checklist" and "Curriculum Review Checklist" should be attached to the copy of the partnership agreement kept by the College. Those items are for internal use and do not have to be shared with the partner.

Accreditation Disclaimer: All partnership agreements should include the following clause: "This agreement does not imply or extend any Maryland Higher Education Commission approval status to (name of partner), nor does it imply accreditation-by-association."

Payment:

- *Open Enrollment*—In open enrollment partnerships (courses offered to the general public), the college collects the tuition and fees and returns a percentage or portion of that payment (as outlined in the partnership agreement) to the partner. As part of the partnership agreement, any refund policy (if different than the usual college policy) should be included and that information should be part of the course description.
- *Contract*—In a contract partnership arrangement that provides training/education ~~solely~~ to the partner's association members or employees, either the college or the partner can collect the tuition and fees and pay the other party the specified amount, percentage, or per student reimbursement. These items should be specified in the partnership agreement. The preferred method is for the college to collect tuition and fees and reimburse the partner. Colleges will make individual decisions on whether or not to collect payment from students rather than have the partner collect the payment; however, the risk of having the partner collect payment is minimized if it's a recognized organization or a previous partner and not an individual. In any scenario if the partner does not meet its obligations to the students, the college must be willing to accommodate the students either financially or through alternate arrangements.

Out-of-County/Out-of-State and other Differential Fees: Open enrollment courses, those available to the general public, must include out-of-county and out-of-state fees for students not living in the college's jurisdiction (Some colleges permit exceptions for online courses). For contract courses including contract partnerships, out-of-county/out-of-state fees may be waived. The financial provisions in an agreement specify the payment the college will receive for its services through the contract arrangement. A partner organization may choose to charge different fees for members and non-members which should not impact the negotiated amount due to the college.

Marketing: Consider the following when marketing courses that involve partnerships: use of the partner's name, contact for information, price differentials (different prices for members and non-members of an organization), and college involvement. *If partnering with a non-MHEC approved private training provider to offer job-preparatory training to the general public, the provider must be invisible and no reference can be made to the provider in course descriptions, marketing materials, or schedules.*

- Depending on the course, it may or may not be advantageous to use the partner's name in marketing—if it adds value or credibility, use it; if not, don't.
- For all open enrollment and most contract courses, the college should be the primary point of contact for information.
- Differential payment rates (different fees for members and non-members of an organization) should not be offered by individual colleges; instead, that arrangement should be the responsibility of the partnering organization and only included in that organization's marketing material. Differential payment rates for members and nonmembers should not be used for courses offered to the general public and/or advertised in a brochure/schedule available to the general public and are limited to contract courses with a partnering organization. This does not apply to early bird discounts, multiple registration discounts, and discounts provided to employers who enroll students in a contract section offered simultaneously with an open enrollment section of a course.
- The college's involvement should be specified, such as identifying it as a course not held at (Maryland Community College), or as a course offered in partnership or co-sponsored with (Maryland Community College). Participants should know in advance that they will be students of that college and not attending a course that is simply to be held at the college.
- Determine beforehand where and how the course is going to be marketed and review all materials. *Reminder: If partnering with a private training provider or private career school that is not approved by MHEC, you may not include their name or logo in your materials (see page for one for definition).* If the organization is sending materials to residents in counties outside of the college's jurisdiction, the protocol is to alert the colleges in those counties ahead of time.

Registration: Whether submitting the course for FTE approval or not, participants should register in the college course. It should be clear to students that they are registering for a specific college course and not simply attending a course that is conducted at the college. In some

instances, the partner accepts initial applications and then the student fills out the college registration form the first day of the course. In those instances, avoid using the terms “register or pre-register”; instead, use phrases like “to reserve a seat/space, sign up” and then specify that the student will be expected to register for the course on the first day of the course. To highlight the college’s involvement, include the official course name/ number on the marketing materials. If the partner is including a registration form as part of the marketing materials, make sure it includes those elements normally included on the college registration form. When partnering with on-line providers, specify that students first access the college’s web site and do not initially go directly to the provider’s web site. For conferences or meetings that do not include courses, it is not necessary to follow these protocols; instead, follow the normal college procedures for such events.

Continuing Education Units (CEUs) and Certificates: The college must follow its normal process for granting CEUs in partnership courses (whether or not students in the course will be submitted for FTE). There should be a thorough review of the curriculum (using the checklist) and instructor’s credentials as well as the other requirements outlined in the best standards. If certificates of completion are provided, the students who successfully complete the courses should receive them issued by the college. If the partnering organization requires that the certificate be issued by them, the college can either issue a duplicate certificate or provide the students with a letter.

College Accountability: If a college is entering into an *instructional* partnership, the college staff is responsible for following established institutional policies. These include the standards of best practices for partnerships. If the partnering organization does not fulfill its obligations, the college must be ready to provide alternatives for students which could include refund of payment, rescheduling, assuming expenses for instructional delivery, or other accommodations. Individual college policies should also be considered. These standards do not apply to businesses and organizations that are primarily using college facilities and non-instructional services; instead, follow individual college policy concerning fees, liability, insurance, etc.

6/15/2010

Partnerships Chart

I. Partner with curriculum providers to access nationally recognized industry curriculum	II. Partner with professional associations or organizations for curriculum and instructors	III. Partner with private education providers for curriculum and instruction	
College often pays for the right to the curriculum	Partner has content that meets certification standards set by industry or licensing entity and provides instructors	Partner provides content and instructors	
College hires instructor	College reviews and approves curriculum and instructor qualifications	College reviews curriculum and instructor qualifications	
College collects tuition at time student registers	College registers students	College registers students and collects tuition/fees	
Value in advertising partnerships/national recognition	Association/organization often plays role in pre-registering members (and non-members) sometimes collecting payment, to reimburse colleges	Provides instruction that would be cost prohibitive for colleges to develop (ex. Online courses)	
	College often sets up course as contract course and bills association/organization for tuition or they reimburse college for services	Partners often assist in marketing, although restrictions apply for private career training schools/providers of job preparatory training.	
	Partners often market the course	NOTE: For private career training schools/providers of job preparatory training, partner's name and information may be included in marketing if it is an MHEC approved provider*. See best practices clarification for definitions.	
<i>Examples</i>	<i>Examples</i>	<i>Examples</i>	<i>Examples of MHEC Approved Providers*</i>
DDI	Apprenticeship Programs	Ed to Go	All State Career School
Achieve Global	Maryland Association of Appraisers	Gatlin	Baltimore School of Massage
Microsoft Certification	Chesapeake Regional Safety Council	JER	Computer Institute
America Management Association	Maryland Public Purchasing Association	Boston Reed	
National Safety Council		Lovegevity	
American Heart Association			

Rev 4/1/2011

MHEC REPORTING SCHEDULE

MHEC Report	Report Title	Description
CC-2	Enrollment Report for Credit Courses	Certifies credit full-time equivalent (FTE) enrollment for State reimbursement to the colleges per funding specifications. Due August 1 st .
CC-2A	Enrollment Report for Programs Approved for Statewide Funding	Certifies enrollment for State reimbursement to colleges per this grant program's specifications (tuition differential). Due mid-November and mid-March.
CC-2B	Enrollment Report for West Virginia Residents Enrolled at Garrett CC	Certifies enrollment for State reimbursement to colleges per this grant program's specifications (tuition differential). Due mid-November and mid-March.
CC-2C	Enrollment Report for Somerset County Residents Attending Adjacent County Community College	Certifies enrollment for State reimbursement to colleges per this grant program's specifications (tuition differential). Due mid-November and mid-March.
CC-2D	Enrollment Report for Health Manpower Funding	Certifies enrollment for State reimbursement to colleges per this grant program's specifications (tuition differential). Due mid-November and mid-March.
CC-3	Enrollment Report for (Equated Credit) Continuing Education Courses	Certifies non-credit full-time equivalent (FTE) enrollment for State reimbursement to the colleges per funding specifications. Due August 1 st .
CC-4	Annual Financial Report (certified)	This is a limited purpose certified report designed to provide MHEC with information necessary to substantiate State aid payments to the community colleges (Cade) for the year under examination. Due by October 1 st .
CC-5	Annual Operating Budget	This is a limited purpose document designed to provide MHEC with the college's county approved projected operating budget in a specific format. Due by July 1 st .
CC-6	Unduplicated Non-Credit Headcount Enrollment	This form provides annual unduplicated noncredit headcount enrollments in continuing education courses eligible for state funding for the institution. Used for developing enrollment projections. Due by mid-October.

MHEC Report	Report Title	Description
CC-10	Request for State Funding of a Continuing Education Course	Used to determine whether a continuing education course is eligible for State funding. On-going.
CC-13	Report of All Non-State Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses	Data on continuing education courses that are <i>not</i> approved for State funding. When combined with MHEC-CC-3 data, this provides the total FTE for all community college continuing education. Currently not submitted to MHEC, but must be maintained by each college and be available upon request.
ESL Report	English as a Second Language Supplementary Report	Certifies enrollment for State reimbursement to colleges per this grant program's specifications. Due by October 1 st .
Accountability Report	MHEC Community College Performance Accountability Indicators	The law requires the governing boards of public 2- and 4-year institutions to submit annual performance accountability reports to MHEC. The community colleges use 32 standard "mission/mandate" driven performance measures. Due by July 1 st .
Biennial Review	Action item, not a report.	Provides maintenance of the non-credit (continuing education) course inventory. Notifications sent out January 1 st .
FTE Transmittal and Summary Reports	Action item, not a report.	MHEC notification to college presidents of credit and non-credit FTE summary reports derived from the MHEC-CC-2 and CC-3 reports. August.

CC10 Online

Upload File Format Specifications

Field Position	Field Length	Data Element	CE Manual Reference	Description
1	2	MHEC File Code		Use “10” for CC10
2	2	Approval Year	Ch IV-5	Approval Year – last 2 digits of fiscal year.
3	2	MHEC College Code	Ch IV-5	Assigned 2 digit college code
4	6	Course Number	Ch IV-5	6 Character Course Identification (Alphanumeric only)
5	1	State Aid Requested		“1” indicates State Funding Requested; else leave blank.
6	Up to 250	Course Title	Ch IV-5	Title under which the course will be advertised.
7	45	Abbreviated Course Title	Ch IV-5	Shortened abbreviated version of the long course title. Limit 45 characters,
8	3	State Hours	Ch IV-5	Course hours are 50 minute segments of instruction. Whole numbers only. Round any fractional part up to next hour. Maximum state hours 120.
9	1	Course Intent	Ch IV-6	Purpose of the course. One Code A-E
10	1	Population	Ch IV-7	Identify the population/group for which a course is intended. One Code A-D.
11	1	Method(s) of Instruction	Ch IV-7	Instructional method by which the course will be offered. One Code A-D.
12	1	Subject Code	Ch IV-18	Identify the subject area that most accurately describes the course. One Code A-Z , 2-8.
13	4	CIP Code	Ch IV-11	Identify the 4 digit Classification of Instructional Program (CIP) Code.
14	Up to 2000	Course Description	Ch IV-11	Course description to include skills/knowledge taught, topics covered, overall course objective, clear intent, group for whom course designed.
15	Up to 2000	Course Objectives	Ch IV-12	Expected student outcomes appropriate to course content.
16	1	Occupational Objective Course Series	Ch IV-12	Is this one in a series of courses leading to an occupational objective? Yes(Y) or No(N) only.
17	Up to 250	Occupational Objective Series Identification	Ch IV-12	Identify course series. Required only if above is Y.
18	Up to 250	License or Certification Identification	Ch IV-12	Identify license or certification if the course intent is B (Licensure or Certification).
19	1	Contract Training	Ch IV-13	If Course Hours < 5, is the course being offered as contract training? Yes(Y) or No(N) only.
20	1	License or Certification	Ch IV-13	If Course Hours < 5, is the course being offered as contract training? Yes(Y) or No(N) only.
21	1	Partnership	Ch IV-13	Is this an open enrollment course being offered in partnership with a private business, organization or union operating in Maryland that provides occupational training leading to a specific job? Yes(Y) or No(N) only.

Field Position	Field Length	Data Element	CE Manual Reference	Description
22	1	Course Previously Evaluated	Ch IV-13	Has the course been previously evaluated and approved for your college? Yes(Y) or No(N) only.
23	6	Course Number Previously Evaluated	Ch IV-13	If previously approved, identify course number of course previously approved for your college
24	2	Fiscal Year Course Previously Evaluated	Ch IV-13	If previously approved, indicate Fiscal Year in which it was previously approved – fiscal year last 2 digits.
25	Up to 250	College Comment	Ch IV-13	Optional information pertaining to community support, need for the course, etc.
26	Up to 50	CC10 Preparer	Ch IV-13	Name of CC10 Preparer
27	8	Date Prepared	Ch IV-13	Date that the CC10 was prepared. MM/DD/YR.
28	Up to 50	Continuing Education Officer	Ch IV-13	Name of College Continuing Education Officer.
29	8	Date Reviewed	Ch IV-13	Date that the CC10 was reviewed by Continuing Education Officer. MM/DD/YR.

MHEC RELATED DEFINITION OF TERMS

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

Continuing Education Hours:

Class Hours: The actual number of hours, including breaks, when the *course section* is in session. Class hours are used for purposes such as publications and facilities scheduling. The value may be fractional.

Contact Hours: The actual number of hours in a *course section* when instruction is conducted (class hours minus breaks). The value may be fractional. Used to calculate state hours.

State Hours: The maximum *contact* hours multiplied by 1.2 for which the course will be offered. CC-10 applications identify course lengths by state hours. For purposes of State Aid, the maximum length for a continuing education course is 120 state hours (i.e., 100 contact hours).

FOR MHEC-CC-10 APPROVAL PURPOSES: – A whole number shown on the MHEC-CC-10 that represents the maximum contact hours x 1.2 for which the course will be offered. Following MHEC approval, a section of the course may be offered for state aid for an amount of hours that are no less than 75% and no more than 100% of the state hours shown on the original MHEC-CC-10.

FOR MHEC-CC-3 REPORTING PURPOSES: - The equated hours for each *course section* that appear on the MHEC-CC-3 (contact hours x 1.2). The value may be fractional as long as it falls between 75% and 100% of the state hours on the original MHEC-CC-10.

Calculating State Hours for reporting purposes

A course is approved for 8 State Hours. A section meets for one session on a Saturday. The class starts at 9 a.m. and ends at 4 p.m. There is a 15-minute (.25 hour) morning break, a 30-minute (.50 hour) lunch break and a 15-minute (.25 hour) afternoon break.

Class Hours = 7

Contact Hours = 6 (6=7 minus .25 minus .50 minus .25)

State Hours for reporting purposes = 7.2 (6 x 1.2)

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)

FTE: A calculated value that represents the continuing education part-time enrollment equated to credit full-time enrollment.

FTE Calculation: A formula to derive the FTE for a given section of an approved course.

$$\text{FTE} = (((\text{A} \times \text{B}) \times \text{C}) \times \text{E}) / (\text{F} \times \text{G}))$$

- A = the contact hours per session
- B = the number of sessions
- C = the number of eligible students at the census date
- E = ratio of a credit hour to a continuing education hour (defined in COMAR as 50 minutes:60 minutes = 1.2)
- F = the number of credits taken by a full-time credit student in one academic year (defined in COMAR as 30 credits)
- G = the number of instructional hours in one credit hour (defined on COMAR as 15 hours)

Example:

$$\frac{3 \text{ hours/session} \times 10 \text{ sessions} \times 1.2 \times 18 \text{ students}}{30 \text{ credits} \times 15 \text{ hours}} = \frac{648}{450} = 1.44 \text{ FTE}$$

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.07.01.02B19)

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 100 contact hours or 120 state hours.

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.

Minimum Course Length: For purposes of State aid, the minimum length for a continuing education course is 3.125 contact hours or 5 state hours unless the course is offered for contract training or COMAR approved licensure or certification.

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. See Chapter IV Section C.*"

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

MARYLAND COMMUNITY COLLEGES WRITING MEASURABLE COURSE OBJECTIVES

The course objectives appearing on the MHEC-CC-10 define the learning outcomes to be achieved by learners who successfully complete the course. The objectives are expressed in clear, precise, meaningful, non-promotional language. Standard rules for spelling, punctuation and grammar are followed. Objectives are listed in logical order with the most important objective listed first.

The course objectives:

- identify the outcomes of a learning experience,
- define outcomes as something meaningful and useful,
- illustrate the learning that will occur and the cognitive abilities that will be achieved,
- must be measurable.

Learning outcomes, as defined in the course objectives, have three distinguishing characteristics:

- the specified action by the learner must be observable,
- the specified action by the learner must be measurable,
- the specified action must be demonstrated by the learner.

The course objectives appearing on the MHEC-CC-10 must follow the conventions outlined in "Taxonomy of Educational Objectives" by Benjamin S. Bloom, 1956 to ensure that they are measurable. Bloom's Taxonomy provides structure and language to appropriately categorize and define measurable educational outcomes. Use the nouns, verbs and adjectives from the following lists when defining course outcomes. Vague and immeasurable terms such as "learn", "understand", "know" and "familiarize" are unacceptable.

MHEC-recommended lists of measurable nouns, verbs and adjectives from Bloom's taxonomy		
VERBS		
Analyze	Diagram	Organize
Apply	Differentiate	Outline
Appraise	Discriminate	Perform
Arrange	Discuss	Plan
Articulate	Dissect	Practice
Assemble	Distinguish	Prepare
Assess	Dramatize	Process
Assign	Edit	Propose
Calculate	Employ	Provide
Categorize	Establish	Question
Choose	Estimate	Rank
Cite	Evaluate	Rate
Classify	Examine	Recall
Collect	Experiment	Recite
Combine	Explain	Recognize
Communicate	Explore	Record
Compare	Express	Refute
Complete	Formulate	Reinforce
Compose	Grade	Relate
Compute	Identify	Report
Conclude	Illustrate	Research
Conduct	Implement	Resolve
Construct	Increase	Restate
Contract	Initiate	Review
Contrast	Inspect	Revise
Coordinate	Interpret	Schedule
Create	Inventory	Score
Criticize	Judge	Select
Critique	Label	Set
Debate	List	Solve
Decide on	Locate	State
Decide to	Manage	Test
Define	Match	Translate
Demonstrate	Measure	Underline
Describe	Monitor	Use
Design	Name	Utilize
Determine	Operate	Write
Develop		

MHEC-recommended lists of measurable nouns, verbs and adjectives from Bloom's taxonomy		
Nouns (Strongly Recommended)		
Ability	Goal	Regulation
Advantage	Guideline	Relation
Application	Item	Requirement
Attribute	Means	Resource
Aspect	Method	Responsibility
Characteristic	Obligation	Role
Component	Part	Rule
Concept	Plan	Service
Consideration	Policy	Skill
Criteria	Position	Source
Effect	Principle	Step
Element	Procedure	Strategy
Example	Process	Style
Factor	Properties	Standard
Feature	Proposal	Technique
Form	Purpose	Trend
Function	Quality	Use
		Usage
Note: Pronouns are generally unacceptable in course objectives.		

Adjectives (recommended)		
Acceptable	Essential	Proper
Alternative	First	Realistic
Appropriate	General	Relative
Basic	Key	Relevant
Chief	Main	Required
Comprehensive	Major	Secondary
Dependable	Necessary	Specific
Correct	Particular	Standard
Divergent	Primary	Suitable
Dominant	Prime	Usual
Effective	Principal	Various

This crosswalk table identifies suggested match-ups between course Subject Codes and related CIP codes. When completing the MHEC CC-10 form, drop-down look-ups will be available for use in either direction, Subject Codes with related CIPs or CIPs with related Subject Codes.

CIPCAT4	CIP4TITLE	SubjCd1	SubjCd2	SubjCd3	SubjCd4
0101	AGRICULTURAL BUSINESS AND MANAGEMENT	K	R	E	
0106	APPLIED HORTICULTURE/ HORTICULTURAL BUSINESS SERVICES	K	E		
0109	ANIMAL SCIENCES	3			
0301	NATURAL RESOURCES CONSERVATION AND RESEARCH	K			
0305	FORESTRY	K			
0402	ARCHITECTURE	4			
0403	CITY/URBAN, COMMUNITY AND REGIONAL PLANNING	H			
0404	ENVIRONMENTAL DESIGN	K	H		
0409	ARCHITECTURE AND BUILDING SCIENCES/TECHNOLOGY	U	K	4	
0410	REAL ESTATE DEVELOPMENT	W	K		
0901	COMMUNICATION AND MEDIA STUDIES	G			
0909	PUBLIC RELATIONS, ADVERTISING, AND APPLIED COMMUNICATION	X	G		
0910	PUBLISHING	G	I	S	
1102	COMPUTER PROGRAMMING	I			
1106	DATA ENTRY/MICROCOMPUTER APPLICATIONS	I			
1108	COMPUTER SOFTWARE AND MEDIA APPLICATIONS	I	G		
1109	COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS	I	Y		
1110	COMPUTER/INFORMATION TECHNOLOGY ADMINISTRATION AND MANAGEMENT	I			
1203	FUNERAL SERVICE AND MORTUARY SCIENCE	Z			
1204	COSMETOLOGY AND RELATED PERSONAL GROOMING SERVICES	U			
1205	CULINARY ARTS AND RELATED SERVICES	J	U		
1302	BILINGUAL, MULTILINGUAL, AND MULTICULTURAL EDUCATION	P	G		
1303	CURRICULUM AND INSTRUCTION	P	F		
1304	EDUCATIONAL ADMINISTRATION AND SUPERVISION	P			
1312	TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT	P	F		
1314	TEACHING ENGLISH OR FRENCH AS A SECOND OR FOREIGN LANGUAGE	P			

CIPCAT4	CIP4TITLE	SubjCd1	SubjCd2	SubjCd3	SubjCd4
1315	TEACHING ASSISTANTS/AIDES	P	F		
1413	ENGINEERING SCIENCE	T			
1505	ENVIRONMENTAL CONTROL TECHNOLOGIES/TECHNICIANS	U	K		
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES/TECHNICIANS	S			
1507	QUALITY CONTROL AND SAFETY TECHNOLOGIES/TECHNICIANS	S	U		
1513	DRAFTING/DESIGN ENGINEERING TECHNOLOGIES/TECHNICIANS	4	U	T	
1601	LINGUISTIC, COMPARATIVE, AND RELATED LANGUAGE STUDIES AND SERVICES	G			
1612	CLASSICS AND CLASSICAL LANGUAGES, LITERATURES, AND LINGUISTICS	G	O		
1616	AMERICAN SIGN LANGUAGE	G			
1900	WORK AND FAMILY STUDIES	V	N		
1904	FAMILY AND CONSUMER ECONOMICS AND RELATED STUDIES	V	L		
1905	FOODS, NUTRITION, AND RELATED SERVICES	N			
1907	HUMAN DEVELOPMENT, FAMILY STUDIES, AND RELATED SERVICES	F	V	N	
1909	APPAREL AND TEXTILES	S	U	E	
2203	LEGAL SUPPORT SERVICES	Q			
2301	ENGLISH LANGUAGE AND LITERATURE, GENERAL	G			
2313	RHETORIC AND COMPOSITION/WRITING STUDIES	G	E		
2314	LITERATURE	G			
2605	MICROBIOLOGICAL SCIENCES AND IMMUNOLOGY	T			
2610	PHARMACOLOGY AND TOXICOLOGY	T	M		
2612	BIOTECHNOLOGY	T	M		
2701	MATHEMATICS	T	B		
3001	BIOLOGICAL AND PHYSICAL SCIENCES	T			
3005	PEACE STUDIES AND CONFLICT RESOLUTION	O			
3011	GERONTOLOGY	M			
3012	HISTORIC PRESERVATION AND CONSERVATION	O	K		
3019	NUTRITION SCIENCES	N			
3022	CLASSICAL AND ANCIENT STUDIES	O			
3023	INTERCULTURAL/MULTICULTURAL AND DIVERSITY STUDIES	O			
3028	DISPUTE RESOLUTION	O			
3101	PARKS, RECREATION AND LEISURE STUDIES	7			

CIPCAT4	CIP4TITLE	SubjCd1	SubjCd2	SubjCd3	SubjCd4
3103	PARKS, RECREATION AND LEISURE FACILITIES MANAGEMENT	7			
3105	MICROBIOLOGICAL SCIENCES AND IMMUNOLOGY	N			
3201	PHARMACOLOGY AND TOXICOLOGY	A	B	2	
3301	BIOTECHNOLOGY	A	H		
3401	HEALTH-RELATED KNOWLEDGE AND SKILLS.	M	N		
3501	INTERPERSONAL & SOCIAL SKILLS	G	R		
3701	PERSONAL AWARENESS AND SELF-IMPROVEMENT	N			
3801	PHILOSOPHY	5			
3802	RELIGION/RELIGIOUS STUDIES	O			
4002	ASTRONOMY AND ASTROPHYSICS	T			
4101	BIOLOGY TECHNICIAN/BIOTECHNOLOGY LABORATORY TECH	T			
4228	CLINICAL, COUNSELING AND APPLIED PSYCHOLOGY	M	F		
4301	CRIMINAL JUSTICE AND CORRECTIONS	Q	6	I	N
4302	FIRE PROTECTION	N	U		
4303	HOMELAND SECURITY	U	I		
4399	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES, OTHER	N	U		
4402	COMMUNITY ORGANIZATION AND ADVOCACY	H	R		
4407	SOCIAL WORK	F	5		
4502	ANTHROPOLOGY	5			
4503	ARCHEOLOGY	5			
4504	CRIMINOLOGY	Q	5		
4506	ECONOMICS	L	5		
4507	GEOGRAPHY AND CARTOGRAPHY	5			
4510	POLITICAL SCIENCE AND GOVERNMENT	H			
4511	SOCIOLOGY	5			
4600	CONSTRUCTION TRADES, GENERAL	U	K		
4601	MASON/MASONRY	U			
4602	CARPENTERS	U			
4603	ELECTRICAL AND POWER TRANSMISSION INSTALLERS	U			
4604	BUILDING/CONSTRUCTION FINISHING, MANAGEMENT, AND INSPECTION	U			
4605	PLUMBING AND RELATED WATER SUPPLY SERVICES	U			

CIPCAT4	CIP4TITLE	SubjCd1	SubjCd2	SubjCd3	SubjCd4
4701	ELECTRICAL/ELECTRONICS MAINTENANCE AND REPAIR TECH	U	I		
4702	HEATING, AIR CONDITIONING, VENTILATION AND REFRIG	U			
4703	HEAVY/INDUSTRIAL EQUIPMENT MAINTENANCE TECH	U			
4706	VEHICLE MAINTENANCE AND REPAIR TECH	U			
4803	LEATHERWORKING AND UPHOLSTERY	U			
4805	PRECISION METAL WORKING	S	U		
4807	WOODWORKING	U			
4901	AIR TRANSPORTATION	6			
4902	GROUND TRANSPORTATION	6			
4903	MARINE TRANSPORTATION	6			
5004	DESIGN AND APPLIED ARTS	D	E		
5005	DRAMA/THEATRE ARTS AND STAGECRAFT	D			
5006	FILM/VIDEO AND PHOTOGRAPHIC ARTS	D			
5007	FINE AND STUDIO ART	D			
5009	MUSIC	D			
5100	HEALTH SERVICES/ALLIED HEALTH/HEALTH SCIENCES, GENERAL	M	N		
5106	DENTAL SUPPORT SERVICES AND ALLIED PROFESSIONS	M			
5107	HEALTH AND MEDICAL ADMINISTRATIVE SERVICES	M			
5108	ALLIED HEALTH AND MEDICAL ASSISTING SERVICES	M			
5109	ALLIED HEALTH DIAGNOSTIC, INTERVENTION, AND TREATMENT PROFESSIONS	M			
5110	CLINICAL/MEDICAL LABORATORY SCIENCE/RESEARCH AND ALLIED PROFESSIONS	M			
5111	HEALTH/MEDICAL PREPARATORY PROGRAMS	M			
5115	MENTAL AND SOCIAL HEALTH SERVICES AND ALLIED PROFESSIONS	M	V		
5118	OPHTHALMIC AND OPTOMETRIC SUPPORT SERVICES AND ALLIED PROFESSIONS	M			
5123	REHABILITATION AND THERAPEUTIC PROFESSIONS	M			
5126	HEALTH AIDES/ATTENDANTS/ORDERLIES	M			
5131	DIETETICS AND CLINICAL NUTRITION SERVICES	N	M		
5132	BIOETHICS/MEDICAL ETHICS	M			
5133	ALTERNATIVE AND COMPLEMENTARY MEDICINE AND MEDICAL SYSTEMS	M			

CIPCAT4	CIP4TITLE	SubjCd1	SubjCd2	SubjCd3	SubjCd4
5135	SOMATIC BODYWORK AND RELATED THERAPEUTIC SERVICES	M			
5136	MOVEMENT AND MIND-BODY THERAPIES AND EDUCATION	M			
5138	REGISTERED NURSING, NURSING ADMINISTRATION, NURSING RESEARCH AND CLINICAL NURSING	M			
5139	PRACTICAL NURSING, VOCATIONAL NURSING AND NURSING ASSISTANTS	M			
5201	BUSINESS/COMMERCE, GENERAL	E	R	L	
5202	BUSINESS ADMINISTRATION, MANAGEMENT AND OPERATIONS	R	E		
5203	ACCOUNTING AND RELATED SERVICES	C			
5205	BUSINESS/CORPORATE COMMUNICATIONS	E	R		
5207	ENTREPRENEURIAL AND SMALL BUSINESS OPERATIONS	E			
5208	FINANCE AND FINANCIAL MANAGEMENT SERVICES	L			
5209	HOSPITALITY ADMINISTRATION/MANAGEMENT	J	R		
5210	HUMAN RESOURCES MANAGEMENT AND SERVICES	8	R		
5214	MARKETING	X			
5215	REAL ESTATE	W			
5216	TAXATION	C			
5217	INSURANCE	C			
5218	GENERAL SALES, MERCHANDISING AND RELATED MARKETING OPERATIONS	X			
5220	CONSTRUCTION MANAGEMENT	R	U		
5301	HIGH SCHOOL/SECONDARY DIPLOMA PROGRAMS	A			
5401	HISTORY	O			
NOTES:	The following CIP codes generally align with the corresponding emerging subjects. The final decision, however, should be determined by the course description and objectives.				
	1505: Green & Energy Technologies				
	2612: Biotechnology				

Continuing Education Reference Chart for Minimum and Maximum State and Contact Hours

State Hrs (CC10)	Max State Hrs (CC10)	Min State Hrs (CC3)	Max Contact Hrs	Min Contact Hrs
120	120.00	90.00	100.00	75.00
119	119.00	89.25	99.17	74.38
118	118.00	88.50	98.33	73.75
117	117.00	87.75	97.50	73.13
116	116.00	87.00	96.67	72.50
115	115.00	86.25	95.83	71.88
114	114.00	85.50	95.00	71.25
113	113.00	84.75	94.17	70.63
112	112.00	84.00	93.33	70.00
111	111.00	83.25	92.50	69.38
110	110.00	82.50	91.67	68.75
109	109.00	81.75	90.83	68.13
108	108.00	81.00	90.00	67.50
107	107.00	80.25	89.17	66.88
106	106.00	79.50	88.33	66.25
105	105.00	78.75	87.50	65.63
104	104.00	78.00	86.67	65.00
103	103.00	77.25	85.83	64.38
102	102.00	76.50	85.00	63.75
101	101.00	75.75	84.17	63.13
100	100.00	75.00	83.33	62.50
99	99.00	74.25	82.50	61.88
98	98.00	73.50	81.67	61.25
97	97.00	72.75	80.83	60.63
96	96.00	72.00	80.00	60.00
95	95.00	71.25	79.17	59.38
94	94.00	70.50	78.33	58.75
93	93.00	69.75	77.50	58.13
92	92.00	69.00	76.67	57.50
91	91.00	68.25	75.83	56.88
90	90.00	67.50	75.00	56.25
89	89.00	66.75	74.17	55.63
88	88.00	66.00	73.33	55.00
87	87.00	65.25	72.50	54.38
86	86.00	64.50	71.67	53.75
85	85.00	63.75	70.83	53.13
84	84.00	63.00	70.00	52.50
83	83.00	62.25	69.17	51.88
82	82.00	61.50	68.33	51.25
81	81.00	60.75	67.50	50.63
80	80.00	60.00	66.67	50.00
79	79.00	59.25	65.83	49.38
78	78.00	58.50	65.00	48.75

State Hrs (CC10)	Max State Hrs (CC10)	Min State Hrs (CC3)	Max Contact Hrs	Min Contact Hrs
77	77.00	57.75	64.17	48.13
76	76.00	57.00	63.33	47.50
75	75.00	56.25	62.50	46.88
74	74.00	55.50	61.67	46.25
73	73.00	54.75	60.83	45.63
72	72.00	54.00	60.00	45.00
71	71.00	53.25	59.17	44.38
70	70.00	52.50	58.33	43.75
69	69.00	51.75	57.50	43.13
68	68.00	51.00	56.67	42.50
67	67.00	50.25	55.83	41.88
66	66.00	49.50	55.00	41.25
65	65.00	48.75	54.17	40.63
64	64.00	48.00	53.33	40.00
63	63.00	47.25	52.50	39.38
62	62.00	46.50	51.67	38.75
61	61.00	45.75	50.83	38.13
60	60.00	45.00	50.00	37.50
59	59.00	44.25	49.17	36.88
58	58.00	43.50	48.33	36.25
57	57.00	42.75	47.50	35.63
56	56.00	42.00	46.67	35.00
55	55.00	41.25	45.83	34.38
54	54.00	40.50	45.00	33.75
53	53.00	39.75	44.17	33.13
52	52.00	39.00	43.33	32.50
51	51.00	38.25	42.50	31.88
50	50.00	37.50	41.67	31.25
49	49.00	36.75	40.83	30.63
48	48.00	36.00	40.00	30.00
47	47.00	35.25	39.17	29.38
46	46.00	34.50	38.33	28.75
45	45.00	33.75	37.50	28.13
44	44.00	33.00	36.67	27.50
43	43.00	32.25	35.83	26.88
42	42.00	31.50	35.00	26.25
41	41.00	30.75	34.17	25.63
40	40.00	30.00	33.33	25.00
39	39.00	29.25	32.50	24.38
38	38.00	28.50	31.67	23.75
37	37.00	27.75	30.83	23.13
36	36.00	27.00	30.00	22.50
35	35.00	26.25	29.17	21.88
34	34.00	25.50	28.33	21.25
33	33.00	24.75	27.50	20.63
32	32.00	24.00	26.67	20.00

State Hrs (CC10)	Max State Hrs (CC10)	Min State Hrs (CC3)	Max Contact Hrs	Min Contact Hrs
31	31.00	23.25	25.83	19.38
30	30.00	22.50	25.00	18.75
29	29.00	21.75	24.17	18.13
28	28.00	21.00	23.33	17.50
27	27.00	20.25	22.50	16.88
26	26.00	19.50	21.67	16.25
25	25.00	18.75	20.83	15.63
24	24.00	18.00	20.00	15.00
23	23.00	17.25	19.17	14.38
22	22.00	16.50	18.33	13.75
21	21.00	15.75	17.50	13.13
20	20.00	15.00	16.67	12.50
19	19.00	14.25	15.83	11.88
18	18.00	13.50	15.00	11.25
17	17.00	12.75	14.17	10.63
16	16.00	12.00	13.33	10.00
15	15.00	11.25	12.50	9.38
14	14.00	10.50	11.67	8.75
13	13.00	9.75	10.83	8.13
12	12.00	9.00	10.00	7.50
11	11.00	8.25	9.17	6.88
10	10.00	7.50	8.33	6.25
9	9.00	6.75	7.50	5.63
8	8.00	6.00	6.67	5.00
7	7.00	5.25	5.83	4.38
6	6.00	4.50	5.00	3.75
5	5.00	3.75	4.17	3.13
Permission Only				
4	4.00	3.00	3.33	2.50
3	3.00	2.25	2.50	1.88
2	2.00	1.50	1.67	1.25
1	1.00	0.75	0.83	0.63

Continuing Education Course Minutes Conversion Table

Contact Minutes	Fraction of Hour (decimal)	Fraction of Hour (percent)
1	0.017	1.667%
2	0.033	3.333%
3	0.050	5.000%
4	0.067	6.667%
5	0.083	8.333%
6	0.100	10.000%
7	0.117	11.667%
8	0.133	13.333%
9	0.150	15.000%
10	0.167	16.667%
11	0.183	18.333%
12	0.200	20.000%
13	0.217	21.667%
14	0.233	23.333%
15	0.250	25.000%
16	0.267	26.667%
17	0.283	28.333%
18	0.300	30.000%
19	0.317	31.667%
20	0.333	33.333%
21	0.350	35.000%
22	0.367	36.667%
23	0.383	38.333%
24	0.400	40.000%
25	0.417	41.667%
26	0.433	43.333%
27	0.450	45.000%
28	0.467	46.667%
29	0.483	48.333%
30	0.500	50.000%
31	0.517	51.667%
32	0.533	53.333%
33	0.550	55.000%
34	0.567	56.667%
35	0.583	58.333%
36	0.600	60.000%
37	0.617	61.667%
38	0.633	63.333%
39	0.650	65.000%
40	0.667	66.667%
41	0.683	68.333%
42	0.700	70.000%
43	0.717	71.667%
44	0.733	73.333%

Contact Minutes	Fraction of Hour (decimal)	Fraction of Hour (percent)
45	0.750	75.000%
46	0.767	76.667%
47	0.783	78.333%
48	0.800	80.000%
49	0.817	81.667%
50	0.833	83.333%
51	0.850	85.000%
52	0.867	86.667%
53	0.883	88.333%
54	0.900	90.000%
55	0.917	91.667%
56	0.933	93.333%
57	0.950	95.000%
58	0.967	96.667%
59	0.983	98.333%
60	1.000	100.000%

Suggested Guidelines* for Scheduling Breaks

The following guidelines for scheduling breaks and lunch periods may be used when setting up a class.

- | | |
|---------------------------------------|-----------------|
| • Session less than three hours | no breaks |
| • 3 hour session (except lab classes) | 15 minute break |
| • 4 hour session | 15 minute break |
| • 5 hour session | 20 minute break |
| • 6 hour session | 30 minute break |
| • 7 hour session | 30 minute break |
| • Lunch breaks | 30 minutes |

An exception is made for a 3-hour lab session because the lab teaching environment differs from that of a traditional lecture class. In a lab, students typically are allowed work on assigned projects at their own pace. In an Excel class, for example, the instructor may lecture for a period of time, and then ask the students to complete a computer-based exercise. Some students may complete the exercise quickly; others may take longer.

** Guidelines may vary from college to college.*

Scheduling Example 1:

A one-day lecture class meets from 9AM to 4PM. Two 15 minutes breaks are scheduled – one in the morning and one in the afternoon. The lunch break is 30 minutes.

Contact Hours = 6 (7 hours minus the two 15-minute breaks and a 30-minute lunch)

State Hours = 7.2 (6 contact hours x 1.2)

Scheduling Example 2:

A one-day lab class meets from 9AM to 4PM. The morning lecture session runs from 9 to 12:30 with a 15 minute break, lunch is 30 minutes, the afternoon lab session runs from 1 to 4 with no break.

Contact Hours = 6.25 (7 hours minus one 15-minute break and a 30-minute lunch)

State Hours = 7.5 (6.25 contact hours x 1.2)

Continuing Education Accountability Indicators

Maryland Community College Performance Accountability Indicators <u>Continuing Education Indicators with MCCACET Working Clarifications</u> (Full MHEC Document Available in Campus Institutional Research Offices)			
No.	Indicator	MHEC Definition	Continuing Education Clarification
Student Characteristics (Not Benchmarked) These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.			
C.	Total unduplicated headcount enrollments in English for Speakers of Other Languages (ESOL) courses	Total combined unduplicated headcount enrollment (credit and noncredit) in ESOL courses during the fiscal year.	Includes total number of unduplicated headcount in noncredit courses (both grant and fee-based) specifically designed for ESOL students. Each college will determine methodology for collecting data. IR departments will be responsible for combining noncredit information with credit to determine total unduplicated headcount.
Access and Affordability			
1.	Annual unduplicated headcount: a. Total b. Credit students c. Noncredit students	Unduplicated fiscal year headcounts, including out-of-service area and out-of-state students. Total (a) is the unduplicated number derived from (b) and (c)	c. Includes total number of individual noncredit students (not enrollments), including in-county, out-of-county, out-of-state, all ages, in all noncredit courses (fundable and non-fundable) in a fiscal year. Includes staff, dependents, and ineligible students. IR departments are responsible for determining "a" total.
5.	Enrollment in online courses: a. Credit b. Noncredit	Total fiscal year enrollments in credit and noncredit online courses (those in which 50 percent or more of the course content is delivered online).	Institutional research departments report online credit and non-credit enrollments annually (including in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year). That report will be the source of the data for this indicator. An 'Online' course is defined as 50% or more of the course content is delivered electronically via internet based resources.

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
(Full MHEC Document Available in Campus Institutional Research Offices)

No.	Indicator	MHEC Definition	Continuing Education Clarification
Economic Growth and Vitality, Workforce Development			
24.	<p>Enrollment in noncredit workforce development courses:</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p>	<p>Unduplicated annual headcount and fiscal year total course enrollments in noncredit courses with workforce intent (open enrollment and contract courses).</p>	<p>a. Includes total of individual students/unduplicated headcount (not enrollments) who have enrolled in noncredit courses, either open enrollment or contract, with MHEC course intents of A. Workforce Development/Job Preparatory, B. Workforce Development/Licensure or Certification, or C. Workforce Development/Job Skill Enhancement during a fiscal year.</p> <p>b. Includes all enrollments/duplicated headcount (not total of individual students) who have enrolled in noncredit courses, either open enrollment or contract, with MHEC course intents of A. Workforce Development/Job Preparatory, B. Workforce Development/Licensure or Certification, or C. Workforce Development/Job Skill Enhancement during a fiscal year.</p> <p>Unduplicated headcount (a), and Enrollments (b) include in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year.</p> <p>In addition to the intent codes listed above, Colleges may also select courses with other course intents as long as they are workforce or workplace related (i.e., a basic skills contract course for an employer). For some colleges, there is an additional option to use their existing data base which already has a system to identify workforce development courses. Institutional Research departments will be responsible for calculating the unduplicated headcount.</p>

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
(Full MHEC Document Available in Campus Institutional Research Offices)

No.	Indicator	MHEC Definition	Continuing Education Clarification
25.	<p>Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure:</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p>	<p>Unduplicated annual headcount and fiscal year total course enrollments in noncredit courses with CPE intent, reported for fiscal year.</p>	<p>This information is from the MCCACET Licensure and Certification Affinity Group's annual report and includes data from the previous fiscal year.</p> <p>a. Includes the total number of individual students/unduplicated head count (not enrollments) who have taken noncredit courses, either open enrollment or contract, with the MHEC course intent of B. Workforce Development/Licensure or Certification and other courses which are non-fundable but which fit the licensure and certification intent during a fiscal year.</p> <p>b. Includes the total number of enrollments/duplicated headcount (not individual students) who have taken noncredit courses, either open enrollment or contract, with the MHEC course intent of B. Workforce Development/Licensure or Certification and other courses which fit the licensure and certification intent during a fiscal year.</p> <p>Unduplicated headcount (a), and Enrollments (b) include in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year.</p> <p>Institutional Research departments will be responsible for calculating the unduplicated headcount.</p>

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
(Full MHEC Document Available in Campus Institutional Research Offices)

No.	Indicator	MHEC Definition	Continuing Education Clarification
26.	Number of business organizations provided training and services under contract	Unduplicated number of business and organizational units provided workforce and/or workplace related training and services under a contractual agreement, reported by fiscal year.	<p>Unduplicated number of professional organizations, businesses, organizational units (a division of a business which has a separate address or location, billing address, or training budget), government agencies (different departments of a government agency which have a separate address or location, billing address, or training budget would be counted separately) provided training or related business services (i.e., needs assessments, focus groups, meeting planning, tutoring, translation, manual production, writing—does not include college facilities rental or use) under a contractual agreement (signed agreement specifying duties and responsibilities of each party and terms of contract) reported by fiscal year. Training and services are provided to employees and clients of this business or organization and must be workforce and/ or workplace related activities.</p> <p>This list of clients will be used to complete Indicator #28-survey</p>
27.	<p>Enrollment in contract training courses:</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p>	Unduplicated annual headcount and fiscal year total course enrollments in workforce and/or workplace related contract training courses.	<p>a. Total number of individual students/unduplicated headcount (not total enrollments) who have been enrolled in a contract course, delivered either as credit or noncredit, specifically arranged for those students' employers in a fiscal year. Requires a contractual agreement (signed agreement specifying duties and responsibilities of each party and terms of contract). These students must be in workforce and/or workplace related courses.</p> <p>b. Total number of enrollments/duplicated headcount (not total number of individual students) who have been enrolled in a contract course, delivered either as credit or noncredit,</p>

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
(Full MHEC Document Available in Campus Institutional Research Offices)

No.	Indicator	MHEC Definition	Continuing Education Clarification
			<p>specifically arranged for businesses or organizations in a fiscal year. Requires a contractual agreement (signed agreement specifying duties and responsibilities of each party and terms of contract). These enrollments must be in workforce and/or workplace related courses.</p> <p>Unduplicated headcount (a), and Enrollments (b) include in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year.</p> <p>Institutional Research departments will be responsible for calculating the unduplicated headcount.</p>
28.	Employer satisfaction with contract training	Percentage of business and organizational units contracting for training and services who were very satisfied or satisfied.	<p>Includes results from annual survey of employers (unduplicated number of professional organizations, businesses, organizational units (a division of a business which has a separate address or location, billing address, or training budget), government agencies (different departments of a government agency which have a separate address or location, billing address, or training budget would be counted separately). Employers surveyed will be those identified in Indicator #26. Training/services must be workforce and or workplace related. (Survey questions attached)</p> <p>NOTE: Survey administration for businesses/organizations served during FY07 will remain the same and will be conducted in September, 2007, using the current process. However, beginning in FY 2008, each CE Division will work with its IR department to determine when and how the survey will be administered on each campus for business/organizations served in FY 2008 and in subsequent</p>

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
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No.	Indicator	MHEC Definition	Continuing Education Clarification
			<p>fiscal years. Colleges may chose to survey business clients (as defined above) more than once each year and may choose the methodology (electronic, phone, mail, FAX) that is most appropriate for the College. The data will be aggregated in a yearly report to MHEC. Once the process is determined, it will be important to maintain consistent timing and survey methodology from year to year.</p> <p>Report survey results to IR dept. Only response to Question A ("Within the past year, how satisfied have you been with College's contract training?") will be included in the final report to MHEC.</p>
Community Outreach and Impact			
29.	<p>Enrollment in noncredit community service and lifelong learning courses:</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p>	<p>Unduplicated annual headcount and fiscal year total course enrollments in noncredit courses with general education intent.</p>	<p>a. Includes total number of individual students/unduplicated headcount (not total enrollments) who have enrolled in courses with a course intent of "E General" on the CC10 during a fiscal year. Also includes enrollments in courses not reported on the CC3 (formerly reported on the CC12).</p> <p>b. Includes total number of enrollments/duplicated headcount (not individual students) who have enrolled in courses with a course intent of "E General" on the CC10 during a fiscal year. Also includes enrollments in courses not reported on the CC3 (formerly reported on the CC12). Unduplicated headcount (a), and Enrollments (b) include in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year.</p> <p>Institutional Research departments will be responsible for</p>

Maryland Community College Performance Accountability Indicators
Continuing Education Indicators with MCCACET Working Clarifications
(Full MHEC Document Available in Campus Institutional Research Offices)

No.	Indicator	MHEC Definition	Continuing Education Clarification
			calculating the unduplicated headcount.
30.	<p>Enrollment in noncredit basic skills and literacy courses:</p> <p>a. Unduplicated annual headcount</p> <p>b. Annual course enrollments</p>	<p>Unduplicated annual headcount and fiscal year total course enrollments in noncredit courses with basic skills intent (e.g., ABE, GED, ESOL high school completion prep, college entrance prep courses).</p>	<p>a. Includes total number of individual students/unduplicated headcount (not total enrollments) who have enrolled in courses with D. Basic Skills in the course intent on the CC10 and includes students enrolled in English as a Second Language Courses.</p> <p>b. Includes total number of enrollments/duplicated headcount (not individual students) who have enrolled in courses with D. Basic Skills in the course intent on the CC10 and includes students enrolled in English as a Second Language Courses.</p> <p>Unduplicated headcount (a), and Enrollments (b) include in-county, out-of-county, out-of-state, all ages, in all noncredit courses, fundable and non-fundable in a fiscal year.</p> <p>Institutional Research departments will be responsible for calculating the unduplicated headcount.</p>

FINAL REPORTING DATES:

- Due to MHEC – July 1
- Final Report requires Board of Trustees approval
- Check previous fiscal year final report or IR Office for specific date parameters for reporting data – varies by indicator

REVISED: October, 2006; June, 2007 (re-numbering per May07 MHEC doc; correction to #29; and changes to FY08 CE methodology for #28.
CE Definitions prepared by MCCACET Performance Accountability Work team. Contact: KMerkle@carrollcc.edu

REVISION HISTORY

CONTINUING EDUCATION MANUAL FOR COMMUNITY COLLEGES

1. 2009-1: Substantial revision performed by Manual Update Committee comprised of Dr. Faith A. Harland-White (AACC), Ms. Dyanne Lyon (PGCC), Mr. Matthew Lang (CCBC), Dr. William Borges (Retired, AACC), Mr. Dean Kendall (MHEC).
2. 2011-1: Update of college personnel; Clarification of MHEC CC-10 review and approval intent and extent; clarification revisions to Partnership Best Practices and Clarification; CC-10 form and instructions revisions to match revised Partnership information; CC-10 form update for FY2011.
3. 2012-1: Removed Presidents listing; Clarified submission of changes or deletions to approved CC-10s; added Partnership Chart; updated CIP codes based on 2010 CIP changes;

MHEC COMMUNITY COLLEGE MANUAL REVISION FORM

Assigned Revision Number: 2012-1

Effective Date of Revision: September 1, 2011

State Purpose of Revision:

1. Removal of college presidents and CCEOs; replace with endorsement.
2. Clarification of MHEC CC-10 approval intent and extent.
3. Clarification of MHEC CC-10 Partnership question #6.
4. Update CC-10 form to reflect FY2012.
5. Clarification to Partnership Best Practices and Clarifications.
6. Define "state hours" (had been blank)
7. Field position alignment.
8. Update CIP Codes to align with CIP 2010.

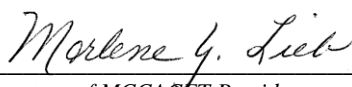
Identify MHEC Manual Section(s) Impacted by this Revision:

1. Presidents and CCEO lists
2. Chapter III
3. Chapter IV and Appendix 7
4. Chapter IV
5. Appendix 5 and Clarification addendum
6. Appendix 8
7. Appendix 7
8. Appendix 10

Identify Revision:

1. Pages 3 & 4
2. Final paragraph added to page 17.
3. Page 30, item #17 to reflect Partnership Best Practices and Clarification revisions; Page 81
4. Page 20, MHEC CC-10 form.
5. Pages 73-77
6. Page 83
7. Alignment of pages 29-31 with 81-82
8. Pages 91-95


Signature of MHEC Representative 9/1/2011 Date

 9/12/11
Signature of MCCACET President Date

MHEC COMMUNITY COLLEGE MANUAL REVISION FORM

Assigned Revision Number: 2011-1

Effective Date of Revision: April 1, 2011

State Purpose of Revision:

1. Update FY2010 continuing education data
2. Clarified submission of changes or deletions to approved CC-10s.
3. Added Partnership Chart

Identify MHEC Manual Section(s) Impacted by this Revision:

1. Chapter I, Introduction
2. Chapter IV, Resubmission
3. Appendix 5

Identify Revision:

1. Pages 5-6
2. Page 31
3. Page 80



Signature of MHEC Representative Date

Signature of MCCACET President Date