

ernor and the General Assembly about any name or governance change requested for a public institution of higher education.

In order to obtain maximum benefit from available educational resources, the Board encourages the development of cooperative programs among the State's public institutions. Policies for the transfer of students and the reciprocal acceptance of credits are also developed. In cooperation with the Southern Regional Education Board and with individual states, the Board pursues interstate approaches to meeting educational needs.

The Board engages in efforts aimed at improving cooperation between the Federal government and policy-makers at the State and institutional levels. It also serves as the administrative agency in the State for programs under Title I of the Higher Education Act of 1965. Title I provides higher education institutions in the State with opportunities for discretionary funding in the areas of community service and continuing education.

ACCREDITATION

The State Board is responsible for the accreditation of all public and private institutions of postsecondary education operating in the State. Accreditation is awarded based on an institution's ability to meet standards developed by the Board. These standards prescribe the minimum requirements for the issuance of certificates, diplomas, and degrees. The Board must review and approve educational programs that enroll veterans and war orphans in order for these students to become eligible for Federal financial benefits under Title 38 of the U.S. Code. The Board also engages in a variety of other activities aimed at enhancing the quality of postsecondary education in Maryland.

EQUAL EDUCATIONAL OPPORTUNITY

The State Board for Higher Education is responsible for coordinating and monitoring the implementation of the *Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institu-*

tions in the State. As part of its efforts to carry out this broad responsibility, the Board collects, compiles, analyzes and disseminates data related to desegregation in the State. The results of these efforts are published each year in the form of an *Annual Desegregation Status Report*, which consists primarily of data collected by institutions and segment boards, and a *Midyear Desegregation Status Report*, which provides a narrative evaluation of desegregation activities throughout the State.

Through the use of Desegregation Impact Statements, the Board reviews all new degree programs and facilities for their potential effect on the State's desegregation efforts. The Board also conducts special studies on specific areas of concern, such as the retention and progression of students by race and the impact of academic program offerings on the racial composition of student enrollments.

The Board administers a variety of programs designed to enhance desegregation efforts. These include: the Other Race Grants Program for Graduate and Professional School Students, the Minority/Other Race Internship Program, the Central Placement Bureau, and the Faculty and Administrator Exchange Program. In cooperation with the Maryland State Department of Education, the Board also operates a program designed to improve guidance information for high school students. The Board attempts to increase minority and other race enrollment in graduate and professional schools by collecting and disseminating information about strategies useful in recruiting these students. All of the Board's desegregation activities are carried out in consultation and cooperation with the State's postsecondary education institutions and agencies.

SPECIAL PROGRAMS AND COMMUNITY SERVICE

The Board maintains public awareness of activities in postsecondary education through the publication of a newsletter entitled the *Record*; through news releases to newspapers and to radio and television