

Policies

Credit-by-Exam and Other Non-traditional Learning

Following is a list of the types of examinations and other non-traditional learning experiences that Frostburg State University will accept for credit towards a degree. Students will receive elective or required credit depending on the content of the test or other experience evaluated. As of May 2011, the programs listed here are the only forms of non-traditional credit accepted. Participants should consult the Admissions Office (301.687.4201) or the Associate Provost (301.687.4212) for the most up-to-date information.

Source	Score or Transcript Required
Advanced Placement Program (CEEB)	3 or higher
CLEP	Minimum score varies by subject area with no score lower than 50 accepted
International Baccalaureate	4 or higher on each standard/subsidiary or higher level exam
College Courses at High School	If credit is recorded on a college transcript
Departmental Exams from Other Colleges	If credit is recorded on a college transcript
Military Credit	If equivalent to courses in FSU's curriculum
Portfolio Credit from Other Colleges	If credit is recorded on a college transcript
FSU Special Departmental Exams	See following list of tests currently available

Credit-By-Exam Policies

In addition to earning credit at FSU or transferring course credit from other accredited institutions, you may acquire up to 30 credits through examination. The examinations accepted include: Advanced Placement Examinations; College Level Examination Program (CLEP); International Baccalaureate exams; and special departmental examinations.

Recording of Credits

The grade AP, CL, IB, or CE (depending on the test) will appear on your transcript to indicate that the credits were earned by examination. Credit may be earned within your major as well as in general college and elective courses. Credit by exam will not be used in computing your cumulative grade point average.

General Limitations

1. To earn credit by examination, you must be currently enrolled at Frostburg State University as a full-time or part-time student.
2. An examination cannot be used to remove a failure in a course completed at Frostburg or elsewhere.
3. An examination cannot be used to remove a low grade earned in a course completed at Frostburg or elsewhere.
4. An examination may not be repeated or

retaken in order to earn a higher score.

5. Students currently registered for an equivalent course are ineligible to receive credit-by-examination. If you believe you may qualify for credit-by-exam, you should take the examination prior to enrollment in the course. You cannot receive credit-by-exam and credit through course completion for the same course.
6. If you achieve a satisfactory score, academic credit will be recorded on your permanent record when you pay the credit charge.

Advanced Placement Examinations

Advanced Placement Examinations are available through the College Entrance Examination Board of the Educational Testing Service, Princeton, New Jersey 08540; www.collegeboard.org/ap.

You may receive credit by examination for grades of 3, 4 or 5 on the College Board Advanced Placement Examinations.

Procedures

1. Make arrangements to take the Advanced Placement Examination at the appropriate time. Pay the examination fee to the appropriate agency.
2. Your official score must be sent directly

by the testing agency to the Associate Provost. After you enroll at the University, you must request that your score be evaluated, and, if the score is high enough for credit to be given, reported to the Registrar's Office.

3. The credit will be recorded on your transcript without charge.

College Level Examination Program (CLEP)

CLEP is administered by the College Entrance Examination Board also. See the address in the Advanced Placement section, or consult <http://www.collegeboard.org/clep>.

The examinations consist of college-level general and subject examinations designed to measure knowledge acquired through means other than college course work.

The examinations stress understanding, the ability to perceive relationships, and a grasp of basic principles and concepts. General examinations are designed to measure general learning, often referred to as general education. Subject examinations are designed to measure achievement in the area of a specific course or subject.

Procedures

Procedures are identical with those noted above for the Advanced Placement Examinations.

International Baccalaureate Programme

The International Baccalaureate Programme (IB) is a rigorous two-year curriculum offered in select secondary schools throughout the world. In order to receive college credit for IB, you must sit for the examination in each subject of study and ask IB to send an official transcript to FSU's Associate Provost.

Contact International Baccalaureate North America: toll free 1.866.826.4262; Fax 604.733.8970; www.ibo.org.

Special Departmental Examinations

After paying a \$25 testing fee for each departmental exam, you may take a special examination in place of any course for which credit by examination has been established.

CREDIT-BY-EXAM AND OTHER NON-TRADITIONAL LEARNING

If you pass the examination, the course will be waived, and you may receive credit for it by paying an additional processing fee. The department determines passing standards, as well as eligibility standards, if applicable. Students currently or formerly enrolled in a course are ineligible to take a special departmental exam to exempt from the same course.

Procedures

1. Request permission from the Department Chair to be evaluated for credit in a particular course.
2. Pay a \$25 administrative testing fee at the University & Student Billing Office.
3. The Department Chair assigns an appropriate faculty member to evaluate you. In some cases, the department offers the exam on a regularly scheduled basis. See the list that follows.
4. The faculty member evaluates your work according to quantitative and qualitative standards previously established by the department — for example, by an oral or written examination or by performance.
5. If the faculty member's evaluation reveals that your achievement is equal or superior to that of a student passing the course in a traditional way, the department will report the grade of CE to the Registrar's Office on the form for granting course approval to students.
6. Pay a processing fee of \$10 per credit hour to get the credit recorded on your transcript.
7. You may take such exams only once.

Advanced Placement Tests (AP)

Following is the list of Advanced Placement Tests evaluated. Tests without course equivalency/credit listed may be accepted, but are not yet evaluated. Minimum score required is 3, unless otherwise noted.

Title of Exam	FSU Course Equivalent(s)	Credit Hrs.	Title of Exam	FSU Course Equivalent(s)	Credit Hrs.
Art History	Score of 3 or 4: ART 100 Art Appreciation	3	English Literature & Composition	Score of 3: ENGL 101 Freshman Composition	3
	Score of 5: ART 111 Honors: Art Appreciation	3		Score of 4: ENGL 101 Freshman Composition	3
Biology	BIOL 149 General Biology I	4		ENGL 150 Introduction to Literature	3
	BIOL 150 General Biology II	4		Score of 5: ENGL 111 Honors: Freshman Composition	3
Calculus AB	Score of 3: MATH 120 Pre-Calculus Mathematics	3		ENGL 150 Introduction to Literature	3
	Score of 4 or 5: MATH 236 Calculus I	4		Environmental Science	IDIS 160 Science, Technology and Society
Calculus BC	Score of 3: MATH 236 Calculus I	4	European History	HIST 195 History Elective	3
	Score of 4 or 5: MATH 236 Calculus I	4	French Language	FREN 101 Basic Elements of French I	3
Cambridge Capstone Seminar	Score of 3: IDIS 150	3		FREN 102 Basic Elements of French II	3
			French Literature	FREN 195 French Elective	3
Cambridge Capstone Research Project	Score of 3: IDIS 195	3	German Language	MDFL 195 Foreign Language Elective	6
			Govt. & Politics: Comparative	POSC 131 Introduction to Comparative Politics	3
Chemistry	Score of 3 or 4: CHEM 201 General Chemistry I	4	Govt. & Politics: U.S.	POSC 110 Introduction to American Politics	3
	Score of 5: CHEM 201 General Chemistry I	4	Human Geography	GEOG 104 Human Geography	3
	CHEM 202 General Chemistry II	4	Internat'l. English Language/APIEL	<i>Not accepted</i>	
Computer Science A	Score of 3 or 4: COSC 195 Computer Science Elective	3	Latin Literature	Evaluated at student request	
	Score of 5: COSC 240 Computer Science I	4	Latin: Vergil	Evaluated at student request	
Computer Science AB	Score of 3 or 4: COSC 240 Computer Science I	4	Music Theory	Score of 3 minimum: MUSC 102 Theory I	3
	Score of 5: COSC 240 Computer Science I	4	Aural Subscore	Score of 3 minimum: MUSC 104 Aural Skills I	1
	COSC 241 Computer Science II	4	Physics B	Score of 3: PHYS 215 General Physics I	4
Economics: Macro	ECON 201 Principles of Economics (Macro)	3		Score of 4 or 5: PHYS 215 General Physics I	4
Economics: Micro	ECON 202 Principles of Economics (Micro)	3		PHYS 216 General Physics II	4
English Language & Composition	Score of 3 or 4: ENGL 101 Freshman Composition		Physics C: Electricity & Magnetism	PHYS 262 Principles of Physics II: Electricity and Magnetism	4
	Score of 5: ENGL 111 Honors: Freshman Composition	3	Physics C: Mechanics	PHYS 261 Principles of Physics I: Mechanics	4
			Psychology	PSYC 150 General Psychology	3
			Spanish Language	SPAN 101 Basic Elements of Spanish I	3
				SPAN 102 Basic Elements of Spanish II	3
			Spanish Literature	SPAN 195 Spanish Elective	3

CREDIT-BY-EXAM AND OTHER NON-TRADITIONAL LEARNING

Title of Exam	FSU Course Equivalent(s)	Credit Hrs.
Statistics	MATH 209 Elements of Appl. Prob. & Statistics	3
Studio Art: Drawing	ART 212 Drawing	3
Studio Art: 2D Design	ART 104 Two-Dimensional Design	3

Title of Exam	FSU Course Equivalent(s)	Credit Hrs.
Studio Art: 3D Design	ART 105 Three-Dimensional Design	3
U.S. History	HIST 103 History of the United States HIST 104 History of the United States	3 3
World History	HIST 114 World History	3

International Baccalaureate Exams (IB)

Following is the list of International Baccalaureate Exams currently evaluated. Exams without course equivalency/credit listed may be accepted, but are not yet evaluated. Minimum score required is 4 on the Standard or Higher Level exam unless otherwise noted.

Title of Exam	FSU Course Equivalent(s)	Credit Hrs. Awarded
Language A1	<i>Score of 4 or 5 (Standard):</i> ENGL 101 Freshman Composition	3
	<i>Score of 6 or 7 (Standard):</i> ENGL 101 Freshman Composition	3
	ENGL 150 Introduction to Literature	3
	<i>Score of 4 (Higher Level):</i> ENGL 101 Freshman Composition	3
	<i>Score of 5, 6 or 7 (Higher Level):</i> ENGL 101 Freshman Composition	3
	ENGL 150 Introduction to Literature	3
Language A2	<i>Syllabus review required. Contact Foreign Language Department.</i>	
Language B (French)	<i>Score of 4 (Standard):</i> FREN 101 Basic Elements of French I	3
	<i>Score of 5, 6 or 7 (Standard):</i> FREN 101 and 102 Basic Elements of French I and II	6
(Spanish)	<i>Score of 4 (Standard):</i> SPAN 101 Basic Elements of Spanish I	3
	<i>Score of 5, 6 or 7 (Standard):</i> SPAN 101 and 102 Basic Elements of Spanish I and II	6
	<i>Score of 4 or higher (Higher Level):</i> SPAN 101 and 102 Basic Elements of Spanish I and II	6
Language B (Other languages)	<i>Syllabus review required. Contact Foreign Language Department.</i>	
Language ab initio	<i>Syllabus review required. Contact Foreign Language Department.</i>	
Business & Management	BUAD 100 Introduction to Business	3
Economics	ECON 200 Basic Economics	3
Geography	GEOG 195 Geography Elective	3
History	HIST 100 The Contemporary World in Historical Perspective	3
Special Topics in History	<i>Syllabus review required. Contact History Department.</i>	3
Info. Tech. in a Global Society	COSC 100 Introduction to Computer Science	3
Philosophy	<i>Score of 4 or higher (Standard):</i> PHIL 101 Introduction to Philosophy	3
	<i>Score of 4 or higher (Higher Level):</i> PHIL 101 Introduction to Philosophy	3
	PHIL 195 Philosophy Elective	3
Psychology	PSYC 150 General Psychology	3
Social & Cultural Anthropology	<i>Contact Sociology Department for review</i>	
Biology	BIOL 149 General Biology I	4
Chemistry	<i>Score of 4 or 5:</i> CHEM 201 General Chemistry I	4
	<i>Score of 6 or 7:</i> CHEM 201 General Chemistry I	4
	CHEM 202 General Chemistry II	4
		4

Title of Exam	FSU Course Equivalent(s)	Credit Hrs. Awarded
Design Technology	PHYS 195 Physics Elective	3
Environmental Systems	IDIS 160 Science, Technology and Society	3
Physics	<i>Score of 4 or 5 (Higher Level):</i> PHYS 215 General Physics I	4
	<i>Score of 6 or 7 (Higher Level):</i> PHYS 215 General Physics I	4
	PHYS 216 General Physics II	4
Further Mathematics	<i>Score of 4 (Standard):</i> MATH 236 Calculus I	4
	<i>Score of 5, 6 or 7:</i> MATH 236 Calculus I and at least one additional course from MATH 237 or MATH 380.	4
	<i>(Syllabus review required. Contact Math Dept.)</i>	3-4
Mathematics Higher Level	<i>Score of 4:</i> MATH 120 Pre-Calculus Mathematics	3
	<i>Score of 5, 6, or 7:</i> MATH 120 Pre-Calculus Mathematics and at least one additional course from among MATH 236, MATH 237 or MATH 380.	3
	<i>(Syllabus review required. Contact Math Department.)</i>	3-4
Mathematical Methods	<i>Score of 4 (Standard):</i> MATH 102 College Algebra	3
	<i>Score of 5, 6 or 7 (Standard):</i> MATH 120 Pre-Calculus Mathematics	3
	<i>Score of 4 (Higher Level):</i> MATH 120 Pre-Calculus Mathematics	3
	<i>Score of 5, 6 or 7 (Higher Level):</i> MATH 236 Calculus I	4
Mathematical Studies	<i>Score of 4 (Standard):</i> MATH 104 Intro to Math. Problem-Solving	3
	<i>Score of 5, 6 or 7: (Standard):</i> MATH 104 Intro to Math. Problem-Solving and possibly one additional course from among MATH 102, MATH 120 or MATH 209	3
	<i>(Syllabus review required. Contact Math Dept.)</i>	
Computer Science	<i>Contact Computer Science department for review.</i>	
Visual Arts	Course equivalency determined based on portfolio review. Contact Department of Visual Arts.	3
Music	MUSC 195 Music Elective	3
Theatre Arts	THEA 195 Theatre Elective	3

CREDIT-BY-EXAM AND OTHER NON-TRADITIONAL LEARNING

College Level Examination Program (CLEP)

Following is the list of College Level Examination Program exams evaluated as of 2009. Exams without course equivalency/credit listed may be accepted, but are not yet evaluated. Minimum score required is 50, unless otherwise noted.

Title of Exam	FSU Course Equivalent(s)	Credit Hrs. Awarded
GENERAL		
College Composition	ENGL 101 Freshman Composition	3
Humanities	HUMA 195 Humanities Elective	6
Mathematics	MATH 195 Mathematics Elective	6
Natural Sciences	SCIE 195 Natural Science Elective	6
Social Sciences & History	SOSC 195 Social Science Elective	6

SUBJECT

Composition and Literature

American Literature	ENGL 261 American Lit.: Colonial to Present	3
Analyzing & Interpreting Literature	ENGL 150 Introduction to Literature	3
English Literature	ENGL 260 British Literature: Beowulf to Present	3
College Composition Modular	ENGL 101 Freshman Composition	3

Foreign Languages

College-level French	<i>Level I: Score of 50 minimum:</i> FREN 101 Basic Elements of French I	3
	FREN 102 Basic Elements of French II	3
	<i>Level II: Score of 59 minimum:</i> FREN 101 Basic Elements of French I	3
	FREN 102 Basic Elements of French II	3
	FREN 211 French Grammar, Composition, and Conversation I	3
	FREN 212 French Grammar, Composition, and Conversation II	3
College-level German	Evaluated at student request	
College-level Spanish	<i>Level I: Score of 50 minimum:</i> SPAN 101 Basic Elements of Spanish I	3
	SPAN 102 Basic Elements of Spanish II	3
	<i>LEVEL II: Score of 63 minimum:</i> SPAN 101 Basic Elements of Spanish I	3
	SPAN 102 Basic Elements of Spanish II	3
	SPAN 211 Spanish Grammar, Composition, and Conversation I	3
	SPAN 212 Spanish Grammar, Composition, and Conversation II	3

Title of Exam	FSU Course Equivalent(s)	Credit Hrs. Awarded
Social Sciences and History		
American Government	POSC 110 Introduction to American Politics	3
History of the U.S. I: Early Colonizations to 1877	HIST 103 History of the U.S. (to 1876)	3
History of the U.S. II: 1865 to the Present	HIST 104 History of the U. S. (1876 to present)	3
Human Growth & Development	<i>Score of 55 minimum required:</i> PSYC 210 Child Development	3
Intro to Educational Psychology	<i>Evaluated at student request</i>	
Introductory Psychology	PSYC 150 General Psychology	3
Introductory Sociology	SOCI 100 intro to Sociology	3
Principles of Macroeconomics	ECON 201 Principles of Economics (Macro)	3
Principles of Microeconomics	ECON 202 Principles of Economics (Micro)	3
Western Civilization I: Ancient Near East to 1648	HIST 195 History Elective	3
Western Civilization II: 1648 to the Present	HIST 195 History Elective	3

Science and Mathematics

Calculus w/Elementary Functions	MATH 236 Calculus I	4
College Algebra	MATH 102 College Algebra	3
College Algebra-Trigonometry	MATH 120 Pre-Calculus Mathematics	3
College Mathematics	MATH 195 Mathematics Elective	3
General Biology	BIOL 149 General Biology I	4
	BIOL 150 General Biology II	4
General Chemistry	CHEM 201 General Chemistry I	4
Trigonometry	MATH 103 Trigonometry	3

Business

<i>Information Systems & Computer Applications: Evaluated at student request</i>		
Introductory Business Law	BLAW 291 Legal Environment of Business	3
Principles of Accounting	ACCT 211 Financial Accounting	3
Principles of Management	MGMT 351 Management of Organizations	3
Principles of Marketing	MKTG 361 Principles of Marketing	3

Special Departmental Exams

Below are listed special departmental examinations currently offered on campus. Students who believe they qualify for credit by exam must take the examination prior to signing up for the course. See the current Undergraduate Registration Guide for specific test dates or contact the department offering the exam for specific information.

Course	Credit Earned	ENGL 308	Soc. Science Adv. Comp	3	MUSC 101	Music Fundamentals	2
ACCT 211 Financial Accounting	3	ENGL 310	General Adv. Comp.	3	MUSC 102	Theory I	3
ACCT 212 Managerial Accounting	3	GEOG 103	Physical Geography	4	PHSC 203	Physical Science	4
ACCT 311 Intermediate Accounting I	3	GEOG 104	Human Geography	3	PSYC 150	General Psychology	3
ART 104 Two-Dimensional Design	3	GEOG 207	Physical Geology and Geomorphology	4	PSYC 317	Abnormal Psychology	3
ART 105 Three-Dimensional Design	3	GEOG 208	Earth System History	4	PSYC 386	Drugs and Human Behavior	3
ART 212 Drawing	3	GEOG 275	Fundamentals of Geographic Data Handling	3	PSYC 387	Addictions Treatment Delivery	3
BIOL 109 Human Biology & the Environment	4	HEED 100	Personal Wellness	2	PSYC 388	Treatment Issues and Theory in Addictions	3
BIOL 149 General Biology I	4	MATH 103	Trigonometry	3	PSYC 389	Ethics for the Addiction Counselor	1
BIOL 150 General Biology II	4	MATH 104	Intro. to Math Problem-Solving	3	PSYC 430	Health Psychology	3
BMIS 320 Advanced Computer Applications in Business	3	MATH 106	Algebra w/Calculus for Business	3	SOWK 375	Human Behavior & the Social Environment	3
COSC 100 Intro. to Computer Science	3	MATH 109	Elements of Probability & Statistics	3	You may also receive credit by accelerated placement in foreign languages by passing a higher level course with a grade of C or better. You must pay a fee of \$10 per credit. Accelerated placement credit is available in: FREN 101, 102, 211, 212, 250; SPAN 101, 102, 211, 212, 250 (3 credits per course).		
COSC 101 The Discipline of Computer Science	3	MATH 119	College Algebra	3			
COSC 240 Computer Science I	4	MATH 120	Pre-Calculus Math.	3			
COSC 350 Computer Org./Assem.Language	3	MATH 220	Calculus for Applications I	3			
ENGL 101 Freshman Comp.	3	MATH 236	Calculus I	4			

USM Bylaws, Policies and Procedures of the Board of Regents

Policy on Student Classification For Admission and Tuition Purposes

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006; Amended February 15, 2008; Amended September 18, 2009)

I. Policy

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,¹ it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof

The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status

To qualify for in-state tuition, a student must demonstrate that, for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and
2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:

1. A student is attending school or living outside Maryland at the time of application

for admission to a USM institution, or

2. A student is Financially Dependent on a person who is not a resident of Maryland.

This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. Requirements

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

- A. Owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.
- B. Has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.
- C. Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.
- D. Has registered all owned or leased motor vehicles in Maryland.
- E. Possesses a valid Maryland driver's license, if licensed.
- F. Is registered to vote in Maryland, if registered to vote.
- G. Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.
- H. Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

- I. Has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. Rebuttal Evidence

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

A. Source of financial support:

1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc., (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarship, grant, student loan, etc.), or
2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

C. Registration as a Maryland resident with the Selective Service, if male.

D. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and school-

RESIDENCY POLICY

arship records, school records, military records, leases, etc.

- E. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. Non-Residents Who May Temporarily Qualify For In-State Status

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

- A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.
- C. A full-time active member of the Armed Forces of the United States whose home of record is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the military.
- D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.
- E. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.
- F. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. Procedures

- A. An initial determination of in-state status will be made at the time of admission. The

determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

- B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition". A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.
- C. The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. Definitions

- A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.
- B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
- D. Spouse: A spouse is a partner in a legally contracted marriage.
- E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

- F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:

1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.
2. Graduate and Professional-Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement

VII. Implementation

This policy as amended by the Board of Regents on September 18, 2009 shall be applied to all student tuition classification decisions made on or after this date.

¹ *Annotated Code of Maryland, Education Article §12-101.*

FSU Procedure for Residency Status Appeals

Any student who wishes to appeal the decision of residency status previously determined by the Office of the Registrar or the Admissions Office, may do so in writing to the Appeals Board for Residency Status. This board shall consist of representatives designated by the Provost, the Vice President for Student and Educational Services, and the Vice President for Administration and Finance. The appeal will be reviewed by the board members in the order listed. Only by unanimous agreement of the board members will the decision of the Office of the Registrar or Admissions be overruled. Upon request, the President or designee has the authority to waive any residency requirements if it is determined that the student is indeed a permanent resident and application of the criteria creates an unjust result.

A student desiring to appeal should obtain and submit the University System of Maryland "Petition for Change in Classification for Tuition" through the office that made the original residency status decision, the Office of the Registrar or the Admissions Office.

General Education and Transfer

Subtitle 06

TITLE 13B - MARYLAND HIGHER EDUCATION COMMISSION

Chapter 01 Public Institutions of Higher Education

Authority: Education Article, 11-201 - 11-206 Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

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

B. Terms defined.

- (1) "A.A. degree" means the Associate of Arts degree.
- (2) "A.A.S. degree" means the Associate of Applied Sciences degree.
- (3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.
- (4) "A.S. degree" means the Associate of Sciences degree.
- (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (8) "General education program" means a program that is designed to:
 - (a) introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
 - (b) encourage the pursuit of life-long learning, and;
 - (c) foster the development of educated members of the community and the world.

- (9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- (10) "Mathematics" means courses that provide students with numerical, analytical, statistical and problem-solving skills.
- (11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.
- (12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- (13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- (15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
 - (a) history and cultural diversity;
 - (b) concepts of groups, work and political systems;

- (c) applications of qualitative and quantitative data to social issues; and
 - (d) interdependence of individuals, society, and the physical environment.
- (17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions

A. Admission to Institutions.

- (1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more semester hours of credit, shall not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in subsection (4) below.
 - (2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 semester hours of credit, shall be eligible to transfer to a public institution regardless of the number of credit hours earned if the student:
 - (a) Satisfied the admission criteria of that receiving public institution as a high school senior; and
 - (b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.
 - (3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.
- (4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:
 - (a) Based on criteria developed and published by the receiving institution; and
 - (b) Made to provide fair and equal treatment for native and transfer students.

B. Admission to Programs.

- (1) A receiving public institution may require higher performance standards for admission to some programs if the standards

GENERAL EDUCATION AND TRANSFER

and criteria for admission to the program:

- (a) Are developed and published by the receiving institution; and
 - (b) Maintain fair and equal treatment for native and transfer students.
- (2) If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:
- (a) Based on criteria developed and published by the receiving institution; and
 - (b) Made to provide fair and equal treatment for native and transfer students.
 - (3) Courses taken at a public institution as part of a recommended transfer program leading toward a baccalaureate degree shall be applicable to related programs at a public institution granting the baccalaureate degree.
- C. Receiving Institution Program Responsibility
- (1) The faculty of a receiving public institution shall be responsible for development and determination of the program requirements in major fields of study for a baccalaureate degree, including courses in the major field of study taken in the lower division.
 - (2) A receiving institution may set program requirements in major fields of study which may simultaneously fulfill general education requirements.
 - (3) A receiving public institution, in developing its lower division course work, shall exchange information with other public institutions to facilitate the transfer of credits into its program.

.03 General Education Requirements for Public Institutions.

- A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:
- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and no more than 36 semester hours, and each baccalaureate degree program to include not less than 40 and not more than 46 semester hours of required core courses, with the core requiring, at a minimum, course work in each of the following five areas:
 - (a) Arts and humanities,
 - (b) Social and behavioral sciences,
 - (c) Biological and physical sciences,
 - (d) Mathematics, and
 - (e) English composition; or
 - (2) Conforming with COMAR 13B.02.02.16D (2)(b)-(c).
- B. Each core course used to satisfy the distribution of §A (1) of this regulation shall carry at least 3 semester hours.
- C. General education programs of public institutions shall require at least:
- (1) One course in each of two disciplines in arts and humanities;
 - (2) One course in each of two disciplines in social and behavioral sciences;
 - (3) Two science courses, at least one of which shall be a laboratory course;
 - (4) One course in mathematics at or above the level of college algebra; and
 - (5) One course in English composition.
- D. Interdisciplinary and Emerging Issues.
- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
 - (a) Be integrated into other general education courses or may be presented as separate courses; and
 - (b) Include courses that:
 - (i) Provide an interdisciplinary examination of issues across the five areas; or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
 - (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.
- E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3 semester-hour course from each of the five areas listed in §A(1).
- F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.
- G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

- H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.
- I. Public institutions may not include physical education skills courses as part of the general education requirements.
- J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.
- K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.
- L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.
- M. Notwithstanding §A(1) of this regulation, a public four-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.
- N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

- A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this chapter.
- B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.
- C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.
- D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for any general education courses successfully completed at the sending institution.
- E. Except as provided in Regulation .03M of this chapter, a receiving institution may not

require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees.

- (1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.
- (2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 semester hours.

H. Student responsibilities. A student is held:

- (1) Accountable for the loss of credits that:
 - (a) Result from changes in the student's selection of the major program of study,
 - (b) Were earned for remedial course work, or
 - (c) Exceed the total course credits accepted in transfer as allowed by this chapter; and
- (2) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Non-General Education Program Credit

A. Transfer to Another Public Institution

- (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
 - (a) Credit is from a college or university

parallel course or program;

- (b) Grades in the block of courses transferred average 2.0 or higher; and
 - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement

B. Credit earned in or transferred from a community college is limited to:

- (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
- (2) The first two years of the undergraduate educational experience.

C. Nontraditional Credit.

- (1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.
- (2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:
 - (a) Technical courses from career programs;
 - (b) Course credit awarded through articulation agreements with other segments or agencies;
 - (c) Credit awarded for clinical practice or cooperative education experiences; and
 - (d) Credit awarded for life and work experiences.
- (3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.
- (4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations and satisfactory completion of the next course in sequence in the academic area.
- (5) The receiving baccalaureate degree-

granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course shall be substituted for the upper division course.

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level course work to be taken at the community college in fulfillment of the receiving institution's lower division course work requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

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

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
 - (a) Provide to community college students information about the specific transferability of courses at 4-year colleges;
 - (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
 - (c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- (2) A receiving institution shall admit transfer

GENERAL EDUCATION AND TRANSFER

students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

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

.07 Programmatic Currency.

- A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2-year and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent course work successfully completed at a community college.

.08 Transfer Mediation Committee.

- A. There is to be a Transfer Mediation Committee, appointed by the Secretary, which

is representative of the public 4-year colleges and universities and the community colleges.

- B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.09 Appeal Process.

- A. Notice of Denial of Transfer Credit by the Receiving Institution.
 - (1) Except as provided in §A(2) of this regulation, a receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.
 - (2) If transcripts are submitted after 15 working days before mid-semester of the student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
 - (3) A receiving institution shall include in the notice of denial of transfer credit:
 - (a) A statement of the student's right to appeal; and
 - (b) A notification that the appeal process is available in the institution's catalog.
 - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.
- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's transfer coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.
- C. Response by Receiving Institution.
 - (1) A receiving institution shall:
 - (a) establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and

(b) respond to the student appeal within 10 working days.

- (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
 - (3) Unless a student appeals to the sending institution, the written decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.
- D. Appeal to Sending Institution.
- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
 - (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.
- E. Consultation between Sending and Receiving Institutions.
- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
 - (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
 - (3) The receiving institution shall inform a student in writing of the result of the consultation.
 - (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

- A. Report by Receiving Institution.
 - (1) A receiving institution shall report annually the progress of students who transfer from 2-year and 4-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
 - (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
 - (3) A receiving institution shall include in the reports comparable information on the progress of native students.
- B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing

the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

- C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory

Committee shall address issues of interpretation and implementation of this chapter.

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

Regulations .02, .03, and .05 amended. Effective date: July 1, 1996 (23:13 Md. R. 946)

Revised: February 11, 1998

University Procedures for Review of Alleged Arbitrary and Capricious Grading

Grounds for Grievance

The following procedures implement the University System of Maryland Policy for Review of Alleged Arbitrary and Capricious Grading (BOR III-1.20) and are designed to provide a means for a student to seek review of final course grades alleged to be arbitrary and capricious. In this policy the term *arbitrary and capricious* grading means 1) the assignment of a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.

Alleging a final grade to have been determined in an arbitrary and capricious manner is the sole ground upon which a student may seek review under these procedures. Since matters within the instructor's sphere of academic judgment — such as choice of instructional and evaluation methods, criteria, and standards for evaluation — are not grounds for grievance, the burden of proving arbitrary and capricious grading by clear and convincing evidence will rest with the student.

How to Undertake a Grade Grievance

Students or faculty who desire additional information about the procedures that follow should contact the Associate Provost. Class days are days classes are in session in the subsequent semester after the grade that the student wants to grieve is assigned. The timetable portrays the maximum time allotted. Participants can meet their responsibilities any time before the specified day.

Stage I: Mediation

A student seeking review for a final grade in a course should make a reasonable effort to confer with the instructor (in person or in writing) and attempt to resolve the matter informally. If this effort is unsuccessful, the student approaches the chair of the department offering the course to request mediation of the grade dispute. This action must be taken no later than the 15th class day of the semester subsequent to the term in which the grade was received. The chair will inform the student of the grounds proper to a grade grievance, as stated above. The chair also will review relevant material and consult with the instructor in an effort to resolve the issue of the grade. (If the instructor involved is the chair, the student approaches the senior faculty member in the department to request mediation.) Mediation must be completed no later than the 25th class day.

In cases where a resolution mutually acceptable to the student and the instructor is not forthcoming, and the student wishes to pursue a formal grievance, the student may proceed to Stage II.

Stage II: Formal Grievance

As a precondition to filing a formal grievance, a student must fulfill all of his/her responsibilities and meet the deadline specified in Stage I: Mediation above.

No later than the end of the 30th class day of the semester, a student still wishing to grieve a grade must file a written grievance with the instructor's College dean. This grievance must describe in detail the bases for the allegation that the grade was arbitrary and capricious, and include all evidence supporting that claim. The student must send copies of this statement to the instructor and the chair.

Within 10 class days of receipt of a student's written, Stage II grievance, the dean will dis-

miss the grievance if the student 1) did not participate in Stage I: Mediation and/or meet the deadline specified in Stage I; 2) did not file the Stage II appeal by the stated deadline; 3) does not furnish evidence that the allegations, if true, constitute arbitrary and capricious grading, as defined above; and/or 4) has filed a complaint concerning the same grade with the ADA/EEO Compliance Office alleging discrimination or sexual harassment.

If the grievance is not dismissed, the dean shall ask the instructor to respond to the grievance in writing within ten class days, addressing the response to the dean and copying the student and the chair. The dean will ask the chair to forward all documentary evidence collected during the mediation stage to the dean.

If the grievance is not dismissed, the dean shall appoint a grade grievance committee of three tenured faculty members and shall set the date for an informal, non-adversarial grade grievance hearing to occur within five class days following the due date for a written response from the instructor. The student, the instructor, and the chair will be invited to attend the hearing, and may present relevant evidence. The dean also will attend and may choose to participate in the discussion. In keeping with the informal nature of the hearing, neither the student nor the instructor may be accompanied by a representative or advisor. If the academic records of other students in the grievant's class are relevant to the discussion, the grievant must be excused for that portion of the hearing to protect the privacy of other students. The grade grievance committee shall forward its written recommendation to the dean within five class days after the conclusion of the hearing. The dean may accept, reject or alter the recommendation. The dean shall render a decision to the student in writing, either in support of the original grade or of a grade change, with copies to the instructor, the

STUDENT RECORDS ANNUAL NOTIFICATION

chair and the members of the grade grievance committee. If the dean recommends a grade change and the instructor refuses to change the grade, the dean will vacate and replace the grade in question.

In deciding whether the circumstances justify changing the grade, the dean shall determine whether the grievant has provided clear and convincing evidence of *arbitrary and capricious* grading. The dean's decision is final.

Student Records Annual Notification

Under the Family Educational Rights and Privacy Act (FERPA), students have certain rights regarding the inspection and disclosure of education records directly related to the student and maintained by the University. These rights include:

1. The right to inspect and review the student's educational records within forty-five (45) days of the day the University receives a request of access. Requests for inspection should be made in writing and directed to the Office of the Registrar.
2. The right to request an amendment of the student's education records if the student believes that they are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A request to amend education records must be made in writing and submitted to the Registrar. The request must clearly identify the part of the record the student wants changed and why it should be changed. If the University decides not to amend the record as requested, the University will notify the student of its decision, and if the decision is negative, the procedures for a hearing regarding the request.
3. The right to consent to disclosures by the University of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.
The University discloses education records without a student's prior written consent under several exceptions to FERPA, including the exception for disclosure to school officials with legitimate education interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibilities for the University. A "school official" is any person employed by the University in any admin-

istrative, supervisory, academic, research or support staff position; any person or company with whom the University has contracted (such as an auditor or collection agent); or any student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The following categories of information are considered by the University to be directory information and may be disclosed without the student's prior consent unless the student submits a Directory Restrictions Form using PAWS: Name; local, home and email address; local and home telephone number; major field of study; classification; dates of attendance, degrees, honors and awards received; officially recognized activities and sports; weight and height for athletes; and most recent school or educational institution attended.

The Directory Restrictions Form in PAWS can be found using the following path: Student Center>User Preferences>FERPA restrictions>Edit FERPA Directory Restrictions.

Note that directory information may be released to commercial organizations and may be used for solicitation purposes. However, restricting release of directory information will prevent the University from providing such information to prospective employers and other organizations, media, friends and family.

4. A student may permit inspection of education records by parents, guardians or others by completing a Release of Information Form in PAWS on an annual basis. The form can be found using the following path: Student Center>"other academics" drop down box> Release of Information.

Release of Information Forms are purged at the completion of each academic year. If a student wishes to permit inspection of education records for the upcoming academic year, a new form must be completed.

5. The right to file with the U.S. Department of Education a complaint if the student believes that the University has failed to comply with the requirements of FERPA. Complaints may be filed with the Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5901.