

## Chapter 533

(Senate Bill 740)

AN ACT concerning

### **College and Career Readiness and College Completion Act of 2013**

FOR the purpose of requiring the State ~~Department~~ Board of Education to establish certain ~~mathematics course curriculum and graduation requirements for certain students; requiring students to enroll in a college preparation curriculum except in a certain circumstance;~~ requiring the State Department of Education to make a certain assessment of ~~all students in the 11th grade~~ certain students by a certain school year; requiring the Department, in collaboration with ~~a certain association~~ certain local school systems and certain community colleges, to develop and implement certain courses for the 12th grade by a certain school year; providing that the implementation of certain courses must include a certain assessment and may not preclude or replace certain requirements; requiring certain students to enroll in a mathematics course in each year of high school; requiring the Department to adopt certain regulations; stating certain goals of the State; stating a certain duty of the Maryland Higher Education Commission; requiring the Commission, in collaboration with certain institutions of higher education, to develop and implement ~~a certain course numbering system and~~ certain credit transfer agreements by certain dates and certain incentives for certain students to obtain certain degrees under certain circumstances; requiring the Commission, in collaboration with certain institutions of higher education, to create a certain statewide communication campaign to identify certain individuals; requiring the Commission to develop and implement a certain incentive plan for certain individuals and certain institutions of higher education; requiring the Commission to submit ~~a certain report by a certain date~~ certain reports by certain dates; requiring certain students to file a degree plan with certain institutions of higher education by a certain time; requiring a degree plan to be developed in consultation with a student's certain academic advisor and to follow a certain pathway to a degree; requiring certain institutions of higher education to develop and implement a certain block scheduling pathway system with certain benchmarks for certain students; ~~requiring certain institutions of higher education to consider implementing certain block scheduling;~~ requiring certain institutions of higher education to provide certain financial assistance to certain students; beginning on a certain date, establishing a standard number of credits required for certain degrees at certain institutions of higher education except under certain circumstances; authorizing the ~~Commission~~ governing board of a public institution of higher education, in consultation with the Commission, to establish additional exceptions to the standard number of credits required for certain degrees; clarifying eligibility for a certain grant program for certain

students; ~~beginning on or before a certain date~~, prohibiting certain institutions of higher education from charging dually enrolled students tuition; requiring each county board of education to provide a certain amount of funding to certain institutions of higher education for dually enrolled students; *requiring a county board to pay a certain amount for a certain number of courses for a certain dually enrolled student under certain circumstances*; authorizing county boards to charge a ~~student activities~~ fee to dually enrolled students not to exceed a certain amount; requiring a county board to consider certain information when setting fees; requiring the county board to waive a certain fee for certain students; *requiring certain county boards to offer make certain students aware of the opportunity to dually enroll under certain circumstances*; *requiring the Maryland Longitudinal Data System Center to submit a certain annual report*; requiring the Governor's P-20 Leadership Council of Maryland to monitor implementation of certain college strategies; requiring the Council to submit certain reports by certain dates; requiring the Department to develop, in consultation with certain institutions of higher education, a certain plan to improve college and career counseling; requiring the Department to *conduct a certain study and to submit a certain report by a certain date* ~~submit a certain report by a certain date~~ *certain reports by certain dates*; requiring the Commission to submit certain data to the Department of Legislative Services *and to submit certain reports* by certain dates; *requiring the Segmental Advisory Council to submit a certain report by a certain date*; *expressing a certain legislative intent*; defining certain terms; and generally relating to college *and career* readiness and college completion in the State.

BY repealing and reenacting, without amendments,

Article – Education

Section 1-101(a), (d), (f), and (l), 10-101(a), (c), (h), and (m), and 24-801(a)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY adding to

Article – Education

Section 7-205.1, 11-105(b)(9), 11-209, 15-113 through 15-116, 18-14A-04, ~~18-14A-05, 24-703.1~~, and 24-801(m)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 10-205, 11-207, 18-14A-01 through 18-14A-04, and 24-801(i)

Annotated Code of Maryland

(2008 Replacement Volume and 2012 Supplement)

Preamble

WHEREAS, The United States is one of the most well-educated countries in the world with 42% of adults age 25 to 64 years having attained a postsecondary degree; and

WHEREAS, Many countries have surpassed the United States in the percentage of young adults with a postsecondary degree; and

WHEREAS, By 2018, two-thirds of all jobs in Maryland will require some postsecondary education; and

WHEREAS, Governor Martin O'Malley has set the goal that at least 55% of Maryland's adults aged 25 to 64 years will hold at least an associate's degree by 2025; and

WHEREAS, Nearly two-thirds of high school graduates who enroll in a community college and one-quarter of high school graduates who enroll in a four-year institution require remediation; now, therefore,

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

### Article – Education

1–101.

(a) In this article, unless the context requires otherwise, the following words have the meanings indicated.

(d) “County board” means the board of education of a county and includes the Baltimore City Board of School Commissioners.

(f) “Department” means the State Department of Education.

(l) “State Board” means the State Board of Education.

**7–205.1.**

**(A) THE STATE BOARD SHALL ESTABLISH HIGH SCHOOL CURRICULUM AND GRADUATION REQUIREMENTS FOR ALL PUBLIC SCHOOLS IN ACCORDANCE WITH THIS SECTION.**

~~**(B) ALL STUDENTS SHALL ENROLL IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL UNLESS A PARENT OF A STUDENT CHOOSES TO ENROLL THE STUDENT IN A NONCOLLEGE PREPARATION CURRICULUM.**~~

~~(C)~~ (B) (1) BEGINNING WITH THE ~~2014-2015~~ 2015-2016 SCHOOL YEAR, ALL STUDENTS SHALL BE ASSESSED ~~IN THE~~ USING ACCEPTABLE COLLEGE PLACEMENT CUT SCORES NO LATER THAN 11TH GRADE TO DETERMINE WHETHER THE STUDENT IS READY FOR COLLEGE-LEVEL CREDIT-BEARING COURSE WORK *IN ENGLISH LANGUAGE ARTS, LITERACY, AND MATHEMATICS.*

(2) (I) ~~THE~~ SUBJECT TO SUBPARAGRAPH (II) OF THIS PARAGRAPH, THE DEPARTMENT, IN COLLABORATION WITH LOCAL SCHOOL SYSTEMS AND PUBLIC COMMUNITY COLLEGES, SHALL DEVELOP AND IMPLEMENT, BY THE ~~2015-2016~~ 2016-2017 SCHOOL YEAR, TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES TO BE DELIVERED IN THE 12TH GRADE TO STUDENTS WHO HAVE NOT ACHIEVED COLLEGE AND CAREER READINESS BY THE END OF THE 11TH GRADE.

(II) THE IMPLEMENTATION OF TRANSITION COURSES OR OTHER INSTRUCTIONAL OPPORTUNITIES REQUIRED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH:

1. SHALL INCLUDE AN ASSESSMENT OR REASSESSMENT OF THE STUDENT AFTER COMPLETION OF THE COURSE; AND

2. MAY NOT PRECLUDE OR REPLACE ENROLLMENT IN A COURSE OTHERWISE REQUIRED FOR GRADUATION FROM HIGH SCHOOL.

~~(D)~~ (C) (1) ~~EACH~~ BEGINNING WITH THE 9TH GRADE CLASS OF 2014, AND SUBJECT TO PARAGRAPH (2) OF THIS SUBSECTION AND SUBSECTION ~~(D)~~ (E) OF THIS SECTION, EACH STUDENT SHALL ~~COMPLETE~~ ENROLL IN A MATHEMATICS COURSE IN EACH YEAR OF HIGH SCHOOL THAT THE STUDENT ATTENDS HIGH SCHOOL.

(2) THE DEPARTMENT SHALL ADOPT REGULATIONS THAT ESTABLISH THE MATHEMATICS AND MATH-RELATED COURSES THAT FULFILL THE REQUIREMENTS OF THIS SUBSECTION, WHICH MAY INCLUDE MATH-RELATED CAREER AND TECHNOLOGY PROGRAM COURSES.

~~(2) (I) THE MINIMUM LEVEL OF MATHEMATICS COMPETENCY THAT EACH STUDENT WHO IS ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL SHALL ACHIEVE IS IN ALGEBRA II.~~

~~(II) IF A STUDENT ENROLLED IN A COLLEGE PREPARATION CURRICULUM IN HIGH SCHOOL HAS ACHIEVED COMPETENCY IN ALGEBRA II BEFORE THE SENIOR YEAR, THE STUDENT SHALL ENROLL IN A NONTRIVIAL~~

~~MATHEMATICS COURSE, INCLUDING TRIGONOMETRY, PRECALCULUS, CALCULUS, STATISTICS, OR COLLEGE ALGEBRA.~~

~~(2)~~ **(D)** **IT IS THE GOAL OF THE STATE THAT ALL STUDENTS ACHIEVE MATHEMATICS COMPETENCY IN ALGEBRA II.**

~~(D)~~ **(E)** **A STUDENT WHO IS ENROLLED IN A CREDIT-BEARING MATHEMATICS TRANSITION COURSE UNDER SUBSECTION (B)(2) OF THIS SECTION:**

**(1) SUBJECT TO ITEM (2) OF THIS SUBSECTION, SHALL BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION; AND**

**(2) MAY NOT BE CONSIDERED TO MEET THE REQUIREMENTS OF SUBSECTION (C) OF THIS SECTION IF OTHER CREDIT-BEARING COURSES REQUIRED FOR GRADUATION HAVE NOT BEEN MET.**

10-101.

(a) In this division the following words have the meanings indicated.

(c) “Commission” means the Maryland Higher Education Commission.

(h) (1) “Institution of higher education” means an institution of postsecondary education that generally limits enrollment to graduates of secondary schools, and awards degrees at either the associate, baccalaureate, or graduate level.

(2) “Institution of higher education” includes public, private nonprofit, and for-profit institutions of higher education.

(m) “Public senior higher education institution” means:

(1) The constituent institutions of the University System of Maryland;

(2) Morgan State University; and

(3) St. Mary’s College of Maryland.

10-205.

**(A) IT IS THE GOAL OF THE STATE THAT AT LEAST 55% OF MARYLAND’S ADULTS AGE 25 TO 64 WILL HOLD AT LEAST AN ASSOCIATE’S DEGREE BY THE YEAR 2025.**

**(B) IT IS THE GOAL OF THE STATE THAT ALL DEGREE-SEEKING STUDENTS ENROLLED IN A PUBLIC COMMUNITY COLLEGE EARN AN ASSOCIATE'S DEGREE BEFORE LEAVING THE COMMUNITY COLLEGE OR TRANSFERRING TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION.**

[(a)] **(C)** Institutions of higher education should utilize educational resources to provide the greatest possible benefit to the citizens of the State and to foster economic development.

[(b)] **(D)** In each region of the State, institutions of higher education should cooperate to assure an effective and efficient education system.

[(c)] **(E)** In developing missions and programs, the Maryland Higher Education Commission and each governing board and its constituent institutions shall consider the role, mission, and function of other public senior higher education institutions, particularly those institutions offering unique programs and services in the same geographical region.

11-105.

**(b) (9) THE COMMISSION HAS STATEWIDE COORDINATING RESPONSIBILITIES FOR INSTITUTIONS OF HIGHER EDUCATION TO ENSURE THE STATE ACHIEVES THE GOALS ESTABLISHED UNDER § 10-205 OF THIS ARTICLE.**

11-207.

(a) The Commission shall:

(1) Establish procedures for transfer of students between the public segments of postsecondary education;

(2) Recommend cooperative programs among segments of postsecondary education to assure appropriate flexibility in the higher education system; and

(3) In conjunction with the governing boards, establish standards for articulation agreements.

~~**(B) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A COMMON COURSE NUMBERING SYSTEM AT ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION BY JULY 1, 2015.**~~

~~**(B)**~~ **(B)** THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A

**STATEWIDE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 60 CREDITS OF GENERAL EDUCATION, ELECTIVE, AND MAJOR COURSES THAT A STUDENT EARNS AT ANY COMMUNITY COLLEGE IN THE STATE TOWARD AN ASSOCIATE'S OF ART OR ASSOCIATE'S OF SCIENCE DEGREE SHALL BE TRANSFERRABLE TO ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE FOR CREDIT TOWARD A BACHELOR'S DEGREE BY JULY 1, 2016.**

**~~(D)~~ (C) THE COMMISSION, IN COLLABORATION WITH THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION, SHALL DEVELOP AND IMPLEMENT A STATEWIDE REVERSE TRANSFER AGREEMENT WHEREBY ~~ALL~~ AT LEAST 30 CREDITS THAT A STUDENT EARNS AT ANY PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IN THE STATE TOWARD A BACHELOR'S DEGREE ARE TRANSFERRABLE TO ANY COMMUNITY COLLEGE IN THE STATE FOR CREDIT TOWARD AN ASSOCIATE'S DEGREE BY JULY 1, 2016.**

**(D) THE COMMISSION AND EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL DEVELOP AND IMPLEMENT INCENTIVES FOR STUDENTS TO OBTAIN AN ASSOCIATE'S DEGREE BEFORE ENROLLING IN A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION.**

**[(b)] ~~(E)~~ (F)** The Commission may recommend procedures and guidelines for consideration by the governing boards of institutions of postsecondary education on:

- (1) Improvement and coordination of student financial assistance programs; and
- (2) Other subjects of general interest and concern to the higher education community in the State.

**11-209.**

**(A) IN THIS SECTION, "NEAR COMPLETER" MEANS AN INDIVIDUAL WHO HAS COMPLETED SOME COLLEGE CREDITS BUT DOES NOT HAVE A COLLEGE DEGREE AND IS NO LONGER ATTENDING AN INSTITUTION OF HIGHER EDUCATION.**

**(B) THE COMMISSION, IN COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION, SHALL CREATE A STATEWIDE COMMUNICATION CAMPAIGN TO IDENTIFY NEAR COMPLETERS IN THE STATE AND TO ENCOURAGE NEAR COMPLETERS TO RE-ENROLL IN AN INSTITUTION OF HIGHER EDUCATION TO EARN A DEGREE.**

**(C) THE COMMUNICATION CAMPAIGN SHALL:**

(1) MAKE USE OF A VARIETY OF MARKETING MEDIA, INCLUDING BILLBOARDS, BROCHURES, AND ELECTRONIC RESOURCES;

(2) PROVIDE A CENTRALIZED CONTACT POINT FOR NEAR COMPLETERS TO GET INFORMATION ABOUT AND ASSISTANCE WITH RE-ENROLLING; ~~AND~~

(3) MAKE READILY AVAILABLE CONTACT INFORMATION FOR EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE; AND

~~(3)~~ (4) FOCUS ON NEAR COMPLETERS WHO:

(I) EARNED A MINIMUM GRADE POINT AVERAGE OF 2.0 ON A SCALE OF 4.0 WHILE IN COLLEGE; AND

(II) 1. EARNED AT LEAST 45 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A COMMUNITY COLLEGE; OR

2. EARNED AT LEAST ~~70~~ 90 CREDIT HOURS IF THE INDIVIDUAL ATTENDED A SENIOR HIGHER EDUCATION INSTITUTION.

(D) (1) THE COMMISSION SHALL DEVELOP AND IMPLEMENT A PLAN THAT WOULD PROVIDE AN INCENTIVE TO:

(I) A NEAR COMPLETER TO RE-ENROLL AND EARN A DEGREE; AND

(II) A COLLEGE TO IDENTIFY AND GRADUATE NEAR COMPLETERS.

(2) THE INCENTIVE PLAN SHALL USE ALL AVAILABLE RESOURCES, INCLUDING ~~ENDOWMENT~~ INSTITUTIONAL FUNDS, PRIVATE SECTOR FUNDS, AND STATE FUNDS.

(E) THE COMMISSION AND INSTITUTIONS OF HIGHER EDUCATION MAY IMPLEMENT OTHER NEAR COMPLETER INITIATIVES IN ADDITION TO THE CAMPAIGN AND INCENTIVE PLAN REQUIRED UNDER THIS SECTION.

(F) BY DECEMBER 1, 2013, THE COMMISSION SHALL SUBMIT A REPORT, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE DETAILS OF THE STATEWIDE COMMUNICATION CAMPAIGN AND THE INCENTIVE PLAN, INCLUDING THE EXPECTED TIMELINE FOR IMPLEMENTATION.

15-113.

(A) IN THIS SECTION, "DEGREE PLAN" MEANS A STATEMENT OF THE COURSE OF STUDY REQUIREMENTS THAT AN UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC ~~SENIOR~~ HIGHER EDUCATION INSTITUTION MUST COMPLETE TO GRADUATE FROM THE INSTITUTION.

(B) EXCEPT AS PROVIDED IN SUBSECTION (C) OF THIS SECTION, EACH UNDERGRADUATE STUDENT ENROLLED IN A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL FILE A DEGREE PLAN WITH THE INSTITUTION AS SOON AS PRACTICABLE BUT NOT LATER THAN BY THE COMPLETION OF ~~45~~ 30 45 CREDIT HOURS OF COURSE WORK.

(C) EACH UNDERGRADUATE STUDENT WHO TRANSFERS TO A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION WITH AT LEAST 45 CREDIT HOURS OF COURSE WORK SHALL FILE A DEGREE PLAN WITH THE INSTITUTION DURING THE STUDENT'S FIRST SEMESTER AT THE INSTITUTION.

(D) EACH DEGREE-SEEKING UNDERGRADUATE STUDENT ENROLLED AT A COMMUNITY COLLEGE SHALL FILE A DEGREE PLAN WITH THE INSTITUTION ON ENTERING THE INSTITUTION.

~~(D)~~ (E) A DEGREE PLAN FILED UNDER THIS SECTION SHALL:

(1) (I) ~~BE~~ BE DEVELOPED IN CONSULTATION WITH AN ACADEMIC ADVISOR IN THE STUDENT'S DEGREE PROGRAM; OR

(II) IF AN ACADEMIC ADVISOR IS NOT AVAILABLE IN THE STUDENT'S DEGREE PROGRAM, ANY ACADEMIC ADVISOR AT THE INSTITUTION; AND

(2) FOLLOW A PATHWAY TO A DEGREE AS REQUIRED UNDER § 15-114 OF THIS SUBTITLE.

15-114.

~~(A)~~ (A) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN THE STATE SHALL:

~~(1) DEVELOP A BLOCK SCHEDULING PATHWAY SYSTEM WHEREBY A DEGREE-SEEKING STUDENT IS AUTOMATICALLY ENROLLED IN COURSES FOR THE FIRST YEAR OF ENROLLMENT OR IS ENROLLED IN COURSES~~

~~CONCURRENTLY WITH THE FILING OF A DEGREE PLAN UNDER § 15-113 OF THIS SUBTITLE, WHICHEVER IS LATER;~~

(1) DEVELOP A PATHWAY SYSTEM WHEREBY PUBLIC INSTITUTIONS OF HIGHER EDUCATION ESTABLISH GRADUATION PROGRESS BENCHMARKS FOR EACH ACADEMIC MAJOR AND FOR THE GENERAL EDUCATION PROGRAM FOR STUDENTS WHO HAVE NOT DECLARED A MAJOR;

(2) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH FIRST-TIME DEGREE-SEEKING STUDENT TO INCLUDE CREDIT-BEARING MATHEMATICS AND ENGLISH COURSES IN THE FIRST 24 CREDIT HOURS OF COURSES; AND

(3) REQUIRE THE ~~BLOCK-SCHEDULE~~ PATHWAY FOR EACH DEGREE-SEEKING STUDENT ENROLLED IN A DEVELOPMENTAL COURSE IN MATHEMATICS, READING, OR ENGLISH TO INCLUDE THE CREDIT-BEARING COURSE IN MATHEMATICS, READING, OR ENGLISH CONCURRENT WITH OR IN THE SEMESTER IMMEDIATELY FOLLOWING COMPLETION OF THE DEVELOPMENTAL COURSE.

(B) (1) THE BENCHMARKS ESTABLISHED IN SUBSECTION (A)(1) OF THIS SECTION SHALL SPECIFY THE CREDIT AND COURSE CRITERIA THAT INDICATE SATISFACTORY PROGRESS TOWARD A DEGREE.

(2) ACADEMIC UNITS SHALL ESTABLISH SCHEDULES FOR REGULAR PERIODIC REVIEWS OF STUDENT PROGRESS.

(3) STUDENTS WHO ARE IN DANGER OF FALLING BEHIND THE PROGRAM BENCHMARKS SHALL BE REQUIRED TO CONSULT WITH AN ACADEMIC ADVISOR BEFORE REGISTRATION.

~~(B) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION SHALL CONSIDER IMPLEMENTING BLOCK SCHEDULING BASED ON THE TIME OF DAY TO ASSIST FULL-TIME STUDENTS OR PART-TIME STUDENTS WITH WORK OR FAMILY COMMITMENTS TO ACHIEVE A COLLEGE DEGREE.~~

15-115.

EACH PUBLIC SENIOR HIGHER EDUCATION INSTITUTION SHALL DEDICATE A PORTION OF INSTITUTIONAL FINANCIAL AID TO PROVIDE FINANCIAL ASSISTANCE TO RESIDENT UNDERGRADUATE STUDENTS THAT TRANSFER WITH AN ASSOCIATE'S DEGREE FROM A COMMUNITY COLLEGE IN THE STATE.

15-116.

(A) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, THE STANDARD NUMBER OF CREDITS REQUIRED FOR A BACCALAUREATE DEGREE FROM A PUBLIC SENIOR HIGHER EDUCATION INSTITUTION IS 120 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS A 5-YEAR BACCALAUREATE PROGRAM;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 120 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 120.

(B) (1) EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION, BEGINNING WITH FALL 2015, THE STANDARD NUMBER OF CREDITS REQUIRED FOR AN ASSOCIATE'S DEGREE FROM A PUBLIC COMMUNITY COLLEGE IS 60 CREDIT HOURS.

(2) THE STANDARD NUMBER OF CREDITS REQUIRED UNDER PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY IF:

(I) THE DEGREE PROGRAM IS DEFINED AS MORE THAN A 2-YEAR ASSOCIATE'S DEGREE;

(II) PROFESSIONAL ACCREDITATION REQUIRES A HIGHER NUMBER OF CREDIT HOURS OR REQUIRES COURSE WORK THAT CANNOT BE COMPLETED IN 60 CREDITS; OR

(III) CERTIFICATION REQUIREMENTS RESULT IN A NEED FOR CREDIT HOURS IN EXCESS OF 60.

(C) ~~THE COMMISSION~~ GOVERNING BOARD OF A PUBLIC INSTITUTION OF HIGHER EDUCATION, IN CONSULTATION WITH THE COMMISSION, MAY APPROVE ADDITIONAL EXCEPTIONS TO THE CREDIT HOUR REQUIREMENTS UNDER SUBSECTIONS (A) AND (B) OF THIS SECTION.

18-14A-01.

(a) **(1)** In this section[, “dually] **THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.**

**(2)** **“DUALY enrolled student”** means a student who is dually enrolled in:

**[(1)] (I)** A secondary school in the State; and

**[(2)] (II)** An institution of higher education in the State.

**(3)** **“FULL-TIME EQUIVALENT ENROLLMENT”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**

**(4)** **“GRANT”** MEANS THE EARLY COLLEGE ACCESS GRANT.

~~**(5)** **“LOCAL SHARE OF THE FOUNDATION PROGRAM”** HAS THE MEANING STATED IN **§ 5-202 OF THIS ARTICLE.**~~

**(B)** **THERE IS AN EARLY COLLEGE ACCESS GRANT THAT PROVIDES FINANCIAL ASSISTANCE TO DUALY ENROLLED STUDENTS IN THE STATE.**

**[(b)] (C)** In cooperation with institutions of higher education in the State, the Commission shall [establish and] administer [a grant program for dually enrolled students] **THE GRANT.**

**[(c)] (D)** A recipient of [an early college access] A grant shall:

**(1)** [Be a resident of the State;

**(2)]** Be a [dually enrolled] student **DUALY ENROLLED IN THE STATE;** and

**[(3)] (2)** Demonstrate financial need according to criteria established by the Commission.

**[(d)] (E)** For courses completed under the [program] **GRANT**, a recipient [of an early college access grant] is not required to receive credit from a secondary school and an institution of higher education at the same time.

18-14A-02.

(a) Funds for the [Early College Access] Grant [Program] shall be allocated by the Commission to an institution of higher education based on the number of dually enrolled students receiving credit for courses completed at the institution.

(b) Funds for the [Early College Access] Grant [Program] shall be as provided in the annual budget of the Commission by the Governor.

18-14A-03.

The Commission shall:

(1) Establish guidelines for AWARDING the [awarding of early college access grants] GRANT to dually enrolled students; and

(2) Adopt any other guidelines or regulations necessary for the administration of this subtitle.

18-14A-04.

(A) ~~A BEGINNING ON JANUARY 1, 2014, A~~ A PUBLIC INSTITUTION OF HIGHER EDUCATION MAY NOT CHARGE TUITION TO A DUALY ENROLLED STUDENT.

(B) (1) ~~FOR SUBJECT TO SUBSECTION (D) OF THIS SECTION, FOR EACH DUALY ENROLLED STUDENT WHO IS ENROLLED IN A PUBLIC SCHOOL IN THE COUNTY, THE COUNTY BOARD SHALL PAY THE PUBLIC INSTITUTION OF HIGHER EDUCATION FOR EACH COURSE UP TO A MAXIMUM OF FOUR COURSES IN WHICH THE STUDENT IS ENROLLED WHILE A STUDENT IN A PUBLIC SECONDARY SCHOOL IN THE STATE:~~

~~(1)~~ (I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 75% OF THE COST OF TUITION; AND

~~(2)~~ (II) FOR A COMMUNITY COLLEGE, THE LESSER OF:

~~(1)~~ ~~(I)~~ 1. THE AMOUNT CALCULATED IN SUBSECTION (C) OF THIS SECTION 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR

~~(2)~~ ~~(II)~~ 2. THE 75% OF THE COST OF TUITION.

(2) FOR EACH COURSE IN EXCESS OF FOUR IN WHICH A DUALY ENROLLED STUDENT IS ENROLLED, THE COUNTY BOARD SHALL PAY:

(I) FOR A PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION, 90% OF THE COST OF TUITION; AND

(II) FOR A COMMUNITY COLLEGE, THE LESSER OF:

1. 5% OF THE TARGET PER PUPIL FOUNDATION AMOUNT ESTABLISHED UNDER § 5-202(A) OF THIS ARTICLE; OR

2. 90% OF THE COST OF TUITION.

(3) IF THERE IS AN AGREEMENT BEFORE JULY 1, 2013, BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH THE PUBLIC INSTITUTION OF HIGHER EDUCATION CHARGES LESS THAN 75% OF THE COST OF TUITION TO A DUALY ENROLLED STUDENT, THE COUNTY BOARD SHALL PAY THE COST OF TUITION UNDER THE EXISTING AGREEMENT.

~~(C) FOR EACH DUALY ENROLLED STUDENT, THE ANNUAL AMOUNT THAT A PUBLIC INSTITUTION OF HIGHER EDUCATION RECEIVES FROM A COUNTY BOARD IS CALCULATED AS FOLLOWS:~~

~~(1) DIVIDE THE LOCAL SHARE OF THE FOUNDATION PROGRAM BY THE FULL-TIME EQUIVALENT ENROLLMENT OF THE COUNTY;~~

~~(2) DIVIDE THE QUOTIENT CALCULATED IN ITEM (1) OF THIS SUBSECTION BY THE TOTAL NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED IN HIGH SCHOOL AND THE PUBLIC INSTITUTION OF HIGHER EDUCATION; AND~~

~~(3) MULTIPLY THE QUOTIENT CALCULATED IN ITEM (2) OF THIS SUBSECTION BY THE NUMBER OF COURSES IN WHICH THE STUDENT IS ENROLLED AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.~~

~~(D)~~ (C) (1) (I) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A ~~STUDENT ACTIVITIES~~ FEE NOT TO EXCEED ~~50%~~ 90% OF THE AMOUNT PAID UNDER SUBSECTION ~~(B)~~ (B)(1) OF THIS SECTION.

(II) A COUNTY BOARD MAY CHARGE A DUALY ENROLLED STUDENT A FEE NOT TO EXCEED 100% OF THE AMOUNT PAID UNDER SUBSECTION (B)(2) OF THIS SECTION.

(2) A COUNTY BOARD SHALL CONSIDER THE FINANCIAL ABILITY OF STUDENTS WHEN SETTING FEES.

(3) A COUNTY BOARD SHALL WAIVE THE FEE FOR STUDENTS WHO ~~DEMONSTRATE FINANCIAL NEED~~ ARE ELIGIBLE FOR FREE AND REDUCED PRICE MEALS.

(D) IF THERE IS AN AGREEMENT BETWEEN A PUBLIC SCHOOL AND A PUBLIC INSTITUTION OF HIGHER EDUCATION IN WHICH A PUBLIC SCHOOL AGREES TO PAY FOR MORE THAN FOUR COURSES AT A PUBLIC INSTITUTION OF HIGHER EDUCATION FOR A DUALY ENROLLED STUDENT, THE PUBLIC SCHOOL SHALL PAY FOR THE NUMBER OF COURSES UNDER THE AGREEMENT.

18-14A-05.

EACH COUNTY BOARD SHALL ~~OFFER~~ MAKE ALL HIGH SCHOOL STUDENTS WHO MEET MUTUALLY AGREED ON ENROLLMENT REQUIREMENTS AWARE OF THE OPPORTUNITY TO DUALY ENROLL UNDER THIS SUBTITLE.

[18-14A-04.] ~~18-14A-05.~~ 18-14A-06.

An institution of higher education that receives State funds under this subtitle shall provide the Commission with an annual audit of the use of the funds.

24-703.1.

THE CENTER SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 15 OF EACH YEAR, DISAGGREGATED BY LOCAL SCHOOL SYSTEM, REGARDING:

(1) THE NUMBER OF STUDENTS WHO ARE DUALY ENROLLED UNDER TITLE 18, SUBTITLE 14A OF THIS ARTICLE; AND

(2) THE NUMBER AND COURSE NAME OF THE COURSES IN WHICH A STUDENT UNDER ITEM (1) OF THIS SECTION DUALY ENROLLS AT THE HIGH SCHOOL AND AT THE PUBLIC INSTITUTION OF HIGHER EDUCATION.

24-801.

(a) In this section, "Council" means the Governor's P-20 Leadership Council of Maryland.

(i) The Council shall investigate ways to improve education, advance workforce creation, and make the State more competitive through some or all of the following strategies:

- (1) Ensuring that all students have the basic, critical thinking, and technical skills necessary to succeed in the modern workplace;
- (2) Reducing dropout rates and increasing retention and graduation rates in high school and college;
- (3) Improving student achievement and closing student achievement gaps;
- (4) Improving teaching quality;
- (5) Improving teacher retention;
- (6) Strengthening and expanding educational leadership programs;
- (7) Redesigning career and technology education programs to meet college expectations and employer needs;
- (8) Expanding the availability of career and technology programs and high school centers;
- (9) Strengthening STEM programs at the high school and college levels;
- (10) Connecting high school expectations and college expectations with employer needs;
- (11) Creating pathways for all students to obtain college degrees;
- (12) Providing teachers the resources and professional training they need to help students reach higher standards;
- (13) Expanding opportunities for continuous learning;
- (14) Aligning high school graduation requirements with college readiness requirements;
- (15) Improving the connections between the pre-kindergarten, primary, secondary, and higher education systems;
- (16) Creating programs and incentives to encourage mutually beneficial relationships between schools, school systems, higher education, and the business community; [and]
- (17) **ENSURING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ARE IMPLEMENTED; AND**

(18) Any other strategies requested by the Governor or General Assembly.

**(M) BY DECEMBER 1, 2014, AND EVERY 2 YEARS THEREAFTER, THE COUNCIL SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE PROGRESS OF IMPLEMENTING COLLEGE AND CAREER READINESS AND COLLEGE COMPLETION STRATEGIES ESTABLISHED IN § 7-205.1, TITLE 11, SUBTITLE 7A, §§ 15-113 THROUGH 15-116, AND TITLE 18, SUBTITLE 14A OF THIS ARTICLE.**

SECTION 2. AND BE IT FURTHER ENACTED, That:

(a) The State Department of Education shall develop a plan, in consultation with institutions of higher education, to improve college and career counseling that is provided to students in middle and high schools.

(b) The plan developed under subsection (a) of this section should:

(1) identify best practices used in the State and nationally; and

(2) include recommendations for a competitive grant program that would be used to implement these best practices across the State as well as recommendations for implementing the College Readiness Outreach Program established under § 18-303.1 of the Education Article.

(c) The Department shall submit the plan to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly by October 1, 2013 to ensure appropriate funding for the plan may be considered for inclusion in the fiscal year 2015 operating budget.

SECTION 3. AND BE IT FURTHER ENACTED, That, on or before December 1, ~~2013~~ 2014, the State Department of Education shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly, regarding:

(1) the feasibility of the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school if the student:

(i) is assessed as college *and career* ready under § 7-205.1 of the Education Article, as enacted by Section 1 of this Act; and

(ii) meets the student service and other assessment graduation requirements established in regulations; and

(2) if found to be feasible under item (1) of this section, an implementation plan for the award of a Maryland high school diploma regardless of whether a student has completed the minimum requisite credits or 4 years of high school.

SECTION 4. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2013, the Maryland Higher Education Commission Segmental Advisory Council shall submit a report to the Governor and, in accordance with § 2–1246 of the State Government Article, to the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, the House Appropriations Committee, and the House Committee on Ways and Means regarding Maryland’s academic course articulation data system and academic course transferability between institutions of higher education in the State.

(2) The report required under paragraph (1) of this section shall include:

(i) a review of the online articulation data system currently in use, known as The Articulation System for Maryland Colleges and Universities (ARTSYS), and whether improvements to the transparency and user–friendly functionality of ARTSYS can be accomplished in a timely manner;

(ii) a review of whether there is an alternative articulation data system available and, if so, what would be the cost and schedule of implementation of the alternative system;

(iii) an analysis of any gaps and deficiencies in the articulation of academic course equivalencies amongst segments of higher education;

(iv) recommendations to establish a course articulation system that is transparent and user–friendly for students and administrators at institutions of higher education; and

(v) recommendations on how to maximize degree credit transferability in a cost– and time–efficient manner.

SECTION 5. AND BE IT FURTHER ENACTED, That, on or before December 1, 2013, the Maryland Higher Education Commission shall report to the Governor and, in accordance with § 2–1246 of the State Government Article, the General Assembly, regarding obstacles and barriers, if any, toward facilitating the sharing of student information among institutions of higher education in the State in furtherance of the communication campaign required under § 11–209 of the Education Article.

SECTION 6. AND BE IT FURTHER ENACTED, That:

(1) On or before December 31, 2017, the Maryland Higher Education Commission, in collaboration with the State Board of Education, the University System of Maryland, Morgan State University, St. Mary's College of Maryland, and the Maryland Association of Community Colleges shall report to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly regarding the academic, enrollment, and financial impacts of being a dually enrolled student under Title 18, Subtitle 14A of the Education Article.

(2) The report required under paragraph (1) of this section shall include:

(i) information disaggregated by local school system and by public institution of higher education; and

(ii) the identification of obstacles to expanded participation in dual enrollment.

SECTION ~~7~~ 7. AND BE IT FURTHER ENACTED, That, by December 1 of each year, the Maryland Higher Education Commission shall submit to the Department of Legislative Services de-identified data in compliance with the federal Family Educational Rights and Privacy Act that is collected from institutions of higher education and submitted to Complete College America.

*SECTION 8. AND BE IT FURTHER ENACTED, That the State Department of Education, in collaboration with the county boards of education and the Maryland Higher Education Commission, and with input from other stakeholders, shall study the transition courses required under Section 7-205.1 of the Education Article as enacted by Section 1 of this Act and examine the development, content, and implementation of transition courses to be delivered to students in the 12th grade who are not college and career ready at the end of 11th grade. The study shall include the alignment of transition courses with the Common Core State Curriculum as well as whether the courses should be credit-bearing and should be considered to meet the requirements for high school graduation. The study shall determine the appropriate assessment to be used to determine college and career readiness and include the number of credits toward graduation that students have accumulated upon entering 12th grade in each local education agency. The study shall also address how students' level of college and career readiness will be reflected on high school transcripts. It is the intent of the General Assembly that separate high school diplomas not be established. A report including any recommendations shall be submitted to the Governor and, in accordance with § 2-1246 of the State Government Article, the Senate Education, Health, and Environmental Affairs Committee, the Senate Budget and Taxation Committee, the House Ways and Means Committee, and the House Appropriations Committee no later than December 15, 2013.*

SECTION ~~4~~ ~~8~~ 9. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2013.

**Approved by the Governor, May 16, 2013.**