

**December Meetings/Conference Calls:**

12/7 – MCCPTA BOD Meeting  
12/11 – Meeting with Dr. Smith and MCCPTA Executive Committee  
12/13 – Elementary Grading and Reporting Meeting  
12/14 – Breakfast  
12/20 – Early Childhood Subcommittee Meeting  
12/20 – MCCPTA Kirwan Discussion with Senator King and Budget discussion

**December Activity Summary:**

- **MPIA Request:** Received the MPIA request information (full information exceeds upload attached are the two critical pieces, full reports on MCCPTA website). In January, this will receive further attention and perhaps be a discussion area. But, a few specific items that will interest our parents:
  - **Question 1** – We asked MCPS to provide the breakdown for the 2016 graduates – showing us by subject where the students did not meet the minimum requirement of a C or better with the required credit to be eligible for “regular admission” into the University System of Maryland (which is governed by the Board of Regents and includes all but 2 Maryland’s state-funded Universities). 2016 had 10,114 graduates. Of those graduates, this is the breakdown, by subject.

| Class of 2016: Student Who Did NOT Meet USM Requirements by Subject Area |              |                 |                    |                   |
|--|--------------|-----------------|--------------------|-------------------|
| English_Not_Met  | Math_Not_Met | Science_Not_Met | SS_History_Not_Met | Electives_Not_Met |
| 3,764  | 4,414        | 4,557           | 3,088              | 2,265             |

- Using the Office of Shared Accountability, Student-At-A-Glance report source, 49.2% or 4,976 of the Class of 2016 did not achieve a C or better one or more of the requirements. The breakdown by high school, outlining the category is attached.
  - **Question 2** – We asked MCPS to breakdown the math pathway of students and provide a snapshot of the courses the current math class the current freshman class is taking. This information provides a different kind of insight that would provide interesting discussion points for us to take up with our high schools.
- **College and Career Pathways:** Worked with MCPS and the MCCPTA Curriculum Committee to design a dynamic meeting on \*\*\*NEW DATE -- January 17<sup>th</sup> (snow date – January 24) \*\*\* at Gaithersburg High School specifically for 6<sup>th</sup>-12<sup>th</sup> graders and their parents. This focuses on information that can help parents assist students in mapping out a pathway that optimizes the opportunities available across the county and aligns with the student’s interests. To date, only 400 have responded with some clusters not included at all. We have requested MCPS send a message directly to the parents of middle and high school parents and not rely on principals distributing the information.
- **Elementary School Report Cards:** Held a feedback session on Wednesday, December 13<sup>th</sup>. The 20+ parents in attendance shared how the information is being communicated and how grades are determined, reflecting there is still some work to do to ensure all schools are implementing consistently.
- **Early Childhood Subcommittee:** Had a first meeting of the subcommittee to begin discussions on possible advocacy. Due to the delay in the Kirwan Commission release, this subcommittee does not have a specific action plan.

## FY18-46, Question #2: Breakdown of Math Courses of Current Freshman for the 2017-2018 School Year

|                      | All  | BCC | Blair | Blake | Churchill | Clarksburg | Damascus | Einstein | Gaithersburg | Walter Johnson | Kennedy | Magruder | R. Montgomery | Northwest | Northwood | Paint Branch | Poolesville | Quince Orchard | Rockville | Seneca Valley | Sherwood | Springbrook | Watkins Mill | Wheaton | Whitman | Wootton |
|----------------------|------|-----|-------|-------|-----------|------------|----------|----------|--------------|----------------|---------|----------|---------------|-----------|-----------|--------------|-------------|----------------|-----------|---------------|----------|-------------|--------------|---------|---------|---------|
| Algebra 1 1st time   | 2886 | 167 | 255   | 118   | 88        | 34         | 11       | 120      | 250          | 129            | 199     | 153      | 129           | 117       | 158       | 145          | 17          | 81             | 66        | 82            | 144      | 98          | 71           | 160     | 65      | 29      |
| Algebra 1 Repeating* | 277  | ■   | 14    | 10    | ■         | ■          | ■        | 38       | 17           | ■              | 12      | 12       | ■             | 14        | 26        | 20           | ■           | 16             | ■         | ■             | ■        | 12          | 16           | 16      | ■       | 11      |
| Geometry             | 2288 | 76  | 108   | 122   | 101       | 225        | 125      | 27       | 151          | 87             | 24      | 78       | 119           | 123       | 90        | 191          | ■           | 115            | 78        | 69            | 71       | 145         | ■            | ■       | 64      | 88      |
| Honors Geometry      | 5001 | 176 | 214   | 169   | 192       | 266        | 173      | 173      | 140          | 321            | 199     | 183      | 162           | 341       | 125       | 156          | 114         | 272            | 146       | 100           | 237      | 138         | 330          | 249     | 257     | 168     |
| Magnet Geometry      | ■    | ■   | ■     | ■     | ■         | ■          | ■        | ■        | ■            | ■              | ■       | ■        | ■             | ■         | ■         | ■            | ■           | ■              | ■         | ■             | ■        | ■           | ■            | ■       | ■       | ■       |
| Algebra 2            | 186  | ■   | ■     | ■     | ■         | ■          | ■        | ■        | ■            | 17             | ■       | ■        | 11            | ■         | ■         | 13           | ■           | ■              | ■         | ■             | ■        | ■           | ■            | 22      | ■       | 21      |
| Algebra 2 (2-year)   | 72   | ■   | ■     | 13    | ■         | ■          | ■        | ■        | ■            | ■              | ■       | ■        | ■             | ■         | ■         | ■            | ■           | ■              | ■         | ■             | ■        | 13          | ■            | ■       | ■       | ■       |
| Honors Algebra 2     | 1740 | 116 | 131   | 46    | 120       | 44         | 23       | 76       | 45           | 127            | 26      | 39       | 60            | 119       | 43        | 61           | 68          | 38             | 45        | 30            | 37       | 64          | 29           | 38      | 140     | 175     |
| Other                | 1682 | 31  | 318   | ■     | 35        | ■          | ■        | 77       | 223          | 33             | 110     | 13       | 179           | 10        | 73        | ■            | 86          | 60             | 25        | 36            | 51       | 47          | 62           | 163     | 23      | 19      |

Snapshot November 1, 2017

All includes Alternative Programs, Rock Terrace, Longview, and Stephen Knolls

\*Does not include students who enrolled in MCPS as Grade 9 students from other districts

NOTE: Information has been redacted in accordance with Maryland law, Article §10-616(k), as well as the Family Education Rights and Privacy Act (FERPA), which exempt the disclosure of any documents that could reasonably identify a student.



**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
MARYLAND  
www.montgomeryschoolsmd.org



December 19, 2017

Cynthia Simonson  
vpeducation@mccpta.org

Lynne Harris  
president@mccpta.org

Dear Ms. Simonson and Ms. Harris:

This serves as an additional response to your Maryland Public Information Act (MPIA) request regarding Montgomery County Public Schools (MCPS) students not meeting the University System of Maryland (USM) entrance requirements. Your specific requests are referenced below.

- Data showing the number of students in 2015–2016, which were reported in the 2016-2017 Schools at a Glance report, that did not meet the USM requirements, by subject area (#1); however, during the conference call on November 1, 2017 with Joanne Causey, Public Information Office, and Juan Cardenas, from the Office of Shared Accountability, you modified this request and agreed that the percentage of students, both across the district and by high school, would provide you with sufficient data.
- MCPS 2015–2016 graduates that did not meet the USM requirements, by number, by subject and by cluster (#1A). Similarly, you agreed to modify the request to include the percentage of students district wide and by high school.
- A breakdown of the math courses of current freshmen for the 2017–2018 school year by course, by number and by cluster (#2). During the November 1 conference call, you clarified that by “cluster,” you meant “by high school.”
- The rubric/criteria, by cluster, used in the 2017–2018 school year to determine whether a student who took Algebra 1 in Grade 8 (2016–2017 school year) was being recommended in this current year (2017–2018) to: repeat Algebra 1, advance to Geometry, or advance to Honors Geometry (#2A);
- For the Class of 2018, the number of current seniors and the breakdown of their final year course, sorted by the year they first took Algebra 1B and further sorted by grade achieved in the course (#3).
- By cluster, currently enrolled seniors with a breakdown of their final year course, sorted by the year they first took Algebra 1B, and further sorted by grade achieved in the course (#3A).

**Public Information Office**

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850 Hungerford Drive, Room 137 ♦ Rockville, Maryland 20850 ♦ 240-740-2837

You agreed on November 1, 2017, that, given the time required and the complexity of writing the code to retrieve this information, you would withdraw #3 and #3A, for the time being. On December 7, 2017, I provided you with responsive documents to questions #2 and #2A. Enclosed with this letter are responsive documents to questions #1 and #1A, provided to you on behalf of the superintendent of schools who, as official custodian of records for the school system, is responsible for replies under the Maryland Public Information Act, Title 4 of the General Provisions (GP) Article.

Please find the enclosed responsive documents to questions #1 and #1A, which include the following:

- Class of 2016 MCPS students who did not meet the USM requirements, by school, by subject matter;
- USM course requirements for undergraduate admissions, listed by course; and
- USM Bylaws, Policies, and Procedures of the Board of Regents (III-4.00, Policy on Undergraduate Admissions).

The responsive documents have been redacted in accordance with Maryland law, Article §10-616(k), as well as the Family Education Rights and Privacy Act (FERPA), which exempt the disclosure of any documents that could reasonably identify a student.

MCPS acknowledges the importance your work and the work of the Montgomery County Council of PTAs (MCCPTA) for MCPS students, and we are willing to discuss the issue further. Please contact us if you are interested in doing so.

If you believe you have been wrongly denied a public record, you are entitled to seek judicial review of this decision pursuant to GP § 4-362. In addition, pursuant to GP § 4-1B-01 et seq., you also have the option to express any concerns about this decision to the Public Access Ombudsman.

With regards,



Derek G. Turner  
Director

DGT:vem

Enclosures

Copy to:

Dr. Navarro  
Dr. Wilson  
Mr. Civin

**CLASS OF 2016: Students Who Did NOT Meet the University of Maryland (USM) Requirements by Subject Area\*\***

| SCH_NAME                     | ENGLISH_NOT_MET | MATH_NOT_MET | SCIENCE_NOT_MET | SS_HISTORY_NOT_MET | ELECTIVES_NOT_MET |
|------------------------------|-----------------|--------------|-----------------|--------------------|-------------------|
| Albert Einstein High         | 164             | 204          | 194             | 136                | 92                |
| Alternative Programs         | 37              | 36           | 35              | 35                 | 24                |
| Bethesda-Chevy Chase High    | 113             | 130          | 217             | 90                 | 70                |
| Clarksburg High              | 176             | 198          | 159             | 116                | 109               |
| Col. Zadok Magruder High     | 167             | 188          | 166             | 170                | 133               |
| Damascus High                | 108             | 118          | 112             | 86                 | 87                |
| Gaithersburg High            | 247             | 279          | 306             | 212                | 136               |
| James Hubert Blake High      | 172             | 174          | 172             | 151                | 90                |
| John F. Kennedy High         | 193             | 197          | 190             | 142                | 115               |
| Longview                     | —               | —            | —               | —                  | —                 |
| MCPS Transitions             | —               | —            | —               | —                  | —                 |
| Montgomery Blair High        | 248             | 284          | 297             | 199                | 134               |
| Northwest High               | 129             | 193          | 238             | 119                | 109               |
| Northwood High               | 179             | 184          | 269             | 181                | 113               |
| Paint Branch High            | 224             | 256          | 248             | 188                | 110               |
| Poolesville High             | 40              | 89           | 54              | 25                 | 32                |
| Quince Orchard High          | 155             | 172          | 139             | 101                | 69                |
| Regional Inst For Child/Adol | —               | —            | —               | —                  | —                 |
| Richard Montgomery High      | 117             | 260          | 171             | 74                 | 80                |
| Rock Terrace School          | —               | —            | —               | —                  | —                 |
| Rockville High               | 128             | 120          | 178             | 110                | 66                |
| Seneca Valley High           | 132             | 157          | 174             | 132                | 79                |
| Sherwood High                | 145             | 142          | 133             | 123                | 108               |
| Springbrook High             | 212             | 204          | 230             | 187                | 92                |
| Stephen Knolls               | —               | —            | —               | —                  | —                 |
| Thomas S. Wootton High       | 87              | 116          | 74              | 61                 | 47                |
| Walt Whitman High            | 68              | 88           | 97              | 38                 | 36                |
| Walter Johnson High          | 104             | 160          | 206             | 73                 | 93                |
| Watkins Mill High            | 212             | 193          | 262             | 162                | 108               |
| Wheaton High                 | 168             | 172          | 161             | 122                | 84                |

|                        |       |       |       |       |       |
|------------------------|-------|-------|-------|-------|-------|
| Winston Churchill High | 39    | 100   | 75    | 55    | 49    |
| SUM                    | 3,764 | 4,414 | 4,557 | 3,088 | 2,265 |

NOTE: Data has been suppressed pursuant to Maryland law, Article §10-616(k)—as well as the Family Education Rights and Privacy Act (FERPA)—any information that could reasonably identify a student are exempt from disclosure, and in accordance with MCPS Reporting Guidelines.

\*\*For the class of 2016, there were 10,114 graduates, with a graduation rate of 89.83 percent. In addition, all schools with eligible students are included in the above data, not just the 25 comprehensive high schools.

### **USM Course Requirements for Undergraduate Admissions**

High School Program Completion status 01 indicates that a student has completed course requirements for University System of Maryland as outlined in the USM Undergraduate Admissions Requirements ([www.usmd.edu/regents/bylaws/SectionIII/III400.pdf](http://www.usmd.edu/regents/bylaws/SectionIII/III400.pdf)). This USM policy requires that high school seniors or graduates must demonstrate their readiness for college-level work by achievement at the appropriate level of competencies in the core content associated with the following array of courses:

| Subject  | Years/ Number of Courses |
|--|--------------------------|
| English  | 4                        |
| Biological and Physical Sciences   | 3                        |
| Social Science/History   | 3                        |
| Mathematics<br>Must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four- year mathematics requirement by taking a course or courses that utilize non-trivial algebra. | 4                        |
| Language other than English or in some instances, Advanced Technology Education electives  | 2                        |

Achievement at the appropriate level of competency is defined as a grade equivalent to a C or better in all courses. A student that has completed the required array of courses but has not earned a C or better in all courses does NOT meet the standard for a program completion status of “completed course requirements for University System of Maryland.”



### **III-4.00 - POLICY ON UNDERGRADUATE ADMISSIONS**

(Approved by the Board of Regents, January 11, 1990; Amended October 4, 1996; Amended October 5, 2001; Amended June 17, 2011; Amended October 20, 2017)

Admission to the institutions of the University System of Maryland shall be determined without unlawful discrimination on the basis of race, color, religion, national origin, gender identity and expression, age, sex, sexual orientation, disability, marital status, genetic information, veteran's status, and any other legally-protected characteristic. The undergraduate student population of USM institutions should draw from all areas of the state and reflect the diversity of the state's population. Consistent with their individual missions, institutions will seek to enroll the students having greatest potential to benefit from their programs. Each institution shall take appropriate actions in its admissions procedures to achieve these goals, consistent with State and federal laws.

#### **I. ADMISSION OF FRESHMEN**

Each institution shall publish electronically or in print format its own decision criteria, which may be more rigorous than the system-wide minima stated below.

##### **A. Minimum Qualifications for Regular Admission**

(1) High school diploma or its equivalent (See exception in paragraph B.)

(2) Grade point average

A high school grade point average equivalent to a C or better is required for admission of full-time and part-time entering freshmen who have graduated from high school within three years of intended enrollment.

(3) Test score

A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school within three years of intended enrollment. Students applying to Salisbury University under its test-optional program are exempt from this requirement.

(4) Minimum core content proficiency requirements

In addition to the above stated requirements, high school seniors or graduates must demonstrate their readiness for college-level work by achievement at the appropriate level of competencies in the core content associated with the array of courses that follows:

| <b>Subject</b>                   | <b>Year Courses</b> |
|----------------------------------|---------------------|
| English                          | 4                   |
| Biological and Physical Sciences | 3                   |

| <b>Subject</b>  | <b>Year Courses</b> |
|---|---------------------|
| The courses completed must be in at least two different subject areas. Two of the three courses must include a laboratory experience. For students interested in Science, Technology, Engineering or Mathematics (STEM) related careers (such as medicine, engineering, the sciences, veterinary medicine, physical therapy, etc.), four years of science are recommended in three different science areas, with three laboratory experiences.  |                     |
| Social Science/History  | 3                   |
| Mathematics<br>The courses completed must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II prior to their final year must complete the four-year mathematics requirement by taking a course or courses that utilize non-trivial algebra. <sup>1</sup>  | 4                   |
| Language other than English or in some instances, Advanced Technology Education electives.<br>The two language courses must be in the same language (American Sign Language is among the languages accepted). Advanced Technology Education electives are acceptable in lieu of language courses at some institutions. Students should consult the admissions office of the institution they are seeking to attend to determine if Advanced Technology Education electives are accepted in fulfillment of this requirement. | 2                   |

(5) Other criteria

Each institution shall publish other criteria for admission that may include (a) rigor of the high school curriculum as demonstrated by advanced level coursework, (b) academic electives, (c) performance on high school assessments, (d) trends in performance, (e) citizenship and leadership, (f) special talents, and (g) personal circumstances.

<sup>1</sup> Non-trivial algebra is intended to mean that the level of mathematical concepts discussed and the level of problems that are used in the course would be at least as sophisticated as those that relate to problems appearing in the Achieve ADP Algebra II test. Examples of courses meeting this requirement include Algebra II, Trigonometry, Pre-calculus, Calculus and successor courses, Statistics, and College Algebra. An important feature of any such course is that it utilizes algebra in a substantive way, so the student does not lose the algebraic and numerical skills achieved in earlier courses.



B. Early Admission

Early admission may be granted to a high school student who has demonstrated superior scholarship, as evidenced by the student's academic record or performance on standardized entrance examinations. The expectation is that the student will make arrangements to earn a high school diploma or equivalent. Each institution that offers early admission shall publish electronically or in print format its procedures.

C. Admission of Students from Non-accredited/Non-approved High Schools

Freshman applicants for admission who are graduates of non-accredited/non-approved high schools will be reviewed individually, with consideration given to factors such as scores on nationally standardized tests, high school course content, performance in high school academic courses, the performance of previous students with similar academic preparation, and other appropriate criteria as developed by each institution.

D. Admission of Students with Non-U.S. Records

Students who have completed part or all of their secondary and/or post-secondary education in a non-U.S. educational system may be admitted using the guidelines of the following educational associations:

- (1) Association of International Educators (NAFSA)
- (2) American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- (3) National Association of College Admissions Counselors (NACAC)

Each USM institution will establish procedures to ensure consistency in admissions practices for its applicants with academic records from non-U.S. institutions.

E. Admission of Home-Schooled Students

All home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies outlined in the USM Requirements for Admission may be combined with scores on a nationally standardized examination such as ACT or SAT to satisfy the minimum qualifications for admission. For Maryland students, the home instruction program must comply with COMAR 13A.10.01.01.

F. Admission of Students with Proficiency-Based Standards, Standardized Examinations, or Equivalency Diplomas

Students who have graduated from regionally accredited secondary institutions with proficiency-based standards will be considered individually. Each secondary institution with proficiency-based standards will be asked to provide documentation of the student's achievement in secondary school.

Admission may be granted to students who have been awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Educational Development (GED) test or the External Diploma Program (EDP). Each USM institution will establish procedures to ensure consistency in admissions practices for its applicants presenting external evaluations.

- G. Admission of Students Who Have Been Out of School More Than Three Years  
Students who have earned a high school diploma (or equivalent) with a minimum GPA equivalent to a C or better, but who are more than three years beyond high school enrollment, may be admitted without meeting the usual criteria for admission if the institution determines that the applicant has the potential for successful college work. This determination may be made by evaluation of successful work experiences, by portfolio assessment, and/or by placement testing.
- H. Special Program Requirements  
With the approval of the president, an institution may establish additional requirements for admission to specified academic programs.
- I. Admission to Two Institutions  
USM institutions that have established joint degree or cooperative programs with other institutions will outline procedures to permit students to be admitted simultaneously to two institutions to earn the targeted degree(s).
- J. Exceptions  
Each institution may admit, to a maximum of 15 percent of its entering freshman class, students who do not meet the minimum qualifications outlined in Section I.A of this Policy but who show potential for success in postsecondary education. Each institution shall develop written guidelines, in accordance with this Policy, concerning individual admission.

For those instances in which applicants have not completed all of the required courses for admission, each institution shall establish a method of assessment by which a student can demonstrate competence equivalent to having passed a required high school course to qualify for admission.

## II. ADMISSION OF HIGH SCHOOL GRADUATES WITH ADVANCED STANDING

This section applies to students who have earned college-level semester hours of credit through standardized testing, concurrent/dual enrollment programs, or early or middle college (programs in which students earn the associate degree concurrently with the high school diploma).

Each institution shall develop an admission policy that ensures:

- A. reasonable consideration is given to the successful completion of college-level coursework prior to high school graduation, and that this achievement is recognized as a demonstration of students' likelihood for continued success in university-level study; and
- B. students who have earned college-level coursework at Maryland public institutions of higher education while concurrently enrolled in high school are evaluated in accordance with Section III of this Policy and COMAR 13B.06.01.02-1 including, but not limited to, the admission of students with 60 or more earned college credits and at least a 2.0 grade point average.

### III. ADMISSION OF TRANSFER STUDENTS

This section applies to students who have earned at least twelve or more semester hours of credit that are applicable for credit at the receiving institution. Each institution shall publish its own decision criteria that may be more rigorous than the system-wide minima stated below.

#### A. Minimum Requirements

- (1) All transfer students must have a cumulative GPA of at least a 2.0 on a 4.0 scale, or its equivalent, for all attempted college-level work.
- (2) Students who have completed 29 or fewer credits are also required to meet minimum qualifications as set forth in Section I of this Policy.
- (3) Students transferring from institutions that are not regionally accredited shall demonstrate proficiencies comparable with Sections III.A.1 and 2.

#### B. Maryland Public Institutions of Higher Education

- (1) Students who have completed an associate's degree or who have completed 60 or more semester hours of credit with a minimum GPA of 2.0 on a 4.0 scale or its equivalent from public institutions of higher education in Maryland may not be denied direct transfer to a USM institution, except in cases where the number of applicants exceeds the number who can be accommodated or where admission to programs require higher performance standards. Admissions decisions in those cases shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR 13B.06.01.02-1.
- (2) Students applying to transfer from public institutions of higher education in Maryland who have not completed an associate's degree or who have completed fewer than 60 semester hours of credit shall be considered qualified to be admitted regardless of the number of credit hours earned if the student satisfied the admission criteria of the USM institution as a high school senior and attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent. In cases where the number of applicants exceeds the number who can be accommodated, or where admission to programs require higher performance standards, admissions decisions shall be based on criteria that provide fair and equal treatment for native and transfer students in accordance with COMAR 13B.06.01.02-1.

#### C. Admission to Two Institutions

To facilitate the enrollment of transfer students and to enhance relationships with community colleges, USM institutions are strongly encouraged to establish agreements with community colleges to provide for dual admission of students who first matriculate at the community college. The agreements shall stipulate requirements for eligibility, conditions for maintaining good academic standing, curricular requirements, and credit/grade transfer acceptance.

#### D. Providing Transfer Information

Each institution shall participate in the system-wide computerized information system to assist prospective transfer students. In cooperation with Maryland community colleges, programs shall be developed that represent the lower division course work required for completion of a baccalaureate degree at that institution. Information about such recommended transfer

programs, updated on a regular basis, shall be available to potential transfer students to serve as a basis for advisement and student planning. Students will be encouraged to seek advisement on a regular basis.

E. Exceptions

At the discretion of the receiving institution, transfer students with special circumstances may be admitted on the basis of criteria other than prior academic performance. Up to 15 percent of the institution's entering transfer cohort may comprise such exceptions.

#### IV. ADMISSION OF SECOND BACCALAUREATE STUDENTS

Each institution shall publish electronically or in print formal procedures for admission of students seeking a second baccalaureate degree.

#### V. ADMISSION OF NON-DEGREE STUDENTS

A. Minimum Requirements

Procedures for admitting non-degree students shall be established by each institution. Criteria for changing from non-degree to degree status must be equivalent to or exceed the minimum requirements set forth in Sections III.A.1 and 2 of this Policy for students transferring between Maryland public institutions.

B. Concurrent Enrollment

Concurrent enrollment may be granted to a high school student who has demonstrated superior scholarship, as evidenced by the student's academic record or performance on standardized entrance examinations. Each institution may allow such students to enroll in its undergraduate classes concurrently with their enrollment in high school.

#### VI. ADMISSION OF OUT-OF-STATE STUDENTS TO UNDERGRADUATE PROGRAMS

Each institution may establish for out-of-state students standards that are higher than the undergraduate admission standards for in-state students. If a choice must be made between applicants of roughly comparable ability and promise, preference will be given to the Maryland resident.

Excluding UMUC students and all students enrolled exclusively in distance education programs, the number of out-of-state undergraduate students in any institution shall not exceed 30 percent of its total undergraduate student body.

#### VI. IMPLEMENTATION

A. Publication of Standards

The USM shall publish electronically or in print format the content, competencies, achievement levels, and skills required for success in college. Each institution shall publish its admission standards in its catalog, including on its institutional website, and shall submit them to the University System of Maryland Office for information.

B. Maintenance of Records

Each institution shall maintain in each enrolled student's record evidence that minimum criteria for admission have been met. In those instances when a student has been admitted under exceptions to existing institutional policies, the institution shall retain an explanation of those exceptions and a record of the student's academic success in collegiate credit-bearing courses. The record shall contain a note as to the specific requirements for which the exception was made, for example, minimum GPA, lack of standardized test scores, or demonstration of competency in the required courses.

C. Application Fee

Each constituent institution in the University System of Maryland may assess a non-refundable admission application fee for each applicant, unless the fee is waived in accordance with institutional policy.

Replacement for: BOR I-1.00, I.10, I.11, I.20, I.30, I.40, I.50, I.60, I.80, I3.00 and BOT II-D.3, X-A.1, X-A.2, X-A.3, X-A.4, X-A.5, X-A.7, X-A.8, X-A.9, X-A.11, and X-B