

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)



February 15, 2019

Senator Rebecca Millett
Representative Victoria Kornfield
Joint Standing Committee on Education and Cultural Affairs
100 State House Station
Augusta, ME 04333-0100

Dear Senator Millett and Representative Kornfield:

As you know, Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System and the Maine Community College System. It is also charged with submitting a report of its work to the Joint Standing Committee on Education and Cultural Affairs and to the Governor annually on February 15.

Our report for 2018 is attached. It details the partnerships and planning that has been undertaken by the two systems over the past year in support of the State's goal to increase the higher education attainment rate in Maine so that 60% of Mainers will hold postsecondary education or workforce credentials that position Maine and its families for success by 2025 (MaineSpark). Among the new initiatives to improve attainment and completion and meet state needs that are detailed in this report are the establishment of new mathematics pathways, a new micro-credentialing system, and the planning of a June 2019 joint student success summit.

As we believe the report makes clear, we continue to collaborate closely to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers.

We look forward to meeting with the Committee in the coming weeks to discuss our continued collaborations and would suggest Thursday, March 14 when we will be delivering our respective addresses on the state of our systems to a Joint Session of the Legislature.

Sincerely,

A handwritten signature in black ink that reads "James H. Page". The signature is written in a cursive style with a large, looped "P" at the end.

James Page
Chancellor
University of Maine System

A handwritten signature in black ink that reads "David Daigler". The signature is written in a cursive style with a large, looped "D" at the beginning.

David Daigler
President
Maine Community College System



Report of the Public Higher Education Systems Coordinating Committee

**Submitted to the Joint Standing Committee on Education and Cultural Affairs
and Governor Janet T. Mills**

February 15, 2019

I. INTRODUCTION

Public Law 2015, Chapter 261 (LD 1441) created the Public Higher Education Systems Coordinating Committee to recognize more formally the importance of cooperative efforts between Maine's two systems of higher education. The Committee is comprised of the Chancellor of the University of Maine System (UMS), the President of the Maine Community College System (MCCS), and the chairs of both systems' Boards of Trustees. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System and the Maine Community College System. A copy of the law is provided in Appendix A.

Signaling their strong commitment to joint efforts that enhance the educational and economic health of our state, the Boards of Trustees of UMS and MCCS subsequently passed a joint resolution in 2016 encouraging continued and expanded collaborations between the two systems. (Appendix B.)

This annual report, the Coordinating Committee's fourth, documents the collaborative efforts currently underway across our two systems to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers. It details how the two systems are working in close collaboration with each other and, through MaineSpark, a statewide coalition of organizations, to increase the higher education attainment rate in Maine so that 60% of Mainers will hold postsecondary education and workforce credentials that position Maine and its families for success by 2025.

As we enter 2019, both systems remain focused on the collaborations required to advance Maine towards this critically important attainment goal.

II. REPORT OF CURRENT ACTIVITIES

In order to provide as many Mainers as possible with the education and skills necessary to thrive in the state's changing economy, both UMS and MCCS are working together to remove barriers and increase access to higher education and, once a student is enrolled, to provide them with the supports and pathways they need to achieve their educational goals as quickly and affordably as possible.

This section details how the two systems are coordinating efforts to improve access and student success, and, at the same time, ensure the efficient and cost-effective delivery of educational programs and services across the state.

Much of this important work is led by the MCCS Chief Academic Officer and UMS Chief Student Affairs Officer together with a committee of academic deans and faculty from the two systems who work in close collaboration.

A. Access

Maine's college going and completion rates lag those in the rest of New England; as a result, not enough Maine people have the skills and credentials the state's economy needs to grow and sustain good jobs at good wages. This challenge is compounded by the fact that the state's aging population means that its labor force will continue its steady decline over the next 15 years. At the same time, rapid technological change will continue to transform Maine's economy and demand even higher skill levels of both incumbent and future workers. In short, many more Maine people must be prepared and able to attain additional training, education, and skills.

These realities shape and drive many of the strategic, coordinated access efforts underway across our two systems. Those efforts are targeted at increasing the number of Maine high school students who enroll directly in college after graduating from high school and at serving the 56% of Maine adults who do not hold a credential of value beyond a high school diploma.

1. Dual and concurrent enrollment:

As high school enrollment in dual and concurrent courses commonly known as early college grows statewide, the UMS and MCCS are sharing best practices for ensuring these courses meet high standards and provide students with as seamless a transition to postsecondary education as possible. A work group of UMS and MCCS academic deans and a sub-committee of that group are currently working on readiness measures for dual enrollment students as a part of the SAT Suite implementation (see 2: Direct from high school).

Knowing that high school students often do not understand the connection between an academic major and a job or career, UMS and MCCS have collaborated to craft and implement a Pathways to Careers Early College Program to boost enrollment in our early college programs. UMS and MCCS campuses are working toward shared marketing of early college pathways focused on specific careers such as engineering, nursing, teaching, and business. These defined

pathways enable students to see more clearly how their classes can help them achieve their career goals more quickly and affordably.

At Bangor High School (BHS), for example, students have a pathway from early college to community college at EMCC to a Bachelor's Degree at UMFK. UMFK's Rural U Program provides eight early college general education courses at BHS, all of which are accepted by EMCC, and EMCC and UMFK have articulation agreements between their nursing and trades programs. The three institutions are developing materials to share with students that show the pathway from early college at BHS to community college at EMCC to a Bachelor's Degree at UMFK. EMCC will provide in-school advising to help BHS students start down this pathway.

Both systems have also worked with the Maine Department of Education to identify and align the use of MDOE resources to support UMS and MCCS dual and concurrent enrollment efforts.

2. Direct from high school

In partnership with the College Board and Maine secondary schools, UMS and MCCS are working in close collaboration to increase the college and career readiness of Maine students. Using the State's new assessment tools for measuring readiness, the PSAT and SAT, we are developing new strategies for using students' assessment outcomes to intervene while they are still in high school and to place them in the most appropriate courses once they enroll in college.

3. Adult Attainment

The MCCS Chief Academic Officer and UMS Chief Student Affairs Officer are partners in helping lead MaineSpark's Adult Promise efforts to increase opportunities for adult learners to attain a college degree or credential of value. The initiative's goal is to increase adult attainment by 63,000 individuals over the next 10 years. As a result of the work underway in Maine, the Lumina Foundation has awarded a three-year grant to Maine (one of only five states in the country to receive first-round funding) to expand higher education opportunities for adults and strengthen the critical supports and services that are necessary for their success.

Through this, for example, the Lewiston Area Adult Promise (LeAP) Collaborative is piloting ways to provide wraparound services for adults age 24 or older to have the necessary supports in place, and barriers eliminated, to complete an appropriate degree or credential. Key partners in this collaborative include the Universities of Augusta and Southern Maine, Central Maine Community College, as well as the Maine College of Health Professions, Maine Educational Opportunity Center, local Adult Education, Lewiston Career Center, the L/A Metro Chamber, Central-Western Maine Workforce Development Board, Community Concepts, and Maine Immigrant and Refugee Services.

In addition, support from the New England Board of Higher Education is enabling leaders from UMS and MCCS to work together with representatives from three other New England states to

assist in the development of a national database of post-secondary credentials. The initiative, known as Credential Engine, is designed to make the higher education marketplace as accessible and transparent as possible to potential students and to employers.

B. Pathways to Student Success

To have a meaningful impact on the state's workforce challenges, increased educational access must be accompanied by supports that enable individuals, once enrolled, to be successful in their pursuit of their educational goals. Much of the work of improving student outcomes is classroom based and specific to the individual student. However, UMS and MCCS recognize that policies and practices at the system level can have a major impact on a student's ability to obtain a degree as quickly and affordably as possible. As a result, the two systems are working to make as seamless as possible the pathways that lead to successful college completion. To that end:

- A comprehensive **block transfer** agreement between the two systems went into effect in fall 2016. The agreement makes it possible for students enrolled in the associate in arts degree at any one of the state's community colleges and public universities to transfer up to 34 credits of their general education requirements, for full credit, to any of the other institutions within the two systems. The agreement and its implementation are overseen by committees made up of the chief academic officers of the two systems and faculty representatives from each of the institutions. University staff hold regular office hours on community college campuses specifically to assist students in the transfer process between the two systems and connect them to services and supports to ensure their success when they transition to the four-year institution, including the waiving of application processes and fees and targeted scholarships on several UMS campuses specifically for students coming from the MCCS.
- In addition to the block transfer agreement, other collaborative initiatives between the two systems are designed to help ensure that students are able to earn all of the college credits and credentials to which they are entitled. The MCCS/UMS **reverse transfer** agreement enables MCCS students who transfer to the UMS before earning a community college credential to transfer credits earned at the UMS back to the community college to complete their MCCS degree or certificate.
- **Nursing transfer:** A task force comprised of both UMS and MCCS nursing department program chairs is continuing to develop a seamless pathway from the Associate Degree in Nursing (ADN) to the Bachelor of Science in Nursing (BSN) in order to address the state's nursing workforce needs. The group is developing clear curriculum pathways between MCCS and UMS that simplify the selection of courses, speeds time to the completion of the increasingly in-demand BSN, and eliminates unnecessary duplication of coursework and the need for inter-campus articulation agreements. Other creative collaborations are underway to prepare students for in-demand healthcare careers and meet employer demand. For example, the USM and SMCC recently

partnered to provide students at both institutions the opportunity to job shadow at Martin's Point Healthcare Center in order to introduce students to the many facets of healthcare work.

- **Prior Learning Assessment (PLA)**

Another initiative currently underway addresses how the institutions award credit for prior learning and work experience. Committees at the UMS and MCCS are working within their faculty governance structures to establish common scores and standards for portfolio and credential review so that students who are awarded PLA credit at one institution can transfer those credits as they move between the two systems. This work is especially important for veterans and other adult learners who have gained significant skills through work, military service and life experiences.

The work detailed above is ongoing in 2019. In addition, UMS and MCCS are expanding their collaborative efforts to build evidence-based pathways that have the potential to help more students achieve their educational goals, including but not limited to the following:

- Building on strategies and best practices that have emerged from UMS and MCCS joint participation in the national Complete College America initiative, the two systems are discussing the creation of broad transfer pathways, known as meta-majors, within various liberal arts disciplines (e.g., science, engineering, and mathematics; allied health and nursing; behavioral and social sciences.) As envisioned, these **guided pathways** would lead from community college to a corresponding path at the UMS. Such pathways are designed to provide students with an early and clear road map of the courses they need to take to complete a degree in as timely and cost-effective a way as possible and to provide them with guidance and support to help them stay on their chosen path. At the same time, guided pathways allow students to change majors within a meta-major while still progressing towards a degree.
- The two systems are also exploring ways to build rigorous new **mathematics pathways** that are closely aligned with and relevant to a student's career aspirations and enable him or her to make timely progress towards completion of a certificate or degree. With the curricula and learning outcomes of the foundational math courses offered within the two systems more closely aligned, students transferring from MCCS to UMS will be better prepared to succeed in foundational mathematics courses, will not repeat course content in the math sequence across colleges, and will be on track to earn a bachelor's degree in two years (assuming they have earned an MCCS associate degree).

To advance this work, plans are currently underway for MCCS and UMS to hold a joint student success summit in June 2019. The statewide convening would bring together faculty and staff from across the two systems and would be led by our partners at Complete College America (CCA) to discuss key strategies, metrics, and best practices from around the country that are focused on closing achievement gaps, boosting graduation rates, and ensuring student success. The convening will pay particular attention to those CCA "game changers" already under consideration or underway across MCCS and UMS, particularly math pathways, co-requisite support, academic maps with proactive advising, and

strategies for supporting returning adults. The convening is designed to assist UMS and MCCS in furthering collaborative efforts to build student-centered, seamless pathways to success across Maine's public colleges and universities.

In addition to this work, MCCS is working with UMS as partners in the **Maine State Badge Eco-System** to establish common design and criteria for new "micro-credentials" or "badges" to be awarded in recognition of skill mastery in a specific area. Other partners include United Technologies Center, the Maine State Library, the Maine Departments of Education and Labor, and the Workforce Development Board.

MCCS and UMS Transfer and Articulation Agreements

Every year, some 700 MCCS students transfer to the University of Maine System. In addition to the transfer pathways detailed in this report, UMS and MCCS also have numerous transfer (or “articulation”) agreements between and among the individual institutions. These agreements provide additional clarity and consistency for students enrolled in specific programs of study, especially those programs that are technical or occupational in nature and directly connected to the workforce needs of the state.

In all, UMS and MCCS now maintain and regularly update more than 200 articulation agreements between specific programs of study with new agreements added annually. A complete list of these agreements is included in Appendix C.

Some of these agreements are between multiple partner institutions and some extend agreements beyond programs of study to include admissions and support services. These include:

Connected Pathways: This agreement with USM provides students enrolled in selected programs at CMCC, SMCC, and YCCC with a clear pathway and streamlined admission to compatible programs at USM upon completion of their associate degree. USM provides participants with advising and support services, waives its application fee, and guarantees enrollment as a junior to a compatible program of study for those community college graduates who maintain an overall grade point average of 2.0 or higher. Among its many benefits, the program is designed to keep students in some 25 programs of study from having to take unneeded credits once enrolled at USM. Through Connected Pathways, the schools have also created a professional community of practice to share strategies and create coordinated efforts to remove barriers and improve student completion and transfer.

Pathway to the Future: The WCCC and UMM Pathway to the Future/Dual Admission Program codifies the curricular pathways available to downeast students who wish to start their college career at WCCC and then matriculate into specific programs at UMM. The program provides mutual academic support for students, joint enrollment between the two institutions, and other collaborative projects.

C. Shared Academic Programs, Services, Facilities

UMS and MCCS work together in numerous ways to make the most efficient use of resources. Examples of current shared efforts include but are not limited to the following:

1. Shared academic offerings

- UMF partners with SMCC to deliver its Early Childhood Education B.S. degree on the SMCC campus. Birth-5 and Pre-K-3 certification programs, as well as the Early Care and Education track are available to all participants. Students may be graduates of SMCC's associate degree program in Early Childhood or they may be working, place-bound individuals living in the southern Maine area. SMCC provides classroom space and UMF faculty deliver the courses through a hybrid delivery format which is helping to address the early childhood educator workforce shortage.
- SMCC and USM share a full-time faculty member in hospitality management. The faculty member also chairs SMCC's Culinary and Hospitality programs.
- WCCC and UMM offer a shared program in Medical Assisting at the UMM Campus; WCCC's Medical Assisting courses are delivered at UMM and the students take academic courses through UMM.
- WCCC and UMM also collaborate on UMM's Geographic Information Systems Technology (GIS) program. Students complete their first two years of the program at WCCC. Both schools are collaborating on approaches to increase enrollment in the GIS program.
- EMCC's EMT-Basic course is regularly offered on the University of Maine campus and WCCC offers its EMT courses to students at UMM.
- NMCC and UMPI have a Student/Course Exchange Program that allows students, faculty and staff to take up to six credits hours and pay the lower rate of tuition at the host institution.
- NMCC has created a Water Treatment Technology Program, included in the program are two environmental science courses that will be provided by UMPI.
- SMCC and USM (along with Portland Public Schools) are discussing ESOL curriculum alignment and creating a document for prospective students to understand the ESOL pathways at each institution.
- The EMCC Liberal Studies chairs are working with the UMaine Honors program to establish a similar program at EMCC.

2. Shared facilities and equipment

- UMS and MCCS off-campus centers are co-located in Dover-Foxcroft, East Millinocket, South Paris, Ellsworth, Houlton, and at Brunswick Landing where SMCC's MidCoast campus and UMA's University College at Bath/Brunswick work in close collaboration. Co-location has many benefits. For example, EMCC's Associate of Science in Nursing will begin in fall 2019 in Ellsworth along with the start of UMA's B.S. in Nursing at that center. This will allow for collaborative offerings of some of the general education requirements for both programs.
- The UMS Cooperative Extension holds several events a year on the KVCC Alford Campus.

- WCCC and UMM share UMS polycom assets for various MCCS/UMS meetings. This saves on the costs of travel and maintaining separate systems.
- UMaine provides access to Fogler Library to EMCC students.
- Students at NMCC and UMPI attend student events at no cost on either campus.
- The SMCC and USM Athletic Departments share facilities when one is over-scheduled or unexpected problems arise.
- SMCC and USM facilities managers collaborate prior to storm closings and coordinate where it is prudent to do so.

3. Shared services

Both UMS and MCCS have issued RFPs that afford procurement of goods and services by the other system under equal pricing and terms. The goal: to secure the best possible pricing for each campus, reduce duplication of purchases, and reduce time spent on developing RFPs and bidding out for the same services.

- UMS has ensured that on-call service contracts (e.g., the UMS Honeywell contract) allow the MCCS and Maine Maritime Academy the ability to utilize them.
- MCCS participates with the UMS purchasing department on photocopy rentals and office supplies through Office Max.
- UMPI's Student Health Services Department and NMCC share a Certified Registered Nurse/Nurse Practitioner.
- Sodexo contracts at SMCC and USM have allowed the food service provider to use common personnel leading to lower costs for both institutions. In the coming year, the two systems will explore additional opportunities to leverage these "piggyback" procurement clauses in the interest of improving goods and services while ensuring best value.

D. Different Missions. Shared Goals.

The University of Maine System and the Maine Community College System together enrolled 45,776 students in fall 2018 with a shared goal: advance educational and economic opportunities for the people of Maine. The two systems are designed to achieve this goal in distinct ways. The university serves as the state's leading provider of baccalaureate and graduate degrees to meet Maine's educational and workforce needs, attracts nearly 6,000 out-of-state students annually, provides community-sustaining service, and builds Maine's economy through innovative research and development. Maine's community colleges are focused on one- and two-year programs of study that are designed to meet the educational, occupational and technical needs of Maine citizens and the workforce needs of the state's employers. Collaboration between Maine's public universities and community colleges is critical to the ability of both to achieve their critical mission. As detailed in this annual report, the two systems continue to work closely together to provide Maine and her people with the skills needed to prosper and thrive.

Appendix A
Maine Revised Statutes
Title 20-A: EDUCATION
Chapter 1: GENERAL PROVISIONS

§9. PUBLIC HIGHER EDUCATION SYSTEMS COORDINATING COMMITTEE

1. Committee established. The Public Higher Education Systems Coordinating Committee, referred to in this section as "the committee," is established to promote efficiency, cooperative effort and strategic planning between the University of Maine System and the Maine Community College System, referred to in this section as "the systems."

[2015, c. 261, §1 (NEW) .]

2. Membership. The committee consists of the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System and the Chair of the Board of Trustees of the Maine Community College System. The members of the committee may appoint designees to a subcommittee.

[2015, c. 261, §1 (NEW) .]

3. Duties. The committee shall seek to achieve greater collaboration and cooperation between the systems in order to address issues including, but not limited to, the following:

A. Improving college affordability; [2015, c. 261, §1 (NEW) .]

B. Minimizing or eliminating barriers to student transfer between the systems; [2015, c. 261, §1 (NEW) .]

C. Reducing unnecessary duplication of programs between the systems; [2015, c. 261, §1 (NEW) .]

D. Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources; [2015, c. 261, §1 (NEW) .]

E. Recommending changes to state laws that would improve the systems' efficiency or effectiveness; [2015, c. 261, §1 (NEW) .]

F. In consultation with the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy, investigating and pursuing opportunities for collaboration and resource sharing with the Maine Maritime Academy. The committee shall notify the President of the Maine Maritime Academy of committee meetings and agenda items; and [2015, c. 261, §1 (NEW) .]

G. In consultation with the commissioner and the chair of the state board, investigating and pursuing opportunities to improve college preparation, transition and completion for Maine's secondary students, including supporting early college opportunities and improving credit transfer between secondary and postsecondary school systems. [2015, c. 261, §1 (NEW) .]

[2015, c. 261, §1 (NEW) .]

4. Meetings. The committee shall meet at least twice each year and the committee members' designees may meet more frequently. The chancellor shall convene the first meeting of the committee by October 15, 2015. The committee shall establish a meeting schedule, and the initial work must include an accounting

of the members' prior and current efforts to promote efficiency, cooperative effort and strategic planning between the systems. The committee shall elect a chair from among its members to serve for a term to be determined by the committee.

[2015, c. 261, §1 (NEW) .]

5. Reporting. The committee shall report succinctly on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

[2015, c. 261, §1 (NEW) .]

SECTION HISTORY

1995, c. 395, §J1 (NEW). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF). 2013, c. 368, Pt. DDDDD, §1 (AMD). 2015, c. 261, §1 (RPR).

The State of Maine claims a copyright in its codified statutes. If you intend to republish this material, we require that you include the following disclaimer in your publication:

All copyrights and other rights to statutory text are reserved by the State of Maine. The text included in this publication reflects changes made through the Second Regular Session of the 127th Maine Legislature and is current through October 1, 2016. The text is subject to change without notice. It is a version that has not been officially certified by the Secretary of State. Refer to the Maine Revised Statutes Annotated and supplements for certified text.

The Office of the Revisor of Statutes also requests that you send us one copy of any statutory publication you may produce. Our goal is not to restrict publishing activity, but to keep track of who is publishing what, to identify any needless duplication and to preserve the State's copyright rights.

PLEASE NOTE: The Revisor's Office cannot perform research for or provide legal advice or interpretation of Maine law to the public. If you need legal assistance, please contact a qualified attorney.

Appendix B

JOINT RESOLUTION OF THE BOARDS OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM AND MAINE COMMUNITY COLLEGE SYSTEM

Whereas, the Maine Legislature enacted Public Law 2015, Chapter 261 (LD 1441) to establish the Public Higher Education Systems Coordinating Committee ("Coordinating Committee") in order to promote efficiency, cooperative effort and strategic planning between the University of Maine System ("UMS") and the Maine Community College System ("MCCS");

Whereas, the law requires the Chancellor and Chair of the Board of Trustees of UMS, President and the Chair of the Board of Trustees of MCCS to meet at least twice a year to discuss:

- Improving college affordability;
- Minimizing or eliminating barriers to student transfer between the systems;
- Reducing unnecessary duplication of programs between the systems; and
- Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources.

Whereas, on February 3, 2016, the Coordinating Committee submitted to the Maine Legislature's Joint Standing Committee on Education and Cultural Affairs a complete account of the members' prior efforts to promote efficiency, cooperative effort and strategic planning between the Systems;

Whereas, the Boards of Trustees of UMS and MCCS, each agree with and adopt as their own those goals and purposes expressed in the law for the Coordinating Committee; and

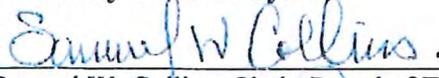
Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable certificate and degree programs;

NOW, therefore, it is resolved:

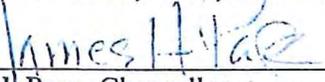
1. The Boards of Trustees of each System encourage:
 - a. The UMS Chancellor and MCCS President to confer regularly on matters of mutual interest, to share best practices, and to collaborate where operationally compatible and financially efficient;
 - b. University and College Presidents to regularly collaborate and coordinate among them, and to encourage and enable their academic and student staff, faculty, and administrators to do the same, to confer regularly on matters of mutual interest, with a primary focus on strengthening academic pathways and transfer opportunities, sharing of local resources, and coordination of regional population attraction efforts;
 - c. Academic Affairs leaders of the Systems to continue their regular ongoing efforts regarding remediation, dual enrollment, pathways, and transfer;
 - d. System administrative function heads to look for opportunities for collaborating, achieving economies of scale, and sharing resources; and
 - e. The General Counsels of the Systems to continue to confer regularly to discuss best practices, policies and procedures that efficiently promote effective legal compliance, student legal affairs management, insurance procurement and risk management.
2. That each Board, in its discretion, encourage the Presidents of the Universities and Community Colleges to submit to each System head summary written reports of their collaborations and activities, including where interactions were not found to advance the purposes of the law and this resolution, by June 30 and December 30 each year.

Signed this 15th day of December, 2016.

University of Maine System

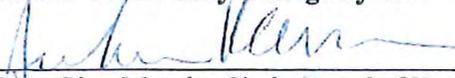


Samuel W. Collins, Chair, Board of Trustees



James H. Page, Chancellor

Maine Community College System



Jean Ginn Marvin, Chair, Board of Trustees



Derek Langhauser, President

Appendix C

Program-to-Program Articulation Agreements between University of Maine System and Maine Community College System

This list of transfer agreements does not include System-wide agreements focused on block transfer, reverse transfer, and liberal studies transfer (Advantage U).

Central Maine Community College	
CMCC Degree	Transfer Degree
A.S. in Nursing	UMA B.S. in Nursing (B.S.N)
A.S. in Nursing	UMFK B.S. in Nursing (B.S.N.)
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Architectural and Civil Engineering Technology	UMFK B.S. in Business Management
A.A.S. in Automotive Technology	UMFK B.S. in Business Management
A.A.S. in Automotive Technology (Ford ASSET)	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management
A.A.S. and A.S. in Computer Technology	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Electromechanical Technology	UMFK B.S. in Business Management
A.A.S. in Graphic Communications	UMFK B.S. in Business Management
A.A.S. in Medical Assistant	UMFK B.S. in Business Management
A.A.S. in Medical Coding and Electronic Health Records	UMFK B.S. in Business Management
A.A.S. in Network Security/Computer Forensics	UMFK B.S. in Business Management
A.A.S. in Physical Fitness Specialist	UMFK B.S. in Business Management
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management
A.S. in Life Science	USM B.S. in Health Sciences, Pre-Professional Track
A.A.S. in Physical Fitness Specialist	UMS B.S. in Health Sciences
A.A.S. in Criminal Justice	USM B.A. in Social and Behavioral Studies, Community Response & Mental Health Concentration
A.A.S. in Criminal Justice	USM B.A. in Social and Behavioral Sciences, General Concentration
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, Early Childhood Studies Concentration and State of Maine Early Childhood Teacher Certification (081)
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, General Concentration
A.A.S. in Human Services	USM B.A. in Psychology
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Counseling Concentration
A.A.S. in Human Services	USM in Social and Behavioral Sciences, Early Childhood Studies Concentration

A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, General Concentration
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Public Health Concentration
A.S. in Computer Technology	USM B.S. in Information Technology
A.A.S. in Computer Technology	USM B.S. in Technology, Concentration in Information and Communications Technology
A.A.S. in Precision Machining Technology	USM B.S. in Technology Management, Concentration in Precision Manufacturing
Eastern Maine Community College	
A.A.S. Civil Engineering Technology	UM B.S. Construction Engineering Technology
A.A.S. Early Childhood Education	UM B.S. Childhood Development/Family Relations, ECE Education Option
A.A.S. Education	UM B.S. Elementary Education
A.A.S. Electrical and Automation Technology	UM B.S. Electrical Engineering Technology
A.A. Liberal Studies	UM Bachelor of University Studies – Leadership
A.A.S. Business Management	UMA B.S. Business Administration – Accounting
A.A.S. Business Management	UMA B.S. Business Administration – Management
A.A.S. Computer Science	UMA B.S. Computer Information Systems
A.A.S. Criminal Justice	UMA B.S. Justice Studies
A.A.S. Human Services	UMA B.S. Human Services*
A.A. Liberal Studies	UMA B.A. English
A.A. Liberal Studies	UMA B.A. Social Sciences
A.S. Nursing	UMA B.S. Nursing
All A.A.S. Programs	UMA Bachelor of Applied Science*
A.A.S. Early Childhood Education	UMF B.S. Early Childhood Education
A.A.S. Education	UMF B.A. Liberal Studies – Education Pathways
A.A.S. Automotive Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Building Construction	UMFK B.S. Business Management – Technology Concentration
A.A.S. Business Management	UMFK B.S. Business Management
A.A.S. Computer Systems Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Culinary Arts	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	UMFK B.S. Business Management – Technology Concentration
A.A.S. Early Childhood Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education (CTE Option)	UMFK B.S. Business Management – Technology Concentration
A.A.S. Electrical and Automation Technology	UMFK B.S. Business Management – Technology Concentration

A.A.S. Emergency Medical Services	UMFK B.S. Business Management – Technology Concentration
A.A.S. Fine Woodworking and Cabinetmaking	UMFK B.S. Business Management – Technology Concentration
A.A.S. Medical Office Technology	UMFK B.S. Business Management – Technology Concentration
A.S. Nursing	UMFK B.S. Nursing
A.A.S. Refrigeration, Air Conditioning and Heating	UMFK B.S. Business Management – Technology Concentration
A.A.S. Surgical Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Welding	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	USM B.A. Communication
A.A.S. Digital Graphic Design	USM B.A. Media Studies
A.A.S. Electrical and Automation Technology	USM B.S. Technology – Management Concentration
A.A.S. Hospitality and Tourism Management	USM B.A. Tourism and Hospitality Equivalency
A.A.S. Medical Radiography	USM B.S. Health Science
Kennebec Valley Community College	
A.A.S. in Business Administration Accounting Option	UMA B.S. in Business Administration
A.A.S. in Business Administration Marketing/Management Option	UMA B.S. in Business Administration
A.A.S. in Mental Health Rehabilitation	UMA B.S. in Mental Health and Human Services
A.A.S. in Sustainable Construction	UMA B.A. Architecture*
A.A.S. in Early Childhood Education	UMF B.S. in Childhood Education
A.A.S. in Mental Health Rehabilitation	UMF B.S. in Rehabilitation Program
A.A.S. in Electrical Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Energy Services Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Sustainable Construction	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	USM B.S. Technology Management
A.A.S. in Energy Services Technology	USM B.S. Applied Technical Leadership
A.A.S. in Electrical Technology	USM B.S. Applied Technical Leadership
A.A.S. in Applied Electronics and Computer Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Applied Engineering Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Mental Health Rehabilitation	UM B.A. Social Work*
A.A.S. in Mental Health Rehabilitation	UMF B.S. Rehabilitation Services*
A.A.S. in Mental Health Rehabilitation	UMF B.A. Psychology*
A.A.S. in Medical Assisting	USM B.S. Health Sciences

A.A.S. in Health Information Management	USM B.S. Health Sciences
A.A.S. in Occupational Therapy Assistant	USM B.S. Health Sciences
A.A.S. in Electrical Technology	USM B.S. Industrial Technology
A.A.S. in Energy Services and Technology	USM B.S. Industrial Technology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality with Food Studies Minor
A.S. in Nursing	UMFK B.S. Nursing
A.S. in Radiologic Technology	USM B.S. Health Sciences
A.S. in General Science/Biology	USM B.S. Environmental Science
A.A.S. in Physical Therapist Assistant	USM B.S. in Health Sciences
A.A.S. in Respiratory Therapy	USM B.S. in Health Sciences
Northern Maine Community College	
A.A.S. in Early Childhood Education	UMPI B.S. in Elementary Education, Early Childhood Concentration
A.A.S. in Automotive Collision Repair	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management
A.A.S. in Computer & Network Technology	UMFK B.S. in Business Management
A.A.S. in Diesel Hydraulics	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Electrical Construction and Maintenance	UMFK B.S. in Business Management
A.A.S. in Emergency Medical Services	UMFK B.S. in Business Management
A.A.S. in Medical Assisting	UMFK B.S. in Business Management
A.A.S. in Medical Assisting	USM B.S. in Health Sciences
A.A.S. in Plumbing and Heating	UMFK B.S. in Business Management
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management
A.S. in Nursing 2+2 Agreement 3+1 Agreement	UMFK B.S. in Nursing
A.A. in Liberal Studies	UMPI B.A. in Liberal Studies
A.A. in Liberal Studies	UMFK B.A. in Liberal Studies
Southern Maine Community College	
A.A.S. in Computer Technology	UMA B.S. in Public Administration (renewal in process)
A.A.S. in Criminal Justice	UMA B.S. in Public Administration (renewal in process)
A.A.S. in Criminal Justice	USM B.A. in Criminology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality, Cultural and Culinary Tourism Concentration*
A.A.S. in Cybersecurity	UMA B.S. in Cybersecurity
A.A.S. in Early Childhood Education	UM B.S. in Child Development/Family Relations Early Childhood Education option (renewal in process)
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, Birth to Five Certification
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, K-3 Certification
A.A.S. in Fire Science Technology	UMA B.S. in Public Administration (renewal in process)
A.A.S. in Fire Science Technology	USM B.S. in Leadership and Organizational Studies

A.A.S. in Horticulture	USM B.A. Environmental Planning & Policy
A.A.S. in Horticulture	USM B.A. in Environmental Science
A.A.S. in Hospitality Management	USM B.A. in Tourism and Hospitality*
A.A.S. in Human Services	UMA B.S. in Mental Health and Human Services/Adult Mental Health Rehabilitation (renewal in process)
A.A.S. in Human Services	UMA B.S. in Public Administration*
A.A.S. in Integrated Manufacturing/Precision Machining	USM B.S. in Technology Management Precision Manufacturing Concentration
A.A. in Liberal Studies with a Focus in English	USM B.A. in English
A.A. in Liberal Studies with a Focus in History	USM B.A. in History
A.A. in Liberal Studies with a Focus in Political Science	USM B.A. in Political Science
A.A. in Liberal Studies with a Focus in Psychology	USM B.A. in Psychology*
A.A. in Liberal Studies with a Focus in Science	USM B.A. in Environmental Planning and Policy
A.A. in Liberal Studies with a Focus in Science	USM B.S. in Environmental Science
A.S. in Business Administration	UMA B.S. in Business Administration-Accounting (renewal in process)
A.S. in Business Administration	UMA B.S. in Business Administration –Management (renewal in process)
A.S. in Business Administration	USM B.S. in Accounting
A.S. in Business Administration	USM B.S. in Business Administration
A.S. in Business Administration	USM B.S. in Entrepreneurship
A.S. in Business Administration	USM B.S. in Finance
A.S. in Business Administration	USM B.S. Management
A.S. in Business Administration	USM B.S. International Business
A.S. in Business Administration	USM B.S. in Marketing
A.S. in Business Administration	USM B.S. in Risk Management
A.S. in Business Administration	USM B.S. in Sports Management
A.S. in Business Administration	USM B.S. in Sustainable Business
A.S. in Nursing	UMFK B.S. Nursing (3+1) (renewal in process)
A.S. in Nursing	USM B.S. in Nursing
A.A.S. in Pre-Engineering	UM B.S. in Biomedical, Chemical, Civil, Computer, Electrical, and Mechanical Engineering and Construction Engineering Technology, Electrical Engineering Technology, Engineering Physics, Mechanical Engineering Technology and Survey Engineering Technology (renewal in process)
A.A.S. in Pre-Engineering	USM BS in Electrical Engineering and Mechanical Engineering (renewal in process)
A.S. in Respiratory Therapy	USM B.S. in Health Sciences

Washington County Community College	
Core Exceptions for Transfer Students	UMM
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Business Management	UMA B.S. in Administration, Business Administration Management, or Business Administration Accounting
A.A.S. in Adventure Recreation & Tourism	UMM B.S. Recreation & Tourism Management
A.A.S. in Business Management	UMM B.S. in Business and Entrepreneurial Studies
A.A.S. in Geographical Information Systems	UMM B.S. in Environmental Studies/Geographic Information Systems Concentration
	UMM B.S. in Marine Biology with Geographic Information Systems Minor
	UMM B.S. in Tourism and Recreation Management with Geographic Information Systems Minor
	UMM Certificate in Geographic Information Systems
York County Community College	
A.A.S. in Information Technology	USM B.S. in Information Technology
A.A.S. in Precision Machining	USM B.S. in Technology Management: Precision Manufacturing Concentration
A.A.S. in Architectural and Engineering Design	USM B.S. in Applied Technical Leadership
A.A.S. in Architectural and Engineering Design	USM B.S. in Technology Management, Industrial Management Concentration
A.A.L.S. in Liberal Studies	USM B.S. in Environmental Science
A.A.S. in Trade and Technical Occupations	USM B.S. in Applied Technical Leadership
A.A.S. in Trade and Technical Occupations	USM B.S. in Technology Management, Industrial Management Concentration
A.S. in Health Studies	USM B.S. in Health Sciences
A.A.S. in Behavioral Health Studies	USM B.A. in Psychology
A.A.S. in Behavioral Health Studies	USM B.S. in Recreation & Leisure Studies
A.A.S. in Behavioral Health Students	USM B.A. in Social Work
A.A.S. in Culinary Arts	USM B.A. in Tourism & Hospitality
A.A.S. in Culinary Arts, Baking & Pastry Option	USM B.A. in Tourism & Hospitality
A.A.S. Hospitality and Tourism Management	USM B.A. in Tourism & Hospitality
A.A.S. in Medical Assisting	USM B.S. in Health Sciences
A.A.S. in Digital Media	UMFK B.S. in Business Management
A.A.S. in Culinary Arts	UMFK B.S. in Business Management
A.A.S. in Architectural and Engineering Design	UMFK B.S. in Business Management
A.A.S. in Culinary Arts, Baking & Pastry Option	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Health Information Management	UMFK B.S. in Business Management

A.A.S. Hospitality and Tourism Management	UMFK B.S. in Business Management
A.A.S. Information Technology	UMFK B.S. in Business Management
A.A.S. Medical Assisting	UMFK B.S. in Business Management
A.A.S. Precision Machining Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMA B.S. in Veterinary Technology

*Agreement in process

