



February 15, 2021

Senator Matthea Daughtry  
Representative Michael Brennan  
Joint Standing Committee on Education and Cultural Affairs  
100 State House Station  
Augusta, ME 04333-0100

Dear Senator Daughtry and Representative Brennan:

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 2020 is attached. It details the ongoing partnerships and planning 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 by 2025, 60% of Mainers will hold postsecondary education or workforce credentials that position Maine and its families for success. The dual COVID-19 public health and economic crisis has only reinforced the importance of our institutions to Maine's people and economy and requires us to continue to find new ways to collaborate, especially given the financial impacts to our systems and the State that have further constrained public resources.

As we believe the report makes clear, we continue to work together 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 take seriously our respective responsibility to accelerate Maine's economic recovery and imperative for equity and support the relevant recommendations of the Economic Recovery Committee, including to: invest in higher education and degree attainment, prioritize accessible and affordable education and training for working adults, prepare workers for Maine's innovative and high-demand sectors, and expand internship opportunities linked to higher education.

We look forward to meeting with the Committee to discuss our continued collaborations and how we can partner with you to advance these recommendations and all Maine people.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Malloy".

Dannel Malloy  
Chancellor  
University of Maine System

A handwritten signature in black ink, appearing to read "David Daigler".

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, 2021**

### **I. INTRODUCTION**

Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee to recognize more formally the importance of cooperative efforts between Maine's two public 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 meets at least two times per year and is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System (UMS) and the Maine Community College System (MCCS). 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. A copy of this is provided in Appendix B.

This annual report, the Coordinating Committee's sixth, documents the myriad 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 partnership with each other and, through MaineSpark, a statewide coalition of organizations, to increase the higher education attainment rate in Maine so that by 2025, 60% of Maine adults will hold postsecondary education and workforce credentials that position them and our state's economy for success.

As we encounter new challenges posed by the dual COVID-19 public health and economic crisis, both systems remain focused on working together to advance Maine towards our critically important goal of educating the people of Maine.

## 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 MCCC are working together to raise postsecondary aspirations, increase access and, once a student is enrolled in our universities and colleges, 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.

### 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. This was true before the COVID-19 pandemic and will continue afterwards. In short, many more Maine people must be prepared and able to attain additional training, education, and skills and the credentials that document their attainment.

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 49.5 percent of Maine adults who do not hold a credential of value beyond a high school diploma.

The two systems continue to work collaboratively to ensure that Maine's high school students have access to early college programming, including Aspirations (taught by university or community college faculty online and on campus) and concurrent enrollment (courses taught by qualified high school teachers at the student's high school).

Highlights from the past year include:

- **ExplorEC - Online Dual/Concurrent Enrollment Software**

The UMS and MCCC have entered into a data sharing agreement to facilitate the implementation of a new online early college application program, known as ExplorEC. Developed and administered by the software company Canusia, ExplorEC will allow Maine students and their families, as well as school administrators and counselors to have a single point of entry to the full suite of early college course offerings across the state's 14 public universities and community colleges. Not only will this create a seamless experience for

students and help them access the full range of course options available to them across the state, but it will better allow high school and college advisors and administrators to guide and monitor the selection of courses so that there is purposeful selection. It will also assist our systems' ability to enforce the current 12 credit total (between both UMS and MCCS) limit on free early college tuition per State statute and submit reports and reimbursement requests to the Maine Department of Education.

UMS led in the deployment of ExplorEC and to best serve schools and students and support our inter-system collaboration, invited MCCS to partner in adopting the platform. MCCS early college will be fully integrated with ExplorEC in March of 2021. Full implementation of this joint application system will further the goals of our early college programs in providing equitable access to transformational educational opportunities for Maine students.

- **Support Pandemic-Driven Early College Growth**

As a result of the pandemic, there has been an explosion in UMS and MCCS early college enrollment as Maine's public high schools look to these courses – especially those offered online or on university/college campuses – to supplant their own offerings, which have been limited by class size restrictions, hybrid schedules, and a shortage of educators due to COVID-related leave (for example, quarantine). This growth led to 90% of the State appropriation for FY21 to support these programs being exhausted just six months in the fiscal year. The two systems are working closely together and with the Maine DOE to address the funding shortfall in the short-term and to develop new program parameters that will ensure equity in access to all Maine students within available State resources into the future.

- **Inaugural Maine Early College Symposium**

In May of 2020, the UMS, MCCS, and Bridge Academy programs had planned to host an Early College Symposium at the University of Maine with the theme "Equity and Access in Maine's Public Early College Programs." This event was cancelled due to COVID-19 but has been rescheduled for May of 2022. Attendees will include secondary school officials and teachers, college-level staff and administration, college access groups, Maine DOE staff and administrators, and UMS and MCCS system-level representatives.

In addition, staff from MCCS and UMS co-presented at a national conference on the proactive and collaborative strategy for intentional and effective early college course selection.

## **B. Adult Attainment**

The MCCS Chief Academic Officer and UMS Associate Vice Chancellor for Student Success and Credential Attainment continue to play a leadership role in MaineSpark's Adult Promise efforts to increase opportunities for adult learners statewide to attain a college degree or credential of value, regardless of whether it is through Maine's public universities and community colleges.

In addition to that work, the systems are collaborating on several projects to expand opportunities for Mainers to earn credentials of value and to have access to career pathways through UMS and MCCS. An ongoing initiative led by the UMS and funded by the Lumina Foundation is **All Learning Counts (ALC)**, which is a partnership of 11 of the state's leading education and workforce development organizations including MCCS that are focused on increasing the educational attainment of the workforce to fill the jobs that will grow the economy and provide a high quality of life for Maine's people. The project focuses on identifying and meeting the needs and barriers of Maine's under-represented populations in credential attainment, with a focus on four groups: people of color, Native Americans, those who are incarcerated, and low-income learners. The ALC partnership is working to develop and implement credentialing pilot programs to test new ways to meet the needs of under-represented groups with a particular focus on developing and awarding microcredentials and building credential pathways.

ALC builds upon the microcredential framework developed collaboratively by the **Maine State Badge Eco-System**, a joint initiative of MCCS and UMS. Microcredentials, a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills, are being integrated by both systems as first-step credentials on learning pathways, as mastery pathways for professional development, and everything in between. These credentials indicate mastery of soft skills such as student leadership, hard skills such as IT Information Help Desk, or complementary skills to other credentials such as Information Literacy. As a part of that work, both systems entered into joint request for proposals for a microcredential platform (BADGR) and worked collaboratively to implement the system. BADGR is a very robust platform that integrates with Brightspace, our common online learning management system. BADGR allows learners and issuers to share electronic evidence of learning, i.e. microcredentials, that is accessible to both the learner and to potential employers and that allows sharing of credentials on social media.

The systems' microcredential work aligns to the development of the Credential Registry across New England. Supported by the New England Board of Higher Education and the Credential Engine, UMS and MCCS are working together with representatives from three other New England states to build out a national database of postsecondary credentials. The initiative will make the higher education marketplace as accessible and transparent as possible to potential students and to employers.

This winter, in collaboration with the UMS, MCCS has launched a research study specific to adults in Maine who started at a Maine community college or UMS university but did not complete their degree or credential. One of the expected goals coming out of this important research will be the development of a joint aspirational campaign to encourage more adults in Maine to start or complete a credential or degree at one of our institutions.

### **C. 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 that went into effect in Fall 2016 continues to make 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.
- In addition to the block transfer agreement, other articulation agreements (Appendix C) between the two systems are designed to 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.
- The two systems are discussing the creation of broad transfer pathways within a range of disciplines (e.g., arts and humanities, STEM, healthcare, etc.). 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.
- Although delayed by COVID-19, the two systems continue their work to build and implement **mathematics pathways** that are closely aligned with and relevant to a student's career aspirations and enable them to make timely progress towards completion of a certificate or degree. With the curricula and learning outcomes of UMS and MCCS foundational math courses more closely aligned, students transferring between the two systems will be better prepared to succeed in these 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). The math pathways initiative is also aligned with efforts to create the guided pathways mentioned above. With math alignment between the MCCS and UMS completed, these math pathways are the foundation for the development of guided pathways. The effort is supported by the Charles A. Dana Center at the University of Texas, Austin and is part of a nationwide initiative to foster student success and increase college retention and completion.

Additionally, Maine is one of 20 states participating in a national initiative to create clear and complementary alignment in mathematics from secondary to post-secondary education. As a part of the Collaborative Board of Mathematical Sciences High School to College Mathematics Pathways: Preparing Students for the Future, the Systems have formed the Maine Math

Pathways Collaborative (MMPC), a partnership of the MCCC, UMS, Educate Maine, Somerset CTE, and the Maine DOE. The goals of the collaborative are to articulate and align multiple math pathways between high school and higher education, align workforce needs in mathematics; recommend strategies to improve data gathering and evaluation; and develop and implement a pilot for multiple math pathways in Maine. MMPC held its first statewide meeting in October and has engaged school districts and constituent sectors across Maine.

- Finally, the two systems have adopted a common online cloud-based learning management system (LMS), Brightspace from D2L. This application supports blended and fully online courses through a learning environment, learning repository and ePortfolio. Using a common application has allowed the systems to collaborate in its implementation and on professional development for users. It will also provide our students with a common online experience, which we hope will impact student success especially for those who transfer between the two systems. We also hope to use Brightspace to support learning outcomes assessment and to provide opportunities for sharing curriculum.

## **D. Transfer and Articulation Agreements**

Every year, some 650 MCCC students transfer to UMS universities. In addition to the transfer pathways detailed in this report, UMS and MCCC 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 MCCC now maintain and regularly update more than 165 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. Examples include:

**Connected Pathways:** This agreement with the University of Southern Maine (USM) provides students enrolled in selected programs at Central Maine Community College (CMCC), Southern Maine Community College (SMCC), and York County Community College (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 Washington County Community College (WCCC) and the University of Maine at Machias (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.

## **E. Shared Academic Programs, Services and Facilities**

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

### **1. Shared Academic Offerings**

- The University of Maine at Farmington (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.
- The University of Maine at Fort Kent and MCCS are piloting an agreement to enable Associate of Science (AS) Nursing students to enroll in up to four RN-to-BSN courses while still enrolled in their AS program. The selected courses will be adjunctive to AS nursing courses but will not compete with the AS curriculum. This program will enable students who choose this option to reduce both the time and cost of an RN to BSN program.
- WCCC has completed multiple pathway agreements with the University of Maine at Augusta (UMA) including in Business, Human Services and Computer Technology.
- 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.
- Northern Maine Community College (NMCC) and University of Maine at Presque Isle (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. UMPI/UMFK are also currently establishing a joint admissions office on-site at NMCC to support transfer between the two systems.
- NMCC has created a Water Treatment Technology Program, included in the program are two environmental science courses that will be provided by UMPI.
- Kennebec Valley Community College (KVCC) works closely with University of Maine (UM) Cooperative Extension and collaborates on delivering short business and industry training on agricultural business and technology topics throughout the year. This includes strengthening connections between MCCC Hinckley Farm and UM Extension to support both credit-bearing courses and non-credit training.

- YCCC's Computer Science department is working closely with UMA's Cybersecurity and Computer Science programs to establish a cybersecurity certificate at YCCC. This includes YC faculty being trained as a Train-the-Trainer at UMA's Cyber Range and utilizing the cyber security lab for training and development in real-world scenarios.

## **2. Shared Facilities and Services**

Both UMS and MCCC have issued requests for proposals (RFPs) that allow for procurement of goods and services by the other system under equal pricing and terms. The goal: to secure the best possible pricing for each system/institution, reduce duplication of purchases, and reduce time spent on developing RFPs and bidding out for the same services. From food service to photocopy rentals, the two systems have numerous contracts that allow us to share services or savings. Last year, the UMS, MCCC, Maine Maritime Academy (MMA) and the State of Maine entered in a contract with Gordian to provide a common data-driven facility benchmarking and analysis process across their respective physical plants, allowing for strategic planning and prioritization of public investment to address our backlog of deferred maintenance that is well in excess of \$1 billion.

There are also several arrangements in which faculty or facilities are shared or co-located. For example, the University of Maine at Presque Isle and Northern Maine Community College share a Certified Registered Nurse/Nurse Practitioner to provide health services to their respective campus communities. Meanwhile, UMS and MCCC off-campus centers are co-located in East Millinocket, 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 began in Fall of 2019 in Ellsworth along with the start of UMA's Bachelor of Science in Nursing at that center. This will allow for collaborative offerings of some of the general education requirements for both programs. UMS and MCCC provide access to office equipment and space to staff from the Maine Educational Opportunity Center (MEOC), a federally funded initiative under Title IV that promotes access to postsecondary education for traditionally underrepresented populations.

Finally, universities and community colleges that are in close proximity look for ways to make their resources appropriately available to the other's students. For example, students at NMCC and UMPI can attend student events at no cost on either campus, and EMCC students have access to UM's Fogler Library. They also try to coordinate storm and other closings when it is prudent to do so.

## **F. COVID-19 Response**

The COVID-19 pandemic that dominated the period of time covered in this report has undoubtedly forever changed higher education. It has also reinforced the central importance of Maine's public postsecondary systems to the stability and success of the state's citizens and economy, and thus, our responsibility to continue finding new ways of working together to meet state needs, especially given constrained financial resources.

Throughout the pandemic, leaders from both systems were in regular communication, sharing best practices and information between our systems and with the Maine CDC and Maine DOE, from technology deployment (including parking lot Wi-Fi hot spots) to distribution of federal emergency student relief to testing strategies. In addition, the UMS Chancellor initiated and led an effort for all Maine colleges and universities, including private institutions, to share information at the start of the pandemic and to develop a shared framework of common principles to guide reopening that was provided to the Governor, legislators and the Economic Recovery Committee.

Ultimately, the two systems had different approaches in reopening their institutions to in-person teaching and learning that were appropriate given their unique missions, and experienced divergent impacts on enrollment.

### **III. Different Missions. Shared Goals.**

The University of Maine System and the Maine Community College System together enrolled 45,092 students in Fall 2020 with a shared goal: advance educational and economic opportunities for the people of Maine. The two public postsecondary systems are designed to achieve this goal in distinct ways. With talent and innovation at the heart of the 10-year statewide economic plan and the recommendations of the Governor’s Economic Recovery Committee and with the pandemic most adversely impacting those who lack postsecondary education, our complementary missions have perhaps never been more important. UMS serves as the state’s leading provider of baccalaureate, graduate and law degrees to meet Maine’s educational and workforce needs, attracts more than 5,900 out-of-state students annually, provides community-sustaining service, and builds Maine’s economy through innovative research and development. Since 2011, UMS has conferred 55,982 degrees, with the most graduates in nursing and health professions, business, education and engineering. Maine’s community colleges offer a range of educational opportunities, from free, short-term training programs that lead to industry recognized certifications to one- and two-year academic programs of study designed to meet the many educational, occupational and technical needs of Maine citizens and the workforce needs of the state’s employers. Maine’s community colleges serve about 29,000 individuals each year—through degree programs, customized training, and credit and non-credit offerings. Since 2003, the system has awarded academic credentials to more than 40,000 people, more than 10,000 of them in healthcare programs, including our top-ranked nursing program. Graduates are well prepared to enter the workforce – or continue their education: 72% of degree-seeking students are enrolled in career and occupational programs, while others are focused on completing a rigorous, affordable first two years of college and then transferring for a four-year degree.

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 its 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."

[PL 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.

[PL 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; [PL 2015, c. 261, §1 (NEW).]

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

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

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

[PL 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.

[PL 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.

[PL 2015, c. 261, §1 (NEW).]

#### SECTION HISTORY

PL 1995, c. 395, §J1 (NEW). PL 2003, c. 20, §OO2 (AMD). PL 2003, c. 20, §OO4 (AFF). PL 2013, c. 368, Pt. DDDDD, §1 (AMD). PL 2015, c. 261, §1 (RPR).

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## 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

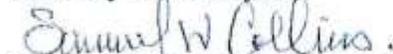
Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable 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 15<sup>th</sup> day of December, 2016.

University of Maine System

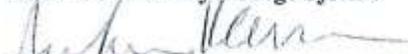


Samuel W. Collins, Chair, Board of Trustees



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).*

<b>Central Maine Community College</b>	
<b>CMCC Degree</b>	<b>Transfer Degree</b>
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 Human Services	UMF B.S. in Rehabilitation Services
A.A.S. in Physical Fitness Specialist	USM B.S. in Health Sciences
A.S. in Life Science	USM B.S. in Biochemistry
A.S. in Life Science	USM B.S. in Biology
A.S. in Life Science	USM B.S. in Biology: Biotechnology Concentration
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 Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Forensic Science	USM B.A. in Chemistry
A.A.S. in Forensic Science	USM B.S. in Chemistry
A.A.S. in Forensic Science	USM B.A. in Criminology
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Psychology Early Childhood Studies 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

<b>Eastern Maine Community College</b>	
A.A. Liberal Studies	UM Bachelor of University Studies
A.A. Liberal Studies	UMA A.S. Dental Assisting
A.A. Liberal Studies	UMA B.A. English
A.A. Liberal Studies	UMA B.A. Social Science
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	UM B.S. Business Administration
A.A.S. Business Management	UM B.S. Business Administration in Finance
A.A.S. Business Management	UM B.S. Business Administration in Marketing
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. Business Management	UMFK B.S. Business Management
A.A.S. Computer Technology	UMA B.S. Computer Information Systems
A.A.S. Computer Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Criminal Justice	UMA B.S. Justice Studies
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. Digital Graphic Design	USM B.A. Communication
A.A.S. Digital Graphic Design	USM B.A. Media Studies
A.A.S. Early Childhood Education	UM B.S. Childhood Development/Family Relations, ECE Education Option
A.A.S. Early Childhood Education	UMF B.S. Early Childhood Education
A.A.S. Early Childhood Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education	UM B.S. Elementary Education
A.A.S. Education	UMF B.A. Liberal Studies – Education Pathways
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	UM B.S. Electrical Engineering Technology
A.A.S. Electrical and Automation Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Electrical and Automation Technology	USM B.S. Technology – Management 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. Hospitality and Tourism Management	USM B.A. Tourism and Hospitality Equivalency
A.A.S. Human Services	UMA B.S. Human Services*
A.A.S. Medical Office Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Medical Radiography	USM B.S. Health Science
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 Technology	UMFK B.S. Business Management – Technology Concentration
A.S. Nursing	UMA B.S. Nursing
A.S. Nursing	UMFK B.S. Nursing
All A.A.S. Programs	UMA Bachelor of Applied Science

<b>Kennebec Valley Community College</b>	
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. Early Childhood Education	UMA B.A. in Liberal Studies, Education Pathway
A.S. in Nursing	UMA B.S. in Nursing
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.S. in Nursing	UMFK B.S. Nursing
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 Occupational Therapy	USM Masters of Occupational Therapy
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 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

<b>Northern Maine Community College</b>	
A.A.S. in Early Childhood Education	UMPI B.S. in Elementary Education, Early Childhood option, General Education
A.A.S. in Automotive Collision Repair	UMFK B.S. in Business Management
A.A.S. in Automotive Technology	UMFK B.S. Business Management
A.A.S. Business Administration	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management
AAS Computer Aided Drafting Technology (Engineering Design Technology)	UMFK B.S. in Business Management
AAS Computer Electronics (Computer and 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 Health Information Management	UMFK B.S. in Business Management
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	UMFK B.S. in Nursing
<b>Southern Maine Community College</b>	
A.A.S. in Computer Technology	UMA B.S. in Public Administration
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	UMA B.S. in Child Development/Family Relations Early Childhood Education option
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
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
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 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 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	USM BS in Electrical Engineering and Mechanical Engineering (renewal in process)
<b>Washington County Community College</b>	
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 Computer Technology	UMA B.S. in Computer Information Systems
A.A.S in Human Services	UMA B.S. in Mental Health and Human Services
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 Early Childhood	UMA B.A. Liberal Studies, Education Pathways

<b>York County Community College</b>	
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 Criminal Justice	UMFK B.S. in Public Safety Administration
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