



## FEDERAL COMPLIANCE

*2004 – 2014 SELF-STUDY*



## APPENDIX B

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## APPENDIX B

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**XIII. Documents in the SCC Electronic Resource Room**

**XIV. Supplemental Materials**

- a. [SCC Audit Reports FY 12-13](#)
- b. [SCC Policy Manual](#)
- c. [SCC Faculty Manual](#)
- d. [SCC Student Handbook](#)
- e. [SCC Fall 2014 Schedule](#)



## Federal Compliance Filing by Institutions

Effective September 1, 2013 – August 31, 2014

This document outlines the information institutions should provide in a separate federal compliance section of its comprehensive PEAQ self-study report or AQIP Quality Check Up. Institutions must address the **federal requirements** in the information they submit to the Commission **before** the visit and additional supporting information on federal compliance in the Resource Room during the visit. Institutions should address these requirements with brief narrative responses and provide supporting documentation, where necessary. (Institutions participating in the Standard or Open Pathway will provide all of their information through the Assurance System.) The information requested in this document should be provided in the separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this template. The Guide identifies applicable Commission policies and an explanation of each requirement. Note that some federal requirements are related to the Commission's Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address those Criteria and Assumed Practices.

**Institution under review:**      **Shawnee Community College**

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### Assignment of Credits, Program Length, and Tuition

Core Component: 3A, 3B Assumed Practice: B.1

1. Complete the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* attached to this document, and submit the worksheet and the attachments listed in it.

See Appendix A.

2. Provide information about the length of the institution's degree programs and identify and justify any difference in tuition for specific programs.

#### Credit Contact Hours

Shawnee Community College (SCC) operates on a traditional semester using semester hours to issue credits to courses. SCC adheres to the rules set by the Illinois Community College Board (ICCB) section 1501.302 Units of Instruction, Research and Public Services. [ICCB Administrative Rules 1501.302](#) The Associate of Science, Associate of Arts, and Associate of General Studies degree requirements are not less than 60 semester credit hours no more than 64 semester credit hours. The Associate of Applied Science degrees are not less than 60 credit hours and no more than 72 semester credit hours.

SCC adheres to the rules set by the ICCB section 1501.309 Course Classification and Applicability. [ICCB Administrative Rules 1501.309](#) Credit hours for courses for which ICCB credit hour grants are to be claimed should be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester. Courses with students participating in lecture discussion oriented instruction will be assigned one semester credit hour equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hours. [SCC Scheduling Chart](#)

Tuition Variation

Tuition rates are consistent across all disciplines depending on a student’s residence. SCC (policy #8310), In-District Tuition, The board of trustees will set the tuition rates for in-district residents including variable rates for each of its programs as prescribed in section 6-2 of the Illinois Community College Act. The following chart shows increases since 2004.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Tuitions Rates</b>	\$45.00	\$48.00	\$55.00	\$65.00	\$65.00	\$72.00	\$77.00	\$87.00	\$92.00	\$92.00	\$95.00

This policy also includes credit hour rates for Out-of-District (\$146), Out-of-State (\$159), and International (\$316).

There are varied lab fees attached to select courses to help offset program costs. These fees will vary by program. They may be due to high equipment costs, increased need for supplies or technology related. [SCC Fee Schedule](#) There is also a set of fees for various delivery methods; Interactive Video (\$30), On-line (\$30), Telecourse (\$35), and Independent Study (\$40).

**Institutional Records of Student Complaints**

Core Component: 2A

Assumed Practice: A.3, A.4

1. Explain the process for handling student complaints.

SCC welcomes all input from the student and feels that this open communication helps the administration to make decisions on the future of the college. The policy in place allows for an informal process as well as a formal process. The policy, Grievance Procedure [Policy #9600](#), means “a grievance shall mean a complaint by a student that has been unjust and/or injurious treatment to the student by college faculty/staff”. Before a grievance can be filed, the student must attempt to resolve the complaint through discussion with the faculty/staff members concerns and their immediate supervisor. If such informal discussions do not lead to satisfactory resolution of the complaint, a grievance maybe processed according to the following procedure. If all steps have been followed and there is no resolution, this policy will end the grievance with a meeting of the disciplinary hearing committee. This committee decision ends the grievance procedure.

2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.

The Vice President of Student and Administrative Services office collects grievance and complaint data (FY2004-2013). [SCC Grievance and Complaint Data](#) The Student Handbook includes results of the annual crime and arrest report under the safety and security section. [SCC Annual Security Report 2004-2013](#)

3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

SCC's complaint process is clearly defined in the Student Handbook and supported by Board [Policy #9600](#). The Student Handbook can be found on our website and a hard copy is available for students. The main objective is to make students are aware of their rights and responsibilities while attending school on and off campuses. The Student Handbook is one of the tools used that helps the institution create an environment for success which will encourage students to achieve their educational goals. When students understand the rules and guidelines and know what is expected of them they will know how to participate responsibly.

SCC values the feedback we get from our students, even if that feedback is the result of a complaint. Through a student complaint the institution can determine:

- 1) If the policies and procedures that are in place are actually meeting the needs of our students.
- 2) If the policies and procedures are creating barriers.
- 3) If a new policy is needed.
- 4) How to improve the services we have in place.
- 5) If the complaint process works.
- 6) If the response time for addressing complaints are sufficient.

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## Publication of Transfer Policies

Core Component: 2A

Assumed Practice: A.5.D

1. Demonstrate that transfer policies are disclosed in the institution's catalog, on the web site, or in other appropriate publications.

SCC has in place an Admissions [Policy #9150](#). Within that policy is a Transfer Student Admission Guidelines for accepting Transfer Credit. This policy is also located in the SCC catalog, the SCC Student Handbook, and the SCC webpage.

2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.

All articulation agreements are available on the SCC website under the Current and Prospective Student tab - Transfer Information link. Articulation information and degree audit sheets are also made available during one on one advisement sessions.

3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

The SCC Admissions [Policy #9150](#) addresses general requirements, baccalaureate oriented, full, provisional, home-school, international, community education, early, escrow, advanced honors and transfer.

The articulation agreements are on the "Current and Prospective Students" link on the SCC webpage. Degree audits are completed by advisement during each student visit.

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### Practices for Verification of Student Identity

Core Component: 2A

Assumed Practice:

1. Identify whether students are enrolled in distance or correspondence courses.

The SCC course section numbers assigned will identify if a course is interactive video (section number plus an "A, B, C, or D"), distance learning (section number plus "N"), face-to-face (no letter), or hybrid (section number plus "Y").

2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

Students use Moodle in online classes, but also in traditional classes where Moodle is used for hosting grades and resources are required to create an account first. However, before being allowed to access classes they must activate this account by clicking on a special link sent to their college email. Instructions about accessing Moodle are emailed to all students before the beginning of each semester.

If a student loses a username or password, they can request a new log in from the Moodle administrator. Student log in credentials are not given out over the phone. They can be sent to the student's official college email or given out in person when proper identification is provided.

On-line instructors communicate with students through Moodle as well as through SCC email. Moodle provides a variety of tools to facilitate communication between students and instructors, including text chat, discussion forums, and instant messaging.

On-line instructors are required keep their students academically engaged through weekly assignments, and discussion postings.

Upon registration, advisors give students their student ID and have the student choose their unique PIN or password for Jenzabar/Saints On-line. The advisor keys in their choice and explains that if they forget or lose their password/PIN, we cannot give it to them over the phone or over email. Students who forget/lose their password/PIN must bring picture ID to the admissions office or an advisor in order to retrieve their password/PIN. If they are not able to come to campus to obtain it, they can hit a link on the Saints On-line page that says "Forgot your PIN". It will walk the student through a series of questions and will reset their PIN. They will have to change it again upon entry.

For remote students (online students), who apply online are asked to print and mail in a hardcopy of the enrollment form for the first time enrollment. The enrollment form includes their signature and a transcript of any previous coursework that would show that they have met the prerequisites for the class they want to take. Once it is keyed in, we send via US mail, an admission letter with their Saints On-line login/PIN and information on how to access their SCC email account. The email account will require they change their password upon entry. After their first semester, their unique ID/PIN will allow them access to Saints On-line. If they have more than 4 unsuccessful attempts, it will lock them out and they have to call main campus to be reset.

The college does not currently charge additional fees related to student identity/verification.

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## **Title IV Program Responsibilities**

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller.

### **1. General Program Responsibilities**

- a. Provide information regarding the status of the institution's Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.

The SCC financial aid office administers and monitors FPELL (Pell Grants), FSEOG (Supplemental Educational Opportunity Grant), and FWS (Federal Work-Study grant) programs that are authorized under Title IV of the Higher Education Act of 1965. The college also administers and monitors two IL grants, Illinois Student Assistance Commission (ISAC) and Illinois Veterans grant (IVG).

SCC has completed two ISAC audits for MAP, IVG, and Pell. These audits were completed in 2006 and 2010 with the following results:

- 2006 – ISAC conducted an off-site audit. The review of the MAP program resulted in a refund check by SCC. There were no actions taken in the review of IVG or the Federal Pell grant verification process.
- 2010 – There were no actions taken.

b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

SCC's Title IV program is in good standing and has had no limitations, suspensions or termination actions taken by Department of Education.

c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution's short- and long-term financial health.

There have been no fines, letter of credit or heightened monitoring from Department of Education.

d. Discuss the institution's response and corrective actions to these challenges.

No response required.

e. Provide information about findings from the A-133 portion of the institutions audited financial statements that identify any material weaknesses in the processing of financial aid.

SCC's annual external audit shows no findings within financial aid since last comprehensive visit in 2004.

**2. Financial Responsibility Requirements.** Provide information about the Department of Education's review of the institution's composite ratios and financial audits.

In general, the College's financial condition has improved over the past few years. The composite financial indicator has improved from 1.0 in 2007 to 4.8 in 2012. Overall, the college is positioning itself for financial uncertainty at the state and local level. The College's detailed financial data from Annual Institutional Data Update (AIDU) for fiscal year 2007 through 2012 is listed in the table below. Fiscal Year 2012 and 2013 Institutional Audits are available in the electronic resource room.

	2012	2011	2010	2009	2008	2007
Primary Reserve ratio	.542	.437	.189	.116	.294	.334
Net Operating Revenue ratio	.134	.130	.023	-.042	.049	.006
Return on Net Assets ratio	.123	.131	.026	-.041	.043	.005
Viability ratio	1.316	.916	.643	.642	1.139	.001
Composite Financial Indicator	4.8	4.2	1.5	.5	2.9	1.0

Source: The Higher Learning Commission AIDU Financial Ratios Report

**3. Default Rates**

The institution should take steps to avoid excessive loan default rates.

- a. Disclose student loan default rates as provided by the Department for the three years leading up to the visit.

SCC has not participated in the student loan program since 1998.

- b. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.

Year	Default Rate
2009	0%
2010	0%
2011	0%

- c. Submit information about the institution’s participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.

The college does provide students information on private alternative loans. The two agencies are Wells Fargo and Sallie Mae. This information is on the financial aid section of the SCC webpage also.

**4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and other information. Identify any findings from the Department regarding these disclosures.

SCC has implemented an Athletics Incentive [Policy #9660](#) encouraging and recognizing successful recruiting efforts of the coaching staff to recruit in-district.

As a recipient of Title IV funds, SCC is required to disclose to students campus crime as well as athletic participation and other information. To comply, SCC has developed three centralized location on our website under the heading “About SCC” and “Current Student” and “Prospective Students”, a link to Students Right to Know/Consumer Information. SCC also has a “Safe Environment” [Policy #4382](#). The purpose of this policy is to encourage a safe and secure environment. There have been no findings from Department of Education.

The SCC Campus Security Plan follows the standards set by the National Incident Management System (NIMS). A copy of the SCC Campus Safety Plan is located in the Electronic Resource Room. [SCC Campus Safety Plan](#)

- 5. Student Right to Know.** Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution’s policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. *Related Commission requirement – Assumed Practice A.10.*

Information required to be disclosed under the Higher Education Act for Institutions receiving Title IV funds is referred to as “Students Right to Know”. SCC has created three links where this information can be found on the website, under “About SCC” link, the “Current Student” and “Prospective Student” link entitled “Students Right to Know”/Consumer Information. The institutional information provided is:

- Graduation, Transfer-Out Rate, Retention Rates
- Completion Rate by Gender & Ethnicity
- Licensure and Certification Pass Rates
- Athletically Related Financial Aid
- Gainful Employment Programs
- Jeanne Clery Disclosure of Campus Security Policy, and Campus Crime Statistics Act
  - Jeanne Clery Act – Summary
  - Jeanne Clery Act – Full Text
- Shawnee Community College’s Annual Security Report
- Timely Warning of a Safety Threat
- FERPA (Family Educational Rights and Privacy Act of 1974)
- Drug Free Schools and Communities Act
- Grievance and Complaint Procedure
  - Distance/Online Learning Complaint Process
  - Student Complaint Information by State and Agency

SCC has several policies in place to address the following Title IV responsibilities:

- Process for withdrawing as a student [Policy #9520](#)
- Cost of attendance [Policy #8310](#)
- Refund and Return [Policy # 8320](#)
- Enrollment in study abroad [Policy #9150](#)

[SCC Catalog](#) lists the Title IV responsibilities: • List of academic programs

- List of faculty names
- Applicable accrediting agencies

- 6. Satisfactory Academic Progress and Attendance Policies.** The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)

SCC has two policies in place, “Satisfactory Academic Progress, Warning, Probation, and Suspension” [Policy #9151](#) and “Standards of Satisfactory Academic Progress for Financial Aid Recipients” [Policy #9152](#). These policies are in compliance with the U.S. Department of Education regulations, other relevant federal regulations, and the policies of the IL Student Assistance Commission.

SCC makes these policies available in the catalog, Student Handbook, and the SCC webpage.

There is a section in the catalog (page 29) that addresses attendance, “Maintaining Student Attendance Records” [Policy #9410](#) indicates that checking attendance daily and maintaining those records are required by faculty.

- 7. Contractual Relationships.** Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts in the 2010 and 2011 Annual Institutional Data Updates and received approval for those contracts. The Commission’s substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, “*Information on Contractual and Consortial Arrangements*,” for more information. *Related Commission Requirements: Assumed Practice A.10.*)

SCC does not currently participate in any contractual agreement with non-accredited third party entities providing a portion of an educational program, as defined by the Higher Learning Commission.

- 8. Consortial Relationships.** Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency. (The institution should have previously disclosed all consortial relationships to the Commission in the 2010 and 2011 Annual Institutional Data Updates. The Commission’s substantive change policy requires that the institution notify the Commission of any new consortium for 25 to 50 percent of an academic program and that the institution obtains prior Commission approval for any consortium that offers 50 percent or more of an academic program. The institution should review the document, “*Information on Contractual and Consortial Arrangements*,” for more information. *Related Commission Requirements: Assumed Practice A.10.*)

On March 17, 2014, SCC submitted a substantive change request to add three additional locations due to meeting the 50% mark for availability of course offerings.

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## Required Information for Students and the Public

Core Component: 2.A, 2.B

Assumed Practice: A.5

1. Demonstrate the institution publishes fair, accurate and complete information in regards to calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies. Submit course catalogs and student handbooks to the team.

The current online catalog and student handbook are available on the SCC website. The catalog and student handbook include the academic calendar, grading, admissions, academic program requirements, tuition, and refund policies. The fee schedule is available on the SCC Website. The academic program requirements can also be accessed through the SCC website. The current catalog and student handbook have been included in the electronic resource room.

[SCC Catalog](#), [SCC Student Handbook](#)

2. Identify sections of the web site that include required disclosure information.

Currently the Student Right to Know/Consumer information is accessible on the webpage from the "About SCC" link to the Student Right to Know page. In addition, the "Current Student" and "Prospective Students" link to the Students Right to Know/Consumer Information page.

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## Advertising and Recruitment Materials and Other Public Information

Core Component: 2.A, 2.B

Assumed Practice: A.7; obligation of affiliation 9

1. Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.

SCC makes every effort to provide accurate, timely, and appropriate information to perspective students, current students and the general public.

The college has made major changes in how it communicates. Social media plays a key part. The marketing department uses a variety of methods to communicate information such as social media, print, and web:

- SCC is locating banners in all 12 high school sports/gym areas.
- Billboards – two currently in Cairo and Carbondale.
- Posters/flyers for camps, job fair, contest/competitions, FAFSA nights, dual credit, and SCC Day.
- Rack cards for CTE programs.
- Mobile App – ISO and android went live spring 2014; summer 2014 iPad will be available.
- News releases and display ads.
- Television – registration commercials.
- Videos/YouTube – videos for programs and registration.

- Advertise in all high school yearbooks.
- On-line digital display ads (local TV, newspapers, and Facebook).
- Community events/parades.
- Facebook and Twitter (there are also some departmental Facebook accounts, ex. student support services, Ag Club, Small Business Development Center, and Adult Education).

SCC provides in the catalog, by the program description, all agency contact information for programs/certificates that require certification. These are also made available on the SCC webpage.

The college posts on the SCC webpage, the Higher Learning Commission Mark of Affiliation which provides a link to SCC's affiliation status page.

2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.

The current catalog and student handbook are available on the SCC webpage. The SCC On-line Catalog is considered the official document. Several SCC policies are referenced within these documents when applicable to students. The current course schedule includes course location, tuition and fees and are available in print at all locations as well as on the website.

On the SCC Website, under the "Student Right to Know"/Consumer Information, the Gainful Employment Federal Compliance link provides certificate and applied science program requirements.

All students are provided with a Student Handbook during the required New Student Orientation.

The Vice President of Student and Administrative Services is responsible for updates and printing and distribution of the Student Handbook.

The Vice President of Instructional Services is responsible for updating and printing of the College Catalog and developing and the distribution of the Course Schedule each semester.

Updates to SCC website are the responsibility of the Marketing Department.

3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

SCC discloses its affiliation with the Higher Learning Commission through its website [www.shawneecc.edu](http://www.shawneecc.edu) as well as in the college catalog, student handbook, and various publications.

## Review of Student Outcome Data

Core Component: 4.A.6, 4.B.2, 4.C      Assumed Practice: C.6, C.7

1. Demonstrate that the institution collects information about student outcomes.

Effective March, 2013 a Director of Institutional Research was hired with the intent to further assure that all data that SCC makes public are accurate and complete. Since that time, the Director of IR has established weekly meetings with MIS personnel to confirm the accuracy of data, with a purpose of “defining and defending” what is submitted on behalf of SCC to external and internal constituents. The Student Right to Know page is published on the website. Further major reports to ICCB and IPEDS have been checked for their accuracy and the data submitted is accurate based upon what was known at the time of submission.

2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

The IR Department works to insure retention, persistence and completion data are accurate. SCC follows definitions as described by IPEDS when collecting and defending how the data was gathered. According to the ICCB Administrative Rules, SCC is required to conduct Program Reviews on a five-year rotation. Program data gathered through the IR Department is utilized when determining the need for program changes, program reviews and student assessments.

## Standing with State and Other Accrediting Agencies

Core Component:      Assumed Practice: A.7, C.4

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Supporting information: Provide the team in the Resource Room with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

SCC discloses accurate information about all programs that have an outside accrediting body.

The college catalog and student handbook indicate the Shawnee Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and is recognized by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education. All programs, certificates, and courses are approved by one or both agencies as required.

SCC also has the following programs that are accredit by outside agencies:

- *Health Information Technology* – Commission on Accreditation of Health Informatics and Information Management (CAHIIM) of the American Health Information Management Association (AHIMA)
- *Occupational Therapy Assistant* - Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

- *Surgical Technology* - Commission on Accreditation of Allied Health Education Programs
- *Veterinary Technology* - American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA)
- *Medical Lab Technology* - National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- *Massage Therapy* - National Certification Board for Therapeutic Massage and Bodywork

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### **Public Notification of Opportunity to Comment**

1. Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.
2. Determine what media the institution will use to solicit comments. Local newspapers, institutional web sites, and alumni magazines are appropriate choices. The notices should reach all constituencies but should not unduly burden the institution.

The notices should include: the purpose and dates of the visit, the institution's accreditation status with the Higher Learning Commission, an invitation to send written, signed comments directly to the Commission, and contact information for the Commission.

The notices should specify that comments must be sent to the Commission no later than four weeks before the start of the visit.

3. Publish the notices of the visit following the prescribed format; a sample notification is provided below.
4. The institution must send copies of its notices to the Commission in .pdf format to [legalaffairs@hlcommission.org](mailto:legalaffairs@hlcommission.org) at least a month before the comprehensive evaluation visit. Commission staff will compile the comments and the notices and send them to the evaluation team and to the institution three weeks prior to the visit. The Commission will also review and forward comments received after the deadline lapses and even during the visit, as third party comments are an important part of the comprehensive evaluation visit process.
5. In cases where comments are of a sensitive nature, the Commission staff will ensure that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, Commission staff may redact the identifying information of the commenter or summarize the comment.

### **APPENDIX THIRD PARTY COMMENT**

Shawnee Community College will undergo a comprehensive evaluation visit October 27-29, 2014, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Shawnee Community College has been accredited by the Commission since 1967.

Shawnee Community College's last visit was 2004 at which time ten years of accreditation was received. Its accreditation is at the Associate's degree level.

The Higher Learning Commission (HLC) is an independent corporation and one of two commission members of the North Central Association of Colleges and School (NCA), which was founded in 1895

as one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits, and thereby grants membership in the Commission and in the North Central Association, degree-granting post-secondary educational institutions in the North Central region.

For the past three years, Shawnee Community College has been engaged in a process of self-study, addressing the Commission's requirements and criteria for accreditation. The evaluation team will visit the institution to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the college; following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the college:

Public Comment on Shawnee Community College  
The Higher Learning Commission  
North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

OR

Log onto the Shawnee Community College website and click on the Third Party Comment link.

Comments must address substantive matters related to the quality of the institution or its academic programs. Written, signed comments must be received by September 1, 2014. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. Comments will not be treated as confidential.

Note: Individuals with a specific dispute or grievance with an institution should request the separate Policy and Complaints document from the Commission office. The Higher Learning Commission cannot settle disputes between institutions and individuals. Complaints will not be considered third party comment.

#### **INSTITUTIONAL ADVERTISEMENT**

Shawnee Community College is seeking comments from the public about the college in preparation for its periodic evaluation by its regional accrediting agency. The college will undergo a comprehensive evaluation visit October 27-29, 2014, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Shawnee Community College has been accredited by the Commission since 1967. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation and General Institutional Requirements.

The public is invited to submit comments regarding the college:

Public Comment on Shawnee Community College  
The Higher Learning Commission  
North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400  
Chicago, IL 60602

OR

Log onto the Shawnee Community College website and click on the Third Party Comment link. Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential. All comments must be received by September 1, 2014.

## Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours

### Instructions

This worksheet should be completed by the person(s) at the institution who know the most about the institution's calendar and credit hour assignments; at many institutions the registrar may be the appropriate person to complete this assignment. The person(s) completing the assignment should work closely with the institution's financial aid officer to ensure consistency between what is reported to the Commission on this form and what is reported to the U.S. Department of Education.

**Purpose of this form.** This form provides the evaluation team with a single source of information about the institution's calendar, credit hour policies, and total credit hour generation related to the courses for which it provides instruction, and an overview of the institution's pattern of distribution of credit hour assignments. **It is not an inventory of every course the institution offers.** The institution should:

- Report on academic terms and credit for courses that support the institution's certificate and degree programs;
- include notes or other brief explanation in this form where appropriate to explain the allocation of credit hours;
- estimate or round off where appropriate;
- **Not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

**Appendix A. Credits and Program Length.** All institutions must complete Appendix A. Institutions that use multiple calendars may need to complete more than one section of Part One.

Appendix A includes these sections:

Part One. Institutional Calendar, Term Length, and Type of Credit

Part Two. Format of Courses and Number of Credits Awarded

Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

Part Five. Clock Hours

Supporting Materials

**Appendix B. Clock Hour Worksheet.** Institutions should complete Appendix B only if they offer clock-hour courses/programs or are required by the U.S. Department of Education to report certain courses/programs to the Department in clock-hours for Title IV purposes.

## Appendix A: Assignment of Credit Hours

### Part One: Institutional Calendar, Term Length, and Type of Credit

*Institutions that use multiple calendars across the institution may need to complete more than one section below. For more information about the terminology and calendaring units referenced in this form, see 2011-2012 Federal Student Aid Handbook, Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that Handbook.*

**Name of Institution:** Shawnee Community College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: Spring 2014 14-17 week term	16 38	7 1
	Compressed Formats: 4, 8 or other week terms within the semester calendar <sup>1</sup>	12	1
		10	2
		8	10
		6	2
Summer Term 2013	4	10	
	6	1	
	8	9	
Quarter Calendar	Standard Format: 10-12 week term	N/A	
	Compressed Formats: 2, 5, or other week terms within the quarter calendar 1		
	Summer Term		

**Non-Standard Terms** (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
<b>Non-Standard Term Calendar</b>	Term One			
	Term Two			
	Term Three			
	Summer Term			

## Part Two. Format of Courses and Number of Credits Awarded

### Guide to Completing this Section

#### Purpose of this section

This section asks the institution to provide a broad overview of the pattern of instructional hours required for the credit hours it awards. The chart provides a suggested approach for conveying that information to the evaluation team. The institution should feel free to make modifications in the chart or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed format classes.

If the institution offers multiple terms, such as a compressed format term and a regular semester term, it should separate that information, typically by providing a separate chart for each term, so that the team can understand how instructional time is related to credit hour awards in each term. It is important to emphasize that the information in this section need not be extensive as long as it explains credit hour awarding across various formats at the institution.

The institution should not use this section to demonstrate that it assigns credit hours appropriately relative to non-contact hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and the team may consider it in the sample of institutional programs it will examine more carefully during the evaluation visit.

#### Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported.

**The institution should complete a separate form for each type of term identified in Part One.**

#### Key to Rows

- **# of Courses**—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of that course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.

- **# of Meetings**—Enter the total number of class meetings (or equivalent) provided in each course with that credit award during that term; if the number of class meetings varies, enter a range. For distance, correspondence or other formats report on instructional time. Do not include study or other time where students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

- **Meeting Length**—Enter the range (shortest to longest) of meeting times in each category. (*Note that one hour may be 50 minutes of actual instructional time.*)

#### Key to Columns

- **Column 1—FTF:** For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- **Column 2—Mixed FTF:** For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

*Note that the above explanations arise from the Commission's distance education protocol. Institutions may use other thresholds for FTF and Mixed FTF provided that they define them clearly and include the definition on this worksheet.*

- **Column 3—Distance:** For courses where instructors interact with students through one or more forms of distance delivery.
- **Column 4—Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

#### *Federal Definitions of Distance/Correspondence Education:*

*Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor; and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).*

*Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.*

- **Column 5—Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Column 6—Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the

same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.

- **Column 7–Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

### Some Examples

- *If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*
- *If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*
- *If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

## Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

*Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.*

**Term and Length: Spring 2014, 4 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	11	--	--	--	--	--	--
	# of meetings	4-12	--	--	--	--	--	--
	Meeting length	1-2 hrs	--	--	--	--	--	--
2 Credits	# of courses	--	--	--	--	11	--	--
	# of meetings	--	--	--	--	1-4	--	--
	Meeting length	--	--	--	--	1-2 hrs	--	--
3 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
4 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
5 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

**Term and Length: Spring 2014, 6 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	3	--	--	--	--	--	--
	# of meetings	6-18	--	--	--	--	--	--
	Meeting length	1-4 hrs.	--	--	--	--	--	--
2 Credits	# of courses	--	--	--	--	-	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
3 Credits	# of courses	2	--	--	--	2	--	--
	# of meetings	12-30	--	--	--	1-2	--	--
	Meeting length	4-8 hrs	--	--	--	1-2 hrs	--	--
4 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
5 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
11 Credits1	# of courses	--	--	--	--	--	--	3
	# of meetings	--	--	--	--	--	--	30
	Meeting length	--	--	--	--	--	--	8 hrs
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

**Term and Length: Spring 2014, 8 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	10	--	8	10	--	--	--
	# of meetings	8	--	8	0	--	--	--
	Meeting length	1.5 hrs	--	1.5 hrs	0	--	--	--
2 Credits	# of courses	8	--	2	--	-	--	--
	# of meetings	8-16	--	8-16	--	--	--	--
	Meeting length	1.5-3.5 hrs	--	1.5-3.5 hrs	--	--	--	--
3 Credits	# of courses	1	--	--	--	--	--	--
	# of meetings	8-24	--	--	--	--	--	--
	Meeting length	1.5-5 hrs	--	--	--	--	--	--
4 Credits	# of courses	6	--	--	--	2	--	--
	# of meetings	8-24	--	--	--	1-2	--	--
	Meeting length	3-6 hrs	--	--	--	.5-1 hr	--	--
5 Credits	# of courses	4	--	--	--	--	--	--
	# of meetings	16-24	--	--	--	--	--	--
	Meeting length	2.5-4 hr	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

**Term and Length: Spring 2014, 10 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekened College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
2 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
3 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
4 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
5 Credits	# of courses	--	--	--	--	--	--	2
	# of meetings	--	--	--	--	--	--	50
	Meeting length	--	--	--	--	--	--	1-8 hrs
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

**Term and Length: Spring 2014, 12 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	11	--	--	--	--	--	--
	# of meetings	11	--	--	--	--	--	--
	Meeting length	1-1.25 hrs	--	--	--	--	--	--
2 Credits	# of courses	1	--	--	--	--	--	--
	# of meetings	11-22	--	--	--	--	--	--
	Meeting length	1-2 hrs	--	--	--	--	--	--
3 Credits	# of courses	30	--	6	3	1	--	--
	# of meetings	12-36	--	12-36	0	1-2	--	--
	Meeting length	1-3 hrs	--	1-3 hrs	0	0	--	--
4 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
5 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

**Term and Length: Spring 2014, 16 weeks**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	46	--	--	1	1	--	--
	# of meetings	16	--	--	0	0	--	--
	Meeting length	50 mins	--	--	0	0	--	--
2 Credits	# of courses	38	--	1	7	3	--	8
	# of meetings	16-32	--	1-2	0	0	--	0
	Meeting length	1-1.5 hrs	--	1-2 hrs	0	0	--	0
3 Credits	# of courses	217	--	30	45	14	--	1
	# of meetings	16-48	--	16-48	0	0	--	1-2
	Meeting length	1-2 hrs	--	.5-2.5 hrs	0	0	--	.5-1 hr
4 Credits	# of courses	60	--	7	10	1	--	--
	# of meetings	16-48	--	16-48	0	32	--	--
	Meeting length	1-3.5 hrs	--	1-3.5 hrs	0	1-2 hrs	--	--
5 Credits	# of courses	17	--	4	2	--	--	--
	# of meetings	32-80	--	32	0	--	--	--
	Meeting length	1-4 hrs	--	2-2.5 hrs	0	--	--	--
9 Credits1	# of courses	5	--	--	--	--	--	--
	# of meetings	80	--	--	--	--	--	--
	Meeting length	8	--	--	--	--	--	--
12 Credits1	# of courses	2	--	--	--	--	--	--
	# of meetings	80	--	--	--	--	--	--
	Meeting length	8	--	--	--	--	--	--

**Term and Length: Spring 2014, 38 weeks, Dual Credit**

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp. Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
2 Credits	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
3 Credits	# of courses	13	--	--	--	-	--	--
	# of meetings	76-190	--	--	--	--	--	--
	Meeting length	1 hr	--	--	--	--	--	--
4 Credits	# of courses	7	--	--	--	--	--	--
	# of meetings	76-190	--	--	--	--	--	--
	Meeting length	1 hr	--	--	--	--	--	--
5 Credits	# of courses	10	--	--	--	--	--	--
	# of meetings	76-190	--	--	--	--	--	--
	Meeting length	1 hr	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--
Credits1	# of courses	--	--	--	--	--	--	--
	# of meetings	--	--	--	--	--	--	--
	Meeting length	--	--	--	--	--	--	--

<sup>1</sup> Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

## Other

### Part Three: Policy on Credit Hours Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

The institution has a policy specific to the assignment of credit:

Yes\*

No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide

Delivery format specific

Department-specific

Program specific

*\*Include the institution's credit hour policy in the attachments to this worksheet.*

SCC Admissions [Policy #9150](#) Credit Hour Definition [Policy #4215](#)

### Part Four: Total Credit Hour Generation

Identify regular term the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a.

Regular term, Full-time undergraduate student = 12 credit hours

Regular term, Part-time undergraduate student < 12 credit hours

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

1246 Most Recent Fall Term

2013 (identify the year)

1151 Most Recent Spring Term

2014 (identify the year)

## Part Five: Clock Hours

**IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.**

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes  No

**If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.**

## Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format.
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments.
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

Note that the team may ask for additional data to examine credit hour production by educational program and by course. These data may include separate breakdowns for general education as well as by delivery format and by course academic unit (semester, quarter, etc.), by level, by location or by delivery format.

## Appendix B: Clock Hour Worksheet

**Important. Please review the following instructions.  
Only certain institutions must complete this worksheet.**

Complete this worksheet **ONLY IF** the institution answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)  
1 semester or trimester hour must include at least 37.5 clock hours of instruction  
1 quarter hour must include at least 25 clock hours of instruction

**Name of Institution:** \_\_\_\_\_

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution's credit to clock hour conversion policy.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.