Middle States Commission on Higher Education
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Middle States Commission on Higher Education
Verification of Compliance with Accreditation-Relevant Federal Regulations
(Institutional Report Template)

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with accreditation-relevant federal regulations. This document is focused on the Commission's verification of institutional compliance in four areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Assignment of credit hours

In the event that one or more of these regulations do not apply to an institution, that institution shall indicate that fact in the compliance document. Otherwise, all accredited and candidate institutions should respond with regard to each of the areas.

These areas may also be reviewed as part of the self-study or periodic review process, especially as they relate to the MSCHE Standards.

Please note that as additional guidance is received from the U.S. Department of Education, these guidelines may be modified.

NOTE:
The template should be used to submit documentation as noted. The information boxes expand as information is inserted. Appendices must be bookmarked in the document. Save the file as a PDF to upload to the MyCHE portal.

The following report provides a review of institutional materials submitted by **Community College of Philadelphia** to document compliance with accreditation-relevant federal regulations. This report provides verification to the Commission of institutional compliance in the following areas:

1. Student identity verification in distance and correspondence education – **pages 2-4**
2. Transfer of credit policies and articulation agreements – **pages 4-7**
3. Title IV program responsibilities – **pages 7-8**
4. Assignment of credit hours – **pages 8-11**

STUDENT IDENTITY VERIFICATION IN DISTANCE AND CORRESPONDENCE EDUCATION

In accordance with 34 CFR 602.17(g), the Commission must verify that institutions have effective procedures in place to ensure that the students who register in a distance or correspondence education course are the same students who participate in and complete the course, and receive the academic credit.

Institutions must provide the following documentation:

1. Written description of the method(s) used to ensure student identity verification in distance or correspondence education courses. Include information related to the Learning Management System (LMS) and integration with college-wide systems.

Student identity is initially verified at the time of enrollment in the College by presentation of positive identity documentation. This is reinforced by a College-issued student identification card containing a photograph of the student and a unique identification number.

The identifying information is used for registration of all courses, including online. Additional safeguards in online courses include:

Secure login and password
Student access to the Canvas learning management system (LMS) used at CCP is controlled by a unique username and password.

Username: Upon enrollment in CCP, and after identity verification by enrollment officials, all students receive a unique username for the MyCCP portal system. This username is also used in the Canvas system.

Password: Using their MyCCP email address, students obtain access to the mechanism in the Canvas system that allows them to set a confidential Password of their choosing. Passwords can be reset by users while logged in to the system or by generating a unique URL that is sent to their CCP email. All traffic to the LMS is secured using encryption.

Proctored examinations
CCP students in online courses can be compelled to come to a proctored location to take exams. This strategy is used in less than 10% of online courses at CCP. It should be noted that strategies for administering proctored exams have also been used for students in conventional courses who relocated to distant communities during the academic year, or where the final exam is administered via an online testing service.

Online class content materials
Online instructors include in their online classes the relevant plagiarism statement from the Student Code of Conduct in their syllabi. In addition, many instructors have a plagiarism quiz, assignment, and/or link to definition of plagiarism or to an online plagiarism workshop.

Instructional design
The learning management system can be used to add a wide range of assessable activities to the online class. These can include frequent writing assignments, multiple quizzes, interactive discussions, portfolios, group work, and the like, even in online classes such as math and the sciences that are not typically writing intensive. By reducing the percentage of a student's grade from exams and distributing it over a spectrum of assessable items, two goals are achieved that contribute to student identity verification:

- Student misrepresentation becomes much more challenging when the occasional and episodic exam is replaced by multiple academic activities in each learning session.
- Instructors become more familiar with their students' work. This both strengthens the student-instructor bond of respect based on honesty, and enables the instructor to more readily detect deviations that might suggest academic dishonesty.

The challenge of student identity verification in the technology-intensive online learning environment is not only the province of high-tech solutions. With the goal of making violations of academic integrity prohibitively difficult, instructors are encouraged during the development and quality review process to vary the set of assessments used in their online classes by using solid, traditional teaching methodologies in the online class: variety, written expression, and instructor engagement.

Presentation of identification documents
In situations where anomalous student activity takes place in an online course, the student(s) involved can be asked to appear on campus and present identification to clarify the situation.

2. Written procedure(s) regarding the protection of student privacy in the implementation of such methods. Include information related to the Family Education and Privacy Rights Act (FERPA) and student record access and process for resetting student passwords.

Protection of student privacy in the implementation of student identity verification methods is governed by College Policies and Procedures Memorandum No. 307: Acceptable Use Policy for Interactive Systems (http://www.ccp.edu/vpfin-pl/policies/307.HTM) and Memorandum No. 312: Identity Theft Detection and Prevention (http://www.ccp.edu/vpfin-pl/policies/NEW312.HTM).

Personally identifiable information collected by the College can be used to verify a student's identity. For example, students who call the Office of Distance Education or the Office of Information Technology help desk to reset their password for the Canvas LMS are asked to give their student identification number. Requesting this information is in compliance with the College's established "Privacy of Student Records - Family Educational Rights and Privacy Act

(FERPA)" policy (http://ccp.edu/college-catalog/college-policies-and-procedures#H125). No other student information is disclosed.

Student information is visible to Distance Education and Information Technology personnel to the degree that it is essential for their tasks, with access privileges limited accordingly.

With regard to implementation of proctored exams for online courses, it is necessary to ensure that students registering for online courses are aware at the time of registration that an on-campus exam is required. This information is available in the publicly accessible syllabi of the courses. Students are required to present their College-issued identification card to take a proctored exam.

3. Written procedure(s) for notifying students about any projected additional charges associated with student identity verification such as proctoring fees.

No additional charges are associated with the student identity verification strategies currently in place or under consideration.

4. Written procedure(s) indicating the office(s) responsible for the consistent application of student identity verification procedures.

Resetting student passwords for the Canvas LMS is done by the Office of Distance Education or the Office of Information Technology help desk. These personnel check the student identification number and College-issued email address that appears in the Canvas system. Only students whose information matches the student information visible in the Canvas LMS receive passwords. Student information is visible to Distance Education and Information Technology personnel to the degree that it is essential for their tasks, with access privileges limited accordingly. The Office of Information Technology help desk staff are trained by, and receive ongoing support from, the Office of Distance Education. College Policies and Procedures Memorandum No. 307: Acceptable Use Policy for Interactive Systems (http://www.ccp.edu/vpfin-pl/policies/307.HTM) identifies the College's Chief Information Officer as the contact person to determine the appropriate disposition of student privacy issues relating to electronic systems.

TRANSFER OF CREDIT POLICIES AND ARTICULATION AGREEMENTS

In accordance with 34 CFR 602.24(e), the Commission must confirm that an "institution has transfer of credit policies that: (1) are publicly disclosed in accordance with section 668.43(a)(11); and (2) include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education."

Section 668.43(a)(11) states:

> (a) Institutional information that the institution must make readily available to enrolled and prospective students under this subpart includes, but is not limited to-

(11) A description of the transfer of credit policies established by the institution which must include a statement of the institution's current transfer of credit policies that includes, at a minimum—

(i) Any established criteria the institution uses regarding the transfer of credit earned at another institution; and

(ii) A list of institutions with which the institution has established an articulation agreement.

In addition, the Commission must confirm that any articulation agreements with other educational institutions are readily available to current and prospective students.

Institutions must provide the following documentation:

1. Written policies and procedures for making decisions about the transfer of credits earned at other institutions, including all modes of delivery.

"The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards" (College Policies and Procedures Memorandum No. 12 - Policy on Transfer Credit). Further details regarding the implementation of the policy as well as the appeals process may be found at the link above.

2. Public disclosure of the policy for transfer of credit. Document the URL and the catalog location of this information; include other publications, if available.

The policy for transfer credit may be found on the institution's portal http://path.ccp.edu/vpfin-pl/policies/12.HTM under Policies and Procedures and in the College Catalog http://ccp.edu/college-catalog/college-policies-and-procedures#H115 under Transfer Credits. It is also found on collegetransfer.net http://www.collegetransfer.net/CommunityCollegeOfPhiladelphia/TransferProfile/tabid/145/Default.aspx, a web portal launched and powered by AcademyOne to address the national and regional implications of college transfer.

A Transfer Course Equivalency Guide has been designed to show how credit from other institutions will transfer to Community College of Philadelphia (CCP). The guide includes transfer course equivalencies for commonly transferred courses from most colleges and universities throughout Pennsylvania and nearby institutions in the tri-state area (New Jersey and Delaware). Although there may not be a direct course equivalency, for purposes of meeting certain degree requirements, a course may satisfy an elective requirement. The College Catalog includes information about transfer admission requirements and the College's transfer credit policy (http://ccp.edu/getting-started/what-kind-student-are-you/transfer-student). Courses not listed may not have been evaluated for transferability to CCP. Prospective students may direct inquiries about course equivalencies to the Office of Records and Registration.

3. Procedures that indicate the office(s) responsible for the final determination of the acceptance or denial of transfer credit.

At Community College of Philadelphia, the Office of Student Records and Registration evaluates all official transcripts received from the student's previous college or university for all students seeking a degree. Evaluation of transcripts is a two-step process: First, students must request that all post-secondary institutions previously attended send transcripts of their academic records to the Transfer Credit and Placement Office; second, students must complete a Transcript Evaluation Request form. These forms are available at the Enrollment Services counters at the Main Campus and Regional Centers, the Transfer Credit and Placement Office and the Academic Advising Office or online.

The Office of Records and Registration reviews the requests for transfer of courses to Community College of Philadelphia and makes the determination of equivalence or denial. Decisions are made in conjunction with relevant academic departments in cases where no equivalency can be established based upon the course name and/or course description.

4. A published and accessible list of institutions with which the institution has established an articulation agreement. Document the URL and publication location of this information.

The College has 12 dual admissions agreements and over 200 program agreements with over 50 four-year institutions. Such programs assure a seamless transition from the College to the four-year schools and provide an incentive, especially in the case of dual admissions, for students to complete the associate's degree. Dual admissions students are guaranteed entry into the four-year school, pay no application fee and receive varying levels of scholarships based on their grade point averages. A list of transfer institutions may be found in the College Catalog http://ccp.edu/college-catalog/specialized-programs#J11 under Transfer Opportunities and Services. Specific requirement details for dual admissions schools may be found at Transfer Partnerships in the College Catalog http://ccp.edu/academic-offerings/transfer-opportunities/dual-admissions-transfer-partnerships.

CCP is also a participant in Pennsylvania's statewide college credit transfer system established in accordance with a 2006 law aimed at benefiting college students transferring between public colleges and universities in the Commonwealth. An important part of Pennsylvania's transfer system is the "30-Credit Transfer Framework," which is a menu of courses from which students can select up to 30 credits to transfer toward the degree requirements of nearly any major offered by the participating colleges and universities. Functioning since 2008, the Transfer Framework consists of foundation courses in the areas of Composition, Public Speaking, Math and Natural Sciences, Social and Behavioral Sciences, and Fine Arts and Humanities. Participating institutions include the 14 Pennsylvania State System of Higher Education (PASSHE) institutions, the 14 community colleges, the state-related institutions and some private institutions. See the Pennsylvania Transfer and Articulation Center website at http://www.patrac.org/ for the names of all participating institutions. Students may access this site from the College Catalog – http://ccp.edu/college-catalog/specialized-programs#J11, Transfer Opportunities and Services.

Fall 2012 marked the launch of Statewide Program-to-Program (P2P) Articulation in Pennsylvania. This collaboration allows students who graduate with specified associate degrees to transfer into parallel baccalaureate programs with full junior standing, recognizing all the competencies attained within the associate degree programs. Statewide P2P articulation applies to students transferring between Pennsylvania's 14 community colleges, the 14 State universities and other institutions that elect to participate in the transfer system. CCP associate degree programs currently part of the Statewide Transfer System are:

AA in Art and Design	AA in English
AA in Business Administration	AA in Mass Media
AA in Communication Studies	AS in Mathematics
AS in Computer Science	AA in Psychology
	AA in Theater

TITLE IV PROGRAM RESPONSIBILITIES

In accordance with 34 CFR 602.16(a)(1)(x), the Commission must review the institution's record of compliance with its Title IV program responsibilities to determine if that record suggests the institution may not be in compliance with Commission standards and requirements. The Commission is particularly interested in reviewing significant deficiencies and material weaknesses that have been identified and any corrective action plans that have been developed to address those deficiencies and material weaknesses.

Institutions must provide the following documentation:

1. Formal documentation from the U.S. Department of Education regarding the institution's cohort default rate for the three most recent years. Provide the most recent three-year rates and/or two-year rates supplied by the U.S. Department of Education.

The College's cohort default rates for FY 2009, FY 2010 and FY 2011 are well below the federal default rate limit. The official cohort default rate notification letters from the U.S. Department of Education for fiscal years 2009, 2010 and 2011 are available in CCP's institutional folder on the My MSCHE website.

2. Reports on compliance from U.S. Department of Education in regard to the cohort default rate.

The College's cohort default rates for FY 2009, FY 2010 and FY 2011 are well below the federal default rate limit. The official cohort default rate notification letters from the U.S. Department of Education for fiscal years 2009, 2010 and 2011 are available in CCP's institutional folder on the My MSCHE website.

3. External audits of federal programs (A-133) for the past three years. Include the complete single audit report (A-133) for the most recent three years as an appendix, even if included in other documentation.

The College's A-133 independent audits for fiscal years 2010, 2011, and 2012 are available in CCP's institutional folder on the My MSCHE website. For fiscal years 2010 and 2011, there were no findings associated with Title IV. For the FY 2012 audit, there was a relatively minor finding with Title IV related to enrollment reports. The College's corrective action for the Title IV finding in FY 2012 is included in the A-133 audit report for FY 2012.

4. Relevant correspondence from U.S. Department of Education such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV. Include institutional responses, if applicable.

A U.S. Department of Education Title IV Program Review was last conducted in 2010 for 2008-2009 and 2009-2010 award years. The only finding was associated with the lack of appropriate dissemination of student consumer information. This was rectified immediately by revising all appropriate publications and updating the College's web sites. The U.S. Department of Education Title IV Program Review is available in CCP's institutional folder on the My MSCHE website.

ASSIGNMENT OF CREDIT HOURS

In accordance with 34 CFR 602.24(f), the Commission "must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours." Specifically, the Commission must review the institution's policies and procedures for determining the credit hours awarded as well as the application of the institution's policies and procedures to its programs and coursework, and make a "reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education."

Institutions must provide the follow documentation:

1. Written policies and procedures for credit hour assignment covering all types of courses, disciplines, programs, degree levels, formats, and modalities of instruction. Include each policy that documents the assignment of credit hours specific to the types noted above. Specify the location of the policy in the catalog and website. The following should be clearly indicated:
    - Academic period (e.g.,15 weeks plus one week exam over two semesters)
    - Recommended instructional time (e.g., three 50-minute sessions or two 75-minute session per week)
    - Recommended out-of-class time requirements (e.g., twice in-class time)

The Community College of Philadelphia (CCP) adheres to the U.S. Department of Education's definition of the credit hour as "…An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time…." Evidence for College procedures/practices may be seen in the catalog (http://ccp.edu/college-catalog/academic-calendar, http://ccp.edu/college-catalog/college-policies-and-procedures#H12) as well as in item #2 below.

2. Evidence that the institution's credit hour policies and procedures are applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented. Other evidence must include:

   - documentation from recent academic program reviews;
   - new course or program approvals;
   - documentation for registration software/systems that ensure a consistent schedule of courses based on the credit hour assignment;
   - academic calendars and/or schedules , and course matrices; and
   - documentation of adherence to credit hour requirements, consistent with federal regulations, from a system, or disciplinary organization; etc.

A key factor in verifying that the College's credit hour policies and procedures are applied consistently is assuring full adherence to clearly-delineated processes for developing and approving new courses. Departments seeking approval for a new course must develop a detailed course document which includes the number of credits awarded and the breakdown of contact hours as lecture, lab etc. (see Appendix A and Appendix B). This course document is approved by the department, the Coordinator of Curriculum Development, the appropriate Dean, and the full Academic Affairs Council which is chaired by the Vice-President for Academic Affairs. Finally, the course document is sent to the President who must give final written approval before the course can be offered. The College's academic course schedulers will only add courses to the College schedule that have followed this rigorous approval process. Substantive changes to existing courses, including changes to credit or contact hours, follow this same approval process.

Every online or hybrid class at CCP is expected to incorporate all of the same course requirements and student learning outcomes as on-campus classes. To ensure this:

- Online and hybrid classes are subject to a multi-step development and review process which requires scrutiny and signatures by the department head, academic dean, and director of distance education at several stages in the process.

- At the conclusion of the development process, and immediately before being submitted to the department head and academic dean for final review, the online/hybrid class receives an instructional design review based on the Quality Matters™ rubric.

At Community College of Philadelphia, the credit hour is determined through the actual scheduled contact hours for each course section based on the Carnegie unit for measuring contact hours: 750 minutes of section meeting time (instructional minutes) for each contact hour. The College defines "contact hours" as the time in which the student is involved in instructional contact with the faculty member(s) teaching a particular section. Please see the Course Descriptions section of the online College Catalog http://ccp.edu/college-catalog/course-offerings.

To ensure that each section of a course meets the required minimum of instructional minutes regardless of the length of term, the following information is used to determine calculation:

1. Semester begin and end dates

2. Scheduled meeting days

3. Section begin and end time

4. Exclusion dates

This process is applied consistently across all College sites.

Professional Development days are included at the end of the semester which the College can use to make up for lost instructional time in the event of closure due to weather or other conditions.

See Appendix C, Appendix D, and Appendix E for examples of further evidence that the institution's credit hour process and procedures are applied consistently across the full range of institutional offerings.

Students are informed of the expectation of study time in the College Catalog under Policies and Procedures – Student Load (http://ccp.edu/college-catalog/college-policies-and-procedures#H12) as well as in internal documents such as the *New Colonial on Campus*, distributed every semester, and the New Student Registration Handbook, used at Student Orientation and Registration (SOaR) sessions.

3. A description and evidence of the processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment. Indicate the individual(s) and/or entities responsible for the final review and approval.

The College's academic course schedulers ensure that all course meeting times are in compliance with federal standards in the calculations performed every term for every section at all College sites. A final review is conducted by each academic department head and respective division dean.

The College maintains the official Academic Calendar in the online College Catalog: http://www.ccp.edu/site/academic/catalog/college_calendar.php.

In accordance with Pennsylvania's Chapter 335 regulations, all courses are reviewed at least once every five years. This review includes an assessment of whether or not the credit assignment meets accepted practices. The course review is completed by faculty who teach the course. If the course is found to be in compliance with accepted practice the course review is approved by the Department Head, Dean, Coordinator of Curriculum Development and Vice President for Academic Affairs. Courses that are not found to be in compliance must submit an action plan that includes specific steps for bringing the course into compliance and a timeline for completion.

4. A list of the courses and programs that do not adhere to the federal definition of credit hour or its equivalent as specified in the MSCHE Credit Hour Policy (e.g., online or hybrid, laboratory, studio, clinical, internship, independent study, and accelerated format) and evidence that such variations in credit hour assignment conform to commonly accepted practice in higher education.

    - Each course or program that does not adhere to the federal definition should be specified and supporting evidence that it conforms to commonly accepted practice should be provided using the criteria described above in Item 2.

All CCP courses comply with the federal definition of “credit hour.”

APPENDICES

Appendix A: Course Proposal Approval Form

OFFICE OF CURRICULUM DEVELOPMENT

Course Title:		
Abbreviated Title: **(If course title is more than 30 characters)**		
Prerequisites:		
Catalog Description:		
Course Hours:	**Lecture __ Lab__ External __ Credit __**	
Recommended Starting Semester:		
Is this a **Course Revision**? (If yes, and if title and/or number are changed, which course (s) does it replace)?	YES ☐ No ☐ _____ _____ _____	
Revised Courses - revisions are being made to:	Prerequisite(s) ☐ Course Title ☐ Course Description ☐ Credit Hours ☐	
Program(s) which require(s) this course:		
Course fees, if applicable?		
Budget Director's Signature **(only needed if this course has additional fees)**		Date of Approval:
Course Elective Information (Does the course fulfill one or more elective categories)?	YES ☐ No ☐ If yes, please indicate all that apply: _____ _____ _____	
REQUIRED SIGNATURES	**SIGNATURES**	
Faculty Developer(s) Signature(s)		Date of Approval:
Curr. Dev. Coordinator Signature		Date of Approval:
Academic Review: This course has been reviewed and approved by:		
Dept. Faculty Signature → (After departmental approval – have signed by the department head		Date of Approval:
Division Dean Signature →		Date of Approval:
Academic Affairs Council: This course proposal has been presented to, reviewed by, and it is approved and recommended.		
VP for Academic Affairs Signature →		Date of Approval:
President Signature →		Date of Approval:

Appendix B: Course Development Template

COMMUNITY COLLEGE OF PHILADELPHIA	
1. Course Designation	List the discipline and the course number. If this is a new course and you need a number, contact the curriculum office which can provide you guidelines for selecting an appropriate course number.
2. Course Title	
3. Abbreviated Course Title for Banner	If the title of the course is more than 30 characters (including spaces), then include an abbreviated title for Banner. The full title will appear in the web catalog, but the abbreviated title will appear in Banner course listings and rosters etc.
4. Division	
5. Department	
6. Course Description	The course description should describe the essential elements of the course and should align with the student learning outcomes.
7. Prerequisites/Corequisites	For each prerequisite specify if it: must be taken before, may be taken concurrently, or must be taken concurrently.
8. Placement Level	List the minimum math and English placement level necessary for this course. Contact the curriculum office for a list of placement levels or to discuss what factors are used to determine the placement level.
9. Hours and Credits	Credit hours should be listed as follows: Lecture-Lab- -Credit Hours e.g. 3-0-3 indicates 3 hours lecture, 0 hours lab and 3 credit hours. (Courses with clinical hours will have four numbers where the third number represents clinical hours.)
10. Class size (maximum)	
11. Programs where this course appears	List all programs (degrees and certificates) where this course appears on the program grid either as a required course or as an elective
12. Course Writer (s)	
13. Contributor(s)	
14. Facilitator (s)	
15. Recommended Starting Semester	Semester when this new or revised course will first be offered.
16. Course Revision or New Course	
17. If this is a course revision, indicate which are being revised	Prerequisite(s) ☐ Course Title ☐ Course Description ☐ Credit Hours ☐
18. Course Attributes	For a list of course attributes and explanations contact the curriculum office.
19. Date	

A. Rationale

If this is a new course, briefly explain why this course is being developed and its relevance to students' program of study.

If this is a course revision, briefly explain how this revision differs from the previous course and why you are making the proposed changes.

B. Student Learning Outcomes and Methods of Assessment

Explain what students will know or be able to do upon successful completion of this course or what knowledge, skills and attitudes students will develop. Student learning outcomes should be observable and assessable. In some cases, it is advisable to further explain each outcome with more specific objectives.

In this section, explain how students will demonstrate their learning and how instructors will assess student learning. You must include a plan listing how each SLO will be assessed. One convenient way to show this is through a table similar to the one below. Be sure that the methods of assessment align with the outcomes. Examples of assignments, exams etc. may be appended to the document.

Student Learning Outcome	Method of Assessment

C. Grading

Give a sample of how students might be graded and specify whether or not this grading scale can be modified by future instructors or whether it is established by the department.

D. Planned Sequence of Topics

Give the planned sequence of topics. You may choose to present the list of topics in the form of an outline, a weekly schedule or some other format. Be sure to explain whether this is a mandatory list of topics that all instructors must cover or whether future instructors are free to modify the planned sequence of topics.

E. Student Learning Activities and Assignments

Give descriptions and examples of in-class and out-of-class learning activities that will be used during the course. Explain the purpose of each activity and how it relates to the student learning outcomes.

It may be helpful to include rubrics to explain how a student would be graded for the particular activity or assignment.

F. Required and Optional Texts/Readings/Materials

List or give examples of textbooks and/or readings that you recommend for this course. It is not advised that the course document mandate a particular textbook because the book may go out of print or the faculty could decide that another book is a better choice.

You may choose to list some criteria that would be helpful to future faculty in selecting a book such as "The textbook should include case studies" or "The textbook should explore issues of race, class, and gender."

G. Resources needed for this course

If there are specific resources that the College needs to obtain such as software, hardware, books, subscriptions, then list them here.

If the only requirements are basic office software or projection equipment, then write NONE.

If specific software or hardware is necessary to run this course, then list it here and the Curriculum Office will contact Academic Computing to obtain a cost estimate. If your department or program has a technology plan, be sure to consult it.

If this course needs to be taught in a Technology Enhanced Classroom (TEC), then you should specify what level of TEC is necessary. Explanations of TEC's can be found on the Academic Computing web page (http://faculty.ccp.edu/dept/Acad_Comp/tecccp.htm).

If there are specific resources that the Library should order, then the course writer should contact the appropriate Library Departmental Liaison. Visit http://www.ccp.edu/vpacaff/library/ for an up to date list of Library Departmental Liaisons.

Appendix C: Example of Course Schedule for 3-credit Course Meeting 3x per Week

Course:	SOC 101 Introduction to Sociology – 3 lecture hours and 0 lab hours = 3 contact hours
Semester begin date:	9/3/13
Semester end date:	12/14/13
Meeting days:	MWF
Begin time:	8:00 am
End time:	9:00 am
Exclusion dates:	11/28/13 (Thanksgiving Holiday), 12/4/13 (Professional Development Day), 12/6/13 (Professional Development Day/Study Day), and 12/9 – 12/14/13 (Final Exam Week)

M	**T**	**W**	**R**	**F**	**S**
		9/4		9/6	
9/9		9/11		9/13	
9/16		9/18		9/20	
9/23		9/25		9/27	
9/30		10/2		10/4	
10/7		10/9		10/11	
10/14		10/16		10/18	
10/21		10/23		10/25	
10/28		10/30		11/1	
11/4		11/6		11/8	
11/11		11/13		11/15	
11/18		11/20		11/22	
11/25		11/27			
12/2					
13 weeks		**13 weeks**		**12 weeks**	

750 minutes per contact hour x 3 contact hours = 2,250 minutes ÷ 38 meeting days = 59.21 minutes/day

Therefore, this class which meets 60 minutes/day exceeds the minimum number of instructional minutes based on its contact hours.

Appendix D: Example of Course Schedule for 3-credit Course Meeting 1x per Week

Course:	BHHS 101 Introduction to Behavioral Health and Human Services 3 lecture hours and 0 lab hours = 3 contact hours
Semester begin date:	9/3/13
Semester end date:	12/14/13*
Meeting days:	F
Begin time:	9:10 am
End time:	12:30 am (Includes 10 minute break)
Exclusion dates:	11/29/13 (Thanksgiving Holiday), 12/6/13 (Professional Development Day/Study Day), and 12/13/13 (Final Exam Week)*

750 minutes per contact hour x 3 contact hours = 2,250 minutes ÷ 12 meeting days = 187.50 minutes/day

F
9/6
9/13
9/20
9/27
10/4
10/11
10/18
10/25
11/1
11/8
11/15
11/22
12 weeks

Therefore, this class which meets 190 minutes/day exceeds the minimum number of instructional minutes based on its contact hours.

Appendix E: Academic Calendar

2014

January						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31						

December						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	½	25	26	27
28	29	30	31			

	Blank = See the column on the right
	Shaded =No Class – College Closed

1/1 – New Year's Day Holiday – College Closed

1/6 – 1/8 – PD Days

****

SP14 – 201410

1/13 – Classes begin (15A POT)

1/20 – MLK Holiday – College Closed

3/3 – 3/8 - Spring Break – College Closed

4/18 – Last day for Monday, Wednesday and Friday lecture-only classes (15A POT)

4/21 – Final day of classes

4/22 - PD Day (Potential Emergency Closing make-up day)

4/23 – PD Day (Potential Emergency Closing make-up day)

4/24 – PD Day/Study Day (Potential Emergency Closing make-up day)

4/25 – 5/1 – SP14 Final Exams

****

5/3 – Commencement

5/4 by 5 p.m. – Grades Due (15-week and 10-week)

5/5 – Summer –day work week begins – College closed on Fridays

****

Early S14 – 201435

5/12 – Classes begin (7A and 14A POTs)

5/26 – Memorial Day Holiday – College Closed

5/27 – Early Summer 7B POT begins

6/24– Final day of classes

6/25& 6/26 – Final Exam days for Early S13 7A POT

****

6/28 by 5 p.m. – Grades Due (7A POT)

6/30 – No classes for 14A POT

7/1 – 7/2 – No classes for S13 14A POT

7/3 – Independence Day Holiday – College Closed

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Late S14 - 201435

7/7 – Classes begin (7N POT)

8/15 – Friday- End of summer 4-day work week

8/19 – Final day of classes

8/20 & 8/21 – Final Exam days for Early S13 14A POT and Late S13 7N POT

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8/23 by 5 p.m. – Grades Due (14A and 7N POTs)
8/25 – 8/28 – PD Days
9/1 – Labor Day Holiday – College Closed

****

FL14

9/2 – Classes begin
11/27 – 11/29 – Thanksgiving – College Closed
12/2 – PD Day (Potential Emergency Closing make-up day)
12/3 – PD Day/Study Day (Potential Emergency Closing make-up day)
12/6 – Final day of classes
12/8 -12/13 – FL14 Final Exams

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12/15 by 5 p.m. – Grades Due
12/24 – College closed ½ day
12/25/14 – 1/1/15 – College Closed