



 Metropolitan
Community College

Federal Compliance Packet

September 16, 2015

Assignment of Credits, Program Length, and Tuition

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.

The worksheet is included in Appendix A at the end of this packet.

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

Metropolitan Community College (MCC) assigns course credit hours in compliance with the federal credit hour definition and in accord with college policy related to the awarding of college credit. For all MCC courses and programs with academic credit, the credit hour is currently defined as the amount of work represented in the desired learning outcomes and verified by evidence of student achievement. As of September 2015, a policy revision is underway to better match the wording of the federal definition.

Per District Regulation 6.10010, the following criteria and definitions will be used to assign credits to a course: Lecture is defined as a formal presentation by an instructor. One credit will equal 750 minutes of lecture per term. Laboratory is the portion of a course separate from the formal lecture requiring the instructor to plan, supervise, or direct student work while maintaining continuous presence for assistance to students. One credit will equal 1500 minutes of laboratory per term. Work experience (internship) or clinical is defined as an activity which requires students to spend time in a clinical or on-the-job type setting and which usually does not require the instructor's attendance for the entire period. One credit will equal an assignment of 3750 minutes of work experience or clinical per term.

Metropolitan Community College operates on a semester system with three terms per year. The fall and spring semesters are sixteen weeks and summer is eight weeks. All courses with seat time have an established minimum number of contact minutes. Online courses require an equivalent amount of work as documented by student achievement, use of equivalent syllabi, textbooks, and learning objectives. Within each semester, the college has eight-week and 12-week blocks and some courses with unique start and end dates. Regardless of course length, minimum contact time and learning objectives are the same. Workforce training credit classes must also meet the same standards. See Appendix A, Assignment of Credit Hours for details on specific courses and schedules. All MCC course syllabi have standard components, including learning objectives from the course information forms, that must be included.

All Metropolitan Community College programs are approved by the District Instructional Coordinating Committee. Degree requirements conform to Board Policy 6.20030 BP, and all require completion of at least 60 credits. A few degrees require significantly more credits (up to 84) due to breadth and depth of learning objectives required by employers or external accreditors. The credit hours required to complete a certificate varies. The MCC catalog provides detailed requirements specific to each program.

According to BP 4.10020, tuition and fees for the district are recommended by the chancellor and approved by the Board of Trustees annually. Residency determines the amount that is charged per credit hour, and must be established prior to the term start date. The following school districts qualify for in-district rate: Belton, Blue Springs, Center, Fort Osage, Grandview, Hickman Mills, Independence, Kansas City, Lee's Summit, North Kansas City, Park Hill and Raytown. Students who reside in the state of Missouri and outside of the school districts listed above get the out-of-district rate. Students who do not reside in Missouri or who are foreign nationals in the U.S. on approved student visa status get the out-of-state rate. Students in certain career programs who are from Indiana, Kansas, Michigan, Minnesota, Nebraska, North Dakota, or Wisconsin can take advantage of the Midwest Student Exchange program

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(MSEP), and pay 150% percent of the current in-district rate. Any resident of the district who is 65 or older may attend classes on a space-available basis without paying tuition.

The tuition per credit hour for the 2015-16 school year is \$95 for in district, \$175 for out of district, and \$229 for out of state; however, tuition and fees are subject to change without notice. MCC does not charge differential tuition by program. Course or program fees must be justified to the board and related to specific higher costs associated with particular courses or programs. Some courses have an additional \$14-per-hour fee for lab or studio time. Some programs that are more expensive to operate, such as ESL, music, and some health career programs require additional fees that can reach several hundred dollars.

Per-hour cost also includes a \$2 student activity fee and a \$3 technology fee. A \$10 general fee is assessed once a semester to students taking credit classes. It is designed to cover miscellaneous fees students might incur throughout the semester such as the cost of ordering transcripts and applying for graduation. A fee of \$15 per credit hour (up to the first six credits of online taken) is added to fully online (Internet) courses. The first six credits of hybrid classes (classes which combine on-campus and online instruction) incur additional fees of \$6 per credit hour. There is no fee for students attending a video conferencing class on an MCC campus.

Institutional Records of Student Complaints

Explain the process of handling student complaints.

Student Complaints and grievances are governed by specific MCC policies and procedures based on the nature of the complaint. These include:

<http://web.mcckc.edu/asp/infoex/PRP/Files/730030BP.pdf>

<http://web.mcckc.edu/asp/infoex/PRP/Files/730030DP.pdf>

<http://web.mcckc.edu/asp/infoex/PRP/Files/330010BP.pdf>

<http://www.mcckc.edu/classes/creditclasses/distanceed/complaints.asp>

<http://www.mcckc.edu/services/accessadarequest/accessadarequest/policiesandprocedures.asp>

Disability Accommodations

Students are encouraged to discuss disability related concerns with the disability services staff at their campus. Disability services will support the students as requested in discussing concerns with faculty, department or program heads. Unresolved issues are forwarded to the dean of students, unless there are claims of discrimination in which case the matter would proceed under MCC's discrimination grievance policy.

Grades

Grade challenges are processed under District Procedure 6.05020

<http://web.mcckc.edu/asp/infoex/prp/files/605020DP.pdf>.

The process is initiated by the student with the instructor and can be appealed in writing to the division chair and then the instructional dean.

General Complaints

General Student complaints require a student who has complaints about a course to first discuss the matter with the instructor or instructors involved. If the issue cannot be resolved, then the student can proceed to the appropriate division chairperson. If the student is still not satisfied, then he or she can discuss the situation with the dean of instructional services. If the problem persists, then the dean of instructional

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services will appoint a faculty committee to resolve the issue. Students who have complaints about issues outside the classroom process these complaints through the dean of students.

Complaint Notification <http://mcckc.edu/explore/students/rightsandresponsibilities/complaints.asp>

Other Avenues for Complaints

Students are notified that complaints in the following categories do not need to exhaust the internal complaint procedure.

- Complaints of criminal misconduct may be filed directly with local law enforcement authority.
- Complaints related to violations of federal law may be filed directly with the federal agency overseeing the law (see Notice of Nondiscrimination and FERPA Policy).

Additionally, Students who have exhausted the internal complaint process may submit their complaints as follows:

All complaints may be lodged with the Missouri Department of Higher Education (MDHE) only after exhaustion of all informal and formal institutional processes. MDHE requires as a prerequisite to filing any formal complaint that the student verify exhaustion of all informal and formal remedies. A student must first call MDHE at 573.526.1577 to indicate their desire to file a complaint. At that time the MDHE will ascertain whether the issue can be resolved through informal means and also determine whether the administrative process available within MCC has been exhausted. If after screening the applicant still desires to initiate a formal complaint, the MDHE will send complainant the form to fill out and return for that purpose.

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

MCC had utilized a combination of paper, files and spreadsheet tracking methods maintained by the deans on the campuses. Starting in 2010 human resources began tracking all discrimination and harassment complaints in which they were involved, this includes student complaints from the campuses. Tracking information includes, the complainant's name, the date of the complaint, the type of complaint, the general allegations, the name of the person against whom the complaint was lodged and the resolution date.

Year	Discrimination	Harassment
2010	8	4
2011	8	9
2012	15	10
2013	13	13
2014	11	12
2015 (as of September 2015)	10	10

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

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In order to advance MCC's tracking and to ensure that records can be reviewed across campuses by those with a need to know and to make trend analysis more efficient MCC has purchased , is undergoing training and implementation of the Maxient software system which can track a complaint and create a record that documents the entire matter.

Additionally, MCC is currently working on a more formalized general student complaint policy and grade appeal policy through its established shared governance policy committee, taking into consideration various issues that have risen under the current policy and working to make the polices more user friendly to students and provide improved processes for administrators.

Publication of Transfer Policies

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

Metropolitan Community College accepts credit in transfer from regionally accredited institutions of recognized standing, both public and private per Board Policy 6.05060. The district will observe the following provisions in accepting transfer credit from other postsecondary institutions. Credit attempted by a student at other regionally accredited postsecondary institutions, as indicated by an official transcript from that institution, will be included on the student's permanent record. Credits from postsecondary institutions not accredited by a regional accrediting association may be accepted if validated by: credit by examination, certification or licensure credit, or completion of the next course in the sequence with a grade of C or better. There is no limit on the number of transfer hours that can be accepted.

The transfer page of the website provides complete information for transfer students on policies and procedures. Information can also be found in the catalog (see p. 10 of transfer student admissions information, p. 12 for placement testing of transfer students, and p.16 for detail on how transcripts are handled).

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.

Every program page (e.g. Health Information Technology) displays information on all available articulation agreements with institutions accepting our credit. This information includes links to the actual agreement or transfer guide.

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

Transfer work is evaluated and posted when MCC has received official transcripts, either directly from the transferring school or in a sealed envelope. The district instructional coordinating committee will review this policy and regulation annually and make recommendations to the vice chancellor of education and technology.

All courses taken at other colleges and universities become part of the student's permanent record. However, only courses equivalent to those in the student's MCC program will be applied toward an MCC

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degree or certificate. While the MCC GPA is used for an MCC degree or certificate, the transfer GPA will appear on the MCC transcript as a transfer GPA and be included in the combined GPA. Any foreign transcripts must be translated and evaluated by an outside service, such as Educational Credential Evaluators, Inc.

Verification of Student Identity

Identify whether students are enrolled in distance or correspondence courses.

Metropolitan Community College enrolls students in online and hybrid courses.

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.

Metropolitan Community College students either to register in person the first time or to provide adequate proof of identify if registering by phone. Enrollment data is cross-checked with NSDLS (National Student Loan Data System for Students). If the student fills out the FAFSA, the name and social security number are verified through the federal government. If conflicting information is found between the college and the FAFSA, someone from the college will contact the student and request a copy of a state photo ID and social security card. All credit students have an account on the MyMCCCKC portal and have a secure login and password. Additionally, student photos are available in the student information system (Peoplesoft) to assist in identification at test centers.

All online students must have been issued the secure login and password to access the portal prior to online registration, and online services are only available through this access. This includes access to registration and student account information and access to Blackboard, the learning management system for MCC's online courses. Students who take online courses must login with their MyMCCCKC user name and password each time they enter the system. Blackboard also allows instructors to use additional passwords for exams and other projects.

Some instructors opt for proctored exams that are done on-campus, at outreach sites or at other approved sites. Students must show identification before taking the exam. Distance Education has been piloting the use of one required proctored exam per online section with a limited group of math and science faculty. The proctoring arrangement form asks the proctor to check the following statements and sign before returning the assessment, using the following language:

I verified the identity of the student with a driver's license, passport, or other government ID before the assessment began. Yes No

I monitored the student during the entire assessment. Yes No

I proctored and returned the assessment according to the instructions given. Yes No

Title IV Program ResponsibilitiesGeneral Program Responsibilities

Metropolitan Community College has documented eligibility for Title IV programs beginning in 1966. The most recent approval was granted on October 8, 2014, with a provisional certification until June 30, 2017. The Metropolitan Community College's Title IV Program Participation Agreement and Eligibility and Certification Approval Report are included in the attached evidence.

According to the single audit performed by Clifton Larson Allen, Inc. for the fiscal year ending June 30, 2014, Metropolitan Community College is in compliance with the requirements of all major federal programs. The institution had no findings or qualified costs and there were no significant deficiencies or material weaknesses cited with respect to internal controls for Federal program. The institution's A-133 Audit FY 2014 is included in the attached evidence.

The U.S. Department of Education conducted a program review of MCC's compliance with statutes and federal regulations related to the administration of Title IV, HEA programs in December 2012. A sample of students from the 2011-2012 and 2012-2013 award years were reviewed by the Kansas City based School Participation Team. The following findings were identified during the audit:

- Finding #1 – Return of Title IV Funds Calculation Errors
- Finding #2 – Late Return of Title IV Funds
- Finding #3 – Attendance Not Verified Prior to Disbursement
- Finding #4 – Verification Incomplete/Incorrect
- Finding #5 – Failure to Accurately Determine Direct Loan Eligibility
- Finding #6 – Failure to Maintain Back-Up Documentation for Fiscal Operations Report and Application to Participate (FISAP) for Campus Based Reporting
- Finding #7 – Failure to Maintain Off-Campus Community Service Contracts Which Meet Department Guidelines
- Finding #8 – Improper FWS Payments
- Finding #9 – National Student Loan Data System (NSLDS) Reporting Incorrect/Untimely
- Finding #10 – Consumer Information Requirements Not Met
- Finding #11 – Crime Awareness Requirements Not Met – Omission of Policy Statements
- Finding #12 – Failure to Comply with Drug and Alcohol Abuse Education and Prevention Program Requirements

Findings 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12 were considered resolved and closed at the time that the Final Program Review Determination (FPRD) was provided to MCC. Metropolitan Community College was responsible for the return of \$36,089.54 plus \$363 in interest to the Federal Pell Grant Program for students who received Title IV, HEA funds without confirmed attendance in enough courses to support the awarded and disbursed funds. The program reviewers were satisfied with the updated policies and procedures to monitor and substantiate attendance prior to disbursement and no further action was needed by MCC. The program review was officially closed in October 2014. The FPRD is included in the attached evidence.

Financial Responsibility Requirements.

The institution's single audit is submitted to the U.S. Department of Education annually. Composite ratios are submitted to the Higher Learning Commission. No concerns about MCC's finances have been raised by the Commission or the Department of Education based on audit results or financial ratios.

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Default Rates

MCC cohort default rates (see Table 1) for the past three years were obtained from the National Student Loan Data System (NSLDS). MCC's default rates are below the 25% threshold established by the Department of Education indicating administrative capability. MCC's default rates for the past three years based on the 3-year official data closely align with our peer institution default rates (see Table 2) ranging from 11.6% to 26.4% with a 2011.

Table 1: Metropolitan Community College					
Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
2012	3YR DRAFT	508	2716	18.7	01/24/2015
2011	2YR OFFICIAL	308	2315	13.3	07/27/2013
2011	2YR DRAFT	307	2323	13.2	02/23/2013
2011	3YR OFFICIAL	416	2299	18	02/17/2015
2011	3YR DRAFT	426	2313	18.4	01/11/2014
2010	2YR OFFICIAL	253	1982	12.7	12/11/2012
2010	2YR DRAFT	282	1984	14.2	02/11/2012
2010	3YR OFFICIAL	409	1974	20.7	07/28/2013
2010	3YR DRAFT	426	1976	21.5	02/24/2013
2009	2YR OFFICIAL	178	1906	9.3	12/20/2011
2009	2YR DRAFT	198	1811	10.9	01/16/2011
2009	3YR OFFICIAL	302	1893	15.9	04/30/2014
2009	3YR DRAFT	320	1909	16.7	02/12/2012

Table 2: Peer Institutions 2011 Official 3-Year Default Rate	
Austin Community College District	20.8
Harrisburg Area Community College	19.4
Cuyahoga Community College District	26.3
Henry Ford Community College	25.2
Macomb Community College	18
Montgomery College	11.6
Pima County Community College	20.6
Saint Louis Community College	13.2
Salt Lake Community College	14.8
San Jacinto Community College	16.8
Tulsa Community College	26.1
The Community College of Baltimore County	13.4
Valencia Community College	20.3

Source: National Student Loan Data System

While MCC's cohort default rate has not exceeded U. S. Department of Education thresholds or triggered a Department of Education review, we recognize that our default prevention and management is key to keeping our rate below the threshold and our peer institutions. Metropolitan Community College is dedicated to reducing its default rate. While not required by the U. S. Department of Education to institute a default management plan, MCC has several initiatives in place to help manage our defaults and

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hopefully reduce our default rate. MCC has a Program Coordinator for Default Prevention who coordinates the student loan program district-wide and helps oversee the following:

- MCC requires all first time borrowers to complete entrance counseling provided by the Department of Education supplemented with an on-campus loan information session. This counseling provides students with an understanding of loans and makes them aware of interest rates, loan fees, and other pertinent information associated with the William D. Ford Direct Loan Program.
- At the end of each year, MCC offers the opportunity to review their student loan debt and complete exit counseling. Students are provided information guiding them on planning for repayment and what their rights and responsibilities are with borrowing. Students are also encouraged to complete the Department of Education's online exit counseling.
- MCC provides several financial literacy training opportunities for students enrolled throughout the year by hosting on-campus workshops covering topics such as budgeting, credit cards and debt, credit scores, etc.
- MCC conducts several outreach communications to students who are entering their loan grace period, who are delinquent on their loan payments and who are in default on their loans to offer assistance in resolving and preventing loan defaults.

Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

The campus crime information Annual Security Report required under the Clery Act is completed and distributed to students and employees by October 1st of each year and additionally can be found on the Explore page. Consumer information on the website includes disclosures on athletic participation, financial aid, and other required items.

In a 2013 audit by the Department of Education certain findings were made relative to the Annual Security Report (ASR) for 2012-2013 and 2011-12.

There were two aspects to the finding. One that, MCC's ASR did not include all required statements of campus security policy and procedure including those that govern the institution's preparation of the ASR and the compilation of its campus crime statistics

The second aspect of finding was that MCC failed to develop, implement and publish required information about its campus sexual assault awareness and prevention programs as required by 34 C.F.R. § 668.46(b)(11).

As to the 2011-12 Report, the finding was essentially the same as the 2012-13 report regarding the preparation of the report.

There was also a finding with regard to the 2011-12 report's compliance with the requirement to provide details of the campus sexual assault awareness and prevention programs.

MCC filed a formal rebuttal to these findings, asserting that there were no substantive omissions that deprived students or employees of the necessary information the Clery Act intends to be made available to them so that they are aware of the relative safety and security of their learning/working environment to make appropriate decisions to protect themselves if necessary.

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In summary, MCC contended that each of the required elements of the cited regulatory provision was addressed in the ASR, and indicated that if more detail was required, the Clery Handbook produced by the Department did not specifically indicate what further clarity was required in that regard. To date MCC has not received a response to this rebuttal.

Student Right to Know

Metropolitan Community College Student Right to Know information is available on the college website: <http://www.mcckc.edu/explore/students/rightsandresponsibilities/rights.asp>.

A comprehensive list of all consumer information disclosures can be found at: <http://www.mcckc.edu/services/mcccconsumer/consumerinformation/stuconfirmationinfo.asp>.

Satisfactory Academic Progress and Attendance Policies

Metropolitan Community College's academic progress policy is located on the college website at <http://mcckc.edu/SAP>.

Metropolitan Community college is a non-attendance taking institution. Individual faculty can determine the attendance policy for their classes. The general college policy on attendance can be found at <http://www.mcckc.edu/explore/students/rightsandresponsibilities/responsibilities.asp>. MCC asks faculty to report student attendance for financial aid purposes on three point-in-time rosters throughout the semester. Faculty reporting a withdrawal or F grade is responsible for reporting the last date of attendance.

Contractual Relationships

The institution does not have any contractual relationships.

Consortial Relationships

The institution does not have any consortial relationships.

Required Information for Students and the Public

Submit course catalogs and student handbooks to the team.

The course catalog and student handbook can both be found on the MCC website.

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

The calendar is available on the homepage and on p.5 of the catalog. Grading information, including how to calculate a GPA or withdraw from courses, can be found on the grades page as well as on pp.15-16 of the catalog. Admissions information is conveniently accessed on a sequence of webpages starting with

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Getting Started or on pp. 10-11 of the catalog. Academic program requirements are available on the webpages for each program, accessible through the list of programs. Tuition and fee information can be seen on the tuition page, and a refund page as well as page 14 of the catalog provide information on student refunds. Metropolitan Community College provides a statement of its accreditation with the Higher Learning Commission and any other entities on an accreditation page of its website at and in its catalog.

Advertising and Recruitment Materials and Other Public Information

Demonstrate that advertisements and recruiting materials provide 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.

Metropolitan Community College communicates with students and other stakeholders through a number of different media. Information is tailored to the classification of the individual desiring information from us. For example, prospects want basic information that will facilitate their decision-making process regarding attending the college. The college utilizes electronic media heavily to communicate with nearly everyone who has an interest in the institution. The advertising and recruiting materials are all designed to drive students toward the institutional website for more complete information and an opportunity to enroll.

Accreditation information is summarized on an accreditation page of the website and program-specific accreditations are also explained on the relevant program webpages, e.g. the Physical Therapy Assistant program webpage. The catalog also displays an HLC accreditation statement on the second page.

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

MCC utilizes consistent messaging throughout, regardless of where the students are attending classes. However, the explore page allows students to explore what is unique to each campus. Detailed program information can be found on the individual program pages, which are accessible through the list of programs. The student handbook provides convenient access to policies.

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

The mark of affiliation with the Higher Learning Commission appears on the accreditation page.

Review of Student Outcome Data

Demonstrate that the institution collects information about student outcomes.

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MCC recognizes that multiple measures are necessary to establish the validity (are we measuring what we think we are measuring?) of our assessment. Each type of assessment provides valuable information that can be useful for improving programs. Not every method will be used for every activity. The following are some measures used by MCC to examine the effectiveness of programs and activities: student surveys, standardized tests and licensure exams, and classroom artifacts evaluated by rubrics.

Metropolitan Community College has a comprehensive student outcome assessment process overseen by the District Assessment Coordinating Committee. As part of the quality improvement project, each general education discipline defined discipline outcomes, and over the course of the project assessed both discipline and general education outcomes. Some of the details of this effort can be found on the [discipline assessment page](#). All career programs are required to assess at least one program outcome each year. A sample of how results are summarized and used for program improvement can be found on the [CTE assessment page](#).

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

Describing assessment results and how they have been used for program improvement is an integral component of the annual career program review form, as well as being a major element of the evaluation process for both general and career education areas. Information gathered on use of the library and student services has been used to improve design of these areas.

MCC planning and budgeting processes rely on numerous data inputs, including student demographics, focus group results, Noel Levitz and CCSSE surveys, and student outcome information presented in program evaluations. The distribution of Perkins and enhancement grant funding to career programs is directly linked to program assessment and planning.

MCC's assessment efforts are a way to assess how the institution is performing and is not for assessing the individual student. Performance assessment provides the following information for MCC: evaluation, control, resource allocation and budgeting, motivation, promotion or marketing, celebration for achieving high performance and improvement of performance.

Standing with State and Other Accrediting Agencies

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.

Metropolitan Community College is in good standing with the Missouri Coordinating Board of Higher Education, the Missouri Department of Higher Education, and the Missouri Department of Secondary and Elementary Education as well as in compliance with all statutory requirements. MCC is also in good

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standing with the following specialized accreditation and/or program approval agencies as shown on the [accreditation page](#). Relevant program accreditation status is also cited on program webpages.

Accreditation Status - June 10, 2015

Program	Accrediting Body	Date of Last Accreditation	Date of Next Reaccreditation	Required for program to operate
MCC	Higher Learning Commission	2006	11/15/2015	
Fire Academy (cert) - BR	Missouri Division of Fire Safety	Ongoing	Ongoing	Y
Fire Science AAS - BR	FESHE - National	1/2015	TBD	N
Law Enforcement - BR	Missouri POST	2014	12/31/2017	Y
Automotive (Ford) - LV	NATEF - National	5/19/2014	4/2019	Y
Automotive (GM) - LV	NATEF - National	5/19/2014	4/2019	Y
Automotive (General) - LV	NATEF - National	5/19/2014	4/2019	N
Veterinary Technology - MW	AMVA - National	2009	9/23-25/2015	Y
Child Growth - PV	NAEYC - National	11/2011	2017	Y
Dental Assisting - PV	CODA - National	8/2014	2020	Y
EMS-Basic - PV	Missouri Dept of Health	1/2014	1/2019	Y
EMS-Paramedic - PV	CAAHEP - National ¹	1/2014	7/31/2019	Y
Health Information - PV	CAHIIM - National	3/2012	Ongoing	Y
Occ. Therapy Asst - PV	ACOTE - National	2014	2022/2023	Y
Phys. Therapist Asst - PV	CAPTE - National	2008	9/2017	Y
Practical Nursing - PV	Missouri State Board ²	2014	2016	Y
Professional Nursing - PV	ACEN - National ³	2/2014	2022	N
Professional Nursing - PV	Missouri State Board	2/2006	2017	Y
Radiologic Technology - PV	JRCERT - National	6/2010	6/2016	Y
Surgical Technology - PV	CAAHEP - National	2008	2017	Y
Virtual Hospital - PV	SSH - National	5/2010	12/2015	Y

¹ Initial accreditation with a progress report required in September 2015

² Conditional approval

³ Accreditation through Spring 2022 with conditions, follow-up report due in Fall 2016

Public Notification of Opportunity to Comment

Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.

Metropolitan Community College determined the following notification plan:

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Third-Party Group	Communication Strategy	Timeline
Students	Mass email Website announcement	August 2015
Faculty, Staff, & Administrators	Campus In-Service Mass email Website	August 2015
Community Members	College Website Newspaper Ads	August 2015
Board of Trustees	Email	August 2015
Advisory Boards	Email	August 2015
Parents	College Website	August 2015
Local Business Community	Email	August 2015
Industry/Leaders	Email	August 2015
Foundation Board, Alumni, and Donors	Email	August 2015

Determine what media the institution will use to solicit comments. 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.

Metropolitan Community College used the following suggested language to solicit public comment. The media used to communicate with constituent groups is summarized in the table above. MCC created a link on the [homepage](#) to allow direct and convenient submission of comments.

“Dear XXXX,

Metropolitan Community College (MCC) works to provide quality education that connects with and supports our community and workforce needs.

I am proud to work for an institution that over the last century has helped make a difference in the lives of hundreds of thousands of students who call Greater Kansas City home. The education our students receive ultimately helps produce a diverse workforce as 96 percent of our students stay or return to the Kansas City region.

While we are proud of our many accomplishments, periodically we and every other college or university undergo re-evaluation by our regional accrediting body, the Higher Learning Commission (HLC) of the North Central Association. In preparation for the HLC visit this November, we are asking the Greater Kansas City community to provide feedback about the quality of MCC’s academic programs and community support.

Metropolitan Community College has been accredited by the Higher Learning Commission as a single entity since 1986. The MCC system currently includes five campuses: Blue River, Business and Technology, Longview, Maple Woods and Penn Valley. Prior to 1986, the Higher Learning Commission accredited our campuses separately. On November 15-17, the HLC team will review MCC's ongoing ability to meet the Commission’s criteria for accreditation.

There is a link on our website titled “public comment wanted.” I invite you to submit feedback about the services our institution provides to Greater Kansas City. Please allow us the opportunity to hear what

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you think about MCC and ways we could better serve the community. When submitting your comments to the Higher Learning Commission please include "MCC-Kansas City" in the title.

<http://www.mcckc.edu/>

All comments must be received by October 16, 2015 and must address substantive matters related to the quality of the institution or its academic programs.

Thank you for your continued support of MCC. As we look to the future, we want to continue to provide the best possible services to ensure our community receives the training, education and programs vital to compete in the fast-paced global economy."

Evidence of public notification is attached as evidence.

Appendix A: Assignment of Credit Hours

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

Name of Institution: Metropolitan Community College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	16 weeks	1
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	1 week	5
		2 weeks	11
		3 weeks	8
		4 weeks	6
		5 weeks	7
		6 weeks	4
		7 weeks	3
		8 weeks	2
		9 weeks	1
		10 weeks	2
		11 weeks	2
	12 weeks	2	
13 weeks	1		
14 weeks	5		
15 weeks	3		
23 weeks	1		
Summer Term	8 weeks	1	
	1 weeks	6	
	2 weeks	3	
	3 weeks	4	
	4 weeks	3	
	5 weeks	3	
	6 weeks	3	
	7 weeks	2	
11 weeks	1		

Part Two. Format of Courses and Number of Credits Awarded

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 2015, 16 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	82		13		95		2
	# of meetings	16		0		0		0
	Meeting length	1-2 hrs.		0		0		0
2 Credits	# of courses	60		7		32		4
	# of meetings	16-56		0		0		0
	Meeting length	1-4 hrs.		0		0		0
3 Credits	# of courses	1,034	30	180		19		14
	# of meetings	16-80	16-32	0		0		0
	Meeting length	1-5.5 hrs.	1-2 hrs.	0		0		0
4 Credits	# of courses	64	3	6				
	# of meetings	16-80	16	0				
	Meeting length	1-12 hrs.	5 hrs.	0				
5 Credits	# of courses	195	6	13				
	# of meetings	16-80	16-32	0				
	Meeting length	1-12 hrs.	3.5-5hrs.	0				
6 Credits ¹	# of courses	25						1
	# of meetings	32-48						0
	Meeting length	3.5-8 hrs.						0
7 Credits ¹	# of courses	1						
	# of meetings	48						
	Meeting length	4-9 hrs.						
8 Credits ¹	# of courses	4						
	# of meetings	48						
	Meeting length	3 hrs.						
12 Credits ¹	# of courses	4						2
	# of meetings	48						0
	Meeting length	3 hrs.						0

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 1 Week

# 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	5						2
	# of meetings	1-5						0
	Meeting length	3-9 hrs.						0
2 Credits	# of courses	1						
	# of meetings	5						
	Meeting length	4 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							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 2 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	9						
	# of meetings	2-10						
	Meeting length	1.5-10						
2 Credits	# of courses	2						
	# of meetings	10						
	Meeting length	7 hrs.						
3 Credits	# of courses	5						5
	# of meetings	8-10						0
	Meeting length	3-6 hrs.						0
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 3 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	3						
	Meeting length	4 hrs.						
2 Credits	# of courses	1						
	# of meetings	9						
	Meeting length	3 hrs.						
3 Credits	# of courses	3						5
	# of meetings	3-12						0
	Meeting length	5.5-9 hrs.						0
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 4 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		1				
	# of meetings	4		0				
	Meeting length	3 hrs.		0				
2 Credits	# of courses	2		1				
	# of meetings	4-8		0				
	Meeting length	3 hrs.		0				
3 Credits	# of courses		2					
	# of meetings		4-12					
	Meeting length		3-4 hrs.					
4 Credits	# of courses	4						
	# of meetings	8-20						
	Meeting length	4-9 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 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	1		1				
	# of meetings	5		0				
	Meeting length	2 hrs.		0				
2 Credits	# of courses	1		1				
	# of meetings	10		0				
	Meeting length	3 hrs.		0				
3 Credits	# of courses	7	1					1
	# of meetings	5-15	5					0
	Meeting length	3-7 hrs.	4					0
4 Credits	# of courses	5						
	# of meetings	10-25						
	Meeting length	3-5 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
8 Credits ¹	# of courses	1						
	# of meetings	25						
	Meeting length	5-9 hrs.						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 6 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	1		1				2
	# of meetings	12		0				0
	Meeting length	1 hr.		0				0
2 Credits	# of courses	1		1				
	# of meetings	30		0				
	Meeting length	1 hr.		0				
3 Credits	# of courses	2						2
	# of meetings	18						0
	Meeting length	3 hrs.						0
4 Credits	# of courses	3						
	# of meetings	12-30						
	Meeting length	3-5 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 7 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	1						1
	# of meetings	14						0
	Meeting length	1 hr.						0
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses		1					
	# of meetings		7					
	Meeting length		3.5 hrs.					
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
8 Credits ¹	# of courses	1						
	# of meetings	49						
	Meeting length	4-9 hrs.						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 8 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	24	1	12		10		
	# of meetings	8-16	8	0		0		
	Meeting length	1-4 hrs.	1 hr.	0		0		
2 Credits	# of courses	19	1	3				
	# of meetings	8-16	8	0				
	Meeting length	2-4 hrs.	2.5 hrs.	0				
3 Credits	# of courses	39	34	82				
	# of meetings	8-40	8-16	0				
	Meeting length	2-4 hrs.	1-4 hrs.	0				
4 Credits	# of courses	13	2					
	# of meetings	16	5					
	Meeting length	4.5-5 hrs.	9 hrs.					
5 Credits	# of courses			3				
	# of meetings			0				
	Meeting length			0				
6 Credits ¹	# of courses	2						
	# of meetings	24						
	Meeting length	6 hrs.						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 9 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							1
	# of meetings							0
	Meeting length							0
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 10 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	1						
	# of meetings	10						
	Meeting length	1.5 hrs.						
2 Credits	# of courses	1						
	# of meetings	10						
	Meeting length	3 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							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 11 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							1
	# of meetings							0
	Meeting length							0
2 Credits	# of courses	1						
	# of meetings	22						
	Meeting length	3 hrs.						
3 Credits	# of courses	1						
	# of meetings	33						
	Meeting length	1 hr.						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 12 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							
	# of meetings							
	Meeting length							
4 Credits	# of courses							1
	# of meetings							0
	Meeting length							0
5 Credits	# of courses							
	# of meetings							
	Meeting length							
10 Credits ¹	# of courses	1						
	# of meetings	60						
	Meeting length	2.5-9 hrs.						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 13 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	13						
	Meeting length	1 hr.						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	14						
	# of meetings	13 - 52						
	Meeting length	1-3.5 hrs.						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses	1						
	# of meetings	4						
	Meeting length	1.5 hrs.						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 14 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							2
	# of meetings							0
	Meeting length							0
2 Credits	# of courses	1						
	# of meetings	14						
	Meeting length	3.5 hrs.						
3 Credits	# of courses	1						
	# of meetings	14						
	Meeting length	7 hrs.						
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							1
	# of meetings							0
	Meeting length							0
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Federal Compliance Packet 2015

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

Term and Length: Spring 2015, 15 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	1						2
	# of meetings	15						0
	Meeting length	3 hrs.						0
4 Credits	# of courses							2
	# of meetings							0
	Meeting length							0
5 Credits	# of courses							
	# of meetings							
	Meeting length							
8 Credits ¹	# of courses	1						
	# of meetings	60						
	Meeting length	9 hrs						
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

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

Term and Length: Spring 2015, 23 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							2
	# of meetings							0
	Meeting length							0
4 Credits	# of courses							2
	# of meetings							0
	Meeting length							0
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

¹ 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.**

Part Three: Policy on Credit Hours

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.*

Part Four: Total Credit Hour Generation

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

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.

Most Recent Fall Term 2014 (identify the year)

Most Recent Spring Term 2013 (identify the year)

Typical number of credit hours taken in a regular term:

Undergraduate

Full-Time 12 Credit Hours Part-Time 6 Credit Hours

Graduate – we do not have graduate students as we are a two-year community college

Below are the numbers of students earning more than the typical number of credits for full-time and part-time for the most recent fall and spring terms with earned credit completed:

Spring 2013

Full-time students earning more than 12 credit hours 2,998

Part-time students earning more than 6 credit hours 4,755

Fall 2014

Full-time students earning more than 12 credit hours 3,169

Part-time students earning more than 6 credit hours 4,404

Credit Hour Policy

CREDIT HOUR GUIDELINES

6.10010 DR

The vice chancellor for education and technology will ensure that the assignment of credits to individual courses will be consistent throughout the district. The following criteria and definitions will be used to assign credits to a course.

I. Criteria

- A. Lecture: One credit will equal 750 minutes of lecture per term.
- B. Laboratory: One credit will equal 1500 minutes of laboratory per term.
- C. Work experience (internship) and clinical classes: One credit will equal an assignment of 3750 minutes per term.

II. Definitions

- A. Lecture: A formal presentation by an instructor.
- B. Laboratory: The portion of a course separate from the formal lecture requiring the instructor to plan, supervise, or direct student work while maintaining continuous presence for assistance to students.
- C. Work Experience (Internship) and Clinical Classes: An activity which requires students to spend time in a clinical or on-the-job type setting and which usually does not require the instructor's attendance for the entire period.

Courses of six or more credits

Subject	#	Class Name	Description	Credit Hours	Reason for Credits
AUTO	117	Automotive Maintenance and Light Repair	(Lecture 3 hours. Laboratory 6 hours.) Prerequisite: Concurrent enrollment in or completion of AUTO 100. This is an introductory course designed to provide the student with fundamentals of operation, service, maintenance and light repair of modern automobiles. Students will learn basic automotive shop safety, tool and equipment use, basic engine, cooling system, brake, steering, suspension, serpentine belt and electrical system maintenance.	6	This course combines lecture and lab components
AUTO	130	Nonstructural Analysis and Damage Repair	(Lecture 3 hours. Laboratory 9.5 hours.) Prerequisite: Accepted into the articulation program for Auto Collision Repair. The analysis of the condition and the repair or replacement of nonstructural components of automobiles and light trucks.	6	This course combines lecture and lab components
AUTO	150	Automotive Engine Repair	(Lecture 3 hours. Laboratory 6 hours.) Prerequisite: Concurrent enrollment in or	6	This course combines lecture and lab

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			completion of AUTO 100. This course covers the history, theory of operation, diagnosis, and repair of automotive gasoline and light-duty diesel engines. The student will receive instruction on engine maintenance and repair including methods, tools and procedures required to properly recondition engine assemblies. Reconditioning of engine assemblies and components include cylinder head and valve service, piston and ring service, block and bearing service. This course emphasizes precision measuring and engine mechanical systems diagnosis.		components
AUTO	166	Automotive Electrical Systems	(Lecture 3 hours. Laboratory 6 hours.) Prerequisite: Concurrent enrollment in or completion of AUTO 100. This course incorporates a study of the theory, construction, and repair of modern automotive electrical systems. Operational theory, testing and repair of batteries, charging systems, starting systems, lighting systems, wiring and accessories will be stressed. Practice in the use of test equipment to diagnose vehicle electrical systems will be covered in detail.	6	This course combines lecture and lab components

AUTO	171	Automotive Chassis Systems	(Lecture 3 hours. Laboratory 6 hours.) Prerequisite: Concurrent enrollment in or completion of AUTO 100. This course covers the history, theory of operation, diagnosis, service and repair of automotive chassis systems. Instruction on braking systems, on and off-car rotor resurfacing, drum resurfacing ABS operation, four-wheel alignments, front and rear suspension and steering systems, tire and wheel balancing are covered in detail. Precision measuring related to brake drums and rotors will be practiced.	6	This course combines lecture and lab components
AUTO	272	Automatic Transmissions and Transaxles	(Lecture 3 hours. Laboratory 6 hours.) Prerequisites: AUTO 100, AUTO 166, and one of the following: AUTO 150, AUTO 172, AUTO 174, AUTO 276, AUTO 278, AUTO 280. This course incorporates history, theories of operation, testing, diagnosis and repair of automatic transmissions and transaxles. Hydraulic theory, torque multiplication factor, and planetary gear set operation will be covered in detail. Proper disassembly and reassembly procedures will be emphasized.	6	This course combines lecture and lab components

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AUTO	276	Automotive Engine Performance	(Lecture 3 hours. Laboratory 6 hours.) Prerequisites: AUTO 100, AUTO 150, AUTO 166, and concurrent enrollment in or completion of AUTO 279. This course incorporates the history, theories of operation, diagnosis, and repair of fuel systems, emissions systems and electronic engine management systems. Ignition system theory and secondary system checks will be covered. This course will emphasize published diagnostics procedures.	6	This course combines lecture and lab components
AUTO	279	Automotive Electronic Systems	(Lecture 3 hours. Laboratory 6 hours.) Prerequisites: AUTO 100 and 166. This course builds on previous learning in automotive electrical systems. Electronic principles and theories of operation are explored in detail. Application, diagnosis and repair of automotive computer management systems will be covered.	6	This course combines lecture and lab components
BIOL	109	Anatomy and Physiology	(Lecture 4 hours. Laboratory 4 hours.) Prerequisite: BIOL 100 or CHEM 105. Structure and function in the human body and mechanisms of homeostasis.	6	This course combines lecture and lab components

EMS	150	EMT Basic	(Lecture 5 hours. Laboratory 4 hours. Clinical 2 hours.) Prerequisite: The student must be 18 years old by the end of the course and must hold a high school diploma or GED. Basic life support and emergency care. Signs, symptoms and procedures of field management for emergency medical situation. Clinical observations. Successful completion makes student eligible to take the National Registry of Emergency Medical Technicians examination for EMT-Basic. (State licensure as an EMT-Basic is the responsibility of the student after successful completion of the Nation Registration.)	8	This course combines lecture and lab components
OTHA	222	Level II Fieldwork	(Clinical 40 hours.) Prerequisite: OTHA 201, OTHA 202, OTHA 203, OTHA 208, OTHA 212 & OTHA 217 & Admission to the Occupational Therapy program. Directed clinical experience in different practice areas of occupational therapy.	12	This course includes practical experience and culminates in a certificate
PNUR	103	Fundamentals of Practical Nursing	(Lecture 8 hours. Clinical 6 hours.) Prerequisite: PNUR 100. The Fundamentals of Practical Nursing course introduces the student to the role of the practical nurse in the provision of basic nursing care to diverse populations across the life span. Professional communication, critical thinking, theory	10	This course combines lecture and clinical components

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			<p>concepts, the nursing process and Evidenced-based practice are taught. Clinical experiences allow the learner to apply knowledge and skills introduced in the lab and classroom. The concepts introduced and incorporated into the care of individuals are: basic needs; biological, nutrition, psychological, social and spiritual, hygiene, physiological functioning, safety, cultural diversity, societal influences, developmental stages and principles of teaching/learning.</p>		
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PNUR	138	Nursing of the Adult I	<p>(Lecture 6 hours. Clinical 6 hours.) Prerequisite: PNUR 110. This course prepares the student to care for the adult client with needs ranging from simple to complex in a variety of settings. This course teaches nursing related to the body systems of: respiratory, cardiac, special senses, urinary and musculoskeletal. Common diseases and disorders of each system along with the etiology, pathophysiology, clinical manifestations, medical and pharmacological management, and nursing management are emphasized. The nursing process and critical thinking are utilized to identify nursing problems, patient/client goals, planning, intervention and evaluation that meet the patient/client needs.</p>	8	This course combines lecture and clinical components
PNUR	144	Nursing of the Adult II	<p>(Lecture 6 hours. Clinical 6 hours.) Prerequisite: PNUR 138 & Admission to the Practical Nursing program. This course prepares the student to care for the adult client with needs ranging from simple to complex in a variety of settings. This course teaches nursing related to the body systems of: endocrine, neurological, gastrointestinal, reproductive and integumentary. Common diseases and disorders of each system along with the etiology, pathophysiology, clinical manifestations, medical and pharmacological management, and nursing management are emphasized. The nursing process and critical thinking are utilized to identify nursing problems, patient/client goals, planning, intervention and evaluation that meet the patient/client needs.</p>	8	This course combines lecture and clinical components
PTHA	172	Clinical Experience III	<p>(Clinical 40 hours.) Prerequisite: Completion of all other required courses in the PTHA program. Practical application of principles learned in the prior didactic semester. Experience rotating internships in selected clinical sites under the supervision of a physical therapist.</p>	12	This course includes practical experience in the clinical setting.
RNUR	126	Fundamentals of Professional Nursing	<p>(Lecture 4 hours. Clinical 6 hours.) Prerequisite: PSYC 243 & Admission to the professional nursing program. The student will acquire knowledge fundamental to the development of basic skills and attitudes</p>	6	This course combines lecture and clinical components

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			essential for the practice of nursing. The principles of physical, biological, and behavioral sciences and nursing theory serve as the foundation. This first clinical laboratory course is designed to introduce the student to the role of the professional nurse in meeting basic needs common to all clients. Students are prepared to establish the nurse-client relationship through communication skills. Planned clinical experience is designed to allow the student to utilize the nursing process to deliver safe, individualized nursing care according to legal/ethical guidelines.		
RNUR	244	Adult Nursing III	(Lecture 4 hours. Clinical 9 hours.) Prerequisite: ENGL 101, RNUR 234, RNUR 238, SOCI 160, SPDR 100 & one of the following: HIST 120, HIST 121, POLS 135, POLS 136, POLS 137. This is the final of three adult nursing courses and is designed to prepare the student to transition to the role of the professional nurse. Students will expand their knowledge of therapeutic communication and skills related to health care technology. Concepts from previous nursing courses are integrated to provide comprehensive nursing care to select adult clients and their families experiencing multisystem failure/trauma. Students use the nursing process to organize and manage care in conjunction with other health team members. Critical thinking, developmental stages, cultural/ethnic diversity, and legal/ethical issues are implemented in the care planning process. Clinical laboratory practice occurs in primary, secondary, and tertiary settings with diverse client populations and includes a concentrated practicum which prepares the student to enter the work force. A community health nursing experience if incorporated in theory and clinical practice.	7	This course combines lecture and clinical components
SURT	140	Clinical Experience	(Clinical 18 hours.) Prerequisites: SURT 120, SURT 121, SURT 130 & Admission to the Surgical Technology program. Directed practice in a clinical setting.	6	This course combines lecture and lab components