

ACADEMIC AFFAIRS COUNCIL
PROCEDURES & POLICIES

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ACADEMIC AFFAIRS COUNCIL PROCEDURES

1. The membership of the Academic Affairs Council shall be as follows: VP of Academic Affairs, five academic deans (Allied Health, Agriculture/Business/Personal Services, Humanities and Social Sciences, Math/Science/Physical Education, Industrial Technology), two faculty representatives to be selected by the Professional Employees Association—serving staggered two-year terms, Director of the Library, Registrar, Academic Achievement Center/Developmental Education Director, Director of the Colvin Adult Learning Center, Advising Coordinator, Director of Assessment and Research, and Director of Outreach.
2. During the summer session the Academic Affairs Council will meet with the condition that a proxy for the Chairperson be appointed if the Chairperson is not able to be present.
3. A regular meeting date and time will be chosen by the Council at its first meeting of the academic semester.
4. There are three ways that special meetings may be called:
 - a. The chairperson of the Council may call a special meeting.
 - b. The President or the VP of Academic Affairs may call a special meeting.
 - c. A member of the Council may call a special meeting by presenting to the chairperson a petition signed by 2/3 of regular members of the Council.
5. The chairperson of the Council is responsible for conducting the business at all meetings, for sending notification of all regular and special meetings to members, and for presenting a written agenda before all meetings, except under conditions which create a hardship. He/she may also appoint ad hoc committees as needed.
6. When the chairperson is unable to be present for a regular or special meeting of the Council, he/she shall notify the Vice-Chair of the Council to serve in his/her place.
7. The administrative assistant to the VP of Academic Affairs shall keep a file of the minutes of all meetings including handouts pertaining to Academic Affairs Council business and shall be responsible for seeing that the Board Room file is complete at the close of the term. The administrative assistant shall also be responsible for keeping and updating a book of current academic policy and procedures located in the Board Room. The council chairperson will be responsible for updating the Academic Affairs Council folder on the I:drive.
8. Minutes of the Council shall be distributed by the administrative assistant to the VP of Academic Affairs to each member of the Council prior to the next following meeting. An electronic copy of the minutes shall be distributed to all faculty and administration
9. A quorum consists of 50% of the members or greater.
10. A motion is approved by simple majority of those voting.

11. The chairperson and vice-chairperson positions of Academic Affairs shall follow a line of succession beginning July 1, 2013 through June 30, 2026 as shown in the following table:

Year of Service	Chairperson	Vice - Chairperson
July 1, 2015- June 30, 2016	Dean of Agriculture/Business Personal Services	Dean of Industrial Technology
July 1, 2016-June 30, 2017	Dean of Industrial Technology	Colvin Adult Learning Center Director
July 1, 2017-June 30, 2018	Colvin Adult Learning Center Director	Outreach Director
July 1, 2018-June 30, 2019	Outreach Director	Advising Coordinator
July 1, 2019-June 30, 2020	Advising Coordinator	AAC Director
July 1, 2020-June 30, 2021	AAC Director	Library Director
July 1, 2021-June 30, 2022	Library Director	Dean of Humanities/Social Sciences
July 1, 2022-June 30, 2023	Dean of Humanities/Social Sciences	Dean of Math/Science HPERD
July 1, 2023-June 30, 2024	Dean of Math/Science/HPERD	Dean of Allied Health
July 1, 2024-June 30, 2025	Dean of Allied Health	Dean of Agriculture Business/Personal Services

In the event any of the above individuals are replaced and the Council feels the replacement needs more time to adjust to the workings of the committee the Council may skip a rotation or alternate positions.

12. Academic Affairs Council is responsible for approval/disapproval of additions of all courses and course changes at SCCC.

Proposed new courses to be offered at Seward County Community College shall be given to all members of Academic Affairs Council at least five school days prior to the Council meeting at which they are to be presented and considered. Each new course should have a course syllabi and new course approval form. The originator of the course should attend the meeting to present and to answer relevant questions.

Proposed course changes should be presented to the Academic Affairs Council utilizing the Request for Course Approval form and may be presented by the originator or a designee, from the appropriate division.

13. The Academic Standards Committee is a standing committee composed of five voting members. The voting members shall consist of one faculty member who serves on the Academic Affairs Council, the Registrar, and three other faculty members who serve by appointment of the chairperson of the Academic Affairs Council. The Academic Affairs Council faculty representative will serve as the Academic Standards Committee Chair.

The VP of Academic Affairs and the VP of Student Services, (or their designees) shall serve as ex-officio members of and resource personnel for the Committee. The Committee shall keep minutes of all meetings and submit a copy to the chairperson of the Academic Affairs Council, the VP of Academic Affairs and the Registrar for permanent filing. No more than two new faculty members may be added to the Academic Standards Committee each year.

The responsibilities of the Academic Standards Committee are limited to hearing appeals concerning academic dismissal, academic renewal and transfer student-academic improvement policy for graduation.

14. The Council will be responsible for a statement of goals and objectives by the second regularly scheduled meeting each academic year.

15. The Council will review degrees offered at SCCC at the March Meeting each year. Recommendations for changes to placement score data will be voted on by the Council at the January meeting. Divisions will use the following process to review placement data:
 - Placement data will be reviewed every other year.
 - In October of even numbered years, divisions will review data concerning course placement provided by the OAR office. Data will include but not be limited to student success for the previous 5 years for students completing at least 12 hours, the annual ACT report, and National Benchmark data.
 - Divisions choosing to recommend a change in placement scores will notify all other divisions and departments prior to the December Academic Affairs Council meeting for further input.
 - Final recommendations will be presented at the December Council meeting.
 - Final approval of placement scores will be made at the January Council meeting.

Starting with the 2012-2013 school year, the council will appoint a committee every 3 years to review general education courses at SCCC and other two-year and four-year colleges in the State of Kansas.

MINUTES OF THE MEETING FORMAT

Academic Affairs Council
Meeting of (date of meeting)

(The first paragraph should state the time and place of the meeting, person who calls the meeting to order. It should also be indicated in this first paragraph if this is a regular or special meeting.)

(Roll call should be the second paragraph. List those who are present as well as absent.)

(Approval of the minute's statement should be next. Approval of minutes does not require a motion for acceptance. If there are corrections to the minutes then there should be a motion with the correction written in the current minutes--do not redo the original minutes where the error took place.)

UNFINISHED BUSINESS

(Use the above caption for business from earlier meetings not completed. Each item should have a caption which is underscored followed by comments. See the example below.)

Directed Independent Studies: The VP of Academic Affairs reported that the Kansas Board of Regents had issued specific guidelines to follow in offering a directed independent study course. Each member present was given a copy of those guidelines with one attached to this report.

(Record actions only. In the case of information or discussion, make a brief summary of important points.)

NEW BUSINESS

(Follow the procedures for UNFINISHED BUSINESS. Use underscored captions. Record actions only. In case of information or discussion, make a brief summary of important points.)

(New policies should have a caption New Policy preceding the motion and acceptance. Note: All academic policy (new and approved) changes must also be approved by the Executive Team. A statement that the policy change is recommended to the Executive Team should follow the acceptance of the motion in the minutes. The VP of Academic Affairs will report on the change and also bring back the Executive Team's decision.)

OTHER

This would be for any items not listed on the agenda for discussion.

ADJOURNMENT

(All minutes should be ended with a meeting adjourned statement that includes the time of adjournment.)

(Name of the recorder)

GUIDELINES FOR COURSE APPROVAL

1. Address how the course fits into the overall mission and philosophy of SCCC under the justification of new course on the course approval form.
2. What is the purpose of the course? Areas to consider would include, but not be limited to: Is the course transferable and/or appropriate for a vocational program, for continuing education or recertification?
3. How does this course differ from other course offerings or how does this course complement other course offerings?
4. Describe the justification of the new course or change.
5. Describe the division between lab and lecture hours in relationship to the credit hour requirements of the course.
6. Is the course syllabus appropriate and according to prescribed standards?
7. Has all information been satisfactorily completed on the SCCC Request for Course Approval form?

PURPOSE, SCOPE, AND AUTHORITY STATEMENT

Purpose

Review curriculum; monitor/institute policies affecting the academic process; develop, maintain, and evaluate instructional processes; provide an avenue for faculty and student requests relevant to academic affairs; and serve as an oversight council to the institutional Assessment Committee.

Scope of Work

1. Review curriculum in the approval process including the recommendation of new programs and the addition/deletion of courses from the college offerings that fulfill the mission of the college.
2. Consider and formulate recommendations on college policies affecting the academic process.
3. Develop, maintain, and evaluate instructional processes in order to strive for excellence in teaching and learning including the institutional academic program review process.
4. Provide an avenue for faculty and student requests relevant to academic affairs through the deans, VP of Academic Affairs, or student services.
5. Serve as an oversight council to the institutional assessment committee.

Authority

This committee approves all academic policies and procedures, curriculum, curriculum changes, courses, and course changes.

ACADEMIC POLICY PRESENTATION PROCEDURES

Any new academic policy presentation or revision to current academic policy should be recommended for consideration at one meeting followed with a short discussion of the background for the proposal. The proposal would then be considered for vote at any of the following meetings in which sufficient information has been gathered from all areas of the Council for voting purposes.

In the event there is unanimous agreement of the Council members present, a proposal that does not require research and additional information may be recommended and presented for vote at the same meeting.

ACADEMIC POLICY IMPLEMENTATION/REVIEW PROCEDURES

1. Any policy motion presented before the AAC shall be worded exactly as the policy statement will appear in the Academic Affairs Council Procedures/Policy Book as well as other college publications.
2. The AAC member who has presented a new policy or policy change shall bring a written policy statement to the meeting in which the policy or change is to be voted upon. The statement shall include the implementation date as well as the various publications that the policy shall appear upon its approval by the AAC and Executive Team.
3. The AAC member in charge of the Academic Affairs Procedures/Policy Book shall place the policy statement in the manual and indicate the date of acceptance by the AAC. The established numerical system shall be followed.
4. The VP of Academic Affairs shall take the AAC recommendation to the Executive Team and report back to the Council as to the acceptance or rejection of the policy by the Executive Team as well as any changes that have been made by the Executive Team.
5. Any changes made in the policy statement by the Executive Team require action by the AAC.
6. Full acceptance by the Executive Team shall be reported back to the Academic Affairs Council by the VP of Academic Affairs by indicating the date of acceptance.
7. If there are changes made by the Executive Team and those changes have been accepted by the AAC, the changed policy statement shall be recorded on the same page as the original statement reflecting the new dates of acceptance of the change by both.
8. Upon the acceptance by both AAC and Executive Team, the policy statement shall be communicated to the faculty, administration, and required staff through division meetings, faculty association meetings, AAC, Executive Team, the Crusader, Minutes of the AAC, and other available means of communication.
9. The AAC Procedures/Policy Book will be reviewed annually.

ACADEMIC PROBATION

An academic warning will be instituted by the Registrar's office if, after attempting 12 or more credit hours at Seward County Community College, a student has failed to earn a 2.0 cumulative grade point average (GPA).

After attempting 24 credits hours, if a student does not earn a minimum cumulative grade point average of 2.0, he/she will be placed on academic probation. Students will be notified by the Vice President of Student Services office at the conclusion of the semester—if they have not met this minimum grade point requirement.

Following completion of a survey, a committee consisting of the Vice President of Student Services, Vice President of Academic Affairs, Registrar, Student Success Center Dean, and an Academic Dean will meet to determine which of the following resulted in the student being placed on probation.

1. Academic Needs
2. Financial Needs
3. Counseling Needs
4. Career Guidance Needs

A student with academic needs will enroll in Achieving Academic Success, an 8 week course. A student with financial needs will meet with a faculty or staff member assigned by the committee. A student requiring career guidance needs will meet as a cohort with a faculty or staff member assigned by the committee. A student with counseling needs, will meet with the Dean of Student Services or applicable staff member assigned by the committee. Following placement on probation, the student must meet with his/her advisor, prior to being allowed to register for classes during the initial probationary semester. When placed on probation, a hold will be placed on the student's account.

The student must successfully complete the committee recommendation or course during the probationary semester, prior to being allowed to register for future classes.

Reviewed 4/14/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

Revised 5/15/17

MAXIMUM ACADEMIC LOAD FOR ACADEMIC PROBATION STUDENTS

The maximum academic load permitted for a student on academic probation will be twelve (12) hours in a fall or spring semester, six (6) hours total during the summer, or the number of hours as determined by the VP of Students and/or Registrar.

ACADEMIC PROBATION STUDENT RESPONSIBILITY

Probationary student enrollment will be between the assigned advisor and the student. In addition to strictly following the academic probation policy in the catalog:

- a) A student unable to maintain a minimum 2.0 cumulative GPA must meet with his/her academic advisor prior to completion of enrollment. Students placed on academic *warning* will be notified in writing by the Registrar's office at the conclusion of that semester. Students receiving financial aid will also be notified by the Financial Aid office. Advisors should receive a copy of the student letter and should, at that time, follow up on this student.
- b) Students on academic *probation* should be allowed to complete their enrollments with the advisor, adhering to a limit of 12 credit hours.
- c) A student may be suspended at the end of any semester during which academic probation occurs if a "C" (2.0) average for the semester is not maintained. Students will be notified by the VP of Student Services at the conclusion of the semester, if they have not met this minimum requirement. Students may apply for readmission to the VP of Student Services after one full semester, excluding summer school.
- d) Any appeals concerning the probationary limitation on credit hours should begin with the Registrar who will refer the matter to the VP of Academic Affairs.

TRANSFER POLICY

Seward County Community College requires an official transcript from each institution previously attended to consider credits for transfer. Credits will be accepted from colleges and universities holding regional accreditation.

All transfer credit will be equated on the semester-hour system. Credits transferred in from institutions which use quarter hours will be calculated by dividing the number of quarter credits by 1.5, then rounding to the nearest whole number. Courses listed with an F grade or higher will be transferred and calculated into the student's cumulative grade point average, on a 4.0 grade scale, regardless of any pluses or minuses. A grade of P shall not be used in the calculation of the GPA.

Coursework withdrawn from and graded with a "W" or similar mark will be counted in the student's attempted hours. Repeated coursework and developmental coursework are also included in the student's attempted hours.

Courses transferred in from a Kansas institution are evaluated using the KRSN matrix (https://www.kansasregents.org/resources/PDF/Academic_Affairs/TAAC/FY_2015/2018_09_04b_KRSN_Matrix.pdf), provided by the Kansas Board of Regents. A student who completes any of these courses at a Kansas public university, community college, or technical college will be able to transfer the course to SCCC if an equivalent course is offered.

Courses transferred in from an out of state institution are transferred in as the equivalent SCCC course. If course equivalency is not easily determined based on the course title and credit hours, the responsibility lies with the student to provide a course description and/or syllabus to the SCCC registrar who will work with the appropriate SCCC dean to determine equivalency.

International transcripts are evaluated based on course-by-course evaluations. A student requesting college credit based on courses taken in a foreign country must first have a course-by-course evaluation done by either a NACES (<http://www.naces.org/members.html>) or AICE (<http://aice-eval.org/members/>) member organization, who will then send the transcript to SCCC. The course-by-course evaluation is then evaluated as though it were an out-of-state transcript.

Any course offered by any institution which is designated as a developmental course, will transfer in as a developmental course. Developmental courses will count in attempted hours but will not count toward hours for degree completion. All other courses will transfer in as electives.

A student transferring to SCCC who has been placed on academic probation at another institution or has been dismissed based on academic performance can be admitted to SCCC but will be placed on academic probation and should limit SCCC enrollment to twelve credit hours or less per Fall/Spring term and six credit hours or less per summer term until removed from academic probation. The student must maintain a 2.0 GPA to continue SCCC enrollment.

Grades from courses taken at other institutions will not be changed by retaking those same courses at Seward County Community College.

ACADEMIC DISMISSAL

Students may be dismissed at the end of any semester (fall, spring, summer) during which they are on probation if they earn less than a “C” (2.0) average for the semester and have attempted:

- 26 semester GPA hours and have a cumulative grade-point average of less than 1.50.
- 45 semester GPA hours and have a cumulative grade-point average of less than 1.75.
- 60 semester GPA hours and have a cumulative grade-point average of less than 2.00.

Reviewed 4/14/2014

LAYOUT TIME FOR ACADEMIC DISMISSAL

Students dismissed for academic reasons may re-apply after one full semester, excluding the summer session.

Reviewed 4/14/2014

ACADEMIC RENEWAL

Students who perform poorly during their first attempt at college often return to school later to resume their education. However, the student's previous academic record may present a major obstacle upon the student's return; thus, affecting the student's grade point average, scholarship/financial aid options, and overall academic success. To address this problem at Seward County Community College, qualifying students have the option of applying for academic renewal, which will provide the student with a renewed academic start without the handicap of previous academic performance.

This policy applies to Seward County Community College course work only.

Those wishing to apply for academic renewal must adhere to the following guidelines:

- The student must submit a written petition to the Office of the Registrar, identifying the details of and reasons for the request. Only the course work from one previous semester may be considered for academic renewal.
- The semester course work to be disregarded must include failing or poor grades (F's and D's) and must have been completed a minimum of two calendar years before applying for academic renewal.
- The grades will remain on the student's transcript but will not be utilized in calculating the student's overall SCCC grade point average.
- All grades in the semester to be disregarded will be affected (A's through F's)
- At the time of petitioning for academic renewal the student must have completed a minimum of 12 credit hours with an earned GPA of at least 2.5 at SCCC/ATS within the past two calendar years.
- The SCCC Registrar will note on the student's transcript at the location of the semester in question "Academic Renewal by Committee Action" and the date granted.
- Any regulations or guidelines with regard to financial aid, athletic eligibility or scholarship awards supersede the effects of academic renewal.
- Academic renewal will be granted only once.

Reviewed 4/14/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

Certificate GPA Waiver

Candidates for graduation must have a cumulative grade point average of at least 2.00 (“C”) in course work which includes any transfer credit awarded. In order to be awarded a certificate students must complete all program course requirements and have a cumulative grade point of 2.00 (“C”) or better. Grades in courses not applying to the certificate may be waived by petition if approved by the Program Advisor/Instructor, Dean and the Academic Affairs Council. The signed waiver must be submitted to the Registrar after all signatures have been obtained. The waiver of grades, as indicated above, will not entitle a student to graduate with honors based on the certificate GPA.

If a certificate is awarded based on the above certificate waiver the transcript will bear the note: “Certificate awarded based on program course work GPA only.”

One point for clarification: If a student is awarded a certificate, based on waived classes, then pursues an Associate of Applied Science degree, the student must have a 2.00 (“C”) cumulative GPA in all attempted classes. A signed waiver for a certificate will not apply to any Associate degree.

CERTIFICATE WAIVER PETITION FORM

Student name

Certificate program name

Student ID number

Student Signature

APPROVED BY:

Program Advisor/Instructor

Dean

Academic Affairs Council Chair

Please submit this signed form to the Registrar’s office with a copy of the student’s unofficial transcript.

Reviewed 4/14/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

Transfer Students – Academic Improvement Policy for SCCC Graduation

Students may transfer to Seward County Community College with a poor academic background. Their previous academic record may have a negative impact on their overall grade point average, hence affecting their ability to graduate from SCCC in a reasonable and timely fashion. Seward County Community College offers students the opportunity to apply for graduation on an appeal basis after displaying a significant level of positive academic performance at SCCC.

Those transfer students wishing to apply for graduation on an appeal basis must adhere to the following guidelines:

- The transfer student must provide academic records of course work completed at other institutions, as well as SCCC.
- The transfer student must submit a written petition to the Office of the Registrar outlining the details of and reasons for the request.
- The transfer student must have completed a minimum of 32 credit hours from SCCC at a 2.5 GPA or higher, in addition to meeting all other graduation requirements for the Associate Degree desired.

ADD/DROP POLICY

ADDING A CLASS

Students may add courses through Friday of the first week of the fall/spring semester. Classes can be added through the end of the second week only if approved by the instructor. Permission may be obtained from the VP of Academic Affairs to add courses after the published date.

The last official day to enroll in any summer session will be determined annually by the Executive Team and published in the summer calendar.

DROPPING A CLASS

The last day to drop a course is the end of the week preceding final exams in a regular semester (Fall/Spring).

The last day to drop for summer session courses shall be the final class day of the week prior to the completion of the course.

Students are responsible to drop officially from any course that they deem necessary to quit attending. Students are not charged for dropping a course during the first three weeks of the regular 16 week semester (Fall/Spring). After the third week, students are obligated for 100% tuition and fees incurred (no refund).

For courses less than a regular semester length (including summer session courses) students can drop without a tuition and fee charge during the first 10% of the scheduled course duration. After the scheduled time, students are obligated for 100% of tuition and fees incurred (no refund).

For daytime courses, any student who fails to attend the first week of class during the regular fall and spring semesters may be dropped from that class unless the student has advised and obtained absence approval from the faculty member and the registrar.

Revised: 3/29/2016

Approved: 4/14/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

CREDIT FOR PRIOR LEARNING, MILITARY SERVICE, AND CREDIT BY EXAM**Purpose Statement**

The Kansas Board of Regents and SCCC are committed to fostering an educated and skilled workforce, an essential component for economic prosperity for the state, its communities and individuals. Increased enrollment in – and successful completion of – postsecondary education is critical to achieving that goal. Credit for Prior Learning (CPL), also referred to as Prior Learning Assessment (PLA), can expedite adults' completion of postsecondary education programs by evaluating an individual's existing knowledge and competencies and awarding college credit as appropriate.

Definitions

For the purpose of this policy, “prior learning” includes the postsecondary-level knowledge and skills gained through work and life experiences, such as employer and military training programs, industry certifications, non-credit postsecondary-level courses, and civic or volunteer experiences. CPL encompasses both credit for prior learning and advanced standing for prior learning. Obtaining credit for prior learning is the optimal outcome of a prior learning assessment.

CPL is the evaluation and assessment of an individual's learning obtained outside a formal academic setting. CPL may take the form of college credit, certification, or advanced standing toward further education or training. Obtaining college-level credit is the optimal outcome. CPL is not confined to portfolio assessment, which is simply one type of CPL (as are CLEP tests, ACE evaluations, challenge exams, etc., defined below).

Advanced Placement (AP) Exams – A series of standardized exams developed by the College Board. College credit is awarded based on exam score. The exams usually follow standardized high school courses generally recognized as being equivalent to undergraduate college courses.

College Level Examination Program (CLEP) Exams – Tests of college material offered by the College Board and designed to measure college-level competence achieved outside the college classroom. Course credit is given to students earning a satisfactory score on the CLEP exam indicating successful mastery of course material.

Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs) – Examinations developed by the Chauncy Group International and administered by Prometric that allow a student to demonstrate proficiency of college level knowledge and skills, now available for civilian and military personnel.

Evaluation of Local Training — Individual colleges' program evaluations of non-collegiate instructional programs.

Institutional Exam or Course Challenge Exams– An examination for a particular course that an academic program or department may utilize to give students credit for a course. A student will work directly with the individual program or department to learn about the availability and cost of institutional course examinations.

Locally Evaluated Industry and Workplace Credit – Individually evaluated non-collegiate instructional programs, such as those for industry certification, professional licensure, apprenticeship, and other local workplace training that demonstrate competency required for completion of degree or certificate programs. CPL credit may be awarded based on evaluation by trained faculty in the student’s program, awarded based on recommendations in the ACE Guide, and/or awarded as part of a student’s portfolio.

1. Apprenticeship: Apprenticeship is a combination of on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

2. Certification: Certification (usually by a 3rd party industry group) is a designation that is obtained once the student is qualified to perform a particular task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession.

3. Professional Licensure: “Permission to practice” granted by a governmental entity. Licensure is a legal status. Professional licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.

Portfolio Review Credit (or portfolio assessment credit) – Credit awarded as a result of review of a portfolio prepared by the student to demonstrate learning acquired outside of the classroom and that is relevant to the student’s educational program. A portfolio may include documentation such as certificates of training, work samples, awards and honors, job descriptions, performance evaluations, samples of work product, evidence of self-directed learning, and resumes to validate equivalent learning outcomes are met. A portfolio course may be offered by the institution to assist the student in preparing a quality portfolio.

Prior Military Training Credit – College credit for military training awarded through the American Council on Education (ACE) College Credit Recommendation Service or through direct evaluation of the student’s military service school transcripts.

Enrollment Requirements

CPL should be awarded at the time of request for degree seeking students enrolled in a minimum of three credit hours at SCCC.

Credit for Prior Learning Limits

The maximum allowable credit for prior learning is aligned with the Higher Learning Commission criterion of a maximum of 75% of total program credit hours. CPL may be awarded up to the 15 credit hour residency requirement for Associate degrees (AAC Policies 20.10, 20.11, 20.12, and 20.13) and 75% of the total credit hours for a certificate.

Validation Standards for Credit for Prior Learning

Validation Methods

CPL should be awarded on a course-by-course basis when the prior learning is equivalent to the learning outcomes in the postsecondary course. Institutions should include in their policy and practice a quality assurance process, documented standard intake processes, CPL advising and guidance from trained advisors, and standard transparent policies.

Credit by Examination

1. Credit by Examination (CBE) such as CLEP, AP, DANTE/DSST, etc. can be utilized to receive college credit. CBE tests must correspond to courses listed in the current SCCC College Catalog; any exceptions must be approved by the VP of Academic Affairs.
2. A student may not earn CBE for any sequential course “below” the level of a course successfully completed.
3. It is recommended that students first consult their academic advisor and the Registrar to discuss receiving credit through CBE. If a student fails a CBE test, it is recommended that a six (6) month period be observed before retesting for the same course.
4. The Registrar will evaluate all CBE transcripts to determine the possible awarding of SCCC credit according to the following guidelines:
 - Standards for awarding credit will be determined by the academic division and will include: specific courses which CBE credit can be awarded; the minimum scores for each CBE; the number of credit hours to be awarded, approved testing agencies, etc.
 - If credit is awarded, the student’s transcript will indicate the name of the course, the testing agency/name of examination, number of credit hours earned, and a grade of “P” to designate a passing grade.
5. An SCCC generated comprehensive course examination may be used with approval by the course instructor and the dean. Credit can be granted if scores meet a minimum standard set by the academic division. The following guidelines will apply:
Requests in writing for an SCCC generated CBE must be approved by the student’s academic advisor, the course instructor, and the dean.
If the SCCC generated CBE is passed, a grade of “P” will be recorded on the transcript; if the CBE is not passed, a student may formally withdraw from the course and receive a “W” on the transcript. If a student does not withdraw, an “F” will be transcribed. When a transcript/document verifying CBE from an agency (other than SCCC) is submitted to

the Registrar for evaluation of possible SCCC credit, a fee will be charged to the student. A fee schedule for this evaluation process is available from the Registrar's Office.

Credit for Military Service

College credit for military training is awarded through the American Council on Education (ACE) College Credit Recommendation Service and through direct evaluation of the student's military service school transcripts.

Credit Recommendation Services

SCCC follows the recommendations for credit equivalency provided by nationally recognized, reputable credit recommendation services. Credit is awarded when the learning outcomes are equivalent to those of SCCC courses, and where applicable, approved Kansas Board of Regents transfer courses.

Recommendations from the following services are used by SCCC. If additional credit recommendation services are deemed valid and appropriate, they may also be considered.

- American Council on Education (ACE) National Guide to College Credit for Workforce Training
- American Council on Education (ACE) Military Guide
- National College Credit Recommendation Service (NCCRS)
- Right Skills to Work by the Manufacturing Institute, National Association of Manufacturers (NAM)

Industry-recognized Credentials

Appropriate CPL will be awarded for industry certifications that are equivalent to learning outcomes in SCCC courses.

Individual Portfolio Assessments

SCCC will provide portfolio assessment options to award credit for prior postsecondary-level learning. Portfolio assessments will be evaluated by trained faculty using national standards established by CAEL. A quality portfolio checklist is available through the Registrar's office and on the college website at www.sccc.edu. Students must receive counseling from the Registrar on the suitability of portfolio CPL for their situation and will be provided guidance on preparing quality portfolios.

Quality Credits that Apply to Degree

Credit awarded for prior learning will be documented, evaluated, and appropriate for the level of degree awarded and in full compliance with the criteria and standards of the HLC. Academic credit will be awarded only for degree seeking students who have enrolled at SCCC and:

- A. For courses directly applicable to curriculum requirements. Changing majors will not result in reassessment of previously awarded CPL.
- B. CPL will be applied and used as the course credit equivalencies.
- C. CPL will apply toward concentrations, general education requirements, and electives that count toward the degree or program certificate being sought in the same manner as traditional courses.

D. CPL will satisfy prerequisite requirements in the same manner as course equivalencies.

Transferability of Credits for Prior Learning

CPL awarded and documented in a student transcript at any regionally accredited institution whose policy follows the Kansas CPL Guidelines and complies with the Higher Learning Commission criteria will be accepted as transfer credit toward a degree or program certificate.

Fees Assessed to Students

There will be no fees assessed for awarding CPL or recording CPL in student transcripts.

Data Tracking and Evaluation

Credits awarded for prior learning are recorded in the student information system and on the transcript as transfer credit. The type of credit for prior learning will be identified in the SCCC student database. The data associated with CPL will include the course identifiers and description of the articulated course, semester (term) for which the credit is applied, credit hours awarded, and the actual date awarded. Evaluation metrics will include the following measures for quality and effectiveness of CPL:

- The Academic Affairs Council conducts a review of policies, procedures, and results related to the type and number of credit for prior learning hours awarded annually the first three years of implementation (2015-2018) and every three years thereafter
- Student satisfaction with the CPL process
- Success (retention, completion) of students awarded CPL

Student Appeal of CPL Assessment

In the event a student does not agree with the assessment of their prior learning, the parties involved may appeal to the VP of Academic Affairs, depending on which award is being considered by the student. The written notice of this appeal must be made within fifteen calendar days. The VP will establish, within seven calendar days, an ad hoc academic appeals committee and appoint a Committee chairperson to review the written records presented by the student, faculty, and Registrar. After the committee has had the opportunity to review all the written data and interview potential informational sources, the committee will make its decision regarding the appeal. The decision of the committee will be communicated to the student, faculty, Registrar, and the appropriate Dean by the committee chairperson. The decision of this committee shall be considered final.

Role Expectations: Registrar, CPL Evaluator, and Student

Role of the Registrar in the CPL process

Students who believe that they may have prior learning that can be used for academic credit should schedule an appointment with the Registrar who will work with them to determine which CPL process or combination of processes is appropriate. If a student decides to pursue the development of a portfolio, the Registrar will refer them to the appropriate dean who will identify a faculty member in the appropriate program(s) for guidance in developing the portfolio.

Role of the Evaluator in the CPL process

CPL evaluators help determine appropriate courses based on the CPL options chosen by the student. Evaluators develop assessment methods appropriate for courses, provide syllabus and assessment guidelines, and evaluate student portfolios. Deans will identify CPL evaluators which may include faculty, industry experts, or content experts.

Role of the Student in the CPL process

Students must provide evidence to the CPL evaluator and the Registrar that they have relevant learning experiences aligned with the learning outcomes for the target course(s). CPL by portfolio is a process by which students document prior learning experiences and demonstrate appropriate learning outcomes relevant to specific courses.

Approved 01/26/2015

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

ASSOCIATE OF ARTS DEGREE DEFINITION

A minimum of 64 credit hours is necessary for completion of an Associate of Arts Degree, with a 2.00 overall minimum GPA. A maximum of 75% of the 64 credit hour total may be transfer credits and/or credit for prior learning. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of this degree.

Associate of Arts Degree General Education Requirements:

English Composition	6 credit hours
Public Speaking	3 credit hours
College Algebra or course for which college algebra is a prerequisite	3 credit hours
Humanities from at least three of the following disciplines: Art*; Theater*; Music*; Philosophy; History; Literature; or Modern Language (*Performance Courses are excluded.)	12 credit hours
Social and Behavioral Sciences from at least three of the following Disciplines: Sociology; Geography; Economics; Political Science; Psychology; or Anthropology	12 credit hours
Natural and Physical Science courses from at least two disciplines (lecture with lab)	9 credit hours
First Year Seminar	1 credit hour
Concepts of Health and Wellness	1 credit hour
Total General Education Requirements	47 credit hours

Associate of Arts major requirements: 3 core courses with a minimum of 8 credit hours

General education, major and elective requirements must equal a minimum of 64 credit hours.

Approved: 10/20/2014

Updated: 7/18/2016

ASSOCIATE OF SCIENCE DEGREE DEFINITION

An Associate of Science Degree requires a program of study in the Sciences, Mathematics, Business, or related technologies. A program of study is defined as 12 credit hours in one of the previous areas, not counting general education courses. A minimum of 64 credit hours is necessary for degree completion, with a 2.00 overall minimum GPA. A maximum of 75% of the 64 credit hour total may be transfer credits and/or credit for prior learning. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of this degree.

English Composition	6 credit hours
Public Speaking	3 credit hours
College Algebra or course for which college algebra is a prerequisite	3 credit hours
Laboratory Sciences	5 credit hours
Humanities from at least two of the following disciplines: Art*; Theater*; Music*; Philosophy; History; or Literature (*Performance Courses are excluded.)	6 credit hours
Social and Behavioral Sciences from at least two of the following disciplines; Sociology; Geography; Economics; Political Science; Psychology; or Anthropology	6 credit hours
Concepts of Health and Wellness	1 credit hour
Computer Technology	3 credit hours
College Orientation	1 credit hour
Total General Education Requirements	34 credit hours

Approved: 10/20/2014

Reviewed: 07/18/2016

ASSOCIATE OF APPLIED SCIENCE DEGREE DEFINITION

An Associate of Applied Science degree requires the completion of a minimum of forty-five (45) credit hours in specialization and related contextual courses/competencies. The mix of offerings from A. and/or B. is to be determined by using the requirements of the occupation(s) as the basis. At least 15 semester credit hours of general education courses are required. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of this degree. A minimum of 60 semester credit hours and a maximum of 68 semester credit hours is necessary for degree completion, with a 2.00 overall minimum GPA. A maximum of 75% of the credit hour total may be transfer credits and/or credit for prior learning.

Associate of Applied Science Degree Requirements:

- A. Specialization Courses/Competencies
 - 1. Technical Knowledge (theory)
 - 2. Technical Skills (laboratory)

- B. Contextual Courses/Competencies appropriately distributed among the following:
 - 1. Mathematics
 - 2. Science
 - 3. Communication
 - 4. Interpersonal Skills (employability skills)
 - 5. Courses from other technical disciplines

Communications	6 credit hours
General Education from any two of the following areas: Mathematics and Science, Humanities*, Social and Behavioral Science, (*Studio and performance courses are excluded.)	9 credit hours
Total General Education Requirements	15 credit hours

Approved 04/11/2016
Reviewed 07/16/2016
Revised 03/20/2017

ASSOCIATE OF GENERAL STUDIES DEGREE DEFINITION

The Associate of General Studies degree is a degree consisting of college credit courses to provide students with the opportunity to develop knowledge, skills, attitudes, and greater philosophical appreciation for lifelong learning. The Associate of General Studies degree is not designed to satisfy requirements for transfer into Regent's universities degree programs. The Associate of General Studies degree may be awarded upon attainment of the following requirements. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of the degree. A minimum of 64 credit hours is necessary for degree completion, with a 2.00 overall minimum GPA. A maximum of 75% of the 64 credit hour total may be transfer credits and/or credit for prior learning. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of this degree.

Associate of General Studies General Education Requirements:

English Composition I	3 credit hours
English Composition II	3 credit hours
Public Speaking	3 credit hours
Laboratory Science	4 credit hours
Math (Intermediate Algebra will satisfy requirement)	3 credit hours
Social Science	6 credit hours
Behavioral Science	3 credit hours
Humanities from at least two of the following disciplines: Art*; Theater*; Music*; Philosophy; History; or Literature (*Performance Courses are excluded.)	6 credit hours
College Orientation	1 credit hours
Total General Education Requirements	32 credit hours

Approved 10/20/14

Reviewed 07/16/2016

**ASSOCIATE OF APPLIED SCIENCE IN TECHNICAL STUDIES DEGREE
DEFINITION**

An Associate of Applied Science in Technical Studies degree requires the completion of a minimum of 15 credit hours in two (2) Kansas Board of Regents approved CTE programs totaling a minimum of 30 credit hours of specialized preparation. The mix of offerings from section A and B is to be determined by using the requirements of the occupation(s) as the basis. At least 15 semester credit hours of general education courses are required. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of this degree. A minimum of 64 credit hours is necessary for degree completion, with a 2.00 overall minimum GPA. A maximum of 75% of the 64 credit hour total may be transfer credits and/or credit for prior learning.

Associate of Applied Science Degree in Technical Studies Requirements:

- A. Specialization Courses/Competencies from of a minimum of 15 credit hours in two (2) Kansas Board of Regents approved programs totaling a minimum of 30 credit hours of specialized preparation.
1. Technical Knowledge (theory)
 2. Technical Skills (laboratory)
- B. Contextual Courses/Competencies appropriately distributed among the following:
1. Mathematics
 2. Science
 3. Communication
 4. Interpersonal Skills (employability skills)
 5. Courses from other technical disciplines

Communications	6 credit hours
General Education from any two of the following areas: Mathematics and Science, Humanities*, Social and Behavioral Science (*Studio and performance courses are excluded.)	9 credit hours
Total General Education Requirements	15 credit hours

CERTIFICATE DEGREE DEFINITION

Certificate Degree Definition

Based on KBOR Policy Chapter 3, Part A, No. 9

A Technical Certificate may be granted for programs of instruction that are less than 60 semester hours in length but more than 15 semester hours with a minimum GPA of 2.0. Certificates of Completion may be awarded for a course or sequence of courses not exceeding 15 semester hours with a minimum GPA of 2.0. A maximum of 75% of the credit hour total may be transfer credits and/or credit for prior learning. Courses designated as developmental or remedial and ESL courses shall not count toward fulfilling the requirements of a Technical Certificate or Certificate of Completion.

Approved 11/17/2014

Reviewed 8/16/2016

DEVELOPMENTAL COURSES**DEVELOPMENTAL EDUCATION POLICY FOR KANSAS COMMUNITY COLLEGES**

Developmental education includes courses in all fields of study that are designed to increase the likelihood of student success at the entry level of a certificate or degree program. Developmental education programs include activities that address subject matter remediation, development of competencies, and change of attitudes toward learning. The content of developmental education courses is at a level below that normally included in the first and second year college-level curricula.

Developmental education programs include interdependent activities and special types of educational experiences that are designed to meet academic and personal needs of students. Developmental education intervention strategies take into consideration the needs of the individual student and are least intrusive for the student.

Additional guidelines are:

- a.** The definition of developmental education in this policy will be used when reporting information, gathering data, or structuring learning activities for developmental education.
- b.** Developmental education course credits may not be used to fulfill graduation requirements for any degree.

Procedures for implementation of this policy are the responsibility of the Vice President of Academic Affairs.

MULTIPLE DEGREES

Students may elect to earn two (or more) degrees in the same or subsequent semester(s). A minimum of 12 additional credit hours must be earned to complete each additional degree. The requirements for each separate degree must be satisfied. General education requirements completed may be utilized to satisfy the same requirements for an additional degree. However, each additional degree has distinct requirements in a core emphasis area which must be completed as indicated.

- Associate of Science Degree – a minimum of 12 credit hours in core emphasis area;
- Associate of Arts Degree – a minimum of 17 credit hours in core emphasis/other electives;
- Associate of General Studies Degree – minimum of 32 credit hours in core emphasis/other electives combination;
- Associate of Applied Science Degree – minimum of 45 credit hours in core emphasis/area of specialization.

Note: A minimum of 15 credit hours must be completed through SCCC before any degree will be awarded from the institution.

VARSIY ATHLETICS CREDIT TOWARD DEGREE REQUIREMENTS

Varsity Athletics I-IV (4 credit hours) will count toward the 64 credit hours for degree completion. Any Varsity Athletic Conditioning hours will not count toward the 64 credit hours for degree completion.

DEGREE REQUIREMENTS

New degree requirements and/or new college catalogs shall be implemented in the Fall of each respective year with returning students being allowed to fulfill general education requirements either under the previous catalog or the current catalog.

ARTICULATION AGREEMENT
KBOR Policy Chapter 3, Section A, Parts 2 and 3

a. Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness. A seamless educational system offers the best resources to provide a high-quality education for every citizen, and empowers and encourages each citizen to reach maximum potential by engaging in life-long learning. This includes:

i. Aligning high school and college expectations and standards to improve access and success;

ii. Providing access to higher education;

iii. Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;

iv. Building connections and strengthening communications within and between the parts of the system; and

v. Providing a smooth transition from one level of learning to the next level, including graduate and professional education.

b. To facilitate transfer and articulation across the System, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education.

i. The Transfer and Articulation Council shall:

(1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;

(2) Adjudicate disagreement from the Kansas Core Outcomes Groups, and provide final approval on system-wide transfer of specific courses;

(3) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and

(4) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.

ii. In addition, the Transfer and Articulation Council shall:

(1) Identify courses acceptable for meeting general education core requirements;

(2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;

(3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;

(4) Address barriers to inter-institutional cooperation as they arise;

(5) Use learning outcomes to determine course equivalency; and

(6) Implement a clear and ongoing transfer structure.

iii. The Transfer and Articulation Council shall have a general education/core outcomes subcommittee and a quality control subcommittee.

iv. Kansas Core Outcomes Groups – These groups are comprised of faculty within specific disciplines, who shall carry out the work of course transfer articulation in accordance with the Kansas Transfer and Articulation Procedures. Each Kansas core outcomes group shall:

(1) Receive its charge from the Transfer and Articulation Council;

(2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon system-wide transfer of course credit as direct equivalents for transfer; and

(3) Report to the Transfer and Articulation Council.

One Transfer and Articulation Council member shall be appointed by the Council to serve as a non-voting ex officio member liaison to each discipline-specific core outcomes group. The Council liaison's role is to ensure that the mission of the Transfer and Articulation Council is communicated to, and carried out by, each core outcomes group and to ensure excellent communication between the Council and each core outcomes group.

c. Board staff shall support the Board's transfer initiative by:

- i.** Maintaining an advising portal for dissemination of transfer information;
- ii.** Maintaining a Common Course Matrix for all courses that transfer across the system, and a Course Equivalency Guide for courses that transfer partially (across some, but not necessarily all, institutions); and
- iii.** Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.

d. In accordance with K.S.A. 72-4453, the board of trustees of each Kansas community college and the governing board of each Kansas technical school and technical college shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.

- i.** The Board of Regents shall be notified of each agreement at the time the agreement is executed.
- ii.** Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 72-4453) Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.
- iii.** The Board President and Chief Executive Officer shall report to the Board on transfer and articulation agreements annually. Such report shall include a description of the

agreements preliminarily approved during the last year and a request for ratification by the Board.

e. In accordance with K.S.A. 72-4454, Kansas technical schools, technical colleges, community colleges and public universities shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical schools, technical colleges, community colleges and public universities.

f. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its transfer policy.

i. Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual's contact information on the university web site.

ii. An institutional transfer policy shall not conflict with the Board's transfer policy.

iii. An institutional transfer policy shall include an appeal process.

iv. An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.

v. An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.

vi. An institutional transfer policy shall ensure transfer of general education courses from any HLC accredited Kansas public postsecondary institution subject to condition in paragraphs j. and k. below.

vii. Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.

g. Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.

- i.** Admission to an institution shall not equate with admission to a professional school or a specific program.
 - ii.** Except as provided in paragraph j., students must complete all graduation requirements of the receiving institution.
 - iii.** Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- h.** Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.
 - i.** General requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:
 - i.** Transfer coursework must be transcribed in credit hours.
 - ii.** Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.
- j.** Transfer of general education to and among Kansas public universities, including state universities and Washburn University, shall follow the requirements below.

Although the following distribution of courses does not necessarily correspond to the general education requirements for the bachelor degree at any Kansas public university, it shall be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas public universities.

A minimum of 45 credit hours of general education with distribution in the following fields shall be required. General education hours totaling less than 45 shall be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

i. 12 hours of Basic Skills courses, including:

6 hours of English Composition

3 hours of Public Speaking or Speech Communication

3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

ii. 12 hours of Humanities courses from at least three of the following disciplines:

Art*

Theater*

Philosophy

Music*

History**

Literature

Modern Languages

iii. 12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

Sociology

Psychology

Political Science

Economics

Geography

Anthropology

History**

iv. 9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab)

*Performance courses are excluded.

**The receiving institution will determine whether history courses are accepted as humanities or as social sciences.

k. The Board of Regents approves specific courses to be accepted in transfer for general education credit at any public postsecondary educational institution in Kansas. These courses may be found on the Board's website.

l. Each course approved and accepted in transfer for general education credit by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.

m. Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph j. above.

n. Public universities may develop program-to-program articulation agreements for the AAS degree.

o. Completed technical programs (non-degree) and completed AAS degrees shall transfer according to option i or ii below:

i. As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.

ii. On a course-by-course basis

(1) General education courses may be transferred according to paragraphs f.vi., j. and m. above.

(2) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph f.v. above.

(3) Other courses may be transferred as electives according to paragraph f.vii. above.

p. Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

REVERSE TRANSFER AGREEMENTS

Reverse transfer is an important element of a seamless educational system. The state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology shall work together, through the System Council of Presidents and System Council of Chief Academic Officers, to develop a process to assist students to complete coursework for and attain all certificates and degrees for which they are eligible.

The process and resulting agreements shall:

- a.** Be consistent with state and federal law, Board policies and applicable accreditation standards;
- b.** Provide a mechanism for each student who is transferring credits from a community college or technical college to a university to participate in the reverse transfer process; the established mechanism shall include an opportunity for each otherwise eligible student to opt-out of the process, thereby precluding sharing of that student's Family Educational Rights and Privacy Act protected information; and
- c.** Provide guidelines for determining which transferring institution will award the credential if the student has transfer credits from more than one institution.

PE REQUIREMENT

All students completing an AA or AS degree will be required to complete Concepts of Health and Wellness. Exceptions may be granted for medical reasons or for extenuating circumstances. Physical education courses taken at other universities that count toward the fulfillment of the transfer university PE requirement may be transferred to SCCC to fulfill the PE requirement for the degrees at SCCC, even though SCCC does not offer the specific course. Students completing an AA or AS degree solely through eduKan will be required to complete Lifestyle Management or Personal and Community Health.

Approved AAC 3/10/14

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

INCOMPLETE GRADE POLICY

A student may be given an "I" (incomplete) grade in a course if he/she was unable to complete the course work due to a condition beyond his/her control. The instructor will have the discretion of deciding if the conditions were beyond the student's control.

The student will be assigned a deadline on the incomplete form, within the next semester, to complete the work in the course in which an "I" was received. The original incomplete form will be filed with the Registrar, and the instructor will keep a copy for his/her files.

The instructor will notify the Registrar to enter a grade when the work is completed by the student or the time has expired for the student to complete the required work. If an instructor is no longer employed at SCCC, the Registrar will have the right to complete the instructor's incomplete scores with the stipulations as assigned on the incomplete form and concurrence with the division chair.

Students receiving an "I" in a course that has been designated as a pre-requisite for another course may not enroll in the advanced course until the incomplete course work has been completed or the instructor has given permission.

Approved 2/17/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

GRADE APPEAL POLICY

Students are responsible for meeting the standards for academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor.

This grade appeal procedure is available only for the review of allegedly capricious grading and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as the term is used here, consists only of any of the following:

1. the assignment of a grade to a particular student on some basis other than the performance in the course;
2. the assignment of a grade to a particular student by resorting to more exacting or demanding standards than were applied to other students in the course;

STEP 1 - The student should first discuss the course grade fully with the instructor of the course. This must be done within two weeks after the start of the following semester (fall/spring).

STEP 2 - If the matter cannot be resolved by consultation with the instructor, the student may set up a hearing with the dean or in the case of outreach course work the SCCC director of outreach within two weeks of speaking to the instructor, or within two weeks of the start of the following semester if the instructor is no longer employed by the college. The student, the instructor, and deans, (director of outreach) should attempt to resolve the matter at this level.

STEP 3 - If the matter is not resolved, the parties involved may appeal to the VP of Academic Affairs. The written notice of this appeal must be made within two weeks of speaking to the dean/director of outreach, to the VP of Academic Affairs. The VP will establish, within seven (7) calendar days, an ad hoc academic appeals committee and appoint a committee chairperson to review the written records presented by the student, instructor, and dean (outreach director). After the committee has had the opportunity to review all the written data and interview potential informational sources, the committee will make its decision regarding the appeal. The decision of the committee will be communicated to the student, the instructor, the dean/director of outreach and the VP of Academic Affairs by the committee chairperson. The decision of this committee shall be considered final.

Approved 4/14/2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

GRADUATION CEREMONIES

A student must be within nine (9) credit hours of completing graduation requirements in order to participate in the commencement activities. Exceptions are made for some certificate programs. A student who withdraws from a course or courses included in the “within nine” credit hour requirement will be ineligible to participate in commencement activities. The student must notify the Registrar if there is a change in graduation term. The date on the diploma will be the month and year that all requirements are met.

Graduation Fees must be paid. This fee includes diploma, cap/gown/tassel purchase, and hood rental. Students unable to participate in the Commencement ceremony should notify the VP of Student Services explaining circumstances prohibiting attendance.

GRADUATION WITH HONORS

Graduation with honors shall be determined by the following grade points:

Summa Cum Laude	3.85 - 4.00
Magna Cum Laude	3.65 - 3.84
Cum Laude	3.50 - 3.64

For the purpose of the graduation ceremony, graduation with honors shall be determined by the student's earned cumulative GPA through the semester prior to the graduation ceremony. Students who are designated as Honor Graduates (at least a 3.5 GPA) may wear Honor Cords at the graduation ceremony.

The designation "Graduation with Honors" will be determined by the student's earned cumulative GPA upon completion of the appropriate coursework for graduation. The final semester grades are calculated in the final GPA for the purpose of graduation with honors. This distinction will be recorded on the student's Official Transcript.

HONOR ROLL

Any student with an Incomplete (I) will not be eligible for honor roll.

Vice President's Honor Roll:

Any student who completes at least 12 credit hours and has a semester grade point average of at least 3.50 will be listed on the Vice President's Honor Roll for that semester.

President's Honor Roll:

Any student who completes at least 15 credit hours and has a semester grade point average of 4.00 will be listed on the President's Honor Roll for that semester.

Part-time Vice President's Honor Roll:

Any student who completes at least 6 credit hours, but less than 12 credit hours, and has a semester grade point average of at least 3.50 will be listed on the Part-time Vice President's Honor Roll for that semester.

MAJORS

Associate of Applied Science, Associate of Arts, and Associate of Science degrees shall have the major placed on the transcript as well as the degree.

RETAKEING OF CLASSES

Students, if they desire, may retake classes. The later grade will be used in calculating the GPA. Grades from courses taken at other institutions will not be changed by retaking courses at SCCC.

FIRST YEAR SEMINAR WAIVER

All first-time, full-time students pursuing an AA or AS degree are required to complete a First Year Seminar course. Students will be allowed to waive First Year Seminar if they meet any one of the following criteria:

1. Thirty-five (35) hours of college-level work on a part-time basis at SCCC with a 2.5 GPA or better
2. Thirty-five (35) hours of college-level work at another institution or institutions with a 2.5 GPA or better
3. Completed an orientation at another institution and transferred to SCCC with a 2.5 GPA or better

STUDENT CREDIT HOUR LOAD

A student must have prior written approval from the VP of Academic Affairs to exceed 19 credit hours in a regular semester. Maximum summer hours are nine (9) credit hours. Exceeding nine (9) credit hours in a summer session requires written approval from the VP of Academic Affairs.

ACCOMMODATING STUDENTS WITH DISABILITIES

Seward County Community College (SCCC) is making a good faith effort to comply with the provisions of the Americans with Disabilities Act (ADA); accessibility to programs, services and facilities by all students and patrons is a high priority. Students in need of accommodations should contact the VP of Student Services to initiate their request for services.

An intake process will follow a written request for services; the existence of a qualified disability must be verified and appropriate strategies and resources identified. Students must provide documentation of their disability before receiving services. In the case of a medical disability, students should submit documentation from a qualified expert stating the nature and severity of the disability, the diagnostic procedures used, and recommendations for academic assistance. In the case of a learning disability, documentation must be submitted from one of two sources:

- Students diagnosed prior to high school graduation can submit IEP documents;
- Students diagnosed after completion of high school must submit a recent psycho-educational evaluation performed by a licensed psychologist.

Information obtained is confidential and is used solely for the purpose of identifying appropriate support services.

SCCC offers academic support services to students with physical or learning disabilities. SCCC is committed to providing assistance to students that will facilitate their independence and academic progress. Assistance is tailored to the needs of the individual student. Academic support services offered based on individual need include:

- campus orientation;
- instructor notification;
- note-taking assistance;
- alternative testing accommodations;
- assistance in obtaining texts in alternative formats;
- assistance in obtaining an interpreter; accessibility accommodations; and
- additional specific services when necessary

Approved 2/20/2012

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

HONOR CODE AND CHEATING POLICY

Honor Code

One of the most significant aspects of Seward County Community College (SCCC) is its commitment to high ethical standards and integrity. The faculty and administration at SCCC are committed to the belief that strong moral values build an atmosphere of trust between faculty and students, enhance academic standards, build character, and develop better citizens. In light of these high ethical ideals, as a student of SCCC:

- I will not resort to lying, cheating, or stealing in my academic work.
- I will courageously oppose any instance of academic dishonesty.
- I will promptly notify faculty members or administrators either verbally or in writing when I observe any deed of academic cheating in any course.

Academic Dishonesty

Academic dishonesty is defined as any act of cheating, plagiarism, or deceit. Examples of such conduct would include:

- Either copying another's exam or allowing another to copy the exam.
- Collaboration that is not permitted by the instructor.
- Plagiarism, i.e. the use of another's ideas or words and pretending they're one's own.
- Providing and/or receiving aid on an assignment without the permission of the instructor.
- Providing and/or receiving aid on an assignment under conditions in which a reasonable person would know such aid was unethical.

Consequences

First Offense-The instructor will determine the appropriate punishment as set forth in the class policies. The instructor will report the incident using the Academic Integrity Violation Form to the Dean, VP of Academic Affairs and VP of Student Services, who will keep records of infractions. A letter will be sent to the student from the VP of Academic Affairs and the VP of Student Services acknowledging the incident and warning the student of the consequences of a second offense.

Second or Third Offense (doesn't have to be in the same course)-The instructor will again determine the appropriate punishment as set forth in the course policies and report the incident to the VP of Academic Affairs and VP of Student Services. The VPs will appoint a committee, composed of themselves and three other full-time faculty members and/or Academic Deans who will review any written information and interview appropriate sources. The accused student will have the right to appear before the committee to provide explanation. If the committee

determines that the student is guilty of cheating, then the committee will determine an appropriate punishment.

Revised: 7/17/17
Reviewed: 7/17/17

PASS-FAIL POLICY

For SCCC credit courses, a student may elect to enroll on a PASS/FAIL (P/F) basis prior to completion of 50% of the course. The VP of Academic Affairs will determine when 50% completion of the course occurs. A written contract must be signed by the student, the academic adviser, and the instructor. Once the contract is signed, no changes in the course grading option will be allowed. The instructor will notify the Registrar's Office who will keep the contract on file. Under this option, an earned grade of A, B, C, or D will be recorded on the transcript as "P", denoting pass. A grade of "F", denoting fail, will be recorded when the course is not passed. A grade of "P" does not affect a student's grade point average. A grade of "F" is counted in the calculation of the grade point average and will have an adverse effect.

Students should be aware that some institutions, degree programs, scholarship committees, and honorary societies do not find work taken on a non-graded basis (Pass) acceptable. All students should be cautious in using the P/F grading option. Each program or division may specify which courses may be taken under the P/F grading option consistent with the requirements listed below.

A student may enroll under the P/F option for any elective course that is in no way specified in their certificate or Associate degree curriculum. Courses that are specified in a curriculum by name or number and courses that meet general education requirements are not considered electives. This limitation does not apply to credit hours awarded through Credit for Prior Learning.

AUDIT OF COURSES

Enrollment in a course for audit requires written approval from the instructor, dean, and the registrar. An audit course is considered non-credit and a grade is not given. Since no grade is given, the student's grade point average is not affected, and the course will be recorded on a student's transcript as "audit" (AU). An audited course cannot be changed to credit status. The student must follow the college admissions and registration procedures, including payment of tuition and fees for the course.

MANDATORY PLACEMENT POLICY FOR ENGLISH CLASSES

Students will no longer have the option of waiving placement in Pre-Composition and Composition I classes.

I. ENGLISH COMPOSITION I PLACEMENT

One of the following writing scores is required to enroll in English Composition I:

ACT: 18+
 COMPASS: 70+
 ASSET: 40-54
 SAT: 430+
 ACCUPLACER: 74+

II. PRE-COMPOSITION II PLACEMENT

One of the following writing scores is required to enroll in Pre-Composition II:

ACT: 14-17
 COMPASS: 38-69
 ASSET: 33-39
 SAT: 360-420
 ACCUPLACER: 45-73

UPON COMPLETION OF PC II, ONE OF THE FOLLOWING IS REQUIRED TO ADVANCE TO ENGLISH COMP I:

Final Grade of A, B, C in PC II

or

COMPASS *e-Write* Post-Test score of 6+

or

COMPASS Writing Test score of 70+

STUDENTS WHO DO NOT MEET ONE OF THE REQUIREMENTS WILL NOT BE ALLOWED TO ENROLL IN ENGLISH COMPOSITION I. THESE STUDENTS WILL NEED TO RETAKE PRE- COMP II.

III. PRE-COMPOSITION I PLACEMENT

ONE OF THE FOLLOWING WRITING SCORES IS REQUIRED TO ENROLL IN PRE-COMPOSITION:

ACT: 10-13
 COMPASS: 14-37
 ASSET: 27-32
 SAT: 300-350
 ACCUPLACER: 20-44

STUDENTS WHO DO NOT MEET ONE OF THE REQUIREMENTS WILL BE REQUIRED TO MEET WITH THE HUMANITIES DEAN OR A PRE-COMPOSITION INSTRUCTOR TO ENROLL. THESE STUDENTS WILL BE

REQUIRED TO SPEND THREE HOURS A WEEK IN THE PRE-COMPOSITION I COURSE, ALONG WITH AN ADDITIONAL TWO HOURS A WEEK IN THE WRITING LAB.

TO ADVANCE TO PRE-COMPOSITION II, ONE OF THE FOLLOWING IS REQUIRED:

Final Grade of A, B, or C in Pre-Comp I

or

COMPASS *e-Write* Post-Test score of 5+

or

COMPASS Writing Test score of 38-69

Revised AAC 3/29/2016

Approved AAC 1/28/2013

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

**CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE
PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT
ENROLLMENT PARTNERSHIPS**

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership (CEP).

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular school day. These partnerships must conform to the procedures and standards for implementing concurrent enrollment partnerships as described in the Kansas Board of Regents Policy Manual.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; (3) the College Board of Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

Definition:

Concurrent enrollment partnership student means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9; has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

Approved: 11/18/2013

Reviewed: 7/16/2016

Seward County Community College
Concurrent Enrollment Partnership (SCCEP)

It is the policy of the Kansas Board of Regents (KBOR) and Seward County Community College to encourage high school students to take advantage of postsecondary opportunities by enrolling in college courses while still in high school. SCCEP is Seward County Community College program to provide postsecondary learning opportunities for eligible high school students from partnering high schools. The SCCEP program meets or exceeds all approved KBOR concurrent enrollment policies and procedures.

General Provisions:

- Academic credit will be granted by the college for course work successfully completed by the student and may qualify as both high school and college credit. SCCEP course work will qualify as credit applicable toward the SCCC Associate in Science, Associate in Arts, Associate in General Studies, Associate in Applied Science degrees or certificate programs approved by the Kansas Board of Regents (KBOR). SCCEP course work will also transfer to Kansas Regents Universities, as per the university's transfer articulation agreements.
- Students will be responsible for payment to SCCC for the negotiated amount of tuition, fees, books and other applicable costs except in the case of tiered technical courses. Students enrolled in tiered technical courses may be charged fees but shall not be charged tuition as per K.S.A. 72-4417, as amended.
- SCCEP classes may include students enrolled for secondary and/or postsecondary credit. Minimum class size is 6 postsecondary students. Classes with less than 6 students may be allowed with SCCC prior approval and a prorated payment agreement for instructor compensation.
- The college's liaison will be the Director of Outreach, and the USD's liaison will be the SCCC Site Coordinator. The USD, through the site coordinator, will assist the college in course scheduling, enrollment, placement testing, reporting of grades and needed administrative documents as outlined in the Site Coordinator's Handbook.

Curriculum Standards and Content of Courses:

- Remedial / developmental course work or course work that does not apply to an approved degree program is not considered appropriate for college-level credit and will not be offered as part of the SCCEP program.
- SCCEP courses offered at partner high schools must have been approved through the college's curriculum approval process.
- The content of the course, including prerequisites, course goals, objectives and outcomes must be the same for those courses offered to students at any location or by any delivery method.
- SCCEP courses must use the college adopted textbook, syllabi, course objectives, any competency requirements and a common final when designated.
- If a course has been approved by KBOR as competency-based, the competencies for SCCEP courses must be the same as those for courses not taught to concurrently enrolled students.

SCCEP Faculty:

- Faculty teaching college-level concurrent enrollment courses must attain instructional eligibility by meeting one of the following standards: (1) demonstrate possession of a masters degree with 18 credit hours in the assigned course content; or (2) or be in compliance with current Higher Learning Commission guidelines and utilize the same final examination as given in a representative section of the course taught at SCCC and apply the same scoring rubric for the assigned course as that used in the on-campus class.
Faculty teaching college-level tiered technical courses must attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field and utilize the same final examination as given in a representative section of the course taught at SCCC and apply the same scoring rubric for the assigned course as that used in the on-campus class.
- SCCC will perform evaluation of SCCEP faculty and courses. Evaluation will include classroom observation and periodic student evaluations.
- SCCC will approve recommended instructors and provide them with orientation and ongoing professional development. The college will provide instructors with orientation and training in course curriculum, assessment criteria, course philosophy and administrative requirements.
- SCCEP instructors will receive a letter of appointment to teach a class(es) each semester and be eligible for the SCCC faculty Development incentive program.
- Upon determination of the USD, SCCC will pay as compensation to the instructor or the USD, the current rate for adjunct instructors for classes with at least six (6) college credit students. Upon request from the USD and approval of instructor and SCCC, the college will prorate instructor pay for classes with less than six (6) students enrolled.

Student Eligibility for Enrollment:

- SCCEP students must meet SCCC enrollment requirements, follow institutional procedures regarding assessment and placement and satisfy course prerequisites. SCCEP students must have an acceptable standardized placement test score or sub score in order to enroll in an SCCEP course.
- Students will be provided with information outlining their responsibilities in their learning experience as well as a description of how to obtain college records and how courses may be transferred.
- Advising of SCCEP students will be carried out by both the USD and SCCC.
- Students who have not started their sophomore year and are classified as “gifted” according to the Kansas State Department of Education’s definition (K.A.R. 91-40-1(cc), as amended), may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.
- Students must be authorized by the school principal to apply for enrollment.

Accountability/Assessment Standards:

- SCCEP courses must be reviewed annually by SCCC faculty in the discipline to assure that grading standards, course management, instructional delivery and content meet or exceed those in regular on-campus sections.
- Each SCCEP agreement must be reviewed at least every five years by SCCC to assure compliance and quality considerations.
- The Kansas Board of Regents System will track students who have participated in concurrent enrollment partnerships and other forms of concurrent enrollment.
- The college will report the following as part of the Kansas Postsecondary Database: directory information for each high school student enrolled, credit hours generated by each high school student, credentials of faculty teaching SCCEP courses and SCCEP credit hours generated by each high school student.
- The college will provide, upon request by KBOR, a copy of the SCCEP agreement signed by each USD; a copy of the professional development provided to SCCEP faculty; a report, aggregated by discipline, indicating results of the review of the SCCEP courses, and date of the review; and a report indicating results of the institutional review of the SCCEP agreement with the participating USD's.

Approved 11/18/2013

Revised 04/11/16

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

Course Placement

All SCCC students must have a qualifying placement score on file with the Registrar's office before being placed in a class that requires a placement score for enrollment purposes. Students who do not have a qualifying placement score, with the exception of English (see AAC 20.42), may request a Course Placement Waiver from the Registrar's office. The student is responsible for discussing the waiver with the course instructor or dean, if the instructor is unavailable.

Approved: 4/11/2016

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

ATTENDANCE POLICY

College Policies

Regular and punctual attendance at all scheduled classes and class activities is expected of all students and is integral to the successful completion of courses. Students are responsible for obtaining class materials missed or scheduling missed exams due to an absence(s). If an absence is necessary because of a college-sponsored activity or trip, students are responsible to notify the instructor(s) of the impending absence(s); arrangements for all classroom assignments should be made by the student in advance of the absence. If a student fails to notify the instructor and/or fails to make arrangements for missed assignments/exams, then the instructor is not obligated to allow makeup of any work missed.

When a student's absence(s) is due to extenuating circumstances, instructors are encouraged to allow the student the opportunity to make up missed assignments/exams within a reasonable period of time. Documentation to support any extenuating circumstances causing an absence(s), should be provided by the student; the documentation should be provided to the instructor and arrangements scheduled in advance of the absence(s), except when emergencies are present.

Instructor/Course Policies

Specific policies and procedures on absences and makeup work are established by instructors for each course; these specific guidelines are printed in the course policies and are distributed at the beginning of each course. Students are responsible to abide by each course's attendance requirements as stated in the course policies.

Some instructors may have an attendance policy requiring students to withdraw from the class after a certain number of absences. If the students have not followed the process as listed in paragraph one, then absences for a required school activity will be counted toward the maximum allowed.

Revised: 6/15/2015

Reviewed: 7/17/17

ATTENDANCE REPORTING

Faculty are required to document the last date attended for all students who either withdraw or fail the course.

Approved: 04/16/2012
Reviewed: 7/17/17

COURSES BY ARRANGEMENT

1. Arrangement courses may be taught where a course listed in the catalog is taught on an individual basis to a student during a term when the course is not scheduled or under other circumstances which prevent a student from taking the course with a regular class. Credit will appear on the transcript under the regular course title. The content coverage for the course is assumed to be as described in the course syllabus.
2. If a student finds it necessary to take a course by arrangement even though the course is being taught in a regular classroom situation, he/she should request an arranged class with the instructor teaching the regular course. If the instructor is unable to accept the responsibility he/she may release the student and recommend another qualified instructor.
3. All arrangements must be approved by the Dean and appropriate VP. Factors of overload involving either the instructor or the student may be a basis for administrative veto.

Definition of Courses by Arrangement by the Kansas Board of Regents:

Courses that are held by **arrangement** (or appointment) are those that:

- courses must meet the definition of a credit hour per U.S. Department of Education, Higher Learning Commission, Kansas Board of Regents, and SCCC Academic Affairs Council policy
- are held at times other than those shown in the semester schedule
- are held under the direction of a qualified faculty member or by an individual acting on behalf of a faculty member of one of the Kansas Community Colleges
- have an applicable syllabus on file detailing the expected outcomes for that course.

Revised: 7/27/17

Reviewed: 7/17/17

DIRECTED INDEPENDENT STUDY

Directed Independent Study courses must meet the definition of a credit hour per U.S. Department of Education, Higher Learning Commission, Kansas Board of Regents, and SCCC Academic Affairs Council policy. A credit hour represents the amount of work that reasonably approximates not less than one hour of face-to-face instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks or an equivalent amount of work over a different amount of time.

Directed Independent Study courses that are not held at regularly scheduled times and places require verification to document student effort and progress toward achieving the course learning outcomes as per AAC Policy 40.2 Substantive Interaction. A signed contract between the instructor and the student which specifies the learning outcomes, assignments, timeline, and grading criteria is required and will be maintained in the Registrar's office for compliance documentation purposes.

Courses that are held as independent study are those that:
require a minimum of 750 minutes for each credit hour awarded
are held at times or places other than regular scheduled times or places shown in the semester schedule

- may or may not be under the supervision or direction of a faculty member
- have an applicable syllabus on file detailing the expected outcomes for that
- course AND have a mutually acceptable contract between the faculty member (school) and the student which outlines the course outcomes to be achieved.

This type of course also has sign-in sheets, signed rosters or other verification to document time spent by students in scholarly pursuit of the required course credit hours.

Approved 06/20/2005

Revised 02/15/2016

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

FINAL EXAM PROCEDURES

Final exams (comprehensive or last scheduled chapter/unit exam) for all classes on the evening and outreach schedule shall be administered during the last class meeting of the last week of the semester.

Final exams (comprehensive or last scheduled chapter/unit exam) for all classes on the day schedule shall be administered during the special three-day final week schedule. Scheduled labs may give an exam during the week prior to the special three-day final week schedule.

Instructors requiring final exams/projects at alternate times must be approved by Deans.

Permission to take exams early should be submitted by the student in writing to VP of Academic Affairs three (3) weeks prior to final exam week. Permission to take exams early may be allowed if a student provides documentation that he/she has a need for it. The VP of Academic Affairs and/or a committee convened by the VP of Academic Affairs will then decide if an issue warrants permission. If allowed, the VP of Academic Affairs will notify instructors of the committee's decision.

Emergencies which occur within the three (3) week period will still be addressed by the process listed above.

School sponsored activities which require students to be gone during finals will be allowed but still must receive approval by the VP of Academic Affairs.

Revised: 7/27/16

Reviewed: 7/17/17

WITHDRAWAL BY THE COLLEGE

The College reserves the right to withdraw students from classes any time during the semester for disciplinary problems, nonpayment of tuition/fees/charges, and/or lack of records on file in the Registrar's Office. The VP of Academic Affairs or the VP of Student Services may withdraw a student from classes based on the issues listed above or other circumstances where withdrawal is the best option for the student.

CREDIT HOUR DEFINITION

A credit hour represents the amount of work that reasonably approximates not less than one hour of face-to-face instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks or an equivalent amount of work over a different amount of time.

The college shall record one semester hour of credit for any student attending a lecture class if the student has made satisfactory progress in the class and the class consists of at least 750 minutes of class instruction, plus time allowed for a final examination. The college shall record one semester hour of credit for any student attending a laboratory class if the student has made satisfactory progress in the class and the class consists of at least 1,125 minutes. The college shall record one semester hour of credit for any student who completes a minimum of 2,700 minutes in on-the-job training, internships, studio work, or clinical experiences in health occupations.

The number of semester hours of credit allowed for each distance education or blended hybrid course shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

OUTCOME/ACADEMIC PROGRAM DEFINITIONS

Academic Program: should be based on the types of courses of instruction offered under the description of a degree program. If there are 18 credit hours of study unique to an area, then a separate program exists.

Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences. The learning experiences can be an individual activity or as broad as a sequence of learning experiences in a certificate or degree program.

Course Outcomes are statements that describe the specific knowledge and skills students are expected to acquire as a result of the course.

Program Outcomes state what a graduate needs to be able to do with the essential knowledge, skills, attitudes, and behaviors acquired in the program.

Institutional Outcomes are key life and success skills that support students as life-long learners on the job, at home, and in the community.

COURSE SYLLABUS FORMAT**SEWARD COUNTY COMMUNITY COLLEGE
COURSE SYLLABUS**

I. TITLE OF COURSE: (course number and title of class)

II. COURSE DESCRIPTION: __ credit hours __ hours of lecture and __ hours of lab per week.

This course ...

(The following sentence must be added at the end of the course description.) For each unit of credit, a minimum of three hours per week with one of the hours for class and two hours for studying/preparation outside of class is expected. Pre-requisite: (If applicable, list course. Otherwise, type *none*)

III. PROGRAM AND/OR DEPARTMENT MISSION STATEMENT:

IV. TEXTBOOK AND MATERIALS:

V. SCCC OUTCOMES:

(Only list the outcomes you plan to assess in the class. The Assessment Committee may request artifacts for each outcome listed.)

Students who successfully complete this course will demonstrate the ability to do the following SCCC Outcomes.

Outcome #

Outcome #

Outcome #

VI. COURSE OUTCOMES: (These can include program outcomes addressed by the course or broad outcomes as identified by the Kansas Core Outcomes project)

VII. COURSE OUTLINE:

VIII. INSTRUCTIONAL METHODS:

IX. INSTRUCTIONAL AND RESOURCE MATERIALS:

X. METHODS OF ASSESSMENT: (How are the institutional outcomes being assessed?)

XI. ADA STATEMENT:

Under the Americans with Disabilities Act, Seward County Community College will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Dean of Students at 620-417-1106 or going to the Student Success Center in the Hobble Academic building, room 149 A.

XII. CORE OUTCOMES PROJECT: (If your course has been approved through the Kansas Core Outcomes project, the following category XII and sentence should be added to the end of the syllabus.)

The learning outcomes and competencies detailed in this course outline or syllabus meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents KRSN: (Number)

Syllabus Reviewed: (Last Date Reviewed)

Approved AAC 2/17/14

Effective Fall 2014

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

SCCC OUTCOMES*SEWARD COUNTY COMMUNITY COLLEGE OUTCOMES***Graduates of Seward County Community College should demonstrate the ability to:**

- (Outcome #1) Read with comprehension, be critical of what they read, and apply knowledge gained to real life situations.
- (Outcome #2) Communicate ideas clearly and proficiently in writing, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.
- (Outcome #3) Communicate ideas clearly and proficiently in speaking, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.
- (Outcome #4) Demonstrate mathematical skills using a variety of techniques and technologies.
- (Outcome #5) Demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information.
- (Outcome #6) Exhibit skills in information and technological literacy.
- (Outcome #7) Demonstrate knowledge and comprehension of the diverse cultures, creeds and lifestyles of America and the world community.
- (Outcome #8) Show the ability to contribute to political, civic, and community responsibilities as an informed member of society.
- (Outcome #9) Exhibit workplace skills that include respect for others, teamwork competence, attendance/punctuality, decision making, conflict resolution, truthfulness/honesty, positive attitude, judgment, and responsibility.

Approved 11/06/00

Approved 05/27/04

Reviewed 04/11/16

INSTRUCTIONAL METHODS—DEFINITION

Distance Learning is a form of education that uses one or more technologies to deliver instruction to students who are separated from the instructor to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. ITV (interactive television), hybrid, and fully online are examples of instructional delivery methods that fall under this definition.

Instructional Methods

Traditional: Student meets face to face with an instructor in a traditional classroom or lab setting.

Supplemental: Student meets face to face with an instructor in a traditional classroom or lab setting, but resources, schedules, or other external classroom activities are available via the web or other digital format.

ITV: Student meets at a designated location, but the instructor lectures via interactive television or synchronous video. The instructor may or may not be in the same physical location as the student during class.

Hybrid/Blended: Student meets in a traditional classroom or lab setting for part of the class, but also must participate regularly in online sessions using a course management system.

Fully Online: Student accesses classroom lecture, lab, assignments, or other materials via the web utilizing a course management system. (eduKan and Seward Online)

SUBSTANTIVE INTERACTION

Seward County Community College (SCCC) is committed to ensuring students take personal responsibility for achieving the learning outcomes and objectives outlined within each SCCC course. To assist students in meeting that goal, SCCC requires faculty to 1) regularly hold class for the full, allotted time and/or log into their course(s) regularly if it is an online class, 2) substantively interact with students, 3) grade/provide feedback on coursework in a timely fashion, and 4) design activities inside and outside the classroom to actively engage all students with the content and each other.

Substantive interaction must be 1) initiated by a credentialed instructor, 2) weekly, and 3) academic in nature. Faculty of online courses are required to document their interaction with students including a course schedule each semester outlining activities inside and outside the class, a collection of emails, discussion threads, and other evidence showing regular interactions with students in the course.

EVALUATION OF DISTANCE COURSES

Evaluation of New Courses

Evaluation of online or hybrid courses will be conducted prior to and during the first semester the course is offered. This evaluation will include an approved instructor assessment of the course, peer review by a mentor and/or dean, and student course surveys. Forms and assessment tools are available in the procedures portion of this policy. The instructor assessment will include a summary of the review criteria, student survey results including comments, and a summary of strengths, concerns, and recommendations. The instructor assessment must be completed prior to the start of the course. The peer review and the student course surveys will be completed at the end of the course. It is strongly recommended faculty continue the use of assessment tools for subsequent semesters for all hybrid and online courses. The dean may assign additional instructor training or evaluation as needed.

Evaluation of Current or Existing Courses

After successful completion of the initial evaluation, online or hybrid courses will be evaluated utilizing the course evaluation component of the program review process or external accreditation process.

Approved 01/26/2015

Revised 7/27/16 Changes in wording to VP, Dean, College name, and Executive Team

EDUKAN COURSES

Online courses delivered through the eduKan consortium are approved by the eduKan Deans' Council. These courses follow the eduKan policies and course approval procedures. Courses cannot be developed into a fully online format for Seward Online if they are currently available via eduKan. Exceptions may be made with the approval by the eduKan Deans' Council. Time spent creating and teaching eduKan courses is in addition to the contractual work week.

CLASS SIZE

The maximum number of students per class will be set by the instructor and distance learning committee. Once a class reaches its limits another class section may be formed. The dean and the VP of Academic Affairs may arrange with the instructor to teach a class for lesser pay per credit hour when there are less than six students in the course. The instructor will not be required to teach the course with less than six.

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DISTANCE LEARNING COURSE MATERIALS

The structure and content of a distance learning course may include materials produced by textbook publishers and others. Additional course content that may carry an additional charge to the student or to the college must be approved by the distance learning committee prior to implementation, i.e. specialized software or a website that requires an enrollment or registration fee prior to the use of that site. Students should be notified prior to enrollment when special materials will require an additional charge. Any copyrighted materials to be utilized in the course must have documented approval on file with the respective dean. Courses developed by faculty are property of SCCC. See Board policy 625 – Policy on Intellectual Property.

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COURSE SYLLABUS

The distance learning course syllabus should follow the SCCC adopted syllabus format. Students enrolled in distance courses will require clear guidelines as to instructor expectations and course structure. Syllabi for distance learning courses by necessity must be more detailed than those syllabi for face-to-face classes. They must be “enriched” with more information for students. This information should include but is not limited to:

- How the course works (Synchronous or asynchronous)
- Test policy (include any on campus responsibilities if exams must be taken in person and proctored)
- Labs (include any on campus responsibilities)
- Equipment required
- Course Requirements:
 - Example:
 - This is an online class structured around a textbook with lectures, video presentations, class discussions, and reading assignment and projects. Students are expected to check into the course regularly, at least several times each week. Each unit has specific topics, discussions, and other assignments, resources and helpful study materials available. Students are expected to complete each unit within the specified time and utilize the extensive resources provided within the textbook to help them with clarification and understanding.

The following additional information may be placed within the course policies, or as a “Read Me First” document. Instructors designing a course should consider the following checklist carefully.

- Assignments with very clear descriptions, due dates, and deadlines
- Assignment policies that address deadlines and late work
- Instructions for using discussion, submitting assignments
- Instructor accessibility (Are you available 24/7? If not, be specific about times you are available.)
- Online classroom conduct (Email and course courtesy)
- Safeguards
- Academic dishonesty (cheating/plagiarism)
- Student ethics policy
- Attendance (participation) policy. Students are expected to show continued progress throughout the course. Students who fail to log on to the course for two consecutive weeks or fall two weeks behind in their assignments may be denied access until the student contacts the instructor. The instructor will contact the distance learning support technician to block student access.

STUDENT SUPPORT

Assistance is provided to students to enable them to successfully access the learning management system for their course. Students should first contact the course instructor for assistance. If needed, the student and/or instructor can contact the Distance Learning Support Technician for further assistance. Online technical support is also available from the learning management system. SCCC is not responsible for technical support of the student's personal computer.

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