**Federal Compliance Filing by Institutions**

Effective September 1, 2014 – August 31, 2016

*Note: Updated information pertaining to the preparation of institutional materials to address the Federal Compliance requirements will be available in January 2016.  The updated information will be in effect for visits starting in Fall 2016. Until then, institutions should use the Federal Compliance Packet that is available on the HLC website.*

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

**Institution under review: Sterling College, Sterling Kansas**

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

1. Complete the Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours attached to this document, and submit the worksheet and the attachments listed in it.
*(See attached completed Worksheet beginning with Appendix A.)*
2. Provide information about the length of the institution’s degree programs and identify and justify any difference in tuition for specific programs.

*Sterling College awards two bachelor’s degrees: Bachelor of Arts and Bachelor of Science. Both degrees require a total of 124 semester hours, no more than 65 credit hours from a two-year college, at least 32 credit hours completed at Sterling College, and a minimum of 12 credit hours in a student’s major completed at Sterling College. The last 24 of 30 credit hours of a student’s courses must be taken at Sterling College.

On campus full-time tuition (12-17 hours) is $22,700.00 and includes up to 4 credit hours taken at interterm (3-week January term). Part-time on campus tuition is $425.00 per credit hour for 1-6 hours and $725.00 per credit hour for 7-11 hours. Sterling College Online tuition is $350.00 per credit hour with two exceptions. A) On campus and online students who take summer general education courses online are charged a discount rate of $135.00 per credit hour. The discounted tuition is offered in the summer for online courses to encourage on campus and online students to take their summer general education courses with Sterling College rather than at a community college or other online university, increasing revenue for the college and providing academic control of the coursework students take. B) To promote the recently launched online criminal justice program, Sterling College offers a discount of $250 a credit hour for courses associated with that program.

Sterling College does not currently offer any certificate or graduate degrees.*

**Institutional Records of Student Complaints**

1. Explain the process for handling student complaints.

*Informal complaints are addressed by the administrator closest to the complaint. The College attempts to resolve issues at the lowest level possible. However, formal appeals processes exist for student complaints that are more serious.

Appeal procedures for student-life-related issues are published in the Student Handbook. (See attached evidence.) The Handbook advises students regarding the procedures for handling concerns with a faculty or staff member, with another student, with housing issues, academic problems, and athletic problems. The Handbook also details the procedures for filing a sexual misconduct complaint. During orientation, the Student Life staff educates all new students in the appropriate ways to address complaints: first by talking to the person with whom the student is having the problem before seeking assistance from their Resident Assistant, Resident Director, or Vice President for Student Life.

Appeal procedures for academic-related issues are published in the Academic Catalog (See attached evidence). For student appeals related to course syllabi and/or grading, students are encouraged to seek resolution first with the course instructor. Appeals related to academic policy and procedure are first presented to the Registrar. Issues unresolved at these lowest levels are taken to the Vice President for Academic Affairs. A meeting with the VPAA is not scheduled until the student emails the VPAA, explaining exactly what their complaint is. Before meeting with the student, the VPAA reviews the student file from the Registrar’s office and may consult with the Student Life office, Registrar, student’s advisor, or whoever might be appropriate depending on the student complaint. Once the VPAA has a complete picture of the situation, a meeting is scheduled between the student and the VPAA.

The Registrar files copies of academic warning, probation, continued probation, suspension, and dismissal letters in students’ files at the end of each semester. Student appeals of academic actions and resolutions are given to the Registrar’s Office by the Office of Academic Affairs. The Registrar’s Office maintains a spreadsheet of the “academic actions” each semester, thus allowing for easy tracking of these letters and appeals. The Registrar’s office places the appeal information in the student’s file and also records the information in a log (See attached evidence). The Office of the Vice President for Academic Affairs also keeps a log of all appeals that they process (See attached evidence).*
2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.

*Academic Complaints:

The Office of the Vice President for Academic Affairs tracks student complaints within the IDEA responses. The responses are catalogued, and the VPAA reviews them each semester, following up with the appropriate department chair.

Common complaints handled by the Office of the Vice President for Academic Affairs:
 - issues with a faculty member’s syllabus;
 - the grade assigned for an assignment;
 - the final grade for the class;
 - a faculty member whose grading is “too easy”;
 - academic integrity violations which are appealed by the student;
 - too many music classes being cancelled by the professor.

Many complaints are not documented because the student chooses not to pursue any action. Often, once a clarification is given, the issue is dealt with and closed. However, the VPAA does have occasional meetings with students, per the process described in 1 above.

Student Life Complaints:

The Student Life Office helps students through problems ranging from maintenance requests to roommate conflicts, and communicates with students regarding issues through the Student Senate food committee and student life surveys, but student’s do not generally come in to the office to file a formal complaint. The Student Life Office does track formal sexual harassment and assault complaints which occur on campus. Sexual harassment and assault complaints are reported in the Annual Security Report which began in 2014.

Common informal complaints handled by the Student Life Office:
 - cafeteria: food quality and/or variety; hours of operation
 - room mate issues;
 - lack of convenient parking;
 - visitation hours;
 - drug and alcohol complaints;
 - heating and cooling issues.*
3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

*Academic Affairs:

The office of the Vice President for Academic Affairs has integrated what it learned from the complaint process in the following ways:

 - Evaluation of Policies: The College’s Academic Integrity Policy is under review and will be revised to be a stronger policy this year because of a loop hole that a student found and used.
 - IDEA comments: Once an IDEA complaint is verified, the VPAA will talk with the appropriate department chair and instructor. The College learns from these comments through awareness or potential action and corrective measures.
 - Academic facilities: The College has taken complaints from students which ended up modifying a classroom to provide a better learning environment.

Student Life:

The results of the annual Student Life Survey are shared with the appropriate personnel in counseling, health services, career counseling, spiritual programming, and residential life. Each department reviews the concerns communicated about their area and makes any needed adjustments to their program.

The College continually evaluates its policies to keep current with federal regulations.*

**Publication of Transfer Policies**

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

*From the Sterling College Academic Catalog, pages 16 and 17.

Transfer Students**Courses taken at another institution will be evaluated by the Registrar for transfer credit. All prior academic work must be reported for evaluation. Sterling College reserves the right to decline the transfer of courses completed at an unaccredited institution.

For full admission to Sterling College, transfer students must have a 2.0 cumulative college grade point average (on a 4-point scale) of transferrable credit. If less than 12 semester credits have been earned at the college level, students must also have a minimum ACT composite score of 18 or SAT composite score of 1290 unless it has been more than 5 years since high school. Transfer students who do not meet the minimum admission requirements may appeal to the Admissions Committee to be considered for acceptance on probationary status.

The policies for admission for transfer students are as follows:
1. Transferring students will provide official transcripts to the Registrar of Sterling College for evaluation. Courses being transferred must have a grade of C- or better.
2. Remedial/preparatory level credits will not be accepted toward graduation. Remedial /preparatory courses with a Sterling College equivalent will count toward athletic eligibility.
3. Sterling College does not accept credit for athletic participation.
4. No more than 65 credit hours from a two-year college will count toward Sterling College graduation requirements.
5. Courses submitted for transfer from institutions not accredited by a regional accrediting agency will be accepted if one of the following criteria is met:
a. a grade of C or better in a succeeding course taken at Sterling,
b. a passing grade on an examination for the specific subject, and/or
c. a written notification from the Registrar and appropriate department head stating the equivalency of each course in question.
6. In order to graduate from Sterling College, transfer students must fulfill all requirements for the respective Bachelor degree as defined by the major. They must meet all general education requirements and specific departmental requirements for the major as well as the residency requirements (32 credits taken at Sterling College). A minimum of six credits must be taken in the department of one’s major to enable a transfer student to receive a Sterling College major; a minimum of three credits is required for a minor.
7. Transfer students who have earned Associate of/in Arts (A. A.) or Associate of/in Science (A.S.) degree from a Kansas community college with a cumulative grade point average (GPA) of 2.5 or higher on a four-point scale are considered to have all of the Sterling College general education requirements completed except for the Theology and Ministry*
2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.

*Guaranteed Admission Advantage*

*Sterling College accepts credits from the following Kansas institutions under the conditions set forth in the Academic Catalog and in the Guaranteed Admission Advantage agreements signed by the Presidents and Vice Presidents for Academic Affairs at Sterling College and the other institution:

 Allen County Community College
 Barton Community College
 Butler Community College
 Cloud County Community College
 Coffeyville Community College
 Colby Community College
 Cowley County Community College
 Dodge City Community College
 Garden City Community College
 Hesston College
 Highland Community College
 Hutchinson Community College
 Independence Community College
 Johnson County Community College
 Kansas City Kansas Community College
 Labette Community College
 Neosho County Community College
 Pratt Community College
 Seward County Community College/Area Technical School

Teaching/Training Pathway

Sterling College has a Memorandum of Agreement with USD 308 Hutchinson, Kansas, USD 376 Sterling, Kansas, and USD 405 Lyons, Kansas regarding the Teaching/Training Pathway in the high schools associated with those school districts. Under the Memorandum of Agreement, “Teaching as a Career” (1.5 high school credits) and “Teaching Internship” (.5-1.5 high school credits) may satisfy the Sterling College courses ED195: Introduction to Education and ED201: Field Experience of Education under certain circumstances:

 - The articulated courses must be taken during the student’s junior or senior year of high school.
 - Upon graduation from the high school, the student will receive a completed and signed articulation form that will constitute a recommendation by the secondary instruction and will verify that all eligibility prerequisites have been met.
 - Within two years of graduation from high school, a student must submit the completed articulation form to the Sterling College Registrar upon admission and enrollment at Sterling College.

Memorandum of Financial Agreement

The College has a memorandum of financial agreement with Central Christian College of McPherson, Kansas. Under this agreement, Central Christian College students may enroll in online Education Department courses at Sterling College on a space available basis. The courses the Central Christian College students take at Sterling College online will appear on their Central Christian College transcript. The Central Christian College students are considered guest students, and no Sterling College transcript will be generated. The Sterling College Registrar’s office will provide the Central Christian College Registrar’s Office with a course list and final grades for each class taken.

Articulation Agreement Between Emporia State University and Sterling College

Qualified Sterling College students with a BS in Business Administration with a concentration in Accounting will be automatically admitted to the Emporia State University Master of Accountancy program as long as those students also meet the following:

 - 2.75 GPA;
 - A minimum score of 450 on the GMAT, or an equivalent exam;
 - Submission of completed application for admission to Emporia State University, along with official transcripts of all undergraduate work; and
 -Recommendation by a member of the Business faculty of Sterling College.
The articulation agreement also states that Sterling College agrees to provide space for occasional recruiting activities for the Master of Accountancy program at Emporia State University on the Sterling College campus.

Articulation Agreement between Southwest Baptist University and Sterling College

A student who completes a baccalaureate degree in any major at Sterling College and completes the requirement for admission to the Doctor of Physical Therapy Program at Southwest Baptist University will automatically receive preference points and be eligible for the admission process, as long as that student meets the following criteria:

 - 3.00 GPA;
 - Completed the Graduate Record Exam (GRE);
 - Completed the PT Application through PTCAS by the deadline of the intended enrollment date;
 - Have documented up to 40 hours experience/observation in physical therapy;
 - Completed prerequisite courses with a minimum of a “C” and a 3.25 prerequisite GPA.

Title IV Consortium Agreement

Sterling College has an agreement with Geneva College “Semester in Rome” in Beaver Falls, Pennsylvania which states that Sterling College students will continue to receive Federal Student Aid funds, with prior approval of Sterling College and Geneva College, while studying at the Geneva College “Semester in Rome,” and that Sterling College will have those courses count toward the student’s degree program at Sterling College

Articulation agreements are disclosed to students through the admission process (especially the Guaranteed Admission Advantage agreements, see 1.7 in item 1 above), the advising process, in dialogue with students regarding career development plans, and/or if a particular articulation agreement applies directly to a student or situation. Additionally, a representative of Southwest Baptist University comes to Sterling College campus to talk to interested students about preparing for the application to graduate school and to advise students regarding where Southwest Baptist University places emphasis on their applications and how applicants can strengthen their applications.*
3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

*Students from Kansas Community Colleges with an A.A. or A.S. have their Sterling College general education requirements met through the Guaranteed Admission Advantage with the exception of GD105: Foundations of Servant Leadership; TM102: Introduction to Old Testament; TM103: Introduction to New Testament; and TM366: Basic Christian Doctrine. Any courses which those transfer students have taken which may meet a major or minor requirement must be evaluated by a faculty member in that program.

Other transfer students have all courses taken prior to matriculation at Sterling College evaluated by the Registrar’s office and/or by program faculty. Any courses accepted for transfer must have a grade of C- or better. Any courses with a grade of C- or better not applied to meet a general education, major, or minor requirement count as elective credits and can help the student meet the required 124 credit hours for graduation. (Demonstrations of how transfer credits have been evaluated and applied are attached.)*

**Practices for Verification of Student Identity**

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

*Sterling College does not enroll students in correspondence courses.

Sterling College enrolls students in online courses through Sterling College Online. In addition, any student may take online courses in the summer through Sterling College. On campus students may take online courses during the regular semester under certain circumstances*
2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.*Identity verified: Access to mySterling

As students apply for admission to Sterling College and the financial process has begun, students are given an ID and password which they can use to access mySterling, a secure, web-based portal. Through mySterling, students have access to the online course management system, residence information, and financial aid and student accounts. To receive their mySterling password, students submit an application for admission via the Enrollment Management Action System (EMAS) portal. (If the student applies via paper application, the Admissions department enters the application into EMAS.) The EMAS data is uploaded into CX via a bridge generating a User ID, Username, and random initial Password for mySterling. New students are filtered from the database and emailed credentials and instructions. Students are not charged any additional costs for their secure logins to the mySterling portal.

Identity verified: Identification cards

Once students have enrolled in classes at Sterling College, they are issued an ID number, and once students arrive on campus, students must obtain their student ID card from the Student Life Office. Students use their ID card to enter their residence hall after hours, to use Mabee Library, to gain admission to campus activities (sporting events and theatre productions, for example), to verify chapel and convocation attendance, and to eat in the dining hall. As published in the Student Handbook, new students are issued their first ID card free of charge. The cost of replacing an ID card is $15.00 (cash) or $20 (charged to the student’s Business Account). Students have a routing card to show to the Student Life Office to verify that they have gone through all steps of the registration process. Getting an ID card is one of the final stops in the process. Students are not issued an ID card until they have completed the previous steps in the registration process.

Identity verified: Financial Aid

In the event that students are flagged by the Federal Department of Education for identity verification, they must appear to the Office of Financial Aid in person and present valid, unexpired, government-issued photo identification. Students who are unable to appear must go to a notary public and submit certification that they appeared before the notary and presented a government-issued photo; and a copy of their government-issued photo ID.

Identity verified: Student Workers

Sterling College participates in E-Verify to verify the identity and employment eligibility of all employees at Sterling College, including student workers.

Identity verified: Proctored Exams

Sterling College Online does not require online faculty to use proctored exams, but if instructors choose to require proctored exams, the exam is proctored offsite according to the criteria below, published on the Sterling College Online pages (*[*https://online.sterling.edu/proctored-exam-instructions/*](https://online.sterling.edu/proctored-exam-instructions/)*).* *If instructors require a proctored exam, the exam is administered through the my.Sterling learning management system with two exceptions: MA108: Contemporary Math and PH110/L: Physical Science with Lab. For these courses, the proctored exam is a combination of the my.Sterling learning management system and paper exams, with equations and work shown. The paper components are emailed to the proctor and the proctor is expected to print them ahead of time. As a backup, the paper component is embedded in the exam with a few minutes added to allow for last-minute printing. Proctors are vetted by Sterling College Online staff and emailed/telephoned the password for the exam. The student shows up, logs in, navigates to the test, and then the proctor enters the exam key when the LMS prompts for it. After the student completes the exam, the proctor scans and emails the completed exam back to Sterling College Online who shares the results with the instructor. The proctor is also required to place the actual completed paper exam component in a student-provided (and postage provided) envelope. The proctor seals it, place his or her initials over the seal, and mails it to Sterling College Online. The policy below discloses to students that any financial costs associated with the proctored test is the responsibility of the student.****STEP 1: SELECT A PROCTOR***

 *Find an exam proctor near your home or place of business with a reliable high-speed internet connection. We recommend full-time P-12 teachers/administrators.

Qualified off-campus proctors include:
 -certified public librarians, full-time P-12 teachers/administrators/counselors
 -faculty members at regionally accredited 4-year and 2-year colleges and universities
 -testing centers at regionally accredited 4-year and 2-year colleges and universities
 -military: base commander, commanding officer, or station education officer.

Off-campus proctors may* ***not*** *be:
 -family members or relatives
 -coworkers or immediate supervisors. However, teacher candidates such as paraeducators who are already working in a school system may request a proctor from the school at which they work but not immediate supervisors or teachers you assist on a regular basis.
 -religions leaders (pastors, priests, etc.), other students, or attorneys.****STEP 2: SECURE A PROCTOR***

 *Please be aware that some proctors and/or the institutions or organizations they represent may legally require compensation for their services. Sterling College accepts no financial responsibility for proctors. If you wish to utilize a proctor who requires compensation, you will be solely responsible for such costs. If a prospective proctor wants more information up front, please share the following link with them:*[***https://online.sterling.edu/proctor-instructions/***](https://online.sterling.edu/proctor-instructions/)

***Communicate with your proctor regarding time and location several weeks before and during the week of the exam.***

 *You are strongly encouraged to take your exam during Sterling College Online’s hours of operation: Monday through Friday between 8:00 a.m. and 5:00 p.m. Central time.**If an emergency prevents you from taking the exam during its scheduled time, contact your proctor and your instructor as soon as possible. Alternative times can be arranged, but prompt notification is essential.*

***STEP 3: COMPLETE THE PROCTORED EXAM FORM***

***STEP 4: COMPLETE THE EXAM***

*Make sure you are prepared to complete the exam when you arrive to take it. The exam must be completed at one sitting, and it may not be retaken.*

*When taking exams, you are expected to adhere to the “Academic Integrity” policy of the* [***Sterling College Academic Catalog***](https://www.sterling.edu/academics/academic-catalog)*.*

*To adhere to the “Academic Integrity” policy of Sterling College, you must turn off and place out of sight all study aids, materials, and devices that are prohibited during an examination. This includes cell phones and other media devices.*

*If your Internet connection is lost while you are taking your exam, tell your proctor immediately.*

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**Title IV Program Responsibilities**

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

**1. General Program Responsibilities**

1. Provide information regarding the status of the institution’s Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.*Sterling College underwent a Title IV program review in September 2014. Findings from the review were received in July 2015 with a response deadline of October 2015. (See attached evidence.) At this time, the Department of Education has not replied to the findings response submitted by Sterling College.

The Financial Aid Office also undergoes an annual audit conducted by an outside agency. The most recent audit was conducted on July 2015 by Swindoll, Janzen, Hawk & Loyd, LLC. Regarding Title IV administration, there was one (1) finding for the review period ending June 30, 2015. (See attached evidence.)*
2. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.

*Although the College is currently undergoing a Department of Education Title IV review, there have been no fines imposed as of this date for the review dated September 2014.*
3. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution’s short- and long-term financial health.

*Sterling College’s financial ratio is currently at a 1.8, which is above the required financial ratio of 1.5. The College is not required to submit a letter of credit to the Department of Education and is not on the heightened monitoring list published by the Department of Education as of December 1, 2015.*
4. Discuss the institution’s response and corrective actions to these challenges. ***n/a***
5. Provide information about findings from the A-133 portion of the institution’s audited financial statements that identify any material weaknesses in the processing of financial aid.

*The A-133 audit for the year ended June 30, 2015 disclosed one instance of noncompliance regarding exit interviews. From the A-133: (See attached evidence.)

“Condition: Out of forty students tested, six students with direct loans ceased attendance during the year. Of the six, we found two instances where the student did not receive the exit counseling within 30 days of learning the student had withdrawn.

Criteria: In accordance with 34 CFR 674.42, an exit interview must be conducted with the borrower before he or she leaves the institution or provided to the student within 30 days of withdrawing from school.

Effect: Not performing or retaining the required support for exit counseling could result in the students not being fully aware of the requirements for their debt. This could lead to a higher default rate.

Cause: The cause of the condition was oversight.

Recommendation: We recommend the College review procedures for the timely completion of exit counseling and that the supporting documentation is retained in the student files.

The College has submitted a corrective action plan to reconcile this condition.”

The College responded to the findings of the A-133:

“The College concurs with the auditor’s finding and the circumstances behind the finding. The financial aid office has reviewed the guidelines regarding Exit Counseling requirements and has implemented a policy that will ensure that accurate and timely information is being received from departments across campus regarding the exiting of students. Student Life and Registrar are the two departments that are the first point of contact for withdrawal notification from students. The updated process requires that emails immediately be sent to the financial aid office when a student has initiated the first step in withdrawing. Unofficial withdrawals are to be reported to the Student Life Office, who will then notify the financial aid office and other applicable departments as soon as it is discovered the student has unofficially withdrawn.*

*The financial aid office has also implemented a process of requesting graduate reports from the Registrar within 10 days after the end of each semester. The reports will be reviewed and the appropriate exit counseling package will be mailed to the student along with a notification email being sent immediately. If a student notifies the financial aid office of their withdrawal intentions, the financial aid office will update the student’s file to reflect this action and set a reminder on the calendar to send the appropriate materials at the time of exit. Notification of the student’s intent to withdraw will be forwarded to all applicable departments. All students will be required to complete the Direct Loan Exit Counseling Program found on www.studentloans.gov.*

*The College has determined that the findings in this area were due to an oversight, and feel that the additional checks and balances will ensure that future exit counseling documents will be made available to students in a timely manner.”*

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

 The Commission also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution’s finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns. Related Commission Requirements: Core Component 5.A, 2.B; Assumed Practice D.1. *From the Consolidated Financial Statements of Sterling College for the years ended June 30, 2015 and 2014: “During the year ended June 30, 2014, the College received notice from the U.S. Department of Education that it was in violation of certain financial responsibility regulations. Consequently, the College was required to submit irrevocable letters of credit in order to continue participation in the Title IV, HEA student financial assistance programs. It was also required to make disbursements under the Heightened Cash Monitoring #1 payment method and satisfy additional compliance requirements under the zone alternative. The College met the additional requirements. On September 9, 2014, the College obtained this letter of credit in the amount of $577,700, which will expire on October 31, 2015. The College received a letter from the Department of Education on June 10, 2015, stating that Sterling College met the financial responsibility ratio and is no longer required to comply with the irrevocable letter of credit and zone reporting requirements, as well as the Heightened Cash Monitoring reporting previously imposed on the College.”*

**3. Default Rates**

*Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012.*

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

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

*Sterling College’s three (3) year Cohort Default Rate (CDR) is 9.1%. There has been a significant decrease in the Institution’s CDR from recent years due to new initiatives implemented by the College to help their student borrowers better understand the repayment options available to them. This has been accomplished by hiring a 3rd party servicer who specializes in student loan repayment plans and has the ability to contact the borrower during their grace period to help them connect with their lender so that they can be prepared to make on-time payments at the appropriate time. The servicer also provides counseling for students who have become “at risk” for default. Through this program the servicer is able to inform students regarding different payment options, and at the same time connect them to the lender to ensure payment plans are implemented as soon as possible.

Sterling College’s financial aid office also requires that all students complete Exit Counseling upon leaving the College. The College’s policy is to place a student’s account on hold until the process is completed. The hold will not allow the student to receive official transcripts until they have completed the Exit Counseling process. This insures that the student receives the opportunity to gain the knowledge that is needed to be successful in their loan repayment.*
2. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.

*The official three-year federal student loan national cohort default rate (CDR) for FY 2012 is 11.8%. The CDR for Private non-profit institutions for FY 2012 is currently at 6.8%. Sterling College is under the national average but slightly higher than peer institutions. The College will continue to manage the policies and processes in place and expects the default rate will continue to decrease due to the success experienced in the past years under the utilization of the 3rd party servicer. The College will also continue to monitor students who exit/withdraw and supply them with information that will help them be successful in the loan repayment process.*
3. Submit information about the institution’s participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.

*Sterling College does not participate in private loan programs at this time.*

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

 Supporting information: Provide samples of those disclosures in the Resource Room.

*Sterling College is a member of the National Association of Intercollegiate Athletics and identifies itself as such on its website.* [*http://www.scwarriors.com/index.php*](http://www.scwarriors.com/index.php)*. The 2014-2015 NAIA Institutional Financial Aid Report for Independent Institutions is attached.*

*The Sterling College 2015 Annual Security Report is available from the Sterling College website at* [*https://www.sterling.edu/student-life/clery-act-compliance-information*](https://www.sterling.edu/student-life/clery-act-compliance-information)*. (See attached evidence. Crime Statistics are found on page 9.) The College emails the College community to announce that the Annual Security Report is available, provides the web address for the Annual Security Report (*[*https://sterling.edu/stduent-life/safety-security*](https://sterling.edu/stduent-life/safety-security)*) and offers paper copies of the security report for people who may have trouble accessing the report on the website.

On September 15, 2010, Sterling College received a letter from the Department of Education informing Sterling College that a national advocacy group filed a complaint. The DOE requested information for a comprehensive response for the allegations. On October 13, 2010, Sterling College submitted the items requested by the DOE. On November 9, 2010, the DOE requested additional information and on November 23, 2010, Sterling College submitted those requested items.

On August 2, 2011, the Department of Education sent a Program Review Report requesting Sterling College to respond to each finding, indicating the corrective actions taken by the College. The Program Review Report indicated that Sterling College had not complied with six requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (The Clery Act) prior to 2010. Once the College became aware of the deficiencies, the College moved quickly to comply and has participated in training to try and keep current with Title IX and Clery Act compliance requirements.

On January 29, 2014, the College received a Final Program Review Determination Letter, and on November 7, 2014, the College received notice from the DOE that Sterling College would be fined $165,000 for its failure to comply with the Clery Act. The College appealed to the DOE in November 2014 not to impose the fine, but in a letter received March 11, 2015, the DOE informed the College that it had 30 days to pay the $165,000 fine. (See attached evidence.)*

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

 Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures in the Resource Room.

 *Related Commission Requirements: Assumed Practice A.6.

Sterling College discloses much of the following information and more at* [*https://www.sterling.edu/financial-aid/consumerism-at-a-glance*](https://www.sterling.edu/financial-aid/consumerism-at-a-glance)*:

Graduation/Completion rates by gender, ethnicity, receipt of Pell grants can be found at* [*http://nces.ed.gov/collegenavigator/?q=Sterling+College&s=all&id=155937#enrolmt*](http://nces.ed.gov/collegenavigator/?q=Sterling+College&s=all&id=155937#enrolmt)*.

Process for withdrawing can be found at* [*https://www.sterling.edu/admissions/withdrawal-policy*](https://www.sterling.edu/admissions/withdrawal-policy) *and page 54 of the Academic Catalog.

Cost of attendance can be found at* <https://www.sterling.edu/financial-aid/cost>.  *Refund and return of Title IV policies can be found at* [*https://www.sterling.edu/return-title-iv-hea-funds-policy*](https://www.sterling.edu/return-title-iv-hea-funds-policy)*.

A list of current academic programs and faculty is available in the current catalog* [*https://www.sterling.edu/academics/academic-catalog*](https://www.sterling.edu/academics/academic-catalog) *and on the academic portion of the website at* [*https://www.sterling.edu/academics/majors*](https://www.sterling.edu/academics/majors) *and* [*https://www.sterling.edu/about/directory/faculty*](https://www.sterling.edu/about/directory/faculty)*.

Names of applicable accrediting agencies can be found on page 13 of the current academic catalog, and on the College website; for Athletic Training: CAATE:* [*https://www.sterling.edu/academics/athletic-training-program*](https://www.sterling.edu/academics/athletic-training-program)*; for Education: KSDE and NCATE, now CAEP:* [*https://www.sterling.edu/academics/education*](https://www.sterling.edu/academics/education)*.*
 *Description of facilities for disabled students is available at* [*https://www.sterling.edu/academics/disability-services*](https://www.sterling.edu/academics/disability-services)*, and is stated as policy in the current Academic Catalog, page 5: “Because arranging accomodations may require advance planning, students with disabilities accepted for admission should identify themselves at least one month before the start of the semester of admission and indicate the nature of accomodations required and to be validated by Sterling College.”

Institutional policy on enrollment in study abroad: The College has an articulation agreement with Geneva College and their “Semester in Rome” program which states that Sterling College students will continue to receive Federal Student Aid funds, with prior approval of Sterling College and Geneva College, while studying at the Geneva College “Semester in Rome,” and that Sterling College will have those courses count toward the student’s degree program at Sterling College The College also participates in The Council for Christian Colleges and University (CCCU) Best semester program. These off-campus, interdisciplinary, learning opportunities are available to upper class students and offer academic credit. Descriptions of each program and application information are available at* [*www.cccu.org*](http://www.cccu.org) *or* [*www.bestsemester.com*](http://www.bestsemester.com)*.

During the September 2014 Department of Education Review, it was discovered that the College’s Return to Title IV policy was incomplete. The policy did not address post-withdrawal disbursements and how the process flowed in regards to this type of withdrawal. The policy has been updated to include detailed information regarding the post-withdrawal policy and procedure. Information regarding this policy is posted in the current Academic Catalog on page 32 and can also be found at* [*https://www.sterling.edu/return-title-iv-hea-funds-policy*](https://www.sterling.edu/return-title-iv-hea-funds-policy).

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

*Sterling College publishes a Satisfactory Academic Progress policy in the catalog (See evidence attached) and a brief description of Satisfactory Academic Progress with a link to the catalog at* [*https://www.sterling.edu/financial-aid/policies/sap*](https://www.sterling.edu/financial-aid/policies/sap)*. The policy includes a definition of the evaluation increments, the use of quantitative and qualitative measures, and defines SAP statuses and implications. The policy also outlines the appeals process which is available to students for extenuating circumstances. The policy describes how students can regain eligibility, and how repeated coursework, incomplete coursework, withdrawals from coursework, and coursework with non-punitive grade assignments are treated.

The College attendance policy is published in the academic catalog on page 51. (See attached evidence.) Faculty members will specify in the course syllabus at the beginning of the term their policies regarding absences or irregular attendance and may keep a record of attendance. Sterling College is not required to “take attendance” by any state or federal agency.*

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

None*

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

None*

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**Required Information for Students and the Public**

1. Submit course catalogs and student handbooks to the team.

*Sterling College Academic Catalogs are available on the College website back to 2010-2011 at* [*https://www.sterling.edu/academics/academic-catalog*](https://www.sterling.edu/academics/academic-catalog)*.*

*The 2015-2016 Sterling College Student Life Office Student Handbook is available at* [*https://www.sterling.edu/sites/default/files/2015-2016%20Student%20Handbook\_0.pdf#overlay-context*](https://www.sterling.edu/sites/default/files/2015-2016%20Student%20Handbook_0.pdf#overlay-context)*=.*
2. Identify sections of the web site that include required disclosure information.

*Campus Calendar:* [*https://www.sterling.edu/calendar*](https://www.sterling.edu/calendar) *Tuition, Expenses, and Refund policies:* [*https://www.sterling.edu/admissions/tuition-expenses*](https://www.sterling.edu/admissions/tuition-expenses) *Admission Requirements:* [*https://www.sterling.edu/admissions/requirements*](https://www.sterling.edu/admissions/requirements) *Grading Policies and Academic Program Requirements are available in the current Academic Catalog:* [*https://www.sterling.edu/sites/default/files/Academic%20Catalog%202015-2016%20with%20update%20of%20Nov%2003%202015.pdf*](https://www.sterling.edu/sites/default/files/Academic%20Catalog%202015-2016%20with%20update%20of%20Nov%2003%202015.pdf)*. Grading policies are found on pages 57-58, and academic program requirements begin on page 71, with a general description of the curriculum.
Annual Security Report:* [*https://www.sterling.edu/student-life/clery-act-compliance-information*](https://www.sterling.edu/student-life/clery-act-compliance-information)

**Advertising and Recruitment Materials and Other Public Information**

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

*The Office of Marketing and Communications supports the marketing function for all Sterling College departments. While all departments are supported, the Office of Admissions and the Office of Advancement generally have the largest marketing output and therefore, the Office of Marketing and Communications invests a larger share of time collaborating these departments.*

*The process for making Admissions marketing materials for Sterling College is collaborative between the Office of Admissions and the Office of Marketing and Communications. Traditionally, the two Offices first meet to discuss content and design. Then, the designer begins work on the color, layout and design elements while the copywriter begins work on the text. The Office of Academic Affairs is consulted for input and accuracy regarding the College’s academic offerings. After the copy has been written and approved by the Office of Marketing and Communications it is sent to the Office of Admissions. The designer communicates general design concepts with the Office of Admissions as well. Once copy and design elements are approved by both offices, the final project is put together. While this collaborative model may take a little longer than others, the Office of Admissions is thankful to be included at all the various stages of the project.*

*The entire Sterling.edu website was redesigned and launched on March 7, 2015. This included updating to a responsive design (the website automatically optimizes for the best viewing experience based on what type of device a user is accessing the site with). The Office of Marketing and Communications works with individual departments to make changes and update information on individual and department webpages on an ongoing basis.*

 *The Office of Admissions utilizes several different promotional materials including a traditional viewbook, junior or search piece as well as promotional event items such as postcards and posters. These pieces are updated and printed every academic year with the exception of the traditional viewbook which is printed every two years. The information in these pieces includes academic programs and majors, admissions requirements, financial aid process information as well as general information about Sterling College’s student life, activities (including arts and athletics) and community. (See attached evidence.)

After the financial charges have been set for the following academic year, a financial aid flier is printed with the cost for tuition, room, board and fees. Part of the flier is a worksheet in which families may apply their specific costs and subtract their scholarships, grants and loans to come up with a bottom line figure for the cost to attend Sterling College. There are several resources concerning financial aid on the Sterling website under the Admissions and Financial Aid tabs. In addition to information about the financial aid process and deadlines, these pages also contain information on financial aid policies, forms, and the various Consumer Information/Disclosure items (Rights and Responsibilities, Title IV loan disclosures along with cost of attendance, a link to the Net Price Calculator, FERPA information and Distance Education Consumer Information ([www.sterling.edu/financial-aid](http://www.sterling.edu/financial-aid)).*

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

*Admissions materials (a traditional viewbook, junior/search piece as well as promotional event items such as postcards and posters) are updated and printed every academic year. The information in these pieces includes academic programs/majors, admissions requirements, financial aid process information as well as general information about Sterling’s student life, activities (including arts and athletics) and community. Print versions of these promotional materials are taken on the road for Admissions Counselors, Coaches and others to distribute to high school students and their influencers (youth group directors, pastors, teachers, etc.). The pieces are also available on the Sterling College website at* [*www.sterling.edu/viewbook*](http://www.sterling.edu/viewbook)*.

Several resources concerning financial aid are on the Sterling website under the Admissions and Financial Aid tabs. In addition to information about the financial aid process and deadlines, these pages also contain information on financial aid policies, forms, and the various Consumer Information/Disclosure items (Rights and Responsibilities, Title IV loan disclosures along with cost of attendance, a link to the Net Price Calculator, FERPA information and Distance Education Consumer Information).*
2. Provide the team with a link to the Mark of Affiliation on the institution’s web site.

*The Mark of Affiliation is on the home page of* [*https://www.sterling.edu*](https://www.sterling.edu)*, in the bottom, right corner and can also be found at* [*https://www.sterling.edu/about/accreditation*](https://www.sterling.edu/about/accreditation) *.*

**Review of Student Outcome Data**

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

*Graduates

Each summer, the Career Services Director prepares the “Sterling College Career Survey Results” (See attached evidence) for the most recent graduating class, including those completing their graduation requirements in the summer, fall, interterm, and spring semesters. The data for the report comes from paper forms the students complete prior to receiving their graduation packet from the Registrar. Some students complete more of the information on the forms than others.  Several departments on campus have an interest in some of the information on the forms, so the forms are routed throughout the summer with different departments retrieving the data they are interested in. The data is entered into a variety of databases and spreadsheets.*

 *The Athletic Training Program keeps consistent records on the success of their graduates 80.3% of their graduates who took the Board of Certification Exam have passed and have become certified Athletic Trainers. 66% of their graduates attend graduate school, and of those who have applied for graduate school, 100% are in graduate school. (See attached evidence.)*

*Similarly, the Education department keeps consistent records on the success of their graduates. The Sterling College Education Program (STEP) has a 97% five-year pass rate on the PLT Exam, the exam which prospective educators must take to continue on the path to full licensure in the state of Kansas. In addition, STEP has a five-year average of 77% for graduates working in an education-related field. (See attached evidence.)*

*During institutional program reviews, the College surveys alumni regarding the program under review. The names of the alumni are provided by the department under review, and a link to a survey created with Survey Monkey is emailed to those alumni. Many programs, English, Biology, Theology and Ministry, Chemistry, Speech and Theatre Arts, for example, have sent surveys to their alumni since 2010. However, while those surveys asked questions about the course offerings and current or possible program objectives in those programs and if the alumni thought that those courses belonged in those programs, the surveys did not include a section for alumni to identify if they are currently working in the field of their major or if they believed that their major prepared them for whatever career they are in.

An exception is the Business department and the Math department. The survey for the Business department program review began with two questions regarding how well graduates had been prepared either for the workforce or for graduate school. Question 6 of the Math department survey asked alumni to rate to what degree they agree or disagree with the following statement: "The Mathematics program at Sterling College prepared me for further academic study or employment in a related field." (See attached evidence.)

The Alumni Directory was last updated in 2012, and includes information on the careers and graduate school attendance of Sterling College alumni, but a comprehensive survey and analysis of the alumni of Sterling is needed. (See attached evidence.)

Student Learning Outcomes

In the final semester of their coursework at Sterling College, graduating seniors are required to complete a program objective survey for their major program of study. In addition to the course reports and program reports faculty complete annually, these graduate surveys provide valuable information to programs in their assessment of how well their students are meeting program objectives. (See attached evidence.)*

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

*In areas where licensing requires the successful completion of an exam (Education licensure and Athletic Training certification), Sterling College graduates do extremely well, as can be seen above. If Sterling College graduates began performing poorly on their licensing and certification exams in these areas, those programs would move swiftly to remedy any deficiencies.

The program review surveys, even though they do not all explicitly ask alumni to comment on how they are using their Sterling College degree or how well their education at Sterling College serves them in the workplace, alumni do have an opportunity to respond to the program objectives and make any comments regarding what they wish they had seen in their program or what they saw as particularly valuable. These program review surveys become valuable documents during the program review process as programs use this information to assess their program objectives and make any necessary improvements in course offerings. (See attached evidence.)*

**Standing with State and Other Accrediting Agencies**

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

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

*NC-SARA: Sterling College offers distance education courses through Sterling College Online to students across the United States. We have been a participant in the National Council for State Authorization Reciprocity Agreements (SARA) since February 4, 2015. (See attached evidence.)

Institutional Accrediting: See all of the HLC action letters and the most recent comprehensive evaluation report from the HLC in the Assurance System Evidence File: HLC Documents. (See attached evidence.)

Specialized Accrediting: Sterling College maintains specialized accreditation for its Education licensure programs through the Kansas Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE) now Council for the Accreditation of Educator Preparation (CAEP) and for its Athletic Training program through the Commission on Accreditation of Athletic Training Education (CAATE). (See attached evidence.)

Kansas Board of Regents (KSBOR): Sterling College is recognized by the State of Kansas as being authorized to offer educational programs beyond the secondary level leading to certificates and degrees. As such, Sterling College is eligible and approved to participate in State of Kansas student financial assistance programs allowing its students to receive need-based student aid from the State. (See attached evidence)*

**Public Notification of Opportunity to Comment**

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

*Sterling College constituents included students and parents (through notice on the webpage), alumni, donors, and local community members.*
2. Determine what media the institution will use to solicit comments. Local newspapers, institutional web sites, and alumni magazines are appropriate choices. The notices should reach all constituencies but should not unduly burden the institution.

*Notices were sent to the alumni via The Warrior Report, The Sterling Bulletin, and posted on the institutional website.*

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

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

1. Publish the notices of the visit following the prescribed format; see the [Procedure on Third Party Comments](https://content.springcm.com/content/DownloadDocuments.ashx?Selection=Document,264564b3-4e91-df11-9372-001cc448da6a;&aid=5968). *Done. (See attached evidence).*
2. The institution must send copies of its notices to the Commission in .pdf format to legalaffairs@hlcommission.org at least a month before the comprehensive evaluation visit. Commission staff will compile the comments and the notices and send them to the evaluation team and to the institution three weeks prior to the visit. The Commission will also review and forward comments received after the deadline lapses and even during the visit, as third party comments are an important part of the comprehensive evaluation visit process.
3. In cases where comments are of a sensitive nature, the Commission staff will ensure that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, Commission staff may redact the identifying information of the commenter or summarize the comment.

**Worksheet for Use by Institutions**

**on Assignment of Credit Hours and on Clock Hours**

**Instructions**

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

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

 • report on academic terms and credit for courses that support the institution’s certificate and degree programs;

 • include notes or other brief explanation in this form where appropriate to explain the allocation of credit hours;

 • estimate or round off where appropriate;

 • **not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

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

Appendix A includes these sections:

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

 Part Two. Format of Courses and Number of Credits Awarded

 Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

 Part Five. Clock Hours

 Supporting Materials

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

**Appendix A: Assignment of Credit Hours**

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

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

**Name of Institution: Sterling College\_2014-2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **Terms** |  | **Column 1****Term Length:Number of weeks** | **Column 2****Number of Starts** |
| **Semester /Trimester Calendar** | Standard Format:14-17 week term | **15** | **2** |
| Compressed Formats:4, 8 or other week terms within the semester calendar1 | **8****7** | **4** **1** |
| Interterm (January) | **3** | **1** |
| Summer Term | **7** | **2** |
| **Quarter Calendar**  | Standard Format:10-12 week term | **n/a** | **n/a** |
| Compressed Formats:2, 5, or other week terms within the quarter calendar 1 | **n/a** | **n/a** |
| Summer Term | **n/a** | **n/a** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** |  | **Column 1****Term Length:Number of weeks** | **Column 2****Number of Starts** | **Column 3****Type of Credit** |
| **Non-Standard Term Calendar** | Term One | **36** | **1** | **Dual credit** |
| Term Two | **n/a** | **n/a** | **n/a** |
| Term Three | **n/a** | **n/a** | **n/a** |
| Summer Term | **n/a** | **n/a** | **n/a** |

1If an institution offers a summer term that is different in length than the typical fall semester, it should report summer term information in this section.**Part Two. Format of Courses and Number of Credits Awarded**

**Guide to Completing this Section**

**Purpose of this section**

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

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

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

**Period Reported**

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

**Key to Rows**

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

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

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

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

**Key to Columns**

**• Column 1–FTF**: For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.

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

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

**• Column 3–Distance:** For courses whereinstructors interact with students through one or more forms of distance delivery.

**• Column 4–Correspondence**: For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

 *Federal Definitions of Distance/Correspondence Education:*

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

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

**• Column 5–Independent/Directed Study:** For courses where instructors interact with students through a flexible format.

**• Column 6–Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.

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

**Some Examples**

*• If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each of those columns.*

*• If the institution offers that course in a full 14-17 week standard format as well as in a compressed format, the course should be reported on one form for the standard form and in a separate form for the compressed format.*

*• If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, report the # of meetings as 28 meetings, and the length of each meeting as 1.5 hours.*

**Form for Reporting an Overview of Credit Hour Allocations**

**and Instructional Time for Courses**

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

**Term and Length: Spring 2015 (15 weeks)**

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

|  |  |  |
| --- | --- | --- |
| **# Credits****Awarded** | **Instructional Time** | **Course Formats** |
| 1.FTFCourses | 2.Mixed FTFCourses | 3.DistanceCourses | 4.CorrespCourses | 5.Independent/ Directed StudyCourses | 6.WeekendCollege | 7.Internship/PracticaCourses |
| Sample Row:3 Credits | * # of courses
 | 119 | 24 | 57 | 14 | 2 | 20 | 4 |
| * # of meetings
 | 15-45 | 15-30 | 15 | 4-8 | 3-14 | 6 | 6-10 |
| * Meeting length
 | 1-3 hrs. | 1-2 hrs. | 1 hr. | 1-2 hrs. | .5-3 hrs. | 4 hrs. | 1-4 hrs. |
| 1 Credit | * # of courses
 | 44 |  | 4 |  | 2 |  | 8 |
| * # of meetings
 | 15-30 |  |  |  |  |  | 15 |
| * Meeting length
 | .5-1 hrs |  |  |  |  |  | 2 hrs |
| 2 Credits | * # of courses
 | 18 | 1 | 2 |  | 1 |  | 2 |
| * # of meetings
 | 15-30 |  |  |  | 2 |  |  |
| * Meeting length
 | 1-2 hrs |  |  |  | 1 hr |  |  |
| 3 Credits | * # of courses
 | 117 |  | 4 |  | 1 |  | 4 |
| * # of meetings
 | 1-3 |  |  |  |  |  |  |
| * Meeting length
 | 1-3 hrs |  |  |  |  |  |  |
| 4 Credits | * # of courses
 | 9 | 1 | 3 |  |  |  |  |
| * # of meetings
 | 15-60 | 60 |  |  |  |  |  |
| * Meeting length
 | 1-3 hrs | 1 hr |  |  |  |  |  |
| 5 Credits | * # of courses
 | 5 |  | 3 |  |  |  |  |
| * # of meetings
 | 5 |  |  |  |  |  |  |
| * Meeting length
 | 1-3 hrs |  |  |  |  |  |  |
| 0 Credits1 | * # of courses
 | 11 |  |  |  |  |  |  |
| * # of meetings
 | 14-15 |  |  |  |  |  |  |
| * Meeting length
 | 1-3 hrs |  |  |  |  |  |  |
| .5 Credits2 | * # of courses
 | 3 |  |  |  |  |  |  |
| * # of meetings
 | 14-28 |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 12 Credits3 | * # of courses
 |  | 1 |  |  |  |  |  |
|  | * # of meetings
 |  |  |  |  |  |  |  |
|  | * Meeting length
 |  |  |  |  |  |  |  |

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

1 *Courses offered for 0 credit:* Chapel/Convocation general education requirement, Music major requirements: Concert Attendance/Seminar and Junior and Senior Recitals. Science labs are also included in this category because credit is granted with the lecture portion of the course.

2 *Courses offered for .5 credits:* Instrumental Ensembles

3 *Course offered for 12 credits:* Clinical Teaching Experience. This course is the culmination of our Teacher Education Program. In the Clinical Teaching Experience, 75-80 days are spent in the classroom under the supervision of a cooperating teacher. Weekly online forum discussion with the Sterling College instructor is a requirement of the course.

**Term and Length: Spring, 2015 Trad (8 Weeks)**

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

|  |  |  |
| --- | --- | --- |
| **# Credits****Awarded** | **Instructional Time** | **Course Formats** |
| 1.FTFCourses | 2.Mixed FTFCourses | 3.DistanceCourses | 4.CorrespCourses | 5.Independent/ Directed StudyCourses | 6.WeekendCollege | 7.Internship/PracticaCourses |
| Sample Row:3 Credits | * # of courses
 | 119 | 24 | 57 | 14 | 2 | 20 | 4 |
| * # of meetings
 | 15-45 | 15-30 | 15 | 4-8 | 3-14 | 6 | 6-10 |
| * Meeting length
 | 1-3 hrs. | 1-2 hrs. | 1 hr. | 1-2 hrs. | .5-3 hrs. | 4 hrs. | 1-4 hrs. |
| 1 Credit | * # of courses
 | 2 |  |  |  |  |  |  |
| * # of meetings
 | 15 |  |  |  |  |  |  |
| * Meeting length
 | 1 hr |  |  |  | *
 |  | *
 |
| 2 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |   |  |   |  |   |  |
| 3 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 4 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 5 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |

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

**Term and Length: Spring, 2015 Trad Campus -7 Weeks**

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

|  |  |  |
| --- | --- | --- |
| **# Credits****Awarded** | **Instructional Time** | **Course Formats** |
| 1.FTFCourses | 2.Mixed FTFCourses | 3.DistanceCourses | 4.CorrespCourses | 5.Independent/ Directed StudyCourses | 6.WeekendCollege | 7.Internship/PracticaCourses |
| Sample Row:3 Credits | * # of courses
 | 119 | 24 | 57 | 14 | 2 | 20 | 4 |
| * # of meetings
 | 15-45 | 15-30 | 15 | 4-8 | 3-14 | 6 | 6-10 |
| * Meeting length
 | 1-3 hrs. | 1-2 hrs. | 1 hr. | 1-2 hrs. | .5-3 hrs. | 4 hrs. | 1-4 hrs. |
| 1 Credit | * # of courses
 | 1 |  |  |  |  |  |  |
| * # of meetings
 | 14 |  |  |  |  |  |  |
| * Meeting length
 | 1 hr |  |  |  | *
 |  | *
 |
| 2 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |   |  |   |  |   |  |
| 3 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 4 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 5 Credits | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |

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

**Term and Length: Spring 1, 2015 – 8 Weeks**

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

|  |  |  |
| --- | --- | --- |
| **# Credits****Awarded** | **Instructional Time** | **Course Formats** |
| 1.FTFCourses | 2.Mixed FTFCourses | 3.DistanceCourses | 4.CorrespCourses | 5.Independent/ Directed StudyCourses | 6.WeekendCollege | 7.Internship/PracticaCourses |
| Sample Row:3 Credits | * # of courses
 | 119 | 24 | 57 | 14 | 2 | 20 | 4 |
| * # of meetings
 | 15-45 | 15-30 | 15 | 4-8 | 3-14 | 6 | 6-10 |
| * Meeting length
 | 1-3 hrs. | 1-2 hrs. | 1 hr. | 1-2 hrs. | .5-3 hrs. | 4 hrs. | 1-4 hrs. |
| 1 Credit | * # of courses
 |  |  | 0 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 | *
 |  |  |  | *
 |  | *
 |
| 2 Credits | * # of courses
 |  |  | 3 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |   |  |   |  |   |  |
| 3 Credits | * # of courses
 |  |  | 8 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 4 Credits | * # of courses
 |  |  | 0 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 5 Credits | * # of courses
 |  |  | 1 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |

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

**Term and Length: Spring 2, 2015**

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

|  |  |  |
| --- | --- | --- |
| **# Credits****Awarded** | **Instructional Time** | **Course Formats** |
| 1.FTFCourses | 2.Mixed FTFCourses | 3.DistanceCourses | 4.CorrespCourses | 5.Independent/ Directed StudyCourses | 6.WeekendCollege | 7.Internship/PracticaCourses |
| Sample Row:3 Credits | * # of courses
 | 119 | 24 | 57 | 14 | 2 | 20 | 4 |
| * # of meetings
 | 15-45 | 15-30 | 15 | 4-8 | 3-14 | 6 | 6-10 |
| * Meeting length
 | 1-3 hrs. | 1-2 hrs. | 1 hr. | 1-2 hrs. | .5-3 hrs. | 4 hrs. | 1-4 hrs. |
| 1 Credit | * # of courses
 |  |  | 1 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 | *
 |  |  |  | *
 |  | *
 |
| 2 Credits | * # of courses
 |  |  | 2 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |   |  |   |  |   |  |
| 3 Credits | * # of courses
 |  |  | 9 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 4 Credits | * # of courses
 |  |  | 0 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| 5 Credits | * # of courses
 |  |  | 0 |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |
| \_\_ Credits1 | * # of courses
 |  |  |  |  |  |  |  |
| * # of meetings
 |  |  |  |  |  |  |  |
| * Meeting length
 |  |  |  |  |  |  |  |

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

**Other Courses Not Reported Above**

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

**Part Three: Policy on Credit Hours**

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

 \_\_X\_\_ Yes\* \_\_\_\_ No

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

\_\_X\_\_ Institution-wide \_\_\_\_ Delivery format specific

\_\_\_\_ Department-specific \_\_\_\_ Program specific

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

The College’s definition of a credit hour is published in the Academic Catalog, page 49:

“Credit Hour – One credit hour is an amount of work represented in intended learning outcomes and student achievement that reasonably approximates not less than
 (1) Fifty minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities including laboratory work, internships, practica, studio work, and other academic work.”*

**Part Four: Total Credit Hour Generation**

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term. *14*

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

­\_321­\_ Most Recent Fall Term \_2015\_ (identify the year)

\_275\_ Most Recent Spring Term \_2016\_ (identify the year)

**Part Five: Clock Hours**

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

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

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

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

\_\_\_\_ Yes \_\_X\_\_ No

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

**Supporting Materials**

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

* Copies of all applicable policies related to the assignment of credit in .pdf format. *Done*
* A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments. *Done*
* The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog. *n/a*
* The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password. *Done – Spring 2015 and Fall 2015*

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

**Appendix B: Clock Hour Worksheet *n/a***

**Important. Please review the following instructions.**

**Only certain institutions must complete this worksheet.**

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

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

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

 1 semester or trimester hour must include at least 37.5 clock hours of instruction

 1 quarter hour must include at least 25 clock hours of instruction

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

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

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

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