I. COLLEGE MISSION

The students' education is the first priority at Cape Cod Community College. As a learning-centered community, we value the contributions of a diverse population, welcome open inquiry, and promote mutual respect. The College offers a strong educational foundation of critical and creative thinking, communication competency, and a global, multicultural perspective that prepares students for life and work in the 21st Century. Our liberal arts, sciences, and career programs provide educational pathways that serve the varied social, economic, and demographic characteristics of our community with a distinctive focus on sustainability. We honor our past, celebrate our present, and imagine our future. (Accepted at College Meeting, October 18, 2006; Approved Board of Trustees, November 14, 2006)
II. ACCREDITATION

A. NEASC Statement

Cape Cod Community College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of Cape Cod Community College. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
1-781-271-0022

B. Program Accreditation Statements

The Criminal Justice program is certified by the Massachusetts Board of Higher Education - Criminal Justice Program Review Committee. Individuals may contact:

Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108-1696
617-994-6950

The Dental Hygiene program is accredited by the Commission on Dental Accreditation. Individuals may contact:

Commission on Dental Accreditation (CODA)
211 E. Chicago Avenue Suite 1900
Chicago, IL 60611-2678
312-440-4653

The Early Childhood Education program is accredited by the National Association for the Education of Young Children (Early Childhood Associate Degree Accreditation). Individuals may contact:

National Association for the Education of Young Children
1313 L Street NW, Suite 500
Washington, DC 20005-4101
202-232-8777

The Nursing program is accredited by the National League for Nursing Accrediting Commission and has approval from the Massachusetts Board of Registration in Nursing. Individuals may contact:

National League for Nursing Accrediting Commission
61 Broadway
New York, NY 10006
1-900-669-1656 ext. 153
III. ACADEMIC POLICY

A. Degrees

The Associate in Arts Degree shall be awarded to students who have satisfactorily completed the requirements of an institutionally-designed and Board of Higher Education approved program of collegiate level courses, at least thirty-eight (38) credits of which have been drawn from the liberal arts and sciences.

The Associate in Science Degree shall be given to students who have satisfactorily completed the requirements of an institutionally-designed and Board of Higher Education-approved collegiate level courses, at least twenty-one (21) credit hours of which shall be drawn from the field of general education outside the field of specialization.

The Associate in Applied Science Degree shall be given to students who have satisfactorily completed the requirements of an institutionally-designed and Board of Higher Education-approved program having a minimum of sixteen (16) hours of general education, with strong emphasis on specialized courses and practicum. (Approved by College Meeting May 9, 1994)

1. Granting Authority

The 1991 legislation reorganizing public education in the Commonwealth of Massachusetts established the Higher Education Coordinating Council (HECC) as the successor agency to the Board of Regents of Higher Education and continued among its responsibilities statewide planning and coordination, including oversight of academic programs at the public institutions of higher education. In 1996, the legislature changed the name of the Council to the Board of Higher Education (BHE). The academic program approval authority of the Board of Higher Education is the same as that of the Higher Education Coordinating Council. Under Massachusetts General Laws, chapter 15A, the Board is responsible for authorizing all programs and degrees in the public system:

Section 9. The board shall have the following duties and powers: (a) confer upon the boards of trustees the power to offer degree programs after taking into account, among other things, the need, resources and mission of the institution. The board shall confer the authority to award degrees to persons who have satisfactorily completed degree requirements; (b) in addition to the degrees authorized to be awarded under clause (a), the board may approve the awarding of certain other degrees and may define and authorize new functions or new programs, or consolidate, discontinue or transfer existing functions, educational activities and programs. The board shall act in writing on requests for program approval form boards of trustees within six months of said request, or said program shall be considered. (BHE approved 6/92 amended 7/97)
2. **Board of Higher Education (BHE) Requirements**

   a. **Criteria for Granting Course Credit toward the Degree:** The Board of Higher Education shall establish the following system wide criteria for granting course credit toward the associate degree:

      - **English Composition:** College-level English composition courses should involve the development of complex and abstract ideas for different writing situations and emphasize the different steps of the writing process leading to fluent, effective expression. Courses that are concerned primarily with grammar, usage, punctuation, or grammatical sentence and paragraphs should not receive credit toward the degree.

      - **Mathematics:** College-level mathematics courses should build upon the competencies acquired during the equivalent of at least three years of high school algebra and geometry. Courses covering computational concepts only should not carry credit toward the degree. Courses designed to teach students how to apply mathematics to specific fields, such as those offered in community college occupational programs, may be offered for credit toward the degree to be earned in those programs but will not be considered equivalent to college-level mathematics for the purpose of transfer or credit to baccalaureate institutions.

      - **Reading:** Reading assignments in courses carrying credit toward the degree should be college-level material. Courses dealing primarily with general reading skill, such as word identification, the ability to identify and comprehend the main and subordinate ideas, to use reference materials, so summarize the ideas in one’s own words, and other technical aspects of reading should not receive credit toward the degree.

   b. **Basic Study Skills:** Courses to improve students’ basic study skills and work habits should not be offered for credit toward the degree.

   c. **Degree Standards:** The Board of Higher Education shall establish the following minimum standards for associate degrees:

      - For the Associate in Applied Science degree:

        completion of a minimum of 60 semester hours, or the equivalent, of college-level work with a cumulative grade point average of 2.0 or higher at the institution granting the degree;

        completion of at least 16 semester hours, or the equivalent, of general education consistent with recommendations 4 through 6;

        completion of a substantial amount of coursework at the institution awarding the degree;
For the Associate in Science degree:

- completion of a minimum of 60 semester hours, or the equivalent, or college-level work with a cumulative grade point average of 2.0 or higher at the institution granting the degree;
- completion of at least 20 semester hours, or the equivalent, of general education consistent with recommendations 4 through 6 and;
- completion of a substantial amount of coursework at the institution awarding the degree;

For the Associate in Arts degree:

- completion of a minimum of 60 semester hours, or the equivalent, or college-level work with a cumulative grade point average of 2.0 or higher at the institution granting the degree;
- completion of at least 33 semester hours, or the equivalent, of general education consistent with recommendations 4 through 6 and;
- completion of a substantial amount of coursework at the institution awarding the degree.

d. Minimum Requirements for General Education: The general education component of undergraduate degree programs should include a balance of required study and/or restricted electives in the liberal arts and sciences in such disciplines as the humanities, arts, natural and physical sciences, mathematics, and social sciences. This component should account for at least 16 semester hours, or the equivalent, for the Associate in Applied Science degree; 20 semester hours, or the equivalent, for the Associate in Science degree; 33 semester hours, or the equivalent, for the Associate in Arts degree; and 36 credits, or the equivalent, for a baccalaureate degree. These are the lowest acceptable proportions and institutions are strongly encouraged to exceed them. In addition, an institution’s requirements should not preclude opportunities for experimental curricula and honors programs.

e. Principles to Guide Continuing Review of General Education: Each institution should review the general education component of its undergraduate curriculum and specify expected outcomes, using the following set of principles as a guide and basis of reference. The institution’s general education requirements should be revised as needed, keeping in mind the level and scope of student attainment of abilities and knowledge that the institution determines to be appropriate to its mission and the degrees it offers.
The general education component of the undergraduate curriculum should aim to develop in the student ability to:

- reason abstractly and think critically and creatively;
- use oral and written language effectively and critically as listener, reader, speaker, and writer;
- reason quantitatively, using numerical data and symbolic representations as appropriate;
- make aesthetic and ethical judgments; and
- learn independently and adapt to change;

and knowledge of:

- the uses of languages and literatures in shaping and sustaining culture;
- the history, traditions, and values of one’s own and other cultures, and the role of the past in shaping the present and the future;
- the nature, development, and role of social institutions;
- the fine and performing arts;
- the scientific method of creating new knowledge;
- the modes of inquiry that characterize different disciplines and the connections among them; and key technological applications of the sciences.

f. General Education and Integrated Learning. Since general education is defined more by its goals than by a set of courses, institutions should integrate their general education component with the student’s entire program of study.

g. Relationship of General Education and Major Components. The major, while defined by its own special characteristics, should not be isolated from the other components of the undergraduate curriculum. The identified general education abilities and knowledge should be incorporated into a student’s major, as appropriate, and “across the curriculum” as well as interdisciplinary initiatives are strongly encouraged.

From www.mass.edu (attachment A of Procedures of New Academic Program Proposals and Changes for Public Institutions July 1997)
ACADEMIC POLICY

3. Local Requirements
   a. Curriculum and Programs Committee: Policy and Procedures
      (Draft 2006) (Appendix L)

Introduction of New Courses and Programs- New programs of study or changes in existing programs of study shall be formally presented to the Curriculum and Programs Committee, which shall make its recommendation to the College Meeting. Action to adopt a new program or change an existing one shall be forwarded to the President for appropriate disposition. In the case of new programs, the President must forward the Stage II Proposal or consolidated Application to the Board of Trustees and the Board of Higher Education for their approval.

New courses may be recommended to the appropriate Department by any committee, department, faculty member or administrative officer and shall be given primary consideration by the Department to which the subject matter belongs. In case of uncertainty as to the Department of reference, the Vice President of Academic and Student Affairs shall determine the procedure to be followed for consideration of the course. If the primary consideration results in a decision to recommend for adoption, the recommendation shall be made by the Department to the Curriculum and Programs Committee, which shall approve or disapprove. In the case of approval, the Chair of the Committee shall forward the Committee’s action to the President for appropriate disposition.

Any member of the professional staff and any committee is free, without prejudice, to explore any course, or program of study on a preliminary basis in order to determine if such member or committee shall recommend a course or program under the first two paragraphs of this section.

Procedures to Change Existing Courses, Introduce New Courses, Change Existing Programs, Introduce New Programs, Retire a Course, and to Reinstate a Course –

Department

Once approved by the Department and acknowledged by the Division Dean, the Department submits one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to the Recording Secretary of the Curriculum and Programs Committee:

For changes to existing courses: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)
   • Course Change Request Form for Existing Courses indicating change with signatures
   • unsigned revised Course Syllabus as approved by the Department (to be signed after C&P approval)
   • existing Official Course Syllabus
   • rationale
   • Catalog Entry Form completed and signed by the Dean when changes impact the catalog.
   Complete the Course Code field and only the fields where information has changed. Refer to the Course Change Request form for items that impact the catalog.

For introducing new courses: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)
   • New Courses Request Form with signatures
   • unsigned revised Course Syllabus as approved by the Department (to be signed after C&P approval)
   • Questionnaire for New Courses and Programs along with supporting documentation
   • Catalog Entry Form completed and signed by the Dean.

Academic Policy

For changes to existing programs/concentrations/certificates: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

- Program Change Request Form for Existing Programs indicating change(s) with rationale and appropriate signatures
- revised program including course numbers, titles, and credits as approved by the Department
- current program
- Program Master Form completed by the Dean.

For introducing new programs: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

- overview statement and career outlook statement, program outcomes, rationale for the program, procedures, and the sequence of courses as approved by the Department
- Questionnaire for New Courses and Programs along with supporting documentation
- approved Course Syllabus for each course in the program (new courses that are included in the new program must be approved before the program can be approved)
- Program Master Form completed by the Dean

For retiring a course: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

A course is retired when it will no longer be offered.

- Retire a Courses Form completed and signed by the Department Chair and the Dean
- Catalog Entry Form completed and signed by the Dean

For reinstating a course: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

- Reinstate a Course Form completed and signed by the Department Chair and the Dean
- existing Official Course Syllabus
- Catalog Entry Form completed and signed by the Dean

Curriculum and Programs

For changes to existing courses:

- reviews the proposed changes
- may return material to the Department to request further information and clarification
- may decline the changes

For new courses:

- reviews Questionnaire for New Courses and Programs and supporting documentation
- may decline and return material to the Department to request further information and clarification

For new programs and changes to existing programs:

- reviews overview statement, career outlook statement, and sequence of courses as approved by the Department
- may decline and return material to the Department to request further information and clarification
For retiring a course:
- reviews the Retire a Course Form including the rationale.

For reinstating a course:
- reviews the Reinstate a Course Form including the rationale.

The Curriculum and Programs Committee Chair’s Responsibilities
Prepares the Reports for College Meeting including all acknowledgements made by the Curriculum and Programs. New courses and programs must be reported to College Meeting, then approved by the Vice President of Academic and Student Affairs and the President.

- Forward the Catalog Entry Form to the Registrar.
- Updates mainframe (official course descriptions).
- Updates numerical card file
- Records the minutes of the Curriculum and Programs meetings. Distributes Minutes to President’s Cabinet, Deans, Registrar, Admissions Office, Financial Aid Office, Department Chairs, Department Administrative Assistants, Curriculum and Programs Committee members and the Catalog Coordinator.
- Maintains chronological file of Curriculum and Programs Minutes along with supporting documentation (i.e., Official Course Syllabus, Questionnaire, and Catalog Entry Form).
- Prepares Curriculum and Programs Committee Recommendations to the Vice President of Academic and Student Affairs and the President, which lists all course/program changes and adoptions.
- Maintains the Curriculum and Programs Public Folder
- Maintains a central file for all current official syllabi.

Registrar’s Responsibilities
Holds the Catalog Entry Form pending approval from the Vice President of Academic and Student Affairs and the President for new courses/programs.

Updates the mainframe using information provided on the Catalog Entry Form and/or Retire a Course Form.

Office of the President’s Responsibilities
The Vice President of Academic and Student Affairs and the President authorize the Curriculum and Programs Committee Recommendations and return the signed original Recommendations to Curriculum and Programs.

Once approved by the Board of Trustees, the Office of the President reports new programs to the Board of Higher Education.

4. Local General Education
Respecting the Board of Higher Education (BHE) and New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE) standards, Cape Cod Community College has approved the following General Education Institutional Outcomes. It is envisioned that as a result of successfully completing an associate degree program at Cape Cod Community College the graduate will have achieved the following six outcomes:
a. General Education Institutional Outcomes (adopted at College Meeting March 19, 2007)

Communication skills: The community college graduate will demonstrate the ability to express ideas clearly and cogently, and to read, write, speak, and listen using Standard American English.

Critical and creative thinking skills: The community college graduate will demonstrate the ability to locate and use information for the purpose of examining underlying assumptions and interpreting and evaluating arguments, will create deliberately and independently using skills and knowledge acquired in our classrooms.

Ethical and Civic Engagement Practices: The community college graduate will demonstrate a broad-based knowledge and understanding of ethical concepts and principles, decision-making, and behaviors and will understand the meaning and responsibilities associated with citizenship in the USA and the world community.

Multi-cultural and Global Awareness: The community college graduate will demonstrate the ability to appreciate, analyze and deal constructively with historical or contemporary experiences of diversity in the USA and the world enabling the student to participate effectively in an increasing complex diverse world.

Quantitative and Computational Skills: The community college graduate will demonstrate the ability to apply computational methods, generate problem-solving strategies, interpret equations and numerical data from tables, charts, and graphs, and organize, analyze, and present quantitative information.

Technological literacy: The community college graduate will demonstrate the ability to use current technology to improve his/her creativity, productivity, communication skills, research skills, and information management skills.

4. Board of Higher Education (BHE) Approved Programs

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<td>Accounting concentration</td>
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<td>Business Transfer concentration</td>
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<td>Communication concentration</td>
<td>1961</td>
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<tr>
<td>Computer Science concentration</td>
<td>1961</td>
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<tr>
<td>ECE Education Transfer Compact</td>
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<td>concentration</td>
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<td>Education concentration</td>
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<tr>
<td>Elementary Education Transfer</td>
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<td>Compact concentration</td>
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<tr>
<td>English Literature concentration</td>
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Environmental Studies concentration 1961
Global Studies concentration 1961
Graphic Arts concentration 1961
Health Education/Exercise Science/Recreation concentration 1961
History concentration 1961
Human Services concentration 1961
Liberal Arts concentration 1974
Mass Communication concentration 1961
Modern Language concentration 1961
Music concentration 1961
Philosophy concentration 1961
Political Science concentration 1961
Psychology concentration 1961
Public Relations concentration 1961
Science/Math/Pre-Engineering concentration 1961
Sociology/Anthropology concentration 1961
Theater/Dance concentration 1961
English (Writing/Rhetoric) concentration 1961
Business Administration Accounting concentration 1999
Business Administration 1999
Criminal Justice 1973
Dental Hygiene 1974
ECE: Career Option 1989
Environmental Technology 1997
Fire Science Emergency Medical Services option 1976
Fire Science: Fire Science option 1976
Business Administration Hotel Restaurant Mgmt. concentration 1999
Information Technology 1999
IT General Administrative Assistant concentration 1999
IT Database Development and Management concentration 1999
IT Medical Administrative Assistant concentration 1999
IT Network Administration concentration 1999
IT Application Specialist concentration 1999
IT Web Site Design and Development concentration 1999
Business Administration Management concentration 1999
ACADEMIC POLICY

Business Administration Marketing concentration 1999
Business Administration Marina Management concentration 2001
Nursing LPN to RN Program 1972
Nursing Evening Program 1972
Nursing 1972
Physical Therapist Assistant (1993) Retired
IT Software Development concentration 1999

5. Board of Higher Education (BHE) Application and Approval Process www.mass.edu

Academic Program Approval for Public Institutions:
The Board of Higher Education has among its responsibilities oversight of academic programs at the public institutions of higher education. Academic program approval authority of the Board of Higher Education (Massachusetts General Laws, Chapter 15A) states that the Board is responsible for authorizing all programs and degrees in the public system.

The procedures apply to all Massachusetts public institutions of higher education (community colleges, state colleges, and the university). For the purposes of the procedures, and academic program is defined as undergraduate certificate of 30 semester credit hours or more or a major or degree at the undergraduate or graduate levels, including a Certificate of Advanced Graduate Study.

Public institutions seeking new degree programs may file one of the following applications:
- Stage I: Proposal to Plan and Stage II: Proposal to implement
- Consolidated Stage I and Stage II Application
- Expedited Application

Academic Program Changes:
A public college or university expecting to offer (a) new certificate programs under 30 credits, or (b) new minors, concentrations, track or options within existing programs is to notify the Chancellor of Higher Education in writing at least 60 days prior to announcing such program changes. These changes do not require action by the BHE.

Changes in the name of existing program require approval by the Vice Chancellor, as the Chancellor’s designee, upon limited staff review. In submitting a name change request, the institution should include curriculum information and reason for the request.

An institution is to notify the Chancellor of Higher Education in writing if it suspends or discontinues and academic program. When a program is suspended or discontinued, it will be removed from BHE’s inventory active, authorized programs.

A program suspended or discontinued may be reactivated only with approval of BHE. An institution is to notify the Chancellor of Higher Education in writing if it suspends or
discontinues, or reactivates a suspended or discontinued, minor, concentration, track, or option within an existing program.  www.mass.edu  (See Academic Program Review)

6. Academic Program Review Process

A system of Academic Program Review assures the college that degree granting programs strive for and achieve quality, student success and currency. The Board of Higher Education publishes the following statement:

“Since the mid-1980, the Board of Higher Education and its predecessor Boards have conducted system-wide reviews of Nursing, Business, Engineering, Education, Chemistry, Physics, Computer Science and Criminal Justice programs. The reviews in Education, Engineering, Nursing, and Criminal Justice included independent institutions as well. The most recent reviews of programs occurred in 1999 (Computer Science) and 2001 (Criminal Justice). Information of these reviews, including final reports and subsequent Board action is listed below.” BHE www.mass.edu

At Cape Cod Community College a five year review cycle was established to complement the external accreditations and Board of Higher Education requirement of reviews. Academic program review is a process of reflection, study, and analysis conducted by the teaching faculty and administration in each academic degree or certificate program.

Steps in the Academic Program Review Process

1. The Vice President of Academic and Student Affairs creates a timetable for program review, ensuring that every degree and certificate program undertakes review at least once every five years. June (February)

2. The Vice President of Academic and Student Affairs or his designee appoints a Program Review Team and an external consultant. The program review team will have a maximum of six members and will include program coordinators/department chairs, as appropriate, program graduates, currently-enrolled students, and deans. Members of the program review team will attend a program review orientation. September (April)

3. The Office of Academic Research collects data and presents it to the program review team conducting the review process. September (April)

4. The program review team conducts a comprehensive evaluation of the program using the data provided by the Office of Academic Research and other data (e.g., labor market analyses). September – December

5. The program review team prepares a written analysis of the program, including strengths, weaknesses, and recommendations and submits it to the Vice President’s Staff. January (February 20)

6. External evaluator reviews report and makes site visit. February (Mid-March)

7. External evaluator returns report. March
8. The program review team provides periodic updates and copies of the report to the Curriculum & Programs and Institutional Research and Planning Committees and to the appropriate program advisory committee.

9. The Vice President’s Staff evaluates and responds to the program review document and evaluation. April – May

10. The Vice President’s Staff makes appropriate recommendations to the College and system administration concerning policies, procedures, and resource allocation.

11. The program review team submits annual progress reports by February 15 for each year between major program reviews.

Responsibility and Accountability

- The Office of Academic Research is responsible for providing the data identified in the academic program review document.
- The Vice President’s Staff is responsible for creating a timetable for program review and for facilitating the program review team orientation meeting.
- The Vice President’s Staff monitors and supports the process, evaluates and responds to each completed program review, and makes appropriate recommendations to the President’s Cabinet.
- Faculty may recommend prospective external consultants to the Vice President.
- The Vice President of Academic and Student Affairs identifies an external consultant.
- The program review team is collectively responsible for completing the program review document and all follow-up reports.
- The program review team chair is individually responsible for overseeing the completion of the project by the program review team.
- The College department chairs are responsible for supporting the work of the program review team as it conducts program review.
- The President’s Cabinet is responsible for reviewing the recommendations presented by the Vice President’s Staff and responding to those recommendations.

B. Certificates

1. Granting Authority

The Board of Higher Education has among its responsibilities oversight of academic programs at the public institutions of higher education. Academic program approval authority of the Board of Higher Education (Massachusetts General Laws, Chapter 15A) states that the Board is responsible for authorizing all programs and degrees in the public system.

The procedures apply to all Massachusetts public institutions of higher education (community colleges, state colleges, and the university). For the purposes of the procedures, an academic program is defined as undergraduate certificate of 30 semester credit hours or more or a
major or degree at the undergraduate or graduate levels, including a Certificate of Advanced Graduate Study.

2. **Board of Higher Education (BHE) Requirements**

   **BHE Certificate Application and Approval Process**

   Public institutions seeking new degree programs may file one of the following applications:
   - Stage I: Proposal to Plan and Stage II: Proposal to implement
   - Consolidated Stage I and Stage II Application
   - Expedited Application

   **Academic Program Changes:**

   A public college or university expecting to offer (a) new certificate programs under 30 credits, or (b) new minors, concentrations, track or options within existing programs is to notify the Chancellor of Higher Education in writing at least 60 days prior to announcing such program changes. These changes do not require action by the BHE.

   Changes in the name of existing program require approval by the Vice Chancellor, as the Chancellor’s designee, upon limited staff review. In submitting a name change request, the institution should include curriculum information and reason for the request.

   An institution is to notify the Chancellor of Higher Education in writing if it suspends or discontinues an academic program. When a program is suspended or discontinued, it will be removed from BHE’s inventory active, authorized programs.

   A program suspended or discontinued may be reactivated only with approval of BHE. An institution is to notify the Chancellor of Higher Education in writing if it suspends or discontinues, or reactivates a suspended or discontinued, minor, concentration, track, or option within an existing program. [www.mass.edu](http://www.mass.edu)

3. **Local Requirements**

   The general education requirements for certificate programs are:

   a. Certificates of 1 to 15 credits

      Basic Skills Assessment may be required. Students will be advised to take developmental education courses (or such courses may be mandated by a program), as deemed appropriate, in order to provide basic skills in reading, studying, writing and verbal usage, and computation.

   b. Certificates of 16 to 29 credits

      Satisfactory completion of at least one course from the general education list. This course may be prescribed by the program or could be an elective. Additionally, students whose assessment results indicate an insufficient level of proficiency, will be required to complete MAT 020 Pre-Algebra and ENL 050
ACADEMIC POLICY

Foundations in Writing. Credits earned in these courses will be in addition to the 16 to 29 credits prescribed by the program. They are not entrance requirements but, rather, students must exhibit competency in these basic skills prior to receiving the certificate.

c. Certificates of 30 or more credits

These are Board of Higher Education-approved programs of at least one academic year’s duration (approximately 30 credit hours or more). The certificates shall carry the signature of the Chairman of the Board of Trustees and the President of the College.

Satisfaction of (b.) above and satisfactory completion of two (2) additional courses drawn from the College’s general education list, i.e., a total of three (3) courses plus basic skills proficiency as described in (b.) above. Programs will meet any additional Board of Higher Education requirements as they are established.

4. Locally Approved Certificates

<table>
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<th>Certificate</th>
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<td>HORT Horticulture</td>
<td>5/10/1993</td>
<td>9/1993</td>
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<td>HR Culinary Arts</td>
<td>12/12/1997</td>
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</tr>
<tr>
<td>IT PC Service Technician</td>
<td>11/1/1999</td>
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<td>IT Administrative Assistant</td>
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<tr>
<td>IT Application Specialist</td>
<td>11/15/1999</td>
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</table>
5. **Local Certificate Approval Process**

*Procedures to Change Existing Courses, Introduce New Courses, Change Existing Programs, Introduce New Programs, Retire a Course, and to Reinstate a Course –*

**Department**

Once approved by the Department and acknowledged by the Division Dean, the Department submits one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to the Recording Secretary of the Curriculum and Programs Committee:

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- existing Official Course Syllabus
- rationale
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For **introducing new courses**: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

- New Courses Request Form with signatures
- unsigned revised Course Syllabus as approved by the Department (to be signed after C&P approval)
- Questionnaire for New Courses and Programs along with supporting documentation
- Catalog Entry Form completed and signed by the Dean.

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- Program Change Request Form for Existing Programs indicating change(s) with rationale and appropriate signatures
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ACADEMIC POLICY

- Questionnaire for New Courses and Programs along with supporting documentation
- approved Course Syllabus for each course in the program (new courses that are included in the new program must be approved before the program can be approved)
- Program Master Form completed by the Dean

For retiring a course: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)

A course is retired when it will no longer be offered.
- Retire a Courses Form completed and signed by the Department Chair and the Dean
- Catalog Entry Form completed and signed by the Dean

For reinstating a course: (submit one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the following)
- Reinstate a Course Form completed and signed by the Department Chair and the Dean
- existing Official Course Syllabus
- Catalog Entry Form completed and signed by the Dean

Curriculum and Programs
For changes to existing courses:
- reviews the proposed changes
- may return material to the Department to request further information and clarification
- may decline the changes

For new courses:
- reviews Questionnaire for New Courses and Programs and supporting documentation
- may decline and return material to the Department to request further information and clarification

For new programs and changes to existing programs:
- reviews overview statement, career outlook statement, and sequence of courses as approved by the Department
- may decline and return material to the Department to request further information and clarification

For retiring a course:
- reviews the Retire a Course Form including the rationale.

For reinstating a course:
- reviews the Reinstate a Course Form including the rational.

The Curriculum and Programs Committee Chair’s Responsibilities
Prepares the Reports for College Meeting including all acknowledgements made by the Curriculum and Programs. New courses and programs must be reported to College Meeting, then approved by the Vice President of Academic and Student Affairs and the President.

- Forward the Catalog Entry Form to the Registrar.
- Updates mainframe (official course descriptions).
- Updates numerical card file
• Records the minutes of the Curriculum and Programs meetings. Distributes Minutes to President’s Cabinet, Deans, Registrar, Admissions Office, Financial Aid Office, Department Chairs, Department Administrative Assistants, Curriculum and Programs Committee members and the Catalog Coordinator.
• Maintains chronological file of Curriculum and Programs Minutes along with supporting documentation (i.e., Official Course Syllabus, Questionnaire, Catalog Entry Form).
• Prepares Curriculum and Programs Committee Recommendations to the Vice President of Academic and Student Affairs and the President, which lists all course/program changes and adoptions.
• Maintains the Curriculum and Programs Public Folder
• Maintains a central file for all current official syllabi.

Registrar’s Responsibilities
Holds the Catalog Entry Form pending approval from the Vice President of Academic and Student Affairs and the President for new courses/programs.

Updates the mainframe using information provided on the Catalog Entry Form and/or Retire a Course Form.

Office of the President Responsibilities
The Vice President of Academic and Student Affairs and the President authorize the Curriculum and Programs Committee Recommendations and return the signed original Recommendations to Curriculum and Programs.

Once approved by the Board of Trustees, the Office of the President reports new programs to the Board of Higher Education.

A variety of certificate programs for college credit are offered at Cape Cod Community College. These are intended to provide occupational preparation and/or certification for students who do not currently wish to pursue an associate’s degree but who may, at some future point, wish to apply credits earned to a degree.

C. Modification of Graduation Requirements

1. Modification in Recognition of Disability

   a. General Modifications

In recognition of disabilities, this policy is intended as an alternative for a very limited number of students who may be granted the opportunity to meet modified college graduation requirements.

Such modification might include an alternative learning experience, the substitution of another course for a requirement, or waiver of a requirement. The modified requirements are to be individually designed to fit the student's capabilities while matching as closely as possible the definition and intent of the college's graduation requirements. (Approved October 15, 2001)
ACADEMIC POLICY

Definition of Criteria

In order to be considered for graduation under modified requirements, a student must have been enrolled as a matriculated student for at least one semester. The following conditions must also apply:

- Any disability that may prevent the student from successfully completing a requirement, must be formally documented by an appropriate licensed clinician, (e.g. physician, clinical psychologist or certified school psychologist.)
- A record must be presented demonstrating that a reasonable attempt is being made at Cape Cod Community College to satisfy the unmodified requirements, all available support options are or have been exhausted, and all reasonable alternatives have been explored.
- Evidence must be presented that the disability has affected similar performance by the student in the past.
- A record must be presented verifying that the student has discussed the problem and possible solutions with college faculty and support services staff and pursued any recommended courses of action.
- Under Section 504 the student must be qualified in all other aspects.

A student meeting the established criteria must present a written request for consideration of the modification of graduation requirements to either his/her Program Coordinator if seeking an Associate of Science Degree or to the appropriate area Academic Dean if seeking an Associate of Arts Degree.

Upon evaluating the request, the Program Coordinator or Dean may either deny the request with suggested recommendations or convene and chair a Review Committee consisting of the student's faculty advisor or faculty representative, staff member from the O'Neill Center for Disability Services, and a faculty member representing the area of study to be waived or substituted.

If a waiver or substitution of a graduation requirement is unanimously agreed to, the decision is presented to the Vice President of Academic and Student Affairs for review and action.

b. Guidelines for a Waiver of the Math Requirement (Approved October 15, 2001)

For those seeking an Associate of Science Degree

- The student must meet the conditions listed under "Definition of Criteria" as presented in the document Modification of Graduation Requirements and pass the Basic Arithmetic Skills Course (MAT020) (MCP020).
- Having met the above minimum criteria, a student with documented dyscalculia must meet with his/her Program Coordinator to discuss the essential level of mathematical competency required by that Program. If the Program Coordinator deems it appropriate to continue with the waiver process, the student must submit a formal letter of request to his/her Program Coordinator and submit a copy to the Mathematics Department Chair.
ACADEMIC POLICY

• The Program Coordinator will convene and chair a Review Committee consisting of the Mathematics Department Chair, the student's most recent math instructor and the Learning Disabilities Specialist.
• The Program Coordinator will determine if an alternative learning experience is appropriate and if so, will define it.
• In cooperation with the Learning Disabilities Specialist, the student will need to develop a comprehensive plan of strategies and accommodations to pursue vigorously all recommended courses of action suggested by the Program Coordinator and the Review Committee.
• If a waiver or substitution of a graduation requirement is unanimously agreed to, the decision is presented to the Vice President of Academic and Student Affairs for review and action.

For those seeking an Associate of Arts Degree

• The student must meet the conditions listed under "Definition of Criteria" as presented in the document Modification of Graduation Requirements and pass the Pre-Algebra course MAT020 (MCP020).
• Having met the above minimum criteria, a student with documented dyscalculic must proceed to the elementary algebra Course (MAT030) (MCP030).
• In cooperation with the Learning Disabilities Specialist, the student must develop a comprehensive plan of strategies and accommodations and proceed to document all aspects of this plan, including individual tutoring as provided by the college.
• Either a or b:
  a. If, after two attempts, the student is unable to pass elementary algebra (MAT030) (MCP030) he/she must submit a letter of request for consideration of the modification of graduation requirements to the Academic Dean of Language an Literature, Natural Sciences and Life Fitness and Mathematics with a copy to the Mathematics Department Chair.
  b. If the student passes elementary algebra (MAT030) (MCP030), he/she must proceed to intermediate algebra (MAT040) (MCP040) and possibly on to a 100 level course. If the student is unable to pass one of these courses, he/she must submit a letter of request for consideration of the modification of graduation requirements to the Dean of Arts and Sciences with a copy to the Mathematics Department Chair.

• Upon evaluating the request, the Academic Dean may either deny the request with suggested recommendations or convene and chair a Review Committee consisting of the Mathematics Department Chair, the student's most recent math instructor and the Learning Disabilities Specialist.
ACADEMIC POLICY

- The Review Committee will meet at least once a semester to review the student's progress and to determine if a waiver or substitution is appropriate.
- If the student is unable to complete the mathematics requirement successfully, the Review Committee could substitute a third science course as an alternative learning experience.
- If a waiver or substitution of a graduation requirement is unanimously agreed to, the decision is presented to the Vice President of Academic and Student Affairs for review and action.

2. Challenge Examination

The following policy and procedure have been approved by the College Meeting to provide Cape Cod Community College students an opportunity to earn college credit for lifetime experiences by demonstrating proficiency in the content of a course.

(See Appendix A)

Policy

- A student who believes he/she has sufficient knowledge or skills may request through his/her academic advisor or counselor to challenge a course.
- Developmental Education courses and Independent Study will not be challenged.
- The student will write his/her request, indicating the following:
  a. name and number of course challenged;
  b. explanation of the reasons why he/she believes he/she has mastery of the material, presentation of any appropriate evidence, and submission of any supporting documentation.
- This request, together with the advisor’s recommendation, will be presented to the appropriate Academic Dean after payment of the challenge fee.
- A faculty expert will be identified by the Academic Dean in consultation with department and program heads.
- The expert will examine the applicant’s subject matter competence and will pursue an appropriate evaluation process and then make his/her recommendation for credit or no credit.
- The expert’s recommendation and process of evaluation will then be reviewed by the department at a regularly scheduled meeting to insure uniformity of treatment.
- After being reviewed by the department, the challenge will be recorded at the end of the term. If successful, the course, its credits and a “P” for pass will be recorded. If unsuccessful a “W” will be recorded.
ACADEMIC POLICY

- The College’s residency requirement of thirty credits earned at Cape Cod Community College will not include successfully challenged courses.

- The exclusion of any course from the challenge procedure must be justified by the faculty of its department.

Procedure

- Student inquires of faculty advisor, counselor or other College officer. This is a brief and informal opportunity to review the policy and to outline the procedures. The student should gain insight into the practicality of pursuing the challenge.

- Formal application is submitted as per number 3 of the Policy Statement:
  a. The written request goes to the appropriate Academic Dean;
  b. The student pays the Challenge Fee.

- The faculty expert is identified by the Academic Dean in consultation with department and program heads after payment of the challenge exam fee.

- The faculty expert will examine the applicant’s subject matter competence (test, etc.). Results will be reviewed at a regularly scheduled department meeting and pass-for-credit or no-credit will be submitted to the Registrar. If the student fails to complete steps 1-3 prior to the last regularly scheduled department meeting, then no action will be taken until the following semester.

- The FEE is a flat rate of $75. No materials, registration or other fees will be charged. Two-thirds of the fee will be used to compensate the faculty expert. (Fee approved by Board of Trustees, September 20, 1988.) (Passed at the College Meeting March 31, 1981; amended May 15, 1986; revised October 30, 1990.)

3. CLEP Examination Credit

The following is the policy regarding the “College Level Examination Program:”

- Advanced standing through credit by the College Level Examination Program (CLEP) be granted to students who have matriculated at Cape Cod Community College.

- Credit will be given to students who achieve a score at or above a score of 50 on each test up to a maximum of 30 credit hours.

- Each of the examinations covers material taught in courses that are considered universal undergraduate requirements. Three or six semester hours of credit are awarded for satisfactory scores on each General Examination.
ACADEMIC POLICY

Cape Cod Community College requires the English Composition with essay examination to earn 3 semester hours of credit equivalent to ENL101. Freshman College Composition Test is required to earn 3 semester hours of credit equivalent to ENL102.

Six semester hours of credit are awarded for satisfactory scores on each of the following examinations: The Humanities; Mathematics; Natural Sciences; and Social Sciences and History.

Cape Cod Community College academic departments determine which CLEP examinations are equivalent to departmental offerings (required or elective) and the credits awarded for successful completion. Normally 3 semester credit hours are granted for successful completion of each of the remaining examinations.

- Examinations cannot be taken for the following purposes:
  1. to expunge a failure in a course completed here or elsewhere;
  2. to attempt to raise a grade in a course completed here or elsewhere;
  3. to erase a previously obtained unsatisfactory score on any of the subject exams.

- When granted, credit will be recorded on the student’s permanent record card, but no grade will be recorded.

- These credits will be computed in any grade point average.

- Students receiving credit must realize that not every institution accepts this type of credit and this College will assume no responsibility for any transferability of credit to a senior institution.
  (CLEP Policy (Revised College Meeting December 14, 1989)

4. Transfer Credit Policy (Adopted by Executive Council, May 8, 1987; Revised November 27, 1990)

In most cases, earned credit for college course work completed at Cape Cod Community College, or transferred from any regionally accredited institution of higher education with a grade of C or better, may be applied toward satisfying a degree requirement.

Students may fulfill prerequisites by transferring equivalent college credit as defined above with a grade of C or better. Prerequisites will not be deemed met with lower than a C.

In certain courses, where a program or department requires that current knowledge is essential, a time limit may be imposed on the applicability of earned credit toward satisfying a degree requirement; such a time limit must be approved by the Curriculum and Programs Committee, and must be indicated in the catalogue of the College. If the designated time limit has been exceeded, credit will be granted only if:
• the student successfully passes a CLEP test for the course or, in the absence of a CLEP test, passes a Department Challenge Examination; 
  OR
• the student submits a waiver request and receives approval for the credit in question from the appropriate department.

D. Graduation

1. Minimum Standards for an Associate in Arts Degree
   a. Cumulative GPA
      The student must have a cumulative grade point average of 2.0.
   b. Course Completion
      Student must satisfactorily complete a minimum of 60 college level credits of which include 38 General Education credits as follows:
      
      ENL 101, 3 credits; ENL102, 3 credits; COM103, 3 credits; fine and performing arts, 3 credits; language arts, 3 credits; behavioral science, 3 credits; social science, 3 credits; natural science, 8 credits; mathematics, 3 credits; behavioral or social science, 3 credits; fine and performing or language arts, 3 credits; (refer to current list of courses satisfying general education requirements) and the remaining credits from among all other course offerings for which the student has met the prerequisites.
   c. Residency
      The student must complete at least 30 credit hours earned at Cape Cod Community College excluding developmental courses. At least 50% of program requirements must be earned at Cape Cod Community College, i.e., no more than 50% of program requirements may be satisfied through a combination of transfer, challenge and CLEP credit.

2. Minimum Standard for the Associate in Science Degree
   a. Cumulative GPA
      The student must have a cumulative grade point average of 2.0.
   b. Course Completion
      Satisfactorily complete a minimum of 60 college level credits, at least 30 of which include 21 General Education credits as follows:
      ENL101, 3 credits; either ENL102 or COM103, 3 credits (programs should make every effort to include both ENL102 and COM103; natural science or mathematics, 3 credits; social science or behavioral science, 3 credits; fine and performing arts or language arts, 3 credits; additional general education electives, 6 credits.
c. Residency
The student must complete at least 30 credit hours earned at Cape Cod Community College excluding developmental courses. At least 50% of program requirements must be earned at Cape Cod Community College, i.e., no more than 50% of program requirements may be satisfied through a combination of transfer, challenge and CLEP credit.

d. Fulfill all specified program requirements.

3. Second Degree

Shall be given to students who:

a. Meet all specific degree requirements of the program for which a second associate degree will be granted. (Note: Only one Associate in Arts Degree, and for those Associate in Science degrees which have multiple options or concentrations only one degree within that area will be granted.

b. Completed the specific courses, as identified and approved by the appropriate individual or committee and at the institutional level, needed to complete the second degree.

c. Completed a minimum of fifteen (15) credit hours beyond the first degree requirements. In no case (other than this 15 hour minimum) should it be mandatory for the student to take more credit hours than necessary to meet the requirements of a second degree. (Approved by College Meeting, May 9, 1994)

Students who change from an A.A. or A.S. program to a certificate program will have only that work required by the certificate program considered in determining academic standing.

4. Request for Graduation Form

All students must file a Request for Graduation Form with the Registrar within the first few weeks of the semester in which they expect to complete their requirements. It is the student’s responsibility to originate this request and failure to do so may delay his/her graduation. The responsibility for satisfying requirements rests with the student. (see Appendix B)

Cape Cod Community College is authorized to award the degrees of Associate in Arts, Associate in Science, and Associate in Applied Science. Degree requirements and academic standards, subject to modification, apply to all students. The College will consider and accept credits, subject to its standards, from other accredited institutions.

Criteria for eligibility: Application for graduation must have been filed no later than the "drop date" for spring semester; record shows that the student is expected to complete or to be within 4 credits of his/her graduation requirements by end of spring semester. (Approved College Meeting April 25, 1994)
If a student’s application for graduation reveals a deficiency, the student may petition the Academic Policy and Standards Committee to hear his/her case. This appeal should be initiated by the student and his/her advisor. It is the student’s responsibility to ensure the appropriate forms are filed and all deadlines are met. Failure to file the application or petition to appeal on time will delay the student’s graduation.

5. Faculty Approval of Graduates

Graduating students are approved as graduates by a special vote of the faculty, administrator and professional staff members at a duly called meeting, at the conclusion of each semester. Degrees are awarded at the end of the summer.

6. Registrar Certification

A student identified by the Office of the Registrar as a probable candidate for August or January graduation may participate in the May commencement ceremony. Students who have met all requirements for specific certificate programs may participate in all commencement activities. Certificates for programs of less than 30 credits may be awarded at exercises as established by the programs. (Approved by Executive Council May 5, 1987.) (Appendix C)

7. Commencement

The Registrar reviews all candidates and certifies that all requirements have been met at the required standard of performance. The College has adopted the plan for a single commencement each year to be held at the end of the spring semester. All faculty, professional and administrative staff are expected to participate in the academic processions.

8. Academic Distinction

Honors Courses and Options

- "Honors" are awarded at Commencement to students with a cumulative grade point average of from 3.5 to 3.74 inclusive. (Approved College Meeting April 14, 2003)

- "High Honors" are awarded at Commencement to students with a cumulative grade point average of 3.75 to 4.0. (Approved College Meeting April 14, 2003)

E. Grades

1. Definitions

Each instructor is asked to maintain up-to-date records in a standard record book. Grades are reported for each student at the end of each semester. Each letter grade is assigned a numerical value in quality points (see below). The grade point average (GPA) is the result of multiplying the numerical value of each letter grade by the credit hours for the course, and then dividing their sum by the total number of semester hours attempted that semester (including all F courses). Courses marked Z, W, P, INC, R and AU are not included since they have no numerical equivalent.
Grades earned in Developmental Education courses will be calculated into the Semester Grade Point Average, but not into the Cumulative Grade Point Average. (Approved College Meeting May 8, 2006)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good Work</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>Passing work</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failing work</td>
</tr>
<tr>
<td>W</td>
<td>Not computed</td>
<td>Official withdrawal without penalty</td>
</tr>
<tr>
<td>INC</td>
<td>Not Computed</td>
<td>Incomplete (see “d” below)</td>
</tr>
<tr>
<td>AU</td>
<td>Not Computed</td>
<td>Audit</td>
</tr>
<tr>
<td>P</td>
<td>Not computed</td>
<td>Pass</td>
</tr>
<tr>
<td>Z</td>
<td>Not computed</td>
<td>Unofficial withdrawal or excessive absence</td>
</tr>
<tr>
<td>R</td>
<td>Not Computed</td>
<td>Student needs to repeat a developmental course</td>
</tr>
</tbody>
</table>

a. **A, A-** indicate a general excellence marked by initiative and independence, and often by originality. **B+, B and B-** indicates a clear grasp of fundamental facts and principles and the ability to present them effectively. **C+, C and C-** indicates a reasonable grasp of essential facts and fairly effective presentation of the relationships between them. **D+, D and D-** indicates work of inferior quality but deserving credit. **F** indicates failure. **P** (Pass) indicates satisfactory completion of course requirements.

b. If the course is dropped prior to the seventh calendar day of the semester no record of the course will appear on the student's transcript. Thereafter, a grade of **W** will be recorded.
c. When a student fails to withdraw officially, or has an excessive number of absences, a Z grade may be recorded up to the end of the tenth week of classes.

d. A grade of INC may be given at the discretion of the instructor when a student has successfully completed a majority of the course requirements but cannot complete the remainder during the time limits of the semester due to circumstances beyond his/her control; and when the instructor determines that the student can successfully complete the course requirements during the following semester. An Agreement for an Incomplete Grade form must be completed and signed by both the student and the instructor. The grade of INC is to be resolved to a letter grade by one week prior to the commencement of final exams for the next regular fall or spring semester; failure to do so will result in an F for the course. If the instructor fails to make the grade change, the Registrar will convert the INC to F. (See Appendix D)

e. A grade of R is only used in developmental education courses. It indicates that the student has made satisfactory progress as defined under "#2 Specific Evaluation and Grading Procedures" in the Instructor's Course Outline, but needs to repeat the course to meet the required exit proficiency level. (Approved by College Meeting, December 12, 1994)

f. From a procedural standpoint, courses are routinely graded by the letter grades A-F. In certain circumstances, however, it is educationally justifiable to grade a course Pass/Fail or to offer a student an option of either A-F or P/F grading. The following are policies and procedures for the utilization of P/F grading:

- Pass/Fail (P/F) is a grading option in a course as determined by the department or other body responsible for the content of that course and upon approval of the Curriculum and Programs Committee.

- A course with P/F grading may also have a traditional A-F grading system as determined by the appropriate department or other body responsible for the content of that course and the Curriculum and Programs Committee. When the P/F option is elected, this choice shall have been conveyed in writing to the instructor by the end of the first two weeks of classes.

- P means passing according to the existing College standards.

- P is not calculated into the grade point average for any reason, F does.

- F is calculated into the grade point average.

- Although a student may take as many courses on a Pass/Fail basis as he/she wishes, no more than 12 hours graded P will count toward the 60 hours required for a degree.
Audit

A student may register to audit a course with the permission of the course instructor. No grade and no credit will be given. (see Appendix E)

Attendance requirements for audit students shall conform with the instructor's policy for the class as a whole, unless other arrangements are made between the auditing student and the instructor. Participation in the course is by agreement between the student and the instructor. The student or the instructor has the prerogative to request the agreement be in writing. Upon satisfactory attendance and fulfillment of the agreement between the student and instructor, a status of AU will be recorded. A status of Z will be recorded at the end of the course should the attendance and/or agreement not be fulfilled. The student may officially withdraw from the audited course according to the withdrawal policy.

Change of status in a course from audit to credit may be made only during the add period.

Change of status in a course from credit to audit may be made only during the first ten weeks of classes subject to the above-mentioned requirements: by permission of and in agreement with instructor.

A course taken for audit does not count toward a student's full-time status unless the student is required to audit the course with the approval of the Vice President of Academic and Student Affairs. A prerequisite cannot be satisfied by an audit. (Approved April 25, 1994; Modified by College Meeting December 14, 2006)

2. Mid Semester Warning Grades

Mid-semester warnings (limited to C-, D+, D, D- or F) grades are for advising purposes. It is seldom that a student is urged to leave school at mid-semester.

Advisors who are concerned about a student’s record at midterm should confer with the Vice President of Academic and Student Affairs or the appropriate Academic Dean.

3. Semester Grade Point Average

Grades earned in Developmental Education courses will be calculated into Semester Grade Point Average, but not into the Cumulative Grade Point Average. (Approved College Meeting May 8, 2006)

4. Cumulative Grade Point Average

Grades earned in Developmental Education courses will be calculated into the Semester Grade Point Average, but not into the Cumulative Grade Point Average. (Approved College Meeting May 8, 2006)
5. **Record Books**

Faculty Grade Record Books must be retained by the faculty member for a minimum of one full year beyond the end of the grading period.

6. **Retention of Grade Records**

The Massachusetts State Wide Records Retention Schedule specifies that “official course and grade books, transcripts, listings or narrative degree equivalent in materials” be maintained permanently. (see Appendix F)

7. **Change of Grade**

Faculty members may change a student’s Final grade for a course. Students may institute grade appeal no later than 30 days following the last instructional day of the period. (see below Grade Appeal) (see Appendix G)

8. **Grade Appeal**

Complaints or grievances filed in connection with assigned grades represent a special case within the Student Grievance Procedure. A student, who alleges an error or injustice in the grading process has occurred, may file an appeal challenging the grade by following specific steps as outlined in the Student Grievance Procedure. It is the student’s responsibility to ensure the challenge is initiated no later than thirty (30) days following the last day of the instructional period for which the grade was granted. Please refer to the Student Grievance Policy (see Appendix H)

9. **Deans List**

Students who demonstrate superior academic performance are named to the Dean's List at the end of each semester. Students are eligible for the Dean’s List in any semester during which they successfully complete 15 or more semester hours of credit graded at C or above with a grade point average of 3.00 or above, or complete 12-14 credit hours graded C or above with a grade point average of 3.20 or above.

Developmental Education course credit will not be calculated in determining total semester hour credit for Dean's List Eligibility.

A student with a grade below C is not eligible for the Dean’s List in that semester.

A student with an incomplete in any course is not eligible for the Dean’s List in that semester. (passed October 27, 1987)
F. Academic Standing

In order to graduate from Cape Cod Community College students must complete all degree or certificate requirements with a grade point average of 2.0. To achieve this minimum goal and to continue study at the College, students are expected to maintain Good Academic Standing. **Good Academic Standing** is defined as a progressively higher Cumulative Grade Point Average (CGPA) over time to insure achievement of the minimum 2.0 by graduation.

1. **Academic Review**

Any student with a semester grade point average or cumulative grade point average below 2.0 will be subject to **Academic Review**. The student on Academic Review is required to meet with an advisor prior to registering for courses. *All students who achieve a Cumulative or Semester Grade Point Average of less than 2.0 will be subject to Academic Review. Registration for courses will be dependent upon meeting with an advisor. (Modified by College Meeting April 10, 2006)*

2. **Probation**

Any student with a CGPA below the Good Standing standard is placed on probation. Students who are placed on “**Probation**” will have one year in which to bring his or her cumulative grade point average to 2.0. Students on probation are required to meet with an advisor every semester before registering for classes in order to create a plan including tutoring, strategic course selection and other changes in study habits. When a student is placed on Probation, a specific plan, using guidelines of the academic and counseling services, must be developed by the student with his/her academic advisor. The student will thus have numerous opportunities to improve his or her academic record.

<table>
<thead>
<tr>
<th>CREDIT COUNT*</th>
<th>Good Standing CGPA at or above**</th>
<th>Probation CGPA at or below**</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-09</td>
<td>1.30</td>
<td>1.29</td>
</tr>
<tr>
<td>10-12</td>
<td>1.50</td>
<td>1.49</td>
</tr>
<tr>
<td>13-15</td>
<td>1.60</td>
<td>1.59</td>
</tr>
<tr>
<td>16-18</td>
<td>1.65</td>
<td>1.64</td>
</tr>
<tr>
<td>19-21</td>
<td>1.70</td>
<td>1.69</td>
</tr>
<tr>
<td>22-24</td>
<td>1.80</td>
<td>1.79</td>
</tr>
<tr>
<td>25-27</td>
<td>1.85</td>
<td>1.84</td>
</tr>
<tr>
<td>28-30</td>
<td>1.90</td>
<td>1.89</td>
</tr>
<tr>
<td>31+</td>
<td>2.00</td>
<td>1.99</td>
</tr>
</tbody>
</table>

* “Credit count” is based on:
  • credits taken at Cape Cod Community College of courses graded A-F, P
  • transfer credits;
  • CLEP/Challenge Exam credits
**The Cumulative Grade Point Average (CGPA) is an average of grades A-F earned at Cape Cod Community College. (Grades of P, I, W, Z, R are excluded from computation of the CGPA.) The CGPA is computed at the end of each semester on the basis of grade number values

\[
\begin{align*}
A &= 4.00 & C &= 2 \\
A- &= 3.67 & C- &= 1.67 \\
B+ &= 3.33 & D+ &= 1.33 \\
B &= 3.00 & D &= 1.00 \\
B- &= 2.67 & D- &= .67 \\
C+ &= 2.33 & F &= 0
\end{align*}
\]

which are multiplied by the number of credit hours of each course to establish quality points. The total quality points are divided by the total credit hours to determine the CGPA. All Cape Cod Community College courses are computed in the CGPA at the end of each semester.

**Note:**

Grades earned in Developmental Education courses are calculated into the Semester Grade Point Average, but not into the Cumulative Grade Point Average. (Approved College Meeting May 8, 2006)

3. **Dismissal**

Probationary students who fail to improve their academic performance to the required level within a year of being placed on Probation will be subject to **Dismissal**. Dismissed students will not be permitted to enroll in any courses or participate in programs offered by the college for one calendar year.

A student who does not raise his/her CGPA from “probation” to “good standing” within one calendar year will be dismissed for one year before being eligible to be readmitted as a student on probation. After two years of inactive status, the student may choose to take advantage of the Fresh Start Option. (Approved by College Meeting March 19, 2007; modified March 19, 2007)

4. **Readmission**

A student may apply for readmission to the college following a calendar year dismissal. The student will continue to be on probation and expected to raise his/her CGPA to Good Standing within one Calendar year.

A student who elects to remain inactive for two years may apply for readmission under the following the Fresh Start Option.

5. **Fresh Start Option**

The Fresh Start Option permits a fresh start to a student who has not been enrolled at the college for at least two years and:

- has a grade point average below 2.0;
- and has returned on a probationary status; or
- has been academically dismissed.

Original grades and cumulative grade point averages (CGPA) will remain on the transcript, but all future calculations of CGPA will include only courses taken after readmission. Courses taken at Cape Cod Community College prior to the two-year break will be evaluated...
according to the current transfer credit policy. Courses meeting the transfer credit policy will be counted as transfer credit.

The transcript will identify the selection of this program. The student who wishes to re-enroll under this program may obtain an application from the Office of Admissions. A student may exercise the Fresh Start Option only once.

Students under the Fresh Start Option will meet graduation requirements in effect for degree or certificate programs at time of re-entry.

6. Financial Aid Academic Progress Policy

Financial Aid Satisfactory Academic Progress Policy
(approved by College Meeting, April 24, 2000)

Financial aid consists of scholarships, grants, loans, and employment opportunities that can help any student who lacks sufficient financial resources to attend the College. This aid is considered as only a supplement to those contributions made by the student and family alike. Any student who does receive financial aid must maintain satisfactory academic progress. Students should be encouraged to contact the Financial Aid Office for application forms, financial counseling and assistance. Any student applying for financial aid must submit the Free Application for Federal Student Aid (FAFSA) by the necessary deadline. Late applications will be considered only if funds remain available.

Financial aid regulations require that you make satisfactory academic progress toward completing a degree or certificate. For example, you must maintain a minimum grade point average and you must pass at least two-thirds of your courses each semester. This policy describes the guidelines in detail. It also provides you with information on how to appeal the policy.

Before we provide you with awards each year, we will review your progress. You must meet all of the guidelines below in order to receive financial aid. This applies even if you did not receive financial aid in the past. If you have any questions about this policy, please contact the Financial Aid Office.

Minimum Grade Point Average

If you are enrolling in your first semester at the College, you will not yet have a grade point average. You will be considered to be meeting the academic progress guidelines.

If the College places you on Academic Review, Academic Probation, or Dismissal you will not be making satisfactory academic progress for financial aid purposes.
ACADEMIC POLICY

Maximum Time To Earn A Degree Or Certificate

1. You must receive passing grades in at least two-thirds (67%) of your "attempted credits" while at Cape Cod Community College.

   Attempted credits: All courses that appear on your registration record at the end of the College's "drop period." The drop period is seven (7) calendar days from the start of the semester.

   The following are considered attempted credits, but are not considered passing grades: F, Z, W, R, I, AU.

   Example 1: You have just finished your first year. In the fall, you attempted 12 credits and earned passing grades in 6. In the spring, you attempted 12 and completed 12. Overall you have attempted 24 credits and earned 18 (or 75%). You are making satisfactory academic progress.

   Example 2: In the past 4 semesters and summer sessions, you have attempted 48 credits. You have withdrawn from or audited several courses. You earned passing grades in 24 credits (or 50%). You are not making satisfactory academic progress.

2. You may take one formal Withdrawal semester from the College. You must complete the process for a Withdrawal with the Advising Office (non-medical) or the Dean of Enrollment Management and Student Development (medical). (see Appendix I)

3. You must earn your degree or certificate within a reasonable amount of time. Federal regulations allow you up to 150% of the required time in order to earn your degree. Since Cape Cod Community College students often fluctuate between full-time and part-time status, we will measure your time to earn a degree in "attempted credits" rather than in semesters or years.

   Attempted credits: All courses that appear on your registration record. This includes transfer credits, non-graduation credits, repeated classes, audits, and courses that did not receive passing grades (see #1 above.) If you have changed your program of study, we still consider all of the courses you have taken in the past as attempted credits.

   Example 1: If your program of study is an Associate in Arts, you must complete your degree within 90 attempted credits.

   Example 2: If your program of study is an Associate of Science, we will calculate the 150% point for your program. For example, the Nursing Program requires 66 credits. 66x150% is 99. You would be required to earn a Nursing degree within 99 attempted credits.

   Example 3: If your program of study is a certificate, we will calculate the 150% point for your program. For example, the Paralegal certificate requires 24 credits. 24x150% is 36. You would be required to earn the Paralegal certificate within 36 attempted credits.
Multiple Degrees or Certificates from Cape Cod Community College

The intention of financial aid is that you will earn one certificate or degree from an institution, and then transfer. However, since we offer a variety of certificates and degrees, the following policy will apply if you plan to earn more than one credential at Cape Cod Community College.

- Your financial aid eligibility will be limited to a maximum of two credentials at Cape Cod Community College. A credential is a degree or a certificate.

- If you have previously earned an Associates degree from Cape Cod Community College, you must meet the following conditions to receive financial aid for another credential:

  You must apply for acceptance into the degree or certificate program (this is "matriculation").

  After a full, 15-week semester without financial aid, you can then apply to receive assistance for future terms. You are not required to be in school during the 15-week semester.

  The Financial Aid Office will request a degree audit on your program of study. You will receive financial assistance only for courses required to earn the second credential.

Reinstatement of Financial Aid

You have the right to appeal any denial of aid. You must write and sign the appeal and submit it to the Financial Aid Office. We do not accept appeals by telephone or appointment. You are responsible for full payment of tuition and fees while awaiting a response on your appeal.

The Financial Aid Director will review your appeal. Appeals are usually approved for the following reasons:

- Prolonged illness of the student, or of an individual directly under the student’s care.
- Death of a close family member.
- Previously undiagnosed learning disabilities.
- Recall to active military duty.
- Extraordinary circumstances beyond the student's control.

If the Director denies your appeal, you may request a second review by the Financial Aid and Scholarship Committee. The committee begins meeting in September for the fall semester and in February for the spring semester.

If you have been away from school for at least two years and have below a 2.0 cumulative grade point average, you may want to apply for the "Fresh Start Option" (page 35). If the Admissions Office accepts you for "Fresh Start," you will be meeting the satisfactory academic progress guidelines.
You may continue your studies at Cape Cod Community College without financial aid. If you regain satisfactory status, you may once again apply for financial assistance.

G. Registration

A student wishing to take off-campus courses for credit toward graduation should secure the approval of his/her academic advisor and the Registrar before registration for such courses.

1. Matriculation and Non-matriculated Students

A matriculated student is admitted to the College and is enrolled in a degree or certificate program. A matriculated student is enrolled in one or more credit courses per semester, is subject to probation and dismissal as well as all other academic policies of the College. The academic requirements of a degree or certificate program in place on the date of initial enrollment shall govern graduation requirements. If a student is readmitted to the College or changes his/her degree or certificate program, her/his graduation requirements are those in effect at that date. A student who takes a leave of absence/withdrawal maintains his/her matriculated status for two (2) years.

A non-matriculated student is a student who is not enrolled in a degree or certificate program.

2. Pre-registration

Students participate in preregistration in order to enroll in courses each semester. New students entering the Fall and Spring semester preregister through:

a. having individual appointments with academic advisors who will have access to information in the main frame.

b. selecting courses compatible with ability, interest and educational goals

Those students currently enrolled, who plan to return the next semester, should meet with advisors for program planning and course advisement prior to the preregistration dates which are published in the official College calendar. Letters are mailed to students informing them of the advisement period. Returning students are notified of a date by which they must make arrangements for the payment of tuition and fees. Students who do not make arrangements with the Business Office by this date will have their course enrollments canceled, will have to preregister again and some courses may not be available.

3. On-time Registration

The College endorses the policy of On-Time Registration for all students, effective Fall Semester 2007. Under this policy, students may only register for a course before the first class meeting of that particular course. During the first week of the semester, no student may add a course after the course has begun its first class meeting, without
4. **Changing or Adding Courses**

A student may add a course or change a section up to the seventh calendar day of the semester. The student is responsible for completing a Change of Schedule form at the Registrar's Office. A student may also add a course or change a section via the Campus Web [http://campusweb.capecod.edu](http://campusweb.capecod.edu). The Registrar will adjust the schedule if there is space available and the student has the necessary prerequisite courses. The student is always encouraged to discuss changes in course enrollment with an academic advisor. (See Appendix J)

5. **Course Load**

A student may enroll in no more than 18 credit hours during the fall or spring semester, or 6 credit hours during intersession or 9 credit hours during the summer session without the written approval of the appropriate Academic Dean. (Approved College Meeting March 19, 2007)

6. **Dropping Courses**

A student may officially withdraw from a course by obtaining a “Change of Schedule” form. The student is responsible for submitting the completed form to the Registrar’s Office. Please refer to the academic calendar for specific dates to submit forms for withdrawal without a record and withdrawal with a grade or “W”. The date of a withdrawal will also affect refunds.

If the course is dropped prior to the seventh calendar day of the semester no record of the course will appear on the student’s transcript. Thereafter, a grade of W will be recorded.

It is the student’s responsibility to ensure all deadlines are met. An instructor may decide to withdraw a student from a class if the student fails to adhere to the instructor’s attendance policy. The instructor must notify the Registrar to record a grade of ABS (absent) on the student’s record. (See Appendix J)

7. **Repeating Courses to Improve Grade**

a. A student may repeat a previously taken course. When the course is repeated, the new grade and credits, whether higher or lower than the original grade and credits, are used to calculate the cumulative grade point average (CGPA). The grade and credits for the original course and all subsequent attempts remain on the permanent records but are not calculated in the CGPA. The college reserves the right to limit the number of times a student may repeat the same course. (Approved College Meeting September 15, 2003)
b. Courses that permit accumulation of credit to a maximum of 6 credits and which the student wishes to repeat for a substitute grade must be specially requested via the registration office. (Approved College Meeting September 15, 2003)

8. **Course Withdrawal Policy**

A student may officially withdraw from a course through the tenth week of classes. (This period shall be prorated for abbreviated sessions.) The procedure requires the student to complete a Change of Schedule form at the Registrar’s Office. A student may also withdraw from a course via the Campus Web http://campusweb.capecod.edu. If the course is dropped prior to the seventh calendar day of the semester no record of the course will appear on the student's transcript. Thereafter a grade of W will be recorded. The student is always encouraged to discuss changes in course enrollment with an academic advisor.

An instructor may decide to withdraw a student from a class up through the tenth week of classes when that student has failed to adhere to the instructor's attendance policy. In this case, the instructor must notify the Registrar to record a grade of Z on the student's record.

After the tenth week of classes, withdrawal from class will not be permitted either by the student or the instructor. Consequently, after the tenth week, W and Z grades will not be recorded on the student’s record unless exceptional circumstances warrant. The Vice President of Academic and Student Affairs must review and approve these exceptions. (See Appendix J)

9. **Prerequisites Defined**

Cape Cod Community College is committed to students’ academic success. Prerequisite courses are established to assure students have the necessary knowledge and skills to succeed in a course. Students are required to complete (or be currently enrolled in) prerequisites prior to registering for the next level course.

10. **Final Examination**

A two-hour final examination will normally be required in courses offered for credit. If it is not appropriate to the subject or conduct of a course to have a final examination, the scheduled examination period will be used for a class meeting. This latter alternative is subject to the approval of the Department or Academic Dean. Course policy toward the use of the final examination period will be published in the course syllabus.
No final examination may be given at any time or place other than those published in the examination schedule, except when directed or approved by the Vice President of Academic and Student Affairs.

Missing a final examination may result in a 0 for the examination, unless the student proves, within 24 hours of the examination, to his/her instructor that the absence was due to an emergency or religious beliefs. Decisions as to the adequacy of the excuse rests with the instructor.

Extreme care must be exercised in proctoring examinations. Faculty members will be expected to help in proctoring other than their own final examinations. (Approved April 17, 1979)

The retention of final examinations and papers generally is at the discretion of the individual instructor, but it is expected that examinations and papers will be retained a reasonable length of time to permit resolution of problems. (see “Grade Appeals” in the Student Grievance Policy Appendix H)

11. Grade Reports

 Semester grades should be recorded on grade record forms issued by the Registrar and deposited in the office at the end of each semester and are then archived. A special notice regarding the preparation and release of final grades is distributed well in advance of the due date. Final grades shall be forwarded by the instructor to the Registrar’s Office when regularly due or within 48 hours after a make-up examination.

Once grades have been handed in, any further questions should be referred by the instructor to his/her Dean and to the Vice President of Academic and Student Affairs. Instructors are counseled not to discuss grade changes over the telephone at home with students and/or with their parents.

12. Transcripts

All requests for transcripts of a student’s record must be made either in writing or in person. Transcripts are processed according to FERPA regulations. Transcript fee is $2.00. Transcript request may take up to fourteen (14) business days to process. (See Appendix K)

13. Full-time and Part-time Students

A full-time student is one attempting at least 12 credit hours of course work. A student admitted and classified as full-time is expected to maintain full-time status (12 or more credits) for the duration of the semester.

A part-time student is one attempting fewer than 12 credit hours of course work.
H. Student Rights and Responsibilities

Student rights include the opportunity to pursue higher education; freedom to exercise the rights of citizenship, association, inquiry, and expression; and privacy and confidentiality in counseling relationships, health care, financial matters, and matters of record. Students will have the right of voting representation on all recommendations to the President on such matters as academic standards, student activities and curricula. Most importantly, students have the right to quality education. This includes, but is not limited to, competent instruction, assistance in overcoming educational, cultural, emotional, and economic disadvantages which hinder the educational process, and fair and equal treatment in such areas as instruction, evaluation, and services by faculty, staff, students and administrators. Students have the right to receive in writing from faculty members during the first week of classes a brief course description, requirements, and a specific list of information and techniques which the student is expected to acquire. Also, what grading system and attendance policy will be utilized. Students will also have the right to procedural due process in grievance and disciplinary hearings. Student responsibilities include knowledge of and compliance with directives, regulations, and laws as established by the Board of Higher Education, the Board of Trustees, the College, the student government, and the duly constituted civil authorities. The goal of the statement of student rights and responsibilities is to provide an atmosphere for sound intellectual and academic development.

1. Student Records

   a. Confidentiality

Cape Cod Community College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) (Buckley Amendment) which governs access to and release of information contained in student educational records. Students have the right to review their educational records and seek correction of errors they may find in their records. Students have the right to file written complaints with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged violations of this act. Release of Educational Records: Personally identifiable information may be released under certain circumstances, as provided by law. These include but are not limited to the following:

- College personnel may have limited access to student records for legitimate educational or administrative purposes.
- Confidential student records may be released pursuant to a court subpoena. However, the Registrar shall seek professional judgment in determining which information to release and shall so notify the student in writing prior to releasing the requested information.
- Medical and counseling records are different from educational records, and access is more limited. Such records will not be released without the student’s prior consent except as provided by law.
- Information regarding the student, including educational records, may be released to parents of students who are claimed as dependents on their income tax returns.
ACADEMIC POLICY

- A log or record will be kept for all students documenting release of that student’s records. No entry in the record need be made if access is provided by federal or state law.
- The College may refuse to release transcripts for such reasons as unpaid financial obligations to the College.
- The College may refuse to release any personally identifiable information, the disclosure of which may constitute an unwarranted invasion of personal privacy.

Students seeking additional information regarding their rights under the Family Educational Rights and Privacy Act should contact the Registrar’s Office or the Vice President of Academic and Students Affairs Office.

b. Student Directory Information

Cape Cod Community College has designated certain types of information as “directory information.” This includes the student’s name, home town, earned degrees or certificates, and academic honors. Students may restrict release of this information, if they wish, and this data will not be released except as authorized by law. Requests to restrict the release of directory information shall be made in writing to the Registrar. The College assumes that failure of any student to do so indicates approval for release of the information indicated above.

Notwithstanding the College’s definition of directory information, the Department of Defense, pursuant to the Omnibus Consolidated Appropriations Act of 1998, identifies the following student information as directory information: student names, addresses, and telephone listings; and if known, student ages, levels of education, major. If an eligible student chooses not to exercise his/her aforementioned right to refuse to permit the College to designate some or all of those types of information about the student as directory information, the College will release to the Department of Defense, or an agency thereof, that student information which the Department of Defense has designated as directory information. This may result in the nonconsensual release of students’ personally identifiable information by the College to the Department of Defense. When student information is released pursuant to the Department of Defense request, notice of the request and release of student information in accordance therewith, will be posted in a conspicuous location in the College Registrar’s Office for the period of one academic year. All requests for student directory information shall be made in writing to the Registrar who shall review the request for compliance with all state and federal laws and regulations. The College will not release any student information over the phone or to persons making inquiry in person.

c. Additional FERPA (The Family Educational Rights and Privacy Act) Rights
The act affords students certain rights with respect to their education records:

- The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the College official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student’s education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.)
ACADEMIC POLICY

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, S.W.
  Washington, DC 20202-4605

- The complete documents of FERPA and the Buckley Amendment are on file in the Office of the Registrar. These may be reviewed at any time during regular business hours of College operation upon request.

2. **Student Right to Know**

   In accordance with the Student Right to Know Act (Title 1 of Public Law 101-542), the graduation rates of degree-seeking, full-time students are available to all current or prospective students from the Office of the Registrar, and will be provided upon request.

3. **Criminal Offender Record Information (CORI) and Sex Offender Registry Information Checks (SORI)**

   Students participating in an academic, community or clinical program that involves the potential for unsupervised contact with children, the disabled, or the elderly, are required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible to participate in such activities. The College's access to CORI records is authorized by the Commonwealth’s Criminal History Systems Board, pursuant to Massachusetts General Laws, Chapter 6, and Sections 167-178B. The College’s assessment of CORI records is based on regulations issued by the Executive Office of Health and Human Services, 101 Code of Massachusetts Regulations 15.00-15.17. SORI checks are performed pursuant to Massachusetts General Laws, Chapter 6, and Section 178C. Information pertaining to the Commonwealths’ Sex Offender Registry Board is available at www.mass.gov/sorb.
4. Student Grievance Policy

Massachusetts Community Colleges Policy Goal: Conflict Resolution

Before invoking the Student Grievance Procedure, a reasonable effort shall be made by those involved in a dispute to resolve it amicably. A dispute is most effectively handled and resolved by those closest to the problem, having the best understanding of the issues, and having the ability to formulate a mutually acceptable resolution. Therefore, it is in the best interest of the student, the potential subject of a grievance, and the College to resolve disputes through open and cooperative dialogue. Only when such efforts are unsuccessful should the Student Grievance Procedure be invoked. Throughout all phases of the Student Grievance Procedure, all reasonable efforts shall be made to maintain confidentiality in accordance with applicable law. The full grievance document may be found in Appendix H.

5. Student Behavior and Discipline Code

Members of the campus community have a responsibility to act in a manner that promotes the well being, respect, safety and security of all members of the campus community. Conduct that disrupts invades or demonstrates disrespect for those rights will not be tolerated. Individuals are responsible for their conduct and the consequences of their actions. Interference with the College’s educational objectives or community life is cause for disciplinary action. All members of the College community and visitors are expected to refrain from such interference including, among others, the following particular types of conduct on College premises and at College sponsored or authorized activities. Although all staff members representing the College are concerned with the welfare and discipline of students, it is the responsibility of the Vice President of Academic and Student Affairs, or his or her designee, in concert with other campus offices, to see that rules and regulations are maintained. The full Student Behavior and Discipline Code document may be found in Appendix H.

6. Absence Due to Religious Beliefs

Under Massachusetts General Laws, Chapter 151C, any Community College student who cannot attend classes or take an exam, study or fulfill work requirements on a particular day, due to his/her religious beliefs, shall be excused from such obligations. The student must be provided with an opportunity to make up such exam(s), study or work requirements; provided, however, that such make-up exam(s) or work does not create an unreasonable burden upon the institution. The student may not be charged for such make-up opportunities, nor may he/she be subject to adverse or prejudicial effects for availing him/herself of the provisions of the law (October 8, 1985)
ACADEMIC POLICY

7. Field Trips

Student field trips for academic purposes must be approved by the Academic Dean and the Vice President of Academic and Student Affairs. Efforts should be made not to conflict with other classes. Nevertheless, when they do students must notify the other instructor of that class. The itinerary of any field trip off-Cape should be forwarded to the Academic Dean and the Vice President of Academic and Student Affairs prior to the trip. Names and home telephone numbers of all members of the group should be included in the unlikely event that contacts must be made as a result of an emergency.

I. Admissions

A. Open Admission Defined

Cape Cod Community College has an "open door" admissions policy. Admission (matriculation) to either degree or certificate program requires the completion of an admissions application, submission of an official high school transcript or GED diploma, and payment of the application fee. Individuals without a high school credential should contact the Admissions Office to discuss the "Ability to Benefit" option. The application priority dates are: August 15th for Fall semester and January 10th for Spring semester. The "open door" admissions policy and application priority dates do not apply to Nursing or Dental Hygiene programs. The application deadlines for these programs are: January 5th Nursing, February 1st Dental Hygiene. The "open door" policy does not apply to International students, Massage Therapy, Diagnostic Technology, Paramedics or Medical Assisting students.

In order for a student to be eligible to participate in an academic, community or clinical program that involves potential unsupervised contact with children, the disabled, or the elderly, the student may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible to participate in such activities. The College is authorized by the Commonwealth's Criminal History Systems Board, pursuant to Massachusetts General Laws, Chapter 6, Sections 167-178B, to access CORI records.

The College shall refer to regulations issued by the Commonwealth's Executive Office of Health and Human Services, 1010 Code of Massachusetts Regulations 15.00-15.16, as guidance when assessing student CORI records. Sex offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, and Sections 178C-178P.

For additional information regarding the College's CORI/SORI check process, please contact the Dean of Enrollment Management and Student Development Office.

1. Full-Time and Part-time Students

A full-time student is one attempting at least 12 credit hours of course work. A student admitted and classified as full-time is expected to maintain full-time status (12 or more credits) for the duration of the semester.

A part-time student is one attempting fewer than 12 credit hours of course work.
2. Matriculated and Non-matriculated Students

A matriculated student is admitted to the College and is enrolled in a degree or certificate program. A matriculated student is enrolled in one or more credit courses per semester, is subject to probation and dismissal as well as all other academic policies of the College. The academic requirements of a degree or certificate program in place on the date of initial enrollment shall govern graduation requirements. If a student is readmitted to the College or changes his/her degree or certificate program, her/his graduation requirements are those in effect at that date. A student who takes a leave of absence/withdrawal maintains his/her matriculated status for two (2) years.

A non-matriculated student is a student who is not enrolled in a degree or certificate program.

B. Admissions Requirements

1. Under-aged Students

A high school junior or senior who has not received a high school diploma may also be eligible for part-time enrollment in the College. High school students who are academically talented and enrolled in Advanced Placement or in an Honors program at their high school are eligible for enrollment. Such students must present to the Admissions Director letters of support and recommendation from the high school principal and guidance counselor. In addition, the student must have exhausted, with above average grades, all high school courses in the particular subject area in which he/she wishes to enroll. Supportive documents will be evaluated by the Admissions Director. Decisions will be determined on an individual, space-available basis.

(Approved May 13, 1980)

2. Home Schooling Admissions Policy

All home schooled students, without a high school diploma or GED, are eligible to apply for admission to a degree or certificate program provided they have successfully completed an approved home school program in accordance with Massachusetts General Laws or the laws of their home state. If a home schooled student has not completed an approved home school program, then the student will not be eligible to enroll in a degree or certificate program until he/she has taken and passed a federally-approved Ability-to-Benefit Test. As high school students may self-certify their completion of a public or private high school program, home schooled students may self-certify their completion of an approved home school program.
ACADEMIC POLICY

To determine whether a student has participated in an approved home school program, the student shall submit, with the application for admission, evidence that the home school program was approved by the student's school district's superintendent or school committee. Additionally, if the homeschooled student is under the age of compulsory attendance, which is sixteen (16) years old in Massachusetts, a letter from the student's school district's superintendent or school committee is required stating that the student is not considered truant and would not be required to attend further schooling or continue to be home-schooled if the student has completed his/her home school program before the age of sixteen.

The College reserves the right to limit or deny enrollment of a student under the age of sixteen (16) in a course or program based on its case-by-case consideration of a variety of factors, including but not limited to: the student's maturity, life experience, placement test scores, prior education, course content, instructional methodology, and risks associate with a particular course or program. (College Counsel May, 2005)

3. Dual Enrollment Program: High School Students Taking College Courses

Consistent with the mission of the Board of Higher Education, Cape Cod Community College seeks to work closely with area high schools. Qualified high school students can earn both high school and college credits through the Dual Enrollment Program, authorized in the Education Reform Act of 1993. Eligible students will be in either their junior or senior year, or be at least 16 years of age, have a GPA of 3.0 or better, and be recommended by their teacher, guidance counselor or principal. An alternative Dual Enrollment program is available for juniors and seniors who have a 2.0 - 2.9-grade average, who are recommended by a school representative, and who demonstrate the ability to do college-level coursework by scores received on the Computerized Placement Test administered at the College.

4. International Student Admissions Policy

Applicants: Additional documentation, criteria, and deadlines apply to international applicants seeking an I-20 form for an F-1 visa. Application deadline dates are May 1 for Fall semester or September 1 for the Spring semester. Contact the Admissions Office to receive an International Student Packet or download the necessary forms at www.capecod.edu/admissions/international/htm
5. **International Baccalaureate**

Students who have completed the International Baccalaureate course work and received the International Baccalaureate diploma are eligible to receive up to 30 semester hours of Advanced Standing credit.

Students who have not received the International Baccalaureate diploma, but who have passed the individual International Baccalaureate examinations at the Higher Level with a score of 4, 5, 6, or 7, may receive 6 credits for each examination taken at the Higher Level. Standard Level examinations will not be awarded credit regardless of final score.

An official examination report must be submitted to receive advanced standing credits. (College Meeting April 10, 2006)

6. **College Consortium for International Studies (CCIS)**

Cape Cod Community College is a member of the College Consortium for International Studies (CCIS) which provides our students the opportunity to participate in a variety of high quality, low-cost overseas programs in the liberal arts and career education. Cape Cod Community College students enrolled in overseas programs will register through our College, and hence the credits offered are Cape Cod Community College credits.

All courses offered by the Consortium have been approved by the sponsoring institutions, all of which are accredited by the appropriate United States accrediting agency, or by the appropriate academic review board abroad.

The Academic Programs Committee of CCIS, which is comprised of faculty and study abroad professionals from CCIS member institutions approves and reviews regularly all CCIS programs. (May 13, 1980)

C. **Ability to Benefit Option Admissions Criteria**

Applicants to Cape Cod Community College who do not have a traditional high school diploma or GED would be allowed to demonstrate their ability to successfully pursue a college education by meeting the minimum “Ability to Benefit” requirements. A student must be at least 16 years old and not currently enrolled in a high school to utilize this option. (Approved College Meeting April 14, 2003)

- Applicants to Cape Cod Community College who do not have a traditional high school diploma or an equivalent GED, and are not currently enrolled in high school curriculum may qualify for the Ability to Benefit Option (ATB).
- Person must be at least sixteen (16) years of age.
• Achieve the minimum scores mandated by the US Department of education on the Computerized Placement Tests.

• Assessment results for ATB are valid for twelve (12) months. Failure to enroll at the College within the 12 months will require re-testing.

• A passing score must be achieved in all three sections of the assessment in a single testing session or a complete re-testing will be required.

• Passing scores are Reading Comprehension 55; Sentence Skills 60; and Arithmetic 34.

D. Basic Skills Assessment

Although Cape Cod Community College has an open admissions policy, appropriate skill levels in English, reading and mathematics are needed for success in any program of study and are prerequisites to enrollment in many introductory courses at this College. Therefore, the College administers skills assessments in these areas. Matriculated students are required to take skills assessments in English, reading and mathematics before registering for their first semester of classes. Unless prior college credit has been evaluated and accepted, non-matriculated students who wish to enroll in courses that have identified a skill level as a prerequisite are required to take the skills assessment before registering for the class. Students seeking a degree or certificate should matriculate as early as possible.

The Assessment Center administers the College Board’s ACCUPLACER Tests to all entering students for placement in appropriate English, reading and mathematics courses. Students may retest once in each of the above areas for a small fee. Enrolled students are offered the opportunity to complete diagnostic instruments as well as participate in personality type and learning style workshops.

The Assessment Center also coordinates and administers the post-testing program for developmental education courses, the College Level Examination Program (CLEP), Graduate Record Exam (GRE), and evening assessment program. The center manages the new matriculated student assessment program.

Assessment results remain valid for three years. Readmitted and transfer students will be required to take the skills assessments unless scores are still valid (less than three years old) or comparable transfer course information is available. Students may enroll only in courses for which they are able to demonstrate the required entry level competency. Cape Cod Community College will provide appropriate developmental education courses and experiences for students who have demonstrated need in English, reading and/or mathematics.

(College Meeting, November 28, 1989)
E. **Transfer Credit Policy** (Adopted by Executive Council, May 8, 1987; Revised November 27, 1990)

In most cases, earned credit for college course work completed at Cape Cod Community College, or transferred from any regionally accredited institution of higher education with a grade of C or better, may be applied toward satisfying a degree requirement.

Students may fulfill prerequisites by transferring equivalent college credit as defined above with a grade of C or better. Prerequisites will not be deemed met with lower than C.

In certain courses, where a program or department requires that current knowledge is essential, a time limit may be imposed on the applicability of earned credit toward satisfying a degree requirement; such a time limit must be approved by the Curriculum and Programs Committee, and must be indicated in the catalogue of the College. If the designated time limit has been exceeded, credit will be granted only if:

- the student successfully passes a CLEP test for the course or, in the absence of a CLEP test, passes a Department Challenge Examination; or
- the student submits a waiver request and receives approval for the credit in question from the appropriate department.

F. **Tech Prep**

In order to participate, high school students must be officially registered through their local high schools which are members of the Cape Cod & Islands Tech Prep Consortium. Students are eligible to enroll in specific courses in their high school to earn college credit through articulated agreements. High school students who successfully complete these articulated courses may be eligible to be awarded the credit once they earn additional college credit at Cape Cod Community College. Articulated Tech Prep credits are posted on the students Cape Cod Community College transcript once all requirements have been met.

**High School Articulation Policy**

In an attempt to encourage and provide a smooth transition for students who enroll at this College from area comprehensive and vocational high schools, formal articulation agreements may be developed by a team of faculty from the College and their counterparts at area high schools. To be implemented, these agreements must be approved and reviewed periodically by the appropriate department(s) and by the Curriculum and Program Committee.

These agreements may include specific courses (up to 12 credits) that may be challenged or exempted. If an articulation agreement includes specific
courses to be challenged, the appropriate department faculty are responsible for
the challenge evaluation process. The fee structure for the challenge and
other conditions that may be imposed must be clearly stated in the articulation
agreement. If the agreement allows the exemption of specific courses, it must
stipulate whether additional courses must be taken in their place. To be
eligible to either challenge for credit or exempt a course, a high school student
must have received a grade no lower than B in the equivalent high school
course(s).

G. **Independent Study** independent study is defined as:

- Strict independent study within a discipline and not a regular academic
course.
- Additional credit for an independent study project within a regular academic
course.
- An interdisciplinary project not associated with an established course.

Independent study is voluntary for the student and the faculty member. Departments will
control the number of projects individual faculty members may undertake.

Independent Study projects will be agreed to by the faculty member overseeing the
Independent Study and the student, and presented by the faculty member to the department for
approval. (College Meeting December 14, 2006) In approving a project,

the acceptance of credit by the transfer institution is to be carefully checked. When in doubt
concerning a project, a department will contact the Curriculum and Programs Committee.

- The department will assign academic credit to a project using the same basic
criteria in accordance with which it assigns credit to regular academic
courses. These criteria will include such matters as:
  - level of work,
  - estimated time and effort involved, and perhaps
  - student-teacher hours.

- A project may be modified during a semester by the same procedure under
which it was initially accepted.

- Independent study projects are to be approved prior to the close of the
previous semester whenever possible.

- Each department is responsible for descriptions and an outline of specific
details involving grades and other areas of potential confusion and/or concern
for independent study projects as maybe appropriate for the discipline and the
special independent study project proposed.
ACADEMIC POLICY

• An “Application for Independent Study,” including a course contract (if appropriate), drawn by the student and the responsible faculty member will detail (for instance) the amount of work required to earn either 1, 2 or 3 credits, and the method of grading.

• The “Application for Independent Study” will be reviewed by the department at the time of presentation for acceptance. If approved, informational copies will be sent forward to the Vice President of Academic and Student Affairs and to the Registrar.

• At the conclusion of the study, a copy of the “Application” with the appropriate grade will be forwarded to the Registrar’s Office for inclusion in the student’s grade record file in anticipation of future queries.

It is recommended that students of sophomore standing be encouraged to pursue independent study projects. However, freshmen with exceptional abilities will be permitted to apply for approval.

Under normal circumstances, a student may apply no more than three credit hours of Independent Study toward his/her degree. Under normal circumstances, independent study projects will not fulfill general education requirements. Permission for exception may be granted by the department concerned.

H. Diploma Plus

The Diploma Plus program gives high school seniors the option to earn a traditional diploma and college credits by spending their entire senior year on the campus of Cape Cod Community College. The two-part program begins in the spring of the junior year developing an Early Portfolio in an after-school course at the community college. A completed portfolio with good attendance earns a 1/2 credit towards graduation and an interview for a placement in the full year program. After summer vacation, students accepted into the Diploma Plus program will not return to their high school. Instead, the students will attend the College full time for both semesters of their senior year in college-level courses, internships and community service.
IV. FACULTY RESPONSIBILITIES

While the instructional process is of primary importance, other duties in support of that process are required of the faculty and are described in the Board of Higher Education/MCCC Agreement. New members of the faculty will come from diverse backgrounds and areas, ranging from graduate school faculties to high school faculties and business. In order that all the faculty may have a common understanding, it is believed advisable to have an outline of faculty responsibilities.

Among his/her more important duties, a member of the faculty is expected to:

1. Be familiar with and subscribe to the educational mission outcomes and strategic plan of the College defined in the college catalog and policy manuals.

2. Uphold and promote sound academic standards by:
   - create a learning-centered environment that facilitates active learning, ongoing assessment, and timely feedback
   - collaborating with other faculty and staff in defining standards for courses;
   - preparing course outlines in sufficient detail to meet the College’s requirements;
   - grading consistently with the College’s standards;
   - selecting appropriate text materials to be used in his/her courses;
   - utilizing teaching methods that insure courses stimulate student interest and achievement in subject matter; and,
   - recommending to his/her Department Chairperson accessions to the Library

3. Observe professional standards and growth by:
   - seeking to improve himself/herself professionally;
   - maintaining integrity in the pursuit of truth;
   - maintaining comprehensive knowledge of the subject matter in his/her teaching and academic work; continuing work (i.e., reading and research) in his/her subject;
   - evaluating critically current literature in his/her own field and in related disciplines;
   - striving for professional development through scholarly activities, research and professional ties and through other activities appropriate to intellectual growth; and,
   - insuring his/her most effective service to the College, if engaged in outside services.
FACULTY RESPONSIBILITIES

4. Provide academic advising as described in the BHE/MCCC agreement. Academic advising is the process of helping students match needs and goals and includes:
   • Accessibility: faculty advisors are responsible for posting office hours during pre-registration periods and for making sure they are actually available during those hours.
   • Knowledge of the System: faculty advisors should know and understand academic requirements, prerequisites, resources and procedures, or at least know where to find such information.
   • Consistent Monitoring of Student’s Progress toward program completions: each semester, advisors should monitor their advisees’ progress (mid-term warnings, etc.) and contact those students that appear to be in academic difficulty.
   • Confidentiality: a student has a right to confidentiality in personal and academic matters. An advisor may, however, exchange relevant information with an instructor or college advisor/counselor in a professional and discreet manner. All advisors should abide by FERPA guidelines.
   • Understanding of Limits: faculty advisors should be able to recognize when they have reached the limits of their knowledge and ability and should know when and how to refer students elsewhere.
   • Sensitivity to Diversity: effective advising involves a cultivated sensitivity on the part of the advisor to the diverse needs and perspectives of students from different racial, ethnic, religious and gender backgrounds. Informed and sensitive advisors can serve as role models and resources for students to learn about living and working in a culturally diverse community.
   • Career Advice: the advisor should be able to answer general questions concerning employment opportunities within their field but are encouraged to refer all students to Career Planning and Placement.
   • Academic Problems: the advisor should be willing to assist the student in resolving academic problems; the advisor may need to refer the student to either a tutor or counselor or act as a fact finder, arbitrator, or advocate.
   • Educational Advice: the advisor should encourage students to make their educational programs as broad and challenging as possible within their degree requirements. When appropriate, students should be urged to investigate subjects outside their majors and to take more challenging courses.
   • Personal Problems: the advisor should be a good listener and informed about appropriate resources and referral procedures to assist students with personal problems beyond the scope of academic advising. When necessary, the advisor should be prepared to refer the student to sources of aid outside the department.
FACULTY RESPONSIBILITIES

5. Operate as an effective part of the College organization by:

- participating in College policy-making, giving sufficient time and study to questions related to the promotion of institution interests;
- attending the College Meeting, committee, conference, and other scheduled meetings at which he/she is expected to be present;
- sharing in and attending department deliberations and activities;
- making subject matter recommendations to the Department Chairperson;
- performing such other assignments as may be made by the President, the Vice President of Academic and Student Affairs and the Deans of Academic Affairs;
- maintaining high professional standards in all relations with colleagues and associates; and,
- promoting good community relationships by maintaining a public attitude which enhances the public image of the College.

6. Observe Copyright Law

The College requires its employees and students to comply with all provisions of the United States Copyright Law and related acts including the Digital Millennium Copyright Act and the Technology, Education and Copyright Harmonization Act (TEACH Act). The Wilkens Library Director is the College’s designated copyright officer and is available for guidance and advice in the determination of fair use of copyrighted materials.

Attendance Policy (Revised April 25, 1991)

All instructors are encouraged to take regular attendance to assist in tracking and counseling students. In certain cases (e.g., veterans), the instructor may be required to maintain attendance records.

At the first session of each class or laboratory session, the instructor will furnish a written statement to the students that will include the attendance policy for the course. This policy must address the criteria for withdrawing a student from the course with a grade of Z, the influence of attendance upon the student’s final grade and the policy on make-up of exams and late assignments.

Under Massachusetts General Laws, Chapter 151C, any Community College student who cannot attend classes or take an exam, study or fulfill work requirements on a particular day, due to his/her religious beliefs, shall be excused from such obligations. The student must be provided with an opportunity to make up such exam(s), study or work requirements; provided, however, that such make-up exam(s) or work does not create an unreasonable burden upon the institution. The student may not be charged for such make-up opportunities, nor may he/she be subject to adverse or prejudicial effects for availing him/herself of the provisions of the law. (October 8, 1985)
FACULTY RESPONSIBILITIES

Federal student aid recipients must attend class in order to receive funds. The amount of aid the student receives depends upon the total active credits. If a student is not attending class, it is the faculty’s responsibility to update the Registrar as soon as possible to prevent overpayment to the student. Students do not earn their entire awards unless they attend through at least 60% of the semester (9 weeks). In order to maintain compliance for federal and state aid programs, as well as Veteran’s Administration education benefits, the College must have reliable enrollment records.

Faculty Absences

Any faculty member who expects to be absent should notify his/her Department Chairperson and the appropriate Dean of Academic Affairs and/or the department secretary and the Evening Services office as soon as possible to arrange class coverage or if you are having a guest lecturer substitute for you. Upon return to duty, a faculty member is expected to consult his/her Department Chairperson and the Academic Dean. Except in cases of prolonged absence, faculty members may be requested to cover for absent colleagues.

Faculty Office Hours

During the academic year, faculty members shall maintain at least four (4) posted office hours per week on at least four (4) days. Office hours must be posted outside the faculty office and on file with the pertinent Dean of Academic Affairs and in the Vice President of Academic and Student Affairs Office in the Administration Building. Such schedule shall be posted by faculty members by the end of the first (1st) week of classes. (See also Board of Higher Education/MCCC Agreement.)

Student Handbook

Faculty members are requested to acquaint themselves with regulations concerning College policy as stated in the Academic Policy and Procedures Manual and the Student Handbook, and to enforce these rules by setting a good example, by reminding students when there is an infraction, and by reporting persistent offenders to the Vice President of Academic and Student Affairs or the appropriate Academic Dean.

Course Syllabus and Instructor’s Course Outline

Members must submit course materials no later than the end of the first week of classes. The 10 point course syllabus should be obtained from your department. The 8 point instructor’s course outline should be developed by the faculty member. These course materials should be forwarded to your area department chairperson prior to the end of the first week of classes. If you need assistance in preparing this material, please contact your department chairperson immediately.

Textbooks (Self-authored)

The State Ethics Commission has made a decision, March 31, 2004, regarding faculty assigning students the textbooks that they have personally written and receive royalties or other financial benefits from the students’ purchase of the texts. The opinion does not prohibit this practice but sets forth the condition that before any texts were sold to students, the appointing authority (Vice President of Academic and Student Affairs) must issue a written determination allowing the faculty member to assign his/her own texts to his/her students.
FACULTY RESPONSIBILITIES

**Course Materials Policy** (Approved by College Meeting April 25, 1991)

At the first meeting of each class or laboratory session, the instructor will furnish a written statement to the students that will include:

- an updated copy of the official 10 point syllabus for the course;
- instructor’s name/office location;
- tentative dates of tests, papers, reports, assignments, etc.;
- attendance policy.

These materials are also to be submitted for the contractual review of course materials.

**Academic Advisement**

Full-time faculty serve as advisors in accordance with the terms of the Collective Bargaining Agreement. Advisor assignments are coordinated by the Director of Advising and Counseling Services. Insofar as possible, assignments are made which match the advisor’s expertise with the student’s program or career choice. The faculty member usually remains the student’s advisor throughout the student’s enrollment; however, the student may request a change by completing a change of advisor form.

The primary responsibility of an advisor is to provide advice on academic matters such as proper selection of courses and programs consistent with an advisee’s interests, abilities, academic progress, problems and study habits. The advisor may also assist the student with personal problems within the framework of his/her own background; however, if the problem appears beyond this experience, the student should be referred to the Director of Advising and Counseling Services. Faculty advisors should keep notes in the advisee’s individual folder of all conferences. All information must be treated with confidentiality.

Faculty advisors are to maintain regular office hours in accordance with the Board of Higher Education/ MCCA Agreement.

**Grade Records**

Semester grades should be recorded on grade record forms issued by the Registrar and deposited in the office at the end of each semester. A special notice regarding the preparation and release of final grades is distributed well in advance of the due date. Final grades shall be forwarded by the instructor to the Registrar’s Office when due or within 48 hours after a make-up examination.

Instructors are counseled not to discuss grade changes over the telephone at home with students and/or with their parents.
FACULTY RESPONSIBILITIES

Field Trips

Student field trips for academic purposes must be approved by the Academic Dean and the Vice President of Academic and Student Affairs. Efforts should be made not to conflict with other classes. Nevertheless, when they do students must notify the other instructor of that class. The itinerary of any field trip off-Cape should be forwarded to the Academic Dean and the Vice President of Academic and Student Affairs prior to the trip. Names and home telephone numbers of all members of the group should be included in the unlikely event that contacts must be made as a result of an emergency.

Ordering Books

Resource materials and instructions for accessing the materials is required for all courses. Resource materials may include but are not limited to: published textbooks, source books, software, and open-source materials. Instructors are asked to consider overall value including, cost, applicability to other courses; and accuracy when selecting resource materials. Instructors are encouraged to be mindful of attempts by publishers to package additional materials with texts that add cost but do not add overall value to student learning.

Book order forms may be obtained from the department secretary. The department secretary will assist with order placement or the instructor may return the form to the book store. Book orders should be placed as early as practicable prior to the start of the semester to assure timely and accurate processing. Consider the following as a recommended schedule for placing book orders: Spring Semester, by November 15; Summer Session, by March 15; and Fall Semester, by April 15.
V. COLLEGE GOVERNANCE

A. Educational Policy

Within the scope of Cape Cod Community College’s stated mission, there is broad participation and collaboration in the development of educational policy. This process of shared governance involves faculty, administration, students, and support staff toward the achievement of the mission and institutional goals.

Faculty participates through representation on the Faculty Professional Committee, through membership on standing committees and through membership in the College Meeting. Professional administrative staff participates through membership on standing committees and membership in the College Meeting. Students participate through representation on the Student Senate, through membership on standing committees and through student representation in the College Meeting. Support Staff participate through membership in the Support Staff Association, through membership on standing committees, and through membership in the College Meeting.

Within the laws of the Commonwealth and the policies, rules and regulations of the Board of Higher Education and the Board of Trustees, the President of the College has the final responsibility and authority for all phases of the College’s operation (for the formulation of matters of major educational policy). (Adopted by College Meeting May 9, 1978; Amended October 22, 2002)

B. The College Meeting

1. Responsibilities

The responsibilities of the College Meeting (referred to as The Meeting) are:

- to discuss, formulate and recommend to the President major academic matters, and; to communicate items of common interest to the various constituencies of The Meeting.

The responsibilities of The Meeting do not include and cannot abridge:

- decisions from the Board of Higher Education and Board of Trustees,
- contractual matters of the Agreement between the Board of Higher Education and the Massachusetts Community College Council,
- items specifically within the jurisdiction of each governance component, i.e., Student Senate, academic departments, Faculty Professional Committee, President’s Cabinet, Support Staff Association, and administrative offices.
2. Membership

The voting membership will consist of full-time faculty, full-time professional administrative staff, the five executive officers of the Student Senate, one student from each standing committee (Adopted March 27, 1995), the three officers of the Support Staff Association, one support staff member from each standing committee (Adopted October 28, 1996), two members at-large from the part-time faculty and staff, and one part-time faculty and staff member from each standing committee (Adopted December 9, 1996).

3. Quorum

Attendance by all voting members is expected. Fifty (50) members shall constitute a quorum. (Adopted by College Meeting May 10, 1999)

4. Meeting Schedule

There will be regular monthly meetings during the academic year, as indicated on the approved schedule template. (Adopted April 12, 2004) Upon the request of any ten members of The Meeting or the President of the College, the Chairperson will call a special College Meeting as soon as conveniently possible. If a special College Meeting will interfere with the academic schedule of the College, the Chairperson will request approval from the President before scheduling it. Special meetings and changes in the time of regular meetings are announced by the Chairperson. Any administrator or faculty member who cannot attend the meeting must request permission of the President. Robert’s Rules of Order will be the basis for the conduct of The Meeting.

5. Chairperson

A Chairperson of The Meeting will be elected annually at the last regularly scheduled meeting of the academic year; nominations will occur at the preceding meeting.

The Chairperson’s duties are:

- to preside at The Meeting;
- to appoint a Parliamentarian;
- to prepare the agenda of The Meeting which normally will be published and posted for each constituency at least two work days prior to the meeting;
- to supervise all nominations and elections of The Meeting;
- to call special sessions of The Meeting;
- to review minutes for accuracy prior to publication;
- to write necessary correspondence for The Meeting;
- to carefully explain parliamentary procedure which may seem complex and intimidating;
- to perform such other functions as The Meeting assigns;
- to maintain a written record of all action items passed by the College Meeting and approved by the President;
- to forward recommendations of The Meeting to the President for appropriate disposition and,
- to attend general meetings of the Support Staff Association as an ex officio member.
6. **Action Procedure**

   The following procedures are for acting on the business (action items) of the College Meeting:

   a. Action items, especially those with any complexity, will be e-mailed to the membership in draft form two weeks in advance of the College Meeting in which they will be considered. Items submitted after that deadline may be placed on the following agenda by the Chairperson.

   b. The membership will respond to the draft via e-mail during the next week so that the maker(s) of the motion can deal with obvious problems and suggested corrections. The College Meeting should not be the place for word-smithing.

   c. The maker(s) of the motion will have the final draft available to the membership via e-mail on the Friday before the College Meeting.

   d. If it becomes obvious during the College Meeting that the motion needs more work, it can be sent back to the originator.

   Effective and efficient participation in College Meeting debate will be encouraged by:

   a. Introducing and encouraging the use of basic parliamentary tools (introducing main motion, amendments, ways of disposing of a main motion, request for information, point of order, appeal, and decision of the chair).

   b. Reviewing basic parliamentary processes by the Chairperson or the Parliamentarian at one meeting early in the academic year.

   c. Reviewing fundamental ideas about professional conduct in College Meeting (criticizing ideas is encouraged; criticizing colleagues is forbidden) by the Chairperson or the Parliamentarian at one meeting early in the academic year.

   d. Distributing a College Meeting Procedures Manual, issued by the Steering Committee, to all members.

   e. Offering as an agenda item for the last College Meeting of the year an open discussion of College Meeting effectiveness during the year.

   Each speaker at College Meeting will be limited to ten (10) minutes maximum; the Chairperson is empowered to suspend the rule when necessary, subject to a vote by the membership.

   If any individual or committee has a lengthy report, they are encouraged to report in writing to the Meeting without editorializing or embellishment. (Approved December 9, 1996)

7. **Recording Secretary**

   A recording secretary will be provided for The Meeting by the administration. A record of each meeting will become the official minutes for the session they cover, following approval by the College Meeting, and will continue to be kept in the President’s Office available to members of The Meeting.
COLLEGE GOVERNANCE

All action items passed by the College Meeting will become effective when the President signifies approval by signing the official vote provided by the secretary of the College Meeting. The President will notify the membership of his or her action as part of his or her regular report to the College Meeting. A written record of all action items passed by the College Meeting and approved by the president shall be maintained by the Chairperson of the College Meeting.

8. Standing Committees

Standing committees are formed by the College Meeting to help carry out the various operations of the College. Membership to standing committees of The Meeting is appointive, each constituency being responsible for its own appointments (Student Senate for students, FPC for all faculty and part-time professional staff, Support Staff Association for support staff, and the President for administrators). The membership of each constituency will be broadly based and will reflect the comprehensiveness of the College. Standing committees report their activities regularly to the College Meeting, and make recommendations to The Meeting concerning major educational policy for consideration and action as needed.

Chairpersons of standing committees will be determined by the committee membership (which will vote for the chairperson at the first meeting of the academic year). For the first meeting of the academic year, where necessary, the Chairperson of the College Meeting will assign a convener for each standing committee.

There are two categories of standing committees: Business Committees, which review and recommend business to the College Meeting; and Advisory Committees, which act in an advisory capacity with specific, limited tasks. Business committees report monthly to the College Meeting, Advisory Committees report to the College Meeting as needed.

The following are the Standing committees with a brief description and the membership make-up of each:

BUSINESS COMMITTEES

ACADEMIC TECHNOLOGY: Provide unified guidance and direction for the development of technology in concert with the evolving needs of the college, its students and faculty.

IT Executive Director, IT Technical Director, Director of Teaching and Learning, one Library representative, six full time faculty, one adjunct faculty, one professional staff, one support staff and one student. (Approved May 10, 1999; Revised December 10, 2001)

ACADEMIC POLICY AND STANDARDS: Responsible for evaluating matters related to educational philosophy, academic policy and academic standards, and for making reports and appropriate recommendations for action on these matters.

Vice President of Academic and Student Affairs, four faculty, one adjunct faculty/part-time professional staff, one student, one support staff, one other administrator/professional staff. ADVANTAGE Program Director (ex officio). Faculty shall serve three year staggered terms. (Approved May 10, 1999)
COLLEGE GOVERNANCE

COUNSELING AND ADVISING: Makes recommendations to the Dean of Learning Support Services, the Director of Admissions, the Vice President of Academic and Student Affairs, and the College Meeting on matters of counseling, advising and admissions.
   Director of Advising and Counseling Services, Director of Admissions, Director of the ADVANTAGE Program (ex officio), Director of the O’Neill Center for Disability Services, one counselor, three faculty, two students, one support staff member, one adjunct faculty/part-time professional staff. (Approved September 11, 2000)

CURRICULUM AND PROGRAMS: Approves and recommends course and program additions and deletions, or changes in existing programs, and conducts periodic reviews of courses and programs. The committee operates in accordance with the statement of policies and procedures headed “Introduction of New Courses and Programs” in the Academic Policy and Procedures Manual, and implements such changes in philosophy and policy as have been approved by the College Meeting and the President of the College.
   Vice President of Academic and Student Affairs, four faculty, one professional library staff member, one adjunct faculty/part-time professional staff, one student, one support staff, one Academic Dean.
   Faculty shall serve three year staggered terms. (Approved May 10, 1999)

DEVELOPMENTAL EDUCATION: Makes recommendations to the Dean of Learning Support Services and to the College Meeting concerning the developmental offerings of the College.
   Dean of Learning Support Services, Director of the Assessment Center, Director of the ADVANTAGE Program (ex officio), four faculty (at least two of whom represent departments teaching developmental education courses), one adjunct faculty/part-time professional staff, one student, one support staff, one other administrator/professional staff. (Approved September 11, 2000)

INSTITUTIONAL RESEARCH AND PLANNING: Assists the President and the Vice Presidents in leading institutional planning processes; facilitates communication in planning processes and institutional research between and among the administration, the faculty and staff, and the various departments and committees; conducts an annual review of the BHE Implementation Plan and the College’s own multi-year Strategic Plan; reviews, and makes recommendations regarding outcomes assessment reports prepared by the various academic departments, administrative units, and professional and support staff work areas; makes recommendations to College Meeting on the adoption and revision of annual and multi-year plans. (Revised February 11, 2002)
   Director of Institutional Research and Planning, four faculty, one adjunct faculty/part-time professional staff, one student, one support staff, two other administrator/professional staff. (Approved October 16, 2000; updated February 26, 2007 College Meeting)
COLLEGE GOVERNANCE

ADVISORY COMMITTEES

AFFIRMATIVE ACTION: Provides active campus leadership in maintaining an environment which challenges bias, fosters equity, and values diversity. To that end, the committee will fulfill functions mandated by the Board of Higher Education including providing representation on every search and screen committee and ensuring implementation of the Affirmative Action/Equal Opportunity Diversity Plan. Further, the committee will educate the College community and advocate for the rights of all people regardless of color, gender, disability, sexual orientation, age or religious preference. (Approved May 10, 1999)

   Director of Human Resources, Title IX and Affirmative Action Officer,
   Director of the O’Neill Center, one other administrator/professional staff, one
   support staff, two faculty, one adjunct faculty/part-time professional staff, one
   student. (Approved May 10, 1999)

CULTURAL EVENTS: Plans and arranges a comprehensive cultural events program open to all students and the public when space permits.

   Two administrators/professional staff, two Arts and Communication
   faculty, two other faculty, one adjunct faculty/part-time professional
   staff, two students, one support staff, the Technical Director of the
   Arts Center. (Approved September 11, 2000)

FINANCIAL AID AND SCHOLARSHIP: Reviews scholarship applications and makes awards, advising the President and The Meeting of such decisions; advises the administration on policy for handling the funds for all federal and state programs in the Office of Financial Aid; serves as an appeal body for students who believe their requests for aid should be reviewed; keeps abreast of national trends in student financial aid.

   Director of Financial Aid, three faculty, one adjunct faculty/part-time
   professional staff, one support staff, one administrator/professional
   staff, Director of the ADVANTAGE Program (ex officio), one
   student. (Approved May 10, 1999)

HONORS: Serves as an advisory committee to the College Meeting. The committee will report to the Vice President for Academic and Student Affairs and submit an annual report to the President and the College Meeting. The mission of the Honors Committee is to continuously develop and maintain honors offerings and an Honors Program.

   Honors Program Director (or acting director), Vice President for Academic and
   Student Affairs, at least one member of the academic professional staff, (e.g., Director
   of Coaches & Mentors, or Director of Advising and Counseling, or Transfer Advisor,
   or Librarian), four full time faculty members from at least three different programs;
   one support staff; one adjunct faculty and one student. Phi Theta Kappa advisor, Phi
   Theta Kappa president will serve as ex officio members if they are not otherwise
   members. (Approved November 19, 2001)
COLLEGE GOVERNANCE

INTERNATIONAL EDUCATION: Serves in an advisory capacity to the Coordinator and Faculty Coordinator of International Education. Supports existing and new international education projects and activities, and may make recommendations regarding the international education budget.

Academic Dean of Language and Literature, Natural Sciences and Life Fitness and Mathematics, Coordinator of International Education, Faculty Coordinator of International Education, three other faculty, one adjunct faculty/part-time professional staff, one support staff, one student. (Approved May 10, 1999)

LIBRARY: Reviews library services and advises the Director and the College community regarding all phases of the library and its services.

Three faculty, one adjunct faculty/part-time professional staff, one student, one support staff, one administrator/professional staff, and a member of the library professional staff.

(Approved May 10, 1999)

PROFESSIONAL DEVELOPMENT: Plans and executes social and professional activities designed to enhance college community life and to upgrade the professional skills of all those who work at the College. To that end, the committee will assist in the planning of all professional day activities which begin the Fall and Spring semester, and invite requests for disbursement of Professional Development funds, and make recommendations to the Vice President of Academic and Student Affairs.

Vice President of Academic and Student Affairs, four other administrators/professional staff, two support staff, one adjunct faculty/part-time professional staff, one student, four faculty.

(Approved September 11, 2000)

STEERING: Helps The Meeting set semester agendas and advises elements of the governance structure on how to handle academic related matters efficiently. Implements the annual evaluation of the effectiveness of the governance process.

Vice President of Academic and Student Affairs, Chairperson of the College Meeting, Parliamentarian, Chairperson of the Support Staff Association, Chairperson of the FPC, President of the Student Senate. (Approved May 10, 1999)

(See also Board of Higher Education/MCCC Agreement.)

Ad Hoc Committees

College Meeting, within the scope of its responsibilities, has the right to establish ad hoc committees. Any member of College Meeting, or any standing committee thereof, may move the establishment of such a committee. When such a motion is brought to College Meeting for adoption, it shall contain the following:

- Statement of purpose for the committee.
- Length of time for the committee to exist.
- Schedule for and method of reporting to College Meeting.
COLLEGE GOVERNANCE

- Evidence that the ad hoc committee will be different from or complementary to the purpose and work of any standing committee.
- Number of committee members to be appointed

Ad Hoc Committees, when established, shall be broad-based in their representations; said appointments to be made by the President, the Faculty Professional Committee, the Support Staff Association, and the Student Senate for their respective constituencies. An ad hoc committee shall cease to exist when its specific task assigned by College Meeting has been completed.

Other Committees

The College Forum (Adopted May 9, 1978)

The function of the College Forum is to informally discuss issues of common concern, including issues arising in a College Meeting.

C. Faculty Professional Committee (FPC)

Purpose and role

The Faculty Professional Committee (FPC) is elected by vote of the faculty to assist in the development and maintenance of the highest professional standards throughout the College. In carrying out its responsibilities, the Committee shall only review, formulate conclusions, and make recommendations. Its duties are those listed below which set forth its role.

a. The Faculty Professional Committee serves a dual role. On one hand it is a working representative body of the entire teaching faculty; on the other it serves the College Meeting in certain capacities. To fulfill both functions most effectively, it should reflect the comprehensiveness of the faculty in its makeup as well as in its appointments.

b. The FPC will appoint the faculty membership to the committees of the College Meeting. The FPC will appoint adjunct faculty and part-time professional staff to Standing Committees. Part-time professional staff requests for committee appointments should be forwarded to the FPC from the President of the College. (Adopted May 10, 1999)

c. The FPC, at the request of any recognized and approved group among the constituents of the College Meeting, will schedule a College Forum, and will designate who is to chair the Forum.

d. The FPC, at the request of any recognized and approved group among the constituents of the College Meeting, will organize, promote, and conduct a Faculty Symposium Series.
e. The FPC will attempt to promote faculty professional growth and improvements in teaching effectiveness.

f. The FPC will assist in promoting and maintaining harmonious relationships between committees, the student body, faculty, and administration.

g. The FPC will participate in recommending emeritus appointments.

h. The FPC oversees the selection of an individual to receive the “Excellence in Teaching Award” at Commencement each year. The nomination and selection process is described in a separate document entitled “Excellence in Teaching Guidelines”. The honoree will receive a plaque commemorating the award as well as a monetary award. (Modified College Meeting March 20, 2006)

A blue ribbon committee is to be formed made up of a representative of: Student Senate or Alumni Representative, Member of the Board of Trustees or the Foundation Board, Staff Member Representative Chair of the FPC, and a Former Recipient. This committee will accept written nominations from the College community of full-time faculty members and select a recipient for the award. This recipient will receive a plaque commemorating the award as well as a monetary award. (Modified College Meeting March 2006)

Structure and Procedures

Composition, membership, and election:

1. The Faculty Professional Committee is a committee of the College whose entire membership is elected by the faculty.

2. The Committee is composed of five full-time faculty members elected by the faculty for staggered three year terms. With the exception of members completing a term, who are not eligible for re-election for one year, anyone on the full-time teaching faculty is eligible for election to the Committee.

3. In the Fall of each year, at least two weeks prior to the October College Meeting, the FPC shall:

   a. issue to all teaching faculty a nomination ballot containing the names of those eligible for election.

   b. from the nominating ballot:

      1. if ONE new member is to be elected to the FPC, select those two with the greatest number of votes as nominees.
2. if TWO members are elected to the FPC, select those four with the greatest number of votes as nominees.

3. if there are tie votes in any of these places, both names are entered as nominees.

c. with the names, make up an election ballot for distribution and vote in October. On this ballot all nominees will be listed and instructions given to vote for either one or two.

d. count the ballots and send notice of newly-elected members to all who attend and vote in College Meetings.

4. The term of office is three years. Two persons are elected in each of two years and a fifth person is elected the third year. Should a member resign or leave during his/her term of office, and election is held to fill the unexpired portion of his/her term.

5. At its organization meeting each Fall, following the election, the Committee elects its own chair person and secretary.

. Procedures

1. The Committee undertakes to recognize and function through the regular organizational channels, including appropriate committees and officers of the College. It may take its review, conclusions, and recommendations to a regular or special College Meeting.

2. The Committee meets on a regular basis with the President for an exchange of views and discussion.

3. The Committee shall prepare an annual report of its work for review and examination by the faculty. (Adopted, May 8, 1995)

Advisory Committees

Advisory committees are composed of carefully selected individuals who possess experience, expertise and interest in the career or subject content area the committee serves. Members are selected to provide a complete range of skills and knowledge in the area. Members are nominated or may volunteer and are appointed by the President. Each committee will have one officially assigned college representative who will serve the committee as its formal liaison. Adjunct faculty of Cape Cod Community College may comprise no more than 33% any advisory committee. No more than two students may sit as members of the committee. The inclusion of students at meetings will be the
choice of the committee. Members are appointed for a one, two or three year term. A member may serve for two consecutive terms (a maximum of six years). Though, they have no official authority for formal action, they are of great value in the capacities indicated.

D. Support Staff Association Rules (SSAO) Revised: September 2000

The Support Staff Association provides a safe and comfortable forum to share information, ideas, issues, and to review and create policies in a continuing atmosphere of professionalism and camaraderie for all part- and full-time clerical, technical and maintenance support staff.

THE SUPPORT STAFF ASSOCIATION (hereafter referred to as The Association)

The responsibilities of The Association are:

- To share information. Announcements of general interest to the membership of The Association are appropriate.

- To formulate and review matters of operational policy and procedures, to be decided upon by a majority vote of attending members for recommendation to the President of the College. Whenever feasible, new business should go through the appropriate ad hoc or standing committee for consideration or recommendation; however, channels for new business should be as open as possible. Specifically, any voting member of The Association may introduce new business not referred to committee. Use of College email system to add agenda items or motions for discussion is encouraged.

The responsibilities of The Association do not include and cannot abridge:

- Decisions from the Massachusetts Higher Education Coordinating Council.
- Decisions from the Cape Cod Community College Board of Trustees.
- Contractual matters of Agreement between the Council and Massachusetts Community College Council or the AFSCME Collective Bargaining Agreement.
- Items specifically within the jurisdiction of each governance component i.e., College Meeting, Student Senate, faculty departments, Faculty Professional Committee, President’s Staff, and administrative offices or departments.

The voting membership of The Association will consist of all part- and full-time clerical, technical and maintenance support staff.
COLLEGE GOVERNANCE

General Meetings

1. Attendance of the membership is expected and encouraged.

2. Meetings will be held monthly. Upon the request of any ten members of The Association or the President of the College, the Chairperson will call a Special Association Meeting.

3. Robert’s Rules of Order will be the basis for the conduct of the meetings.

4. A Chairperson of The Association will be elected annually at the June meeting. Nominations will occur at the proceeding meeting. The Chairperson’s duties are:
   - to preside at the meeting
   - to appoint a Parliamentarian
   - to prepare the agenda of the meeting and send to the membership, via campus email, prior to the meeting
   - to supervise all nominations and elections of The Association
   - to call Special Meetings of The Association
   - to review minutes for accuracy prior to approval
   - to write necessary correspondence for The Association
   - to be advisor and/or spokesperson for The Association
   - to perform such other functions as The Association assigns.

5. A Secretary of The Association will be elected annually at the June meeting. The Secretary’s duties are:
   - to record and distribute minutes of the meeting via campus email
   - to maintain a file of all minutes and other Association documents.

6. A Treasurer of The Association will be elected annually at the June meeting. The Treasurer’s duties are:
   - to maintain accounting records of The Association funds
   - to give monthly accounting reports at the meeting
   - to assist in the transfer of funds for The Association scholarship(s).

SSA Standing Committees – will be considered “ad hoc” and activated when issue(s) arise.

1. A Standing Committee member of The Association will regularly report activities at the monthly Association General Meetings, will make recommendations to The Association concerning operational policy and procedures for consideration and action, and may serve in an advisory capacity in certain areas.

2. Membership to Standing Committees of The Association is appointive through the Social and Professional Activities Committee. The membership will be broad based and will reflect the comprehensiveness of the College.
3. Chairpersons of the Standing Committees will be determined by the committee membership at the June meeting.

POLLICY AND PROCEDURE COMMITTEE
Responsible for the development of new policies and procedures and review of those previously established; and for making reports and appropriate recommendations for actions on these matters.

5 classified staff members and 1 part-time staff member

SOCIAL AND PROFESSIONAL ACTIVITIES COMMITTEE
Responsible for developing social and professional development activities for the support staff, collects and disseminates and maintains files for related materials on workshops, training seminars and conferences. This committee would also function as a welcoming committee for new support staff.

5 classified staff members and 1 part-time staff member

SUPPORT STAFF REVIEW COMMITTEE
Responsible for the review of new and existing programs, centers and initiatives; recommends position vacancies or modifications based on recognized workload systems and needs assessment as they support staff.

5 classified staff members, 1 part-time staff member, and 1 AFSCME Union steward

COLLEGE COMMITTEES
Support Staff members and the College Community benefit from support staff participation on campus committees including search and screen, standing and ad hoc committees.

The Association will be represented at the monthly College Meeting by the SSA 3 officers, and by the SSA member elected to each of the College Standing Committees. These Association members will have voting privilege at the College Meeting. Members representing the Association on Standing Committees and at College Meeting are elected during the annual June meeting by the majority of attending Association members. All Association representatives to College Meeting are expected and encouraged to attend the College Meetings. Association representatives may attend the semester end Faculty Meeting but have no voting privileges.
All challenge exams must be approved prior to registration. Payment is also due at the time of registration.

# CHALLENGE EXAM REGISTRATION

OFFICE OF STUDENT RECORDS & REGISTRATION

CAPE COD COMMUNITY COLLEGE

Student ID # __________________________

Student Name
___________________________________________

Mailing Address
________________________________________________________________________
Street/PO Box Town/City State Zip

Date of Birth __________________________  Social Security #
_____________________________________

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>SECTION</th>
<th>COURSE TITLE</th>
<th>COST</th>
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<tbody>
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</tbody>
</table>

Student Signature___________________________________________  Date __________________
Instructor Signature _________________________________________  Semester _______________
Dean Signature ______________________________________________  Copy: Student
Copy: Student Records  Original: Jean LeBaron
### DECLARATION OF INTENT TO GRADUATE – ASSOCIATE DEGREE

Fill in ALL information - Please Print

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>MAY</th>
<th>AUGUST</th>
</tr>
</thead>
</table>

**In order to process your Intent to Graduate, you must have official high school transcript or GED diploma and college transcripts on file. Incomplete files will result in the inability to receive your diploma.**

Submit completed form to the Registrar’s Office no later than:

- For **MAY** Graduation – by **MARCH 1\textsuperscript{ST}**
- For **AUGUST** Graduation – by **JULY 1\textsuperscript{ST}**
- For **JANUARY** Graduation – by **NOVEMBER 1\textsuperscript{ST}**

---

| Name:________________________________________ |
|______________________________________________|
| Last                                      | First |
| Middle Int.                          |

| Student ID#:___________________________ | Telephone#
|______________________________________|

| Mailing Address:___________________________ |
|______________________________________________|
| __________________________________________ |
| Street/Apt #/PO Box |

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<tr>
<th>Town/City</th>
<th>State</th>
<th>Zip Code</th>
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</table>

Please print/type your name clearly on the line below as you wish for it to appear on your diploma:

________________________________________________________________________________________

_____ I do intend to complete all course and credit requirements to receive my degree upon commencement.

_____ I will be one course short and wish to participate in the May ceremony. I plan to complete the remaining requirement during the **Summer** semester and will re-file a Declaration of Intent to Graduate.

** Students who are just 4 credits or less short of completing requirements for May graduation may participate in the graduation ceremony. You must submit a new Declaration of Intent to Graduate.**
ASSOCIATE DEGREE PROGRAMS:  *(Please check only one)*

**Associate in Arts**

**Associate in Arts – (Liberal Arts)**

- ___ Business Administration  ___ Graphic Design  ___ Philosophy  
- ___ Communications  ___ Health/Exercise  ___ Political Science  
- ___ Computer Science  ___ Science/Recreation  ___ Psychology  
- ___ Early Childhood Education (T.C.)  ___ Health Sciences  ___ Public Relations  
- ___ Education  ___ History/Government  
- ___ Elementary Education (T.C.)  ___ Human Services  
- ___ English Literature  ___ Liberal Arts  ___ Theater/Dance  
- ___ English/Writing  ___ Mass Communication  ___ Visual Arts  
- ___ Environment Studies  ___ Modern Language  
- ___ Global Studies  ___ Music

**Associate in Science**

*(Degree Programs with concentrations are underlined)*

**Associate in Science – Business Administration**

- ___ Accounting  
- ___ Hotel Management **Students may only receive 1 Associate in Science – Business Administration degree.**  
- ___ Management  
- ___ Marketing
Associate in Science – **Fire Science**
____ Fire Science
____ Fire Science/EMS

Associate in Science – **Information Technology**
____ Information Technology **Students may only receive 1 Associate in Science – Information Technology degree.**
____ Information Technology/Administrative Assistant
____ Information Technology/Applications Specialist
____ Information Technology/Software Development
____ Information Technology/Database Development and Management
____ Information Technology/Medical Office Administration
____ Information Technology/Network Administration
____ Information Technology/Web Site Design

Associate in Science – **Nursing**
____ Nursing
____ Nursing Evening Program
____ Nursing LPN to RN

____ Associate in Science – **Criminal Justice**

____ Associate in Science – **Dental Hygiene**

____ Associate in Science – **Early Childhood Education**

____ Associate in Science – **Environmental Technology**

Do you have Transfer Credit from another institution? ____NO ____YES, Name of Institution(s): ____________________

___________________________________________________________________

___________________________________________________________________

If YES, and you have not received a Transfer Credit Evaluation form from Cape Cod Community College showing the accepted credits from the above named institution(s), contact the Registrar’s Office immediately.

*Any student who is graduating and would like to receive an additional degree or certificate, must re-matriculate to Cape Cod Community College. If you plan on taking courses in the semester following your graduation, please see the Registrar’s Office.

If you take a semester off please see the Admissions Office to complete a new application.
Affirmative Action: This information, required of educational institutions by federal or state law, will be used solely for reporting purposes. It will not affect your degree, financial aid or employment. You do not have to answer this request.

 _____ American Indian or Alaskan Native       _____ Asian American

 _____ Black/African American

 _____ Brazilian              _____ Cape Verdean       _____

 _____ Hispanic/Latino       _____ International Student (on a visa)       _____ Native Hawaiian or Pacific Islander

 _____ White/Caucasian   _____ Other

Student Signature: __________________________________________ Date: ________________________

Advisor Signature: __________________________________________ Date: ________________________

Please note that this application will not be processed without an Advisor's signature.

Rev. 2/23/2007
DECLARATION OF INTENT TO GRADUATE – CERTIFICATE PROGRAM

Fill in ALL information - Please Print

JANUARY _____ MAY _____ AUGUST _____

**In order to process your Intent to Graduate, you must have official high
school transcript or GED diploma and college transcripts on file. Incomplete
files will result in the inability to receive your diploma **

Submit completed form to the Registrar’s Office no later than:

For MAY – by MARCH 1ST
For AUGUST – by JULY 1ST
For JANUARY – by NOVEMBER 1ST

Name:_______________________________________
__________________________________ ______________
Last               First
Middle Int.
Student ID#:_______________________________ Telephone
#:________________________________

Mailing
Address:____________________________________________________________ _________
 _______ Street/Apt #/PO Box

________________________________

Town/City __________________________ State ___________ Zip Code

Please print/type your name clearly on the line below as you wish for it to
appear on your certificate:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

COLLEGIATE TECHNICAL CERTIFICATE PROGRAMS:  (Please check one)

_____ Construction Technology
____ Customer Service

____ Diagnostic Technician

____ Early Childhood Education
   ____ – Infant and Toddler Concentration
   ____ – Preschool Concentration

____ Environmental Technology
   ____ – Coastal Zone Management
   ____ – Environmental Site Assessment
   ____ – Geographical Information Systems
   ____ – Wastewater Management
   ____ – Water Supply

____ Fire Officer Development

____ Horticulture
   ____-Horticulture
   ____-Landscape Maintenance Technician
   ____-Landscape Construction Technician
   ____-Horticulture Technician

____ Hotel/Restaurant
   ____ - Culinary Arts
   ____ – Dietetic Service Supervisor
   ____ – Front Office Procedures

____ Information Technology
   ____ - Administrative Office Assistant
   ____ - Application Specialist
   ____ - Database Design
   ____ - Desktop Publishing
   ____ - Medical Office Administration
   ____ - Personal Computer Service Technician
   ____ - Web Site Design

____ Law Enforcement

____ Massage Therapy

____ Medical Assisting

____ Paralegal

____ Paramedic

____ Programming For Computer Science
**Affirmative Action:** This information, required of educational institutions by federal or state law, will be used solely for reporting purposes. It will not affect your degree, financial aid or employment. You do not have to answer this request.

- American Indian or Alaskan Native
- Asian American
- Black/African American
- Brazilian
- Cape Verdean
- Hispanic/Latino
- International Student (on a visa)
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Other

Do you have Transfer Credit from another institution? ____NO ____YES, Name of Institution: _________________

*Any student who is graduating and would like to receive an additional degree or certificate must re-matriculate to Cape Cod Community College. If you plan on taking courses in the semester following your graduation, please see the Registrar’s Office. If you take a semester off please see the Admissions Office to complete a new application.*

Student Signature: _____________________________________ Date: ________________

Program Advisor: _____________________________________ Date: ________________

Please note that this application will not be processed without an Advisor’s signature.

Rev. 2/23/2007
APPENDIX D

Cape Cod Community College
Office of the Registrar & Student Records

Agreement for an Incomplete Grade

Student: ____________________________________________
Student’s ID #: ____________________

We agree that a grade of Incomplete (I) will be assigned for the following course:

Course Number and Section: ___________________________ Credits: ______________

Course Title: ____________________________________________ Term/Year: ___________

This student has completed over 50% of the course requirements and still must complete the following:

All Incomplete (“I”) grades must be resolved to a letter grade no later than one week before the beginning of final exams for the next term, i.e., a grade of Incomplete from the previous spring (or summer) term must be resolved one week before fall finals begin; a fall grade, one week before spring finals begin.

Per Academic Policy, the failure to meet this deadline will result in the Incomplete grade changing to a grade of “F”.

Student Signature: ____________________________________________ Date: ______
If the student is unavailable for signature, please state the reason

Instructor Signature: ____________________________________________ Date: ______

A copy of this agreement must be made for the Student, Instructor and Dean. The original form should accompany the Final Grade List. All agreements for an Incomplete must be reported using this form.

(Revised 12/05/05)
**REQUEST FOR AUDIT**

<table>
<thead>
<tr>
<th>DATE:</th>
<th>STUDENT ID #:</th>
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<table>
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<tr>
<th>LAST NAME:</th>
<th>FIRST NAME:</th>
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<tr>
<th>SOCIAL SECURITY #:</th>
<th>DATE OF BIRTH:</th>
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<tr>
<th>COURSE NAME</th>
<th>COURSE NUMBER</th>
<th>SECTION NUMBER</th>
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Instructor’s Signature:

_____________________________________________________

Student’s Signature:

_____________________________________________________

Office of the Registrar and Student Records
2240 Iyannough Road * West Barnstable, MA 02668-1599
Massachusetts
Statewide Records Retention Schedule

06-06

A publication of the Records Conservation Board produced in conjunction with the Massachusetts Archives and the Supervisor of Public Records Office

**Approval Date**
May 3, 2006

**Expiration Date**
In effect until superseded
Education

H

H1 Administration

1 HEGIS Report Records
Documents reports on the institution sent to the U.S. Department of Education.

Retention Period:
Permanent.

2 Dean's Records
Documents the Dean's activities. Includes subject or correspondence files maintained for monitoring and decision making purposes.

Retention Period:
Review by the Archives after administrative use ceases.

Note: See also record series "Executives' Correspondence/Subject Files (A3-1)".

3 Satellite Campus Oversight Records
Documents the management of satellite campuses. Includes reports, memos, directives, and related correspondence.

Retention Period:
Review by the Archives after administrative use ceases.

H2 Admissions

1 Student Admissions/Registration Records
Documents applications to the school and subsequent progress. Includes transcripts, acceptance letters, transfer records, course credit sheets and evaluations, veteran information, and related correspondence.

Retention Period:
(a) Matriculated students' records: Retain 5 years after graduation or separation from institution.
(b) All other records: Retain 3 years.

Note: See also record series "Official Course and Grade Records (H5-6)".

2 Student Immunization Records
Documents the immunization of students entering the institution. Includes immunization record and related correspondence.

Retention Period:
(a) Students entering health training programs: Retain 5 years after separation from the program.
(b) All other records: Retain 10 years.

Note: See also record series "Student Health Clinic Records (H9-5)".

3 Tuition and Fees Records
Documents tuition and fee structure, analysis, and policy.

Retention Period:
(a) Policy documentation: Permanent.
(b) Actual payments: Retain 3 years after settlement.

4 Student Financial Aid Records
Documents aid given to students to help pay for schooling. Includes financial aid applications, federal student aid forms, federal tax forms, award letters and confirmations, verification records, and interview documentation.

Retention Period:
Retain 5 years after separation.

34 CFR.
H  Education

H2  Admissions

  5  Student Scholarships, Fellowships, and Awards Records
Documents the process to give scholarships and other aid awards.

  Retention Period:
  (a) Summary records: Permanent.
  (b) All other records: Retain 5 years.

  6  Student Record Transcript Requests Records
Documents requests for student transcripts.

  Retention Period:
  Retain 1 year.

H3  Academic Program

  1  Academic Program Administration Records
Documents the routine daily administration of courses and programs of the institution. Includes referral, orientation, facilitative and other administrative correspondence and materials.

  Retention Period:
  Retain 3 years.

  2  Academic Advisement Records
Documents faculty or academic advisors advisement of students.

  Retention Period:
  Retain 3 years after student graduates or separates from academic program.

  3  Student Internships and Practicums Records
Documentation of field experience.

  Retention Period:
  Retain 5 years after separation. Record with registrar.

  4  Independent/Cooperative or Alternate Study Records
Documents alternative course programming.

  Retention Period:
  Retain 3 years.

  5  International Studies Program Records
Documents programs of foreign study sponsored or in conjunction with other colleges.

  Retention Period:
  Review by the Archives after 6 years.

  6  Award Establishment Records
Documents the establishment of awards.

  Retention Period:
  (a) Summary documentation: Permanent.
  (b) All other records: Retain until administrative use ceases.

  7  Commencement and Awards Records
Documents graduation ceremonies and awards given to outstanding students. Includes programs, program revisions, logistical support documentation, and related correspondence.

  Retention Period:
  (a) Final programs with edits: Permanent.
  (b) All other records: Retain 3 years
H4 Course and Curriculum

1 Curriculum Development Records
Documents the development of courses.

Retention Period:
Review by the Archives after administrative use ceases.

2 Class Schedule Records
Documents courses scheduled to be taught.

Retention Period:
Official copy: Permanent.

3 Course Outlines and Descriptions Records
Documents descriptions of courses taught by institution.

Retention Period:
Permanent.

H5 Testing and Grades

1 Student Tests and Examinations
Documents tests taken by students as part of course requirements.

Retention Period:
(a) Final tests taken as requirements for degree programs: Permanent.
(b) All other records: Retain 1 semester.

2 Student Evaluations of Teachers
Documents student evaluations of courses and instructors. Includes questionnaires and summary reports.

Retention Period:
(a) Where information is summarized: Retain summary report 6 years and discard data forms, otherwise:
(b) Retain data forms 6 years.

Note: Records may be used for tenure review.

3 Masters Theses
Documents papers completed as partial fulfillment of degree requirements.

Retention Period:
Permanent.

4 Academic Degree Audit Records
Documents review of student coursework to determine if they have met the requirements to receive their degree. Includes degree applications, degree audits, credit evaluations, course substitution forms, honors recommendations, and related notes and correspondence.

Retention Period:
(a) Approved degree application documents: Retain 5 years after graduation or separation.
(b) Denied or withdrawn application materials: Retain 1 year.

Note: Denied students are required to reapply and submit a new application to be considered for graduation.

5 General Educational Development (GED) Certification Records
Documents the certification that an individual has passed the GED test as equivalent of a high school education.

Retention Period:
(a) Official copy: Retain 60 years.
(b) All other records: Retain 3 years.
H5 Testing and Grades

4 Academic Degree Audit Records
Documents review of student coursework to determine if they have met the requirements to receive their degree. Includes degree applications, degree audits, credit evaluations, course substitution forms, honors recommendations, and related notes and correspondence.

Retention Period:
(a) Approved degree application documents: Retain 5 years after graduation or separation.
(b) Denied or withdrawn application materials: Retain 1 year.

Note: Denied students are required to reapply and submit a new application to be considered for graduation.

5 General Educational Development (GED) Certification Records
Documents the certification that an individual has passed the GED test as equivalent of a high school education.

Retention Period:
(a) Official copy: Retain 60 years.
(b) All other records: Retain 3 years.

6 Official Course and Grade Records
Provides a permanent record of students courses taken and grades received as maintained by the Registrar.

Retention Period:
(a) Official course and grade books, transcripts, listings, or narrative degree evaluation materials: Permanent.
(b) Transcript requests: Retain 1 year.

H6 Faculty

1 Faculty Personal and Professional Papers
Consists of faculty research or other materials where left in the institutions care.

Retention Period:
Review by the Archives if left in custody of institution.

2 Tenure and Promotion Records
Documents changes in faculty employment.

Retention Period:
Retain 6 years.

3 Teacher Certification Records
Documents the certification of teachers by the Department of Education in compliance with 71 MGL 38G.

Retention Period:
(a) Records before 1980: Retain 40 years.
(b) All other records: Retain 6 years after expiration.

Educational Reform Act of 1993. 71 MGL 38G.

4 Faculty Appointment Records
Documents the appointment and subsequent history of individuals to join the institution's faculty.

Retention Period:
(a) Summary record: Permanent.
(b) All other records: Retain 6 years after separation.

5 Faculty Workload Records
Documents work assignments of individual faculty.

Retention Period:
Retain 3 years.

Note: These records may be used for tenure review.
H6  Faculty

   6  Sponsored Research Records
Documents grants to pursue academic research.
RetentionPolicy:
Review by the Archives after 6 years after close.

H7  Student Activities

   1  Student Event/Activities Applications Records
Documents student participation in special activities.
RetentionPolicy:
Retain 3 years.

   2  Student Clubs and Associations Records
Documents the activities of student run clubs and associations.
RetentionPolicy:
Review by the Archives after administrative use ceases.

   3  Student Government Records
Documents activities of student government groups.
RetentionPolicy:
Review by the Archives after administrative use ceases.

   4  Student Newspaper
Documents the publication of the student newspaper.
RetentionPolicy:
(a) Final publications: Permanent.
(b) Photographs and artwork: Review by the Archives after administrative use ceases.
(c) Newspaper staff memorabilia: Permanent.
(d) Summary policy and administrative records: Permanent.
(e) All other records: Retain 3 years.

   5  Student Athletic Participation Records
Documents student participation in sports.
RetentionPolicy:
(a) Retain summary documentation, films, and photos: Permanent.
(b) All other records: Retain 6 years after separation.

H8  Student Affairs

   1  Student Grievance/Complaint Records
Documents student complaints.
RetentionPolicy:
Retain 3 years after closure.

   2  Student Discipline Records
Documents the discipline of students for infraction of school policy.
RetentionPolicy:
(a) Expulsion records: Retain 25 years.
(b) All other records: Retain 3 years after separation.
H8  Student Affairs

3  Student Disability Records
Provides a record of disability information on students.

Retention Period:
Retain 5 years after student graduates or withdraws.

4  International Students Case Files
Documents international students enrolled at the school.

Retention Period:
Retain 5 years after separation.

H9  Student Services

1  Student Support Services Records
Documents programs to support student life.

Retention Period:
(a) Substantive summary data: Permanent.
(b) All other records: Retain 3 years.

2  Special Services Program Records
Documents special programs for students not within normal course schedule.

Retention Period:
(a) Summary records: Permanent.
(b) All other records: Retain 3 years.

3  Student Counseling Records
Documents social services provided to students.

Retention Period:
Retain 6 years after separation.

4  Student Career/Placement Records
Documents records kept on file for placement purposes.

Retention Period:
Retain 10 years.

5  Student Health Clinic Records
Documents student clinic health histories. Includes visit documentation and charts, medical notes, and related correspondence.

Retention Period:
Retain 30 years.

111 MGL 70.

H10  Library and Learning Center

1  Borrowers Records
Documents library use by patrons.

Retention Period:
Retain until items are returned.
Change of Grade Form
(Only ONE term/year and course/section per form)

Term and Year: ____________________________

Course Number and Section: ____________________________

Course Title: _________________________________________

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Student Name</th>
<th>Former Grade</th>
<th>New Grade</th>
<th>Reason for change</th>
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1. Instructor: ____________________________ Date: ____________
2. Divisional Dean: ______________________ Date: ____________
3. Grade change posted on __________________________ by __________________

Instructors must complete this form and submit it to their Dean who will then sign and forward to the Records Room for processing.
Grade changes will only be processed if they have been submitted on this form.

PLEASE NOTE: Incomplete (“I”) grades must be resolved to a letter grade *no later than one week before* the beginning of final exams for the current term, i.e., a grade of Incomplete from the previous spring (or summer) term must be resolved one week before fall finals begin; a fall grade, one week before spring finals begin. Per Academic Policy, failure to do so will result in a change from an Incomplete to an “F”.

(Revised 12/05/2005)
APPENDIX H

Student Grievance Policy

Massachusetts Community Colleges Policy Goal: Conflict Resolution
Before invoking the Student Grievance Procedure, a reasonable effort shall be made by those involved in a dispute to resolve it amicably. A dispute is most effectively handled and resolved by those closest to the problem, having the best understanding of the issues, and having the ability to formulate a mutually acceptable resolution. Therefore, it is in the best interest of the student, the potential subject of a grievance, and the College to resolve disputes through open and cooperative dialogue. Only when such efforts are unsuccessful should the Student Grievance Procedure be invoked. Throughout all phases of the Student Grievance Procedure, all reasonable efforts shall be made to maintain confidentiality in accordance with applicable law. The full grievance document may be found in Appendix____.

Definitions
- **COMPLAINT**: the informal, unwritten stage of an allegation of mistreatment.
- **GRIEVANCE**: a written complaint filed by a student with the person designated by the President as the Student Grievance Officer specifically alleging an abridgment of his or her rights as a student.
- **GRIEVANT**: the student or students filing the complaint or grievance. The Grievant must have been a registered student of the College at the time of the alleged mistreatment.
- **RESPONDING PARTY**: the person against whom a complaint or grievance is directed.
- **STUDENT GRIEVANCE OFFICER**: a College employee assigned responsibility for administering the Student Grievance Procedure, including the maintenance of specified records. The Student Grievance Officer shall ordinarily be the Senior Student Affairs Officer. If this individual is the person against whom the grievance is filed, the President shall designate another College official to act as the Student Grievance Officer.
- **TIME**: the number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the President or his/her designee may extend the time limits in extenuating circumstances with notice to both parties in writing, or by mutual written agreement between the Grievant and the Responding Party.
- **DAY**: as used in this policy, shall mean a calendar day.
- **SENIOR OFFICER**: senior level employee who reports to the President for the Responding Party’s work area.
- **INSTRUCTIONAL PERIOD**: the academic semester, summer session or intersession when a Grievant knows or should have known of a grieveable act or inaction. The Instructional Period shall end on the last day of final exams.

Utilizing the Student Grievance Procedure
The Student Grievance Procedure may be used by a student to address complaints concerning the alleged abridgment of the student’s rights, as stated in the College’s **Student Handbook and/or Policy Guide**. The student Grievant or the Responding Party may consult with the Student Grievance Officer at any time. The College’s Student Grievance Officer is Dean of Enrollment Management and Student Development, Roseanna Pena-Warfield. The Student Support Services Office is located on the second floor of the Grossman Commons Building, Room C-206A. The Student Grievance Procedure may not be used for complaints alleging sexual harassment or discrimination. When a student believes that he/she has been
If a complaint involves a grade dispute, a student shall process the complaint in accordance with the Student Grievance Procedure, even if the student alleges that a grade was improper because of discrimination. At any Level of the Student Grievance Procedure, either party may request mediation by contacting the Student Grievance Officer. Mediation shall be mutually agreed upon, and not unreasonably refused by either party. The Student Grievance Officer shall select an impartial mediator who shall be mutually agreed upon and not unreasonably refused by either party, make the arrangements, determine the timetable for the mediation process, and inform the parties of the timetable in writing. Where practicable, a mediation session shall be conducted no later than thirty (30) days after requested and agreed to by the parties. The purpose of mediation is to resolve the dispute to the satisfaction of both parties. If a resolution cannot be achieved, the Grievant may proceed with the Grievance Process. A claim of physical or sexual assault shall not proceed under the Student Grievance Procedure. A student claiming physical or sexual assault by an employee of the College shall report the incident to the College’s Public Safety Department and/or the Director of Human Resources. A student claiming physical or sexual assault by another student or an employee claiming physical or sexual assault by a student shall report the incident to the College’s Public Safety Department and/or the Vice President of Academic & Student Affairs. Further, in matters involving physical assault, students and employees are strongly encouraged to report the incident to the local authorities. Except for under extenuating circumstances, as determined by the President or his/her designee, failure by either party to comply with the Student Grievance Procedure during the course of a grievance shall result in the waiving of the non-compliant party’s rights under the Procedure.

**LEVEL ONE - Informal Procedure**
This is the informal stage where most complaints are resolved. The Grievant and the Responding Party should consult with the Student Grievance Officer at this time.
A student grievant initiates the informal phase of the grievance process. The grievant shall first present his/her complaint orally and informally to the Responding Party. This shall be done in a reasonable period of time, not exceeding thirty (30) calendar days following the instructional period when the grievant knew or should have known of the grievable act or inaction. The Responding Party must respond to the Grievant’s complaint within ten (10) days. Though this phase of the process is informal, the parties may present their positions in writing. If the matter is not resolved informally within ten (10) calendar days from the date a response to the complaint was due, the Grievant may proceed to Level Two.

**LEVEL TWO - Formal Procedure**
Prior to filing a written grievance at Level Two, a Grievant must consult with the Student Grievance Officer. The Responding Party should also consult with the Student Grievance Officer at this phase of the process.

**Step One**
The Student Grievance Officer shall notify the parties in writing when a complaint is not resolved informally at Level One. The Grievant may, within ten (10) calendar days after receipt of the Student Grievance Officer’s written notice, file with the Student Grievance Officer a formal written grievance. The grievance shall contain the following information: the name and title of the person(s) against whom the grievance is directed, a statement of all known facts, documents and materials supporting the grievance, a list of individuals who have information pertinent to the grievance, and the relief sought by the Grievant. All supporting documents, if any, shall be attached to the grievance as part of
the grievance. The grievance shall also state the date it is filed and that it is being filed at “Level Two, Step One.” The grievance may be filed with the Student Grievance Officer by regular mail, certified mail, or in hand. Thereafter, the Student Grievance Officer shall deliver the grievance, and all supporting documents, if any, to the Responding Party within five (5) calendar days. If the Responding Party is unavailable at the time the grievance is filed; the Student Grievance Officer shall use reasonable means to deliver the grievance within a reasonable period of time. The Responding Party shall forward a written Level Two - Step One response to the Student Grievance Officer within ten (10) calendar days of his/her receipt of the grievance. The Student Grievance Officer shall deliver the written response to the Grievant within five (5) calendar days of receipt.

**Step Two (Supervisor Level)**

If the grievance is not resolved to the satisfaction of the Grievant within ten (10) calendar days after his/her receipt of the Step One response, or if no written response is submitted, the Grievant may within ten (10) calendar days after the written response was received or due, request the Student Grievance Officer to forward the written grievance and response, if any, to the supervisor of the Responding Party, with a copy to the Senior Officer of the work area of the Responding Party. The supervisor shall investigate the grievance and confer with the Senior Officer. The supervisor shall forward his/her written decision to the Student Grievance Officer, within ten (10) calendar days after receipt of the Step Two grievance. Thereafter, the Student Grievance Officer shall deliver the decision to the Grievant and the Responding Party within five (5) calendar days. At any time before the issuance of the Supervisor’s Step Two decision, the Senior Officer may request that the parties meet to discuss the issue and attempt to resolve it. Grade appeals do not go beyond this Step (Level Two - Step Two) per the section on Grade Appeals. Either party to a grievance may raise no new issues or allegations after Step Two.

**Step Three (Student Grievance Committee Level)**

If the grievance is not resolved to the satisfaction of the Grievant within the period allowed at Level Two - Step Two, the Grievant may request a hearing before a Student Grievance Committee. Such a request must be in writing and presented to the Student Grievance Officer within ten (10) calendar days from the issuance of the Supervisor’s Level Two - Step Two decision. Within ten (10) calendar days of the Student Grievance Officer’s receipt of the Grievant’s request for a hearing, the Student Grievance Officer shall arrange a hearing before a Student Grievance Committee. The Student Grievance Officer shall use reasonable efforts to schedule the hearing at a time mutually convenient to the parties. At least twenty-four (24) hours prior to the hearing, the Student Grievance Officer shall provide each member of the Committee and all parties to the grievance with copies of the grievance, responses to the grievance, decisions issued, and all relevant supporting documentation and materials. The Committee’s make-up and hearing rules are discussed later in this policy. The Committee shall deliver its findings and recommendations to the Student Grievance Officer within ten (10) calendar days following the hearing. A copy of the Committee’s findings and recommendations shall be delivered to the Grievant, the Responding Party, and the President or his/her designee, within five (5) calendar days of receipt. Within ten (10) calendar days of the President’s receipt of the Committee’s findings and recommendations, the President or his/ her designee, shall issue a written statement accepting, modifying or rejecting the Committee’s recommendations. The decision of the President, or his/her designee, shall be final and binding on all parties.

**Grade Appeals**

Complaints or grievances filed in connection with assigned grades represent a special case within the grievance procedure. Grading reflects careful and deliberate assessment of a student’s performance by the instructing professional(s). As such decisions are necessarily judgmental; the substance of those decisions may not be delegated to the grievance process. Nevertheless, the College recognizes that in rare cases the process of grading may be subject to error or injustice. Except as otherwise provided by

ACADEMIC POLICY AND PROCEDURES MANUAL 2007-2008 94
separate appeals procedures for clinical programs as approved by the President of the College, a student who alleges an error or injustice in the grading process may file a grievance under the Student Grievance Procedure. A grade appeal grievance shall proceed no further than Level Two, Step Two. For purposes of a grade appeal, the Senior Academic Officer of the College, or his/her designee, shall serve as the Student Grievance Officer throughout the grade appeal process. If the faculty member who assigned the challenged grade is no longer employed by the College or is not available within the timelines specified (see “Time” definition), the student may initiate his/her Level One complaint with the chief administrator of the appropriate instructional division (who shall be identified by the Senior Academic Officer).

If at any level substantial evidence of error is produced, the grading process may be remanded to the instructor of record for reassessment. If the instructor of record is no longer available, the chief administrator of the appropriate instructional division or his/her designee shall instead reassess the grading process.

Membership of the Student Grievance Committee
The composition of the College’s Student Grievance Committee shall consist of five members: one student, one unit professional, one faculty member, one non-unit professional and one unit classified employee. The President or his/her designee shall appoint each member from among the recommendations submitted by the Student Grievance Officer. Service on a Committee shall be voluntary, provided that a member who has a personal interest in the particular grievance shall be ineligible to serve on a Grievance Committee. All College employees serving on a Student Grievance Committee, and acting within the scope of their official duties on the Committee, shall be covered to the full extent provided under Massachusetts General Laws, Chapter 258, including, the indemnification provision contained in M.G.L., Chapter 258, Section 9. All Student Grievance Committee members, as well as all others in attendance at a student grievance proceeding, shall maintain the confidentiality of the proceedings. The Student Grievance Officer shall attend all Committee hearings but shall not vote.

Guidelines for Committee Hearings
The following guidelines provide the framework for conducting a Student Grievance Committee Hearing:

- Prior to the hearing, the newly impaneled Committee shall meet to elect a Committee Chairperson. The Chairperson shall be selected by a simple majority vote.
- The Chairperson on the Committee shall be responsible for conducting the hearing and drafting the decision of the Committee, but shall vote only in the event of a tie.
- All hearings shall be closed and deliberations of the Committee shall be confidential and conducted in private.
- The Grievant and the Responding Party shall be in attendance at the hearing. Each party may be accompanied by an advisor at the hearing. The advisor, however, may not participate in the hearing or question witnesses. Either party may at anytime during a hearing consult in private with his/her advisor.
- Witnesses may be asked by the Committee to remain outside of the hearing room until they are called to testify.
- The Grievant will address the Committee first. The Grievant will state the nature of his/her grievance and may present relevant evidence and/or witnesses in support of the grievance.
- The Responding Party may respond to the Grievant’s complaint and present relevant evidence and/or witnesses in opposition to the grievance.
- Once the parties have presented their respective positions, the Committee may question the parties and/or witnesses.
- After the Committee has questioned the parties, each party will be given the opportunity to question the other party and their respective witnesses. All questions must be directed through
the Committee. If the Committee determines that a question is relevant to the grievance, the party or witness to whom it is addressed will be asked to respond.

- Following the parties’ questioning of each other, the Committee will have another opportunity to question the parties and witnesses.
- Hearings before the Committee shall not be subject to the formal rules of evidence. In all cases, the hearing shall be conducted in a fair and impartial manner.
- If a party to a grievance fails to appear for a scheduled hearing, the Committee has the discretion to proceed with the hearing and issue its findings and recommendations in the party’s absence.
- The decision of the Committee shall be based on the relevant evidence presented at the hearing. The decision shall be in writing and include: a list of all documentary evidence and witnesses presented; a summary of the testimony offered by both parties and their respective witnesses; the findings of the Committee and its recommendations. Copies of the decision and recommendations of the Student Grievance Committee shall be forwarded by the Student Grievance Officer, to the Grievant, the Responding Party, and the President or his/her designee.
- When deciding upon a grievance, the Committee shall consider whether a finding against the Responding Party is fundamentally fair and reasonable under the circumstances and in accordance with applicable College rules and procedures.

Withdrawal
A student may withdraw his/her complaint or grievance at any time. Withdrawal must be accomplished in writing or by oral agreement confirmed in writing.

Reprisals
No member of the College community shall retaliate or threaten to retaliate against, interfere with, restrain, or coerce any student in the exercise of his/her rights under the Student Grievance Procedure or his/her participation in any grievance proceedings.

Collateral rights of person grieved by Student
If the recommendations made at any level of the grievance procedure result in sanctions against a college employee, the sanctions shall be regarded as administrative actions subject to all conditions of applicable collective bargaining agreements and College or Board of Higher Education personnel policies.

Alternative Forums
Filing a grievance in accordance with the Student Grievance Procedure in no way abrogates a student’s right to file a complaint with an appropriate state or federal agency or in another forum.

C. Student Behavior and Discipline Code

Members of the campus community have a responsibility to act in a manner that promotes the well being, respect, safety and security of all members of the campus community. Conduct that disrupts, invades or demonstrates a disrespect for those rights will not be tolerated. Individuals are responsible for their conduct and the consequences of their actions. Interference with the College’s educational objectives or community life is cause for disciplinary action. All members of the College community and visitors are expected to refrain from such interference including, among others, the following particular types of conduct on College premises and at College sponsored or authorized activities. Although all staff members representing the College are concerned with the welfare and discipline of students, it is the responsibility of the Vice President of Academic and Student Affairs, or his or her designee, in concert with other campus offices, to see that rules and regulations are maintained.
Article I: Definitions

- The term “College” means Cape Cod Community College.
- The term “student” includes all persons taking courses at the College, both full-time and part-time.
- The term “faculty member” means any person hired by the College to conduct classroom activities.
- The term “College official” includes any person employed by the College, performing assigned administrative or professional responsibilities.
- The term “member of the College community” includes any person who is a student, faculty member, staff member, College official or any other person employed by the College. A person’s status in a particular situation shall be determined by the Director of Human Resources or the Registrar.
- The term “organization” means any number of persons who have complied with the formal requirements for recognition by the College.
- The term “College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College, including adjacent streets or sidewalks.
- The term “Judiciary Committee” means any person or persons authorized by the College Governance to conduct hearings and recommend sanctions upon students found to have violated the Student Code of Conduct.
- The term “shall” is used in the imperative sense.
- The term “may” is used in the permissive sense.
- The term “policy” is defined as the written regulations of the College as found in, but not limited to, the Student Code, Student Handbook and the College Catalog.
- The term “cheating” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment, including works found on the Internet. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Article II: Judicial Authority

- The College shall determine the composition of the Judiciary Committee.
- The Judiciary Committee shall develop policies for the administration of the judicial program and procedural rules for the conduct of hearings which are not inconsistent with the provisions of the Student Code.
- Decisions made by the Judiciary Committee shall be final, pending the normal appeal process.

Article III: Proscribed Conduct

a. Jurisdiction of the College
Generally, college jurisdiction and discipline shall be limited to conduct which occurs on and off college premises or which adversely affects the college community and/or the pursuit of its objectives.

b. Conduct - Rules and Regulations
Any student found to have committed the following misconduct is subject to the disciplinary sanctions outlined in Article IV:
1. Acts of dishonesty, including but not limited to the following:
   - Cheating, plagiarism, or other forms of academic dishonesty.
   - Furnishing false information to any college document, record, or instrument of identification.
   - Forgery, alteration or misuse of any college document, record or instrument of identification.
   - Tampering with the election of any college recognized student organization.

2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other college activities, including public service functions on or off campus, or other authorized non-college activities, when the act occurs on college premises.

3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.

4. Attempted or actual theft of and/or damages to property of the college or property of a member of the college community or other personal or public property.

5. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

6. Failure to comply with the directions of college officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

7. Unauthorized possession, duplication or use of keys to any college premises or unauthorized entry to or use of college premises.

8. Violation of published college policies, rules or regulations.

9. Violation of federal, state or local law on college premises or at college sponsored or supervised activities.

10. Use, possession or distribution of narcotic or other controlled substances except as expressly permitted by law.

11. Use, possession or distribution of alcoholic beverages except as expressly permitted by the law and college regulations, or public intoxication.

12. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises.

13. Participation in a campus demonstration which disrupts the normal operations of the college and infringes on the rights of other members of the college community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.

14. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college sponsored or supervised functions.
15. Conduct which is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by, or participated in by, the college.

16. Theft or other abuse of computer time, including but not limited to:
   - Unauthorized entry into a file (including computerized files), to use, read, or change the contents, or for any other purpose.
   - Unauthorized transfer of a file (including computerized files).
   - Unauthorized use of another individual’s identification and password.
   - Use of computing facilities to interfere with the work of another students, faculty member or college official.
   - Use of computing facilities to send obscene or abusive messages.
   - Use of computing facilities to interfere with normal operation of the college computing system.

17. Abuse of the judicial system, including but not limited to:
   - Failure to obey the summons of the Judiciary Committee or college official.
   - Falsification, distortion, or misrepresentation of information before a Judiciary Committee.
   - Disruption or interference with the orderly conduct of a judicial proceeding.
   - Institution of a judicial proceeding knowingly without cause.
   - Attempting to discourage an individual’s proper participation in, or use of, the judicial system.
   - Attempting to influence the impartiality of a member of a Judiciary Committee prior to, and/or during the course of, the judicial proceeding.
   - Harassment (verbal or physical) and/or intimidation of a member of a Judiciary Committee prior to, during, and/or after a judicial proceeding.
   - Failure to comply with the sanction(s) imposed under the Student Code.
   - Influencing or attempting to influence another person to commit an abuse of the judicial system.

D. Violation of Law and College Discipline

1. If a student is charged only with an off-campus violation of federal, state or local laws, but not with any other violation of this Code, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for the college community. In such cases, no sanction may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (e.g. “no contest” or (“nolo contendere”). The College reserves the right to proceed with disciplinary action at the college during the pendency of criminal proceedings and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

2. College disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Code, for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal
3. When a student is charged by federal, state or local authorities with a violation of law, the college will not request or agree to special consideration for that individual because of his or her status as a student. If the alleged offense is also the subject of a proceeding before a Judiciary Committee with the Student Code, however, the college may advise off-campus authorities of the existence of the Student Code and of how such matters will be handled internally within the college community. The college will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators. Individual students and faculty members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

**Article IV: Judicial Policies**

**A. Charges and Hearings**

1. Any member of the College community may file a complaint against any student for misconduct. Complaints shall be prepared in writing and directed to the Judiciary Committee Chair, the Dean of Learning Support Services, who is responsible for the administration of the College judicial system. Any complaint should be submitted as soon as possible after the event takes place, preferably within ten business days.

2. The Judiciary Committee Chair, the Dean of Learning Support Services, may conduct an investigation to determine if the complaints have merit and/or if they can be disposed of administratively. Such disposition shall be final and there shall be no subsequent proceedings.

3. All complaints shall be presented to the accused student in written form. A time shall be set for a hearing, not less than five nor more than fifteen calendar days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the Judiciary Committee.

4. Hearings shall be conducted by a Judiciary Committee according to the following guidelines:
   - Hearings normally shall be conducted in private.
   - Admission of any person to the hearing shall be at the discretion of the Judiciary Committee.
   - In hearings involving more than one accused student, the Judiciary Committee Chair, the Dean of Learning Support Services, in his or her discretion, may permit the hearings concerning each student to be conducted separately.
   - The complainant and the accused have the right to be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. The complainant and/or the accused is responsible for presenting his or her case, and therefore, advisors are not permitted to speak or to participate directly in any hearing before the Judiciary Committee.
   - The complainant, the accused and the Judiciary Committee shall have the privilege of presenting witnesses, subject to the right of cross-examination only by the Judiciary Committee.
   - Pertinent records, exhibits and written statements may be accepted as evidence for consideration by a Judiciary Committee at the discretion of the chairperson.
   - All procedural questions are subject to the final decisions of the Chairperson of the Judiciary Committee, the Dean of Learning Support Services.
• After the hearing, the Judiciary Committee shall determine by majority vote whether the student has violated each section of the Student Code which the student is charged with violating.
• The Judiciary Committee’s determination shall be made on the basis of whether it is more likely than not the accused student violated the Student Code.

5. There shall be a single verbatim record, such as a tape recording, of all hearings before a Judiciary Committee. The record shall be the property of the College.

6. Except in the case of a student charged with failing to obey the summons of a Judiciary Committee or College official, no student may be found to have violated the Student Code solely because the student failed to appear before a Judiciary Committee. In all cases, the evidence in support of the charges shall be presented and considered.

B. Sanctions
1. The following sanctions may be imposed upon any student found to have violated the Student Code:
   • Warning - a notice in writing to the student that the student is violating or has violated institutional regulations.
   • Probation - a written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
   • Loss of privileges - denial of specified privileges for a specified period of time.
   • Restitution - Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
   • Discretionary Sanctions—Work assignments, service assignments (such assignments must have prior approval of the Vice President of Academic and Student Affairs.)
   • College Suspension—Separation of the student from the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
   • College Expulsion - Permanent separation of the student from the College.

2. More than one of the sanctions listed above may be imposed for any single violation.

3. Other than College Expulsion, disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s confidential record. Upon graduation, the student’s confidential record may be expunged of disciplinary actions other than College Suspension or College Expulsion. Cases involving the imposition of sanctions other than expulsion or suspension shall be expunged from the student’s confidential record two (2) years after final disposition of the cases.

4. The following sanctions may be imposed upon groups or organizations:
   a. Those sanctions listed above in Section B1, a through d.
   b. Deactivation - Loss of all privileges, including College recognition, for a specified period of time.

5. In each case in which the Judiciary Committee determines that a student has violated the Student Code, the sanctions shall be determined and recommended to the Vice President of Academic and Student Affairs.
C. Interim Suspension
In certain circumstances, the Vice President of Academic and Student Affairs, or a designee, may impose a College suspension prior to the hearing before a Judiciary Committee.

1. Interim Suspension may be imposed only: a) to ensure the safety and well-being of members of the college community or preservation of college property; b) to ensure the student’s own physical or emotional safety and well-being; or c) if the student poses a definite threat of disruption or interference with normal operations of the college.

2. During the interim suspension, students shall be denied access to the campus (including classes) and/or all other college activities or privileges for which the student might otherwise be eligible, as the Vice President of Academic and Student Affairs may determine to be appropriate.

D. Appeals
1. A decision reached by the Judiciary Committee may be appealed by accused students or complainants within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Vice President of Academic and Student Affairs or his or her designee.

2. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
   o To determine whether the original hearing was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present a rebuttal of those allegations.
   o To determine whether the decision reached regarding the accused student was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that a violation of the Student Code occurred.
   o To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
   o To consider new evidence, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such evidence and/or facts were not known to the person appealing at the time of the original hearing.

3. If an appeal is upheld by the Vice President of Academic and Student Affairs, the matter shall be remanded to the original Judiciary Committee for re-opening of the hearing to allow reconsideration of the original determination and/or sanction(s).

4. In cases involving appeals by students accused of violating the Student Code, review of the sanction by the Vice President of Academic and Student Affairs may not result in more severe sanction(s) for the accused student. Instead, following an appeal and upon review of the case, sanctions may be reduced, but not increased.

5. In cases involving appeals by student complainants, the Vice President of Academic and Student Affairs may, upon review of the case, reduce or increase the sanctions imposed by the Judiciary Committee or remand the case to the original Judiciary Committee.
Article V: Interpretation and Revision
Any question of interpretation regarding the Student Code shall be referred to the Vice President of Academic and Student Affairs or his or her designee for final determination.

The Student Code shall be reviewed every three (3) years under the direction of the Judiciary Committee Chairperson, the Dean of Learning Support Services. 4/04
DATE: ________________________________

TO: Sandra Brito, Registrar

FROM: Roseanna Pena-Warfield

RE: MEDICAL WITHDRAWAL

Please be advised that student ________________________________

(Student Identification number ____________ ) is being granted a medical withdrawal
for the ________________________________ semester, effective ____________.

I have received the necessary documentation from a medical professional in support of
this withdrawal. If you have any questions, please do not hesitate to contact me.

RPW:ln

CC: Health Services Office
    Financial Aid Office
    Business Office
APPENDIX J
OFFICE OF STUDENT RECORDS & REGISTRATION Revised 08/05

CHANGE OF SCHEDULE       ID Number:_________Date of Birth:_________
Cape Cod Community College
West Barnstable, MA 02668    LastName:_________ First: _________ MI: __

Courses Added
Course #      Section #

Courses Dropped
Course #      Section #

Section Change
Course #      Drop      Add

Student Signature:_________________________ Date: __________

INSTRUCTIONS

1. WARNING: Any change in your academic schedule may have a significant effect on your financial obligation and policies. Students are advised to inquire at the Business Office and the Financial Aid Office before filing academic schedule changes at the Registrar’s Office.

*2. It is the STUDENT’S responsibility to return the completed form to the Registrar’s Office within the required time period as listed in the Student Handbook and below:
   a. Section Change or Adding a Course
      Students may “add” or “change” the section of a course up to the SEVENTH day of the semester.
   b. Dropping a Course
      Submit the completed form no later than the TENTH week of the semester to the Registrar by 4:00 p.m.
      See the Student Handbook or Registrar for all details.

   3. Print your name, date of birth and Student ID number clearly where indicated.

   4. For each course:
      a. Choose action to be taken (DROP, ADD, or SECTION CHANGE) and use appropriate box
      b. Enter course and section number.
      c. Sign your name.

*Summer Sessions are exceptions: refer to the Registrar’s office or summer catalogue for further
ACADEMIC TRANSCRIPT REQUEST

1) Provide the following information:

___________________________       ____________________________
Student ID# (Enter If Known)       (Previous/Maiden Name)

_______________________________
Last                        First                                           Middle

__________________________________________________________________________________________

_________________
Current Mailing Address

__________________________________________________________________________________________

_________________
City           State         Zip

(_____)(_____)___________________________ __________________________________
Area Code         Phone Number                                    Social Security Number                                   Date of Birth

2) Sign: ____________________________________________________________________________

In accordance with the Family Educational Rights Privacy Act of 1974, I authorize, with my signature, the release of my student records to the parties listed below.

3) Include payment. Payment of $2.00 must be made by cash, credit card, or check (payable to Cape Cod Community College) for EACH transcript requested.

4) Check off when you want your transcript sent out:

☐ Process now !

I am currently taking classes and want my transcript sent out

☐ after final grades have been entered.

☐ after my Degree has been awarded.

5) Indicate where you want your transcript sent:

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Cape Cod Community College

Curriculum and Programs

Policies and Procedures
February 2006

The following is excerpted from the Academic Policies and Procedures Manual 2002-2003:

Curriculum and Programs:
Approves and recommends course and program additions and deletions or changes in existing programs, and conducts periodic reviews of courses and programs. The Committee operates in accordance with the statement of policies and procedures headed "Introduction of New Courses and Programs" in the Academic Policies and Procedures Manual, and implements such changes in philosophy or policy as have been approved by the College Meeting and the President of the College.

Vice President of Academic and Student Affairs, four faculty, one professional library staff member, one adjunct faculty/part-time professional staff, one student, one support staff, one Division Dean. Faculty shall serve three year staggered terms. (Approved May 10, 1999).

The matter of procedure for new courses and programs approval is as follows:

Introduction of New Courses and Programs
New programs of study or changes in existing programs of study shall be formally presented to the Curriculum and Programs Committee, which shall make its recommendation to the College Meeting. Action to adopt a new program or change an existing one shall be forwarded to the President for appropriate disposition. In the case of new programs, the President must forward the Stage II Proposal or Consolidated Application to the Board of Trustees and the Board of Higher Education for their approval.

New courses may be recommended to the appropriate Department by any committee, department, faculty member or administrative officer and shall be given primary consideration by the Department to which the subject matter belongs. In case of uncertainty as to the Department of reference, the Vice President of Academic and Student Affairs shall determine the procedure to be followed for consideration of the course. If the primary consideration results in a decision to recommend for adoption, the recommendation shall be made by the Department to the Curriculum and Programs Committee, which shall approve or disapprove. In the case of approval, the Chair of the Committee shall forward the Committee's action to the President for appropriate disposition.
Any member of the professional staff and any committee is free, without prejudice, to explore any course, or program of study on a preliminary basis in order to determine if such member or committee shall recommend a course or program under the first two paragraphs of this section.

Cape Cod Community College

Curriculum and Programs

Procedures to Change Existing Courses, Introduce New Courses, Change Existing Programs, Introduce New Programs, Retire a Course, and to Reinstate a Course

I. Department

Once approved by the Department and acknowledged by the Division Dean, the Department submits one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to the Chair of the Curriculum and Programs Committee:

For changes to existing courses:
- Course Change Request Form for Existing Courses indicating change
- revised Course Syllabus as approved by the Department
- existing Official Course Syllabus
- rationale
- Catalog Entry Form completed and signed by the Division Dean

For introducing new courses:
- New Course Request Form
- new Course Syllabus as approved by the Department
- Questionnaire for New Courses and Programs along with supporting documentation
- Catalog Entry Form completed and signed by the Division Dean

For changes to existing programs/concentrations/certificates:
- revised program including course numbers, titles, and credits as approved by the Department
- current program
- rationale
- Program Master Form completed by the Division Dean

For introducing new programs:
- overview statement and career outlook statement, rationale for the program, procedures, and the sequence of courses as approved by the Department
- Questionnaire for New Courses and Programs along with supporting documentation
- approved Course Syllabus for each course in the program (new courses that are included in the new program must be approved before the program can be approved)
- Program Master Form completed by the Division Dean
For retiring a course:
- A course is retired when it will no longer be offered.
- Retire a Course form completed and signed by the Department Chair and the Division Dean
- Catalog Entry Form completed and signed by the Division Dean

For reinstating a course:
- Reinstate a Course form completed and signed by the Department Chair and the Division Dean
- Catalog Entry Form completed and signed by the Division Dean

II. Curriculum and Programs

For changes to existing courses:
- reviews the proposed changes
- may return material to the Department to request further information and clarification
- may decline the changes

For new courses:
- reviews Questionnaire for New Courses and Programs and supporting documentation.
- may decline and return material to the Department to request further information and clarification

For new programs and changes to existing programs:
- reviews overview statement, career outlook statement, and sequence of courses as approved by the Department
- may decline and return material to the Department to request further information and clarification

For retiring a course:
- reviews the Retire a Course form including the rationale

For reinstating a course:
- reviews the Reinstate a Course form including the rationale

The Curriculum & Programs Chair prepares the Reports for College Meeting including all acknowledgements made by Curriculum and Programs. New courses and programs must be reported to College Meeting, then approved by the Vice President of Academic and Student Affairs and the President.

Forwards the Catalog Entry Form to the Registrar.

Updates mainframe (official course descriptions).
Updates numerical card file.
Records the Minutes of the Curriculum and Programs meetings. Distributes Minutes to President’s Cabinet, Division Deans, Associate Deans, Registrar, Admissions Office, Financial Aid Office, Department Chairs, Department Administrative Assistants, Curriculum and Programs Committee members, and the Catalog Coordinator.

Maintains chronological file of Curriculum & Programs Minutes along with supporting documentation (i.e., Official Course Syllabus, Questionnaire, Catalog Entry Form).

Prepares Curriculum and Programs Committee Recommendations to the Vice President of Academic and Student Affairs and the President, which lists all course/program changes and adoptions.

Maintains the Curriculum and Programs Public Folder.

Maintains a central file for all current official syllabi.

III. Registrar

Holds the Catalog Entry Form pending approval from the Vice President of Academic and Student Affairs and the President for new courses/programs.

Updates the mainframe using information provided on the Catalog Entry Form and/or Retire a Course form.

V. Office of the President

The Vice President of Academic and Student Affairs and the President authorize the Curriculum and Programs Committee Recommendations and return the signed original Recommendations to Curriculum and Programs.

Once approved by the Board of Trustees, the Office of the President reports new programs to the Board of Higher Education.

Cape Cod Community College

Curriculum and Programs
Course Change Request Form for Existing Courses

Department of ________________________________

Date Department Approved Change____________________

Current Course Number: _____________________________

Current Course Title: ________________________________

Contact Person: _______________________________ Extension: _______________________________

1. Check the appropriate boxes below to indicate where changes were made.

- [ ] Course Number
- [ ] Course Title (requires a new course number)
- [ ] Description (requires Catalog Entry Form; significant changes requires a new course number)
- [ ] Student Learning Outcomes
- [ ] Credits (requires a new course number)
- [ ] Contact Hours (requires a new course number)
- [ ] Satisfies General Education Core or Distribution Requirement (requires Catalog Entry Form)
- [ ] Prerequisites (requires Catalog Entry Form)
- [ ] Level of Course
- [ ] General Statement of Evaluation
- [ ] Content Outline of the Course
- [ ] Other

2. Attach the existing Official Course Syllabus and the revised Course Syllabus as approved by the Department.

3. Attach rationale.

4. Attach Catalog Entry Form as completed by the Division Dean (see item #1 above).
5. Forward one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to Curriculum and Programs for approval/acknowledgement.

<table>
<thead>
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<th>Department Chair’s Signature:</th>
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Cape Cod Community College

Curriculum and Programs

Guidelines for Completing the Course Change Request Form for Existing Courses

General:
All changes to the Official Course Syllabus of existing courses must be submitted to Curriculum and Programs. Even changes that just clarify or update the course description, prerequisites, etc. must be designated on the Course Change Request Form for Existing Courses and submitted with both the existing Official Course Syllabus and the proposed Course Syllabus, rationale, and Catalog Entry Form. This procedure is essential to the integrity of the College’s records and the work of the Registrar.

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Cape Cod Community College

Curriculum and Programs

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February 2006

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New courses may be recommended to the appropriate Department by any committee, department, faculty member or administrative officer and shall be given primary consideration by the Department to which the subject matter belongs. In case of uncertainty as to the Department of reference, the Vice President of Academic and Student Affairs shall determine the procedure to be followed for consideration of the course. If the primary consideration results in a decision to recommend for adoption, the recommendation shall be made by the Department to the Curriculum and Programs Committee, which shall approve or disapprove. In the case of approval, the Chair of the Committee shall forward the Committee's action to the President for appropriate disposition.

Any member of the professional staff and any committee is free, without prejudice, to explore any course, or program of study on a preliminary basis in order to determine if such member or committee shall recommend a course or program under the first two paragraphs of this section.

Cape Cod Community College

Curriculum and Programs
Procedures to Change Existing Courses, Introduce New Courses, Change Existing Programs, Introduce New Programs, Retire a Course, and to Reinstate a Course

I. Department

Once approved by the Department and acknowledged by the Division Dean, the Department submits one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to the Chair of the Curriculum and Programs Committee:

For changes to existing courses:
- Course Change Request Form for Existing Courses indicating change
- revised Course Syllabus as approved by the Department
- existing Official Course Syllabus
- rationale
- Catalog Entry Form completed and signed by the Division Dean

For introducing new courses:
- New Course Request Form
- new Course Syllabus as approved by the Department
- Questionnaire for New Courses and Programs along with supporting documentation
- Catalog Entry Form completed and signed by the Division Dean

For changes to existing programs/concentrations/certificates:
- revised program including course numbers, titles, and credits as approved by the Department
- current program
- rationale
- Program Master Form completed by the Division Dean

For introducing new programs:
- overview statement and career outlook statement, rationale for the program, procedures, and the sequence of courses as approved by the Department
- Questionnaire for New Courses and Programs along with supporting documentation
- approved Course Syllabus for each course in the program (new courses that are included in the new program must be approved before the program can be approved)
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A course is retired when it will no longer be offered.
- Retire a Course form completed and signed by the Department Chair and the Division Dean
- Catalog Entry Form completed and signed by the Division Dean
For reinstating a course:
- Reinstate a Course form completed and signed by the Department Chair and the Division Dean
- Catalog Entry Form completed and signed by the Division Dean

II. Curriculum and Programs

For changes to existing courses:
- reviews the proposed changes’

For new courses:
- reviews Questionnaire for New Courses and Programs and supporting documentation.
- may decline and return material to the Department to request further information and clarification

For new programs and changes to existing programs:
- reviews overview statement, career outlook statement, and sequence of courses as approved by the Department
- may decline and return material to the Department to request further information and clarification

For retiring a course:
- reviews the Retire a Course form including the rationale

For reinstating a course:
- reviews the Reinstate a Course form including the rationale

The Curriculum & Programs Chair prepares the Reports for College Meeting including all acknowledgements made by Curriculum and Programs. New courses and programs must be reported to College Meeting, then approved by the Vice President of Academic and Student Affairs and the President.

Forwards the Catalog Entry Form to the Registrar.

Updates mainframe (official course descriptions).
Updates numerical card file.
Records the Minutes of the Curriculum and Programs meetings. Distributes Minutes to President’s Cabinet, Division Deans, Associate Deans, Registrar, Admissions Office, Financial Aid Office, Department Chairs, Department Administrative Assistants, Curriculum and Programs Committee members, and the Catalog Coordinator.
Maintains chronological file of Curriculum & Programs Minutes along with supporting documentation (i.e., Official Course Syllabus, Questionnaire, Catalog Entry Form).
Prepares Curriculum and Programs Committee Recommendations to the Vice President of Academic and Student Affairs and the President, which lists all course/program changes and adoptions.
Maintains the Curriculum and Programs Public Folder.
Maintains a central file for all current official syllabi.

III. Registrar
Holds the Catalog Entry Form pending approval from the Vice President of Academic and Student Affairs and the President for new courses/programs.
Updates the mainframe using information provided on the Catalog Entry Form and/or Retire a Course form.

V. Office of the President
The Vice President of Academic and Student Affairs and the President authorize the Curriculum and Programs Committee Recommendations and return the signed original Recommendations to Curriculum and Programs.

Once approved by the Board of Trustees, the Office of the President reports new programs to the Board of Higher Education.

Cape Cod Community College

Curriculum and Programs

Course Change Request Form for Existing Courses
6. Check the appropriate boxes below to indicate where changes were made.

- Course Number
- Course Title (requires a new course number)
- Description (requires Catalog Entry Form; significant changes requires a new course number)
- Student Learning Outcomes
- Credits (requires a new course number)
- Contact Hours (requires a new course number)
- Satisfies General Education Core or Distribution Requirement (requires Catalog Entry Form)
- Prerequisites (requires Catalog Entry Form)
- Level of Course
- General Statement of Evaluation
- Content Outline of the Course
- Other

7. Attach the existing Official Course Syllabus and the revised Course Syllabus as approved by the Department.

8. Attach rationale.

9. Attach Catalog Entry Form as completed by the Division Dean (see item #1 above).

10. Forward one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment to Curriculum and Programs for approval/acknowledgement.
Cape Cod Community College

Curriculum and Programs

Guidelines for Completing the Course Change Request Form for Existing Courses

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</tr>
<tr>
<td>Credit(s), Contact Hours, and Core Requirement</td>
<td>As these changes affect the College curriculum, administration, and/or student requirements, make sure that your rationale for making these changes is documented. Requests may be declined by Curriculum and Programs or by College Meeting or by the President.</td>
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<tr>
<td>Prerequisites</td>
<td>The need to make changes in course prerequisites can be triggered by course changes made by the department offering the prerequisite as well as by the department offering the course.</td>
</tr>
<tr>
<td>Other</td>
<td>This can include information about when course will be offered, the relationship of this course to 2 + 2 programs and other information that should be included in the catalog.</td>
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Cape Cod Community College
Curriculum and Programs

New Course Request Form

Department of __________________________________________

Date Department Approved: _______________________________

Course Number: _______________________________________

Course Title: _________________________________________

Contact Person: _______________________________ Extension: ________

1. Attach the proposed Course Syllabus as approved by the Department and appropriate Division Dean.

2. Attach the completed Questionnaire for New Courses and Programs with any explanatory or supporting materials that would help the Committee make an appropriate decision.

3. Attach Catalog Entry Form as completed by the Division Dean.

4. Forward one printed copy with appropriate authorizing signatures and one digital copy as an e-mail attachment of the request to Curriculum and Programs.

Department Chair’s Signature: ______________________ Date: ____________
Cape Cod Community College  
Curriculum and Programs

Questionnaire for New Courses and Programs

Course Number: ____________________

Course or Program Title: _____________________________________________________

1. How does this proposal reflect and advance the academic objectives in your Department’s strategic plan?

2. Explain how this course or program extends, complements or adds to existing offerings.

3. How does the proposed course or program meet clearly defined needs and serve a known population of students?

4. Is the subject matter of the proposed course covered in existing courses? If it is, describe how this new course is distinctive and necessary. Explain why your department should be responsible for the proposed course or program.

5. What criteria did you follow in deciding to grant the number of credit hours listed in your course or program proposal?

6. Describe departmental support for the course or program. What concerns were raised?

7. If the course is proposed as an honors course, how does it meet the requirements for honors courses specified in the Commonwealth Honors Program criteria?
Cape Cod Community College

Curriculum and Programs

*policies and procedures manual*

Guidelines for Completing the Questionnaire for New Courses and Programs

General
Questions are designed to give the Curriculum and Programs committee enough information and supporting data to make an informed decision and confidence to address questions from administrators, the Board of Trustees, accreditation agencies, students and other members of the community. Your proposal will have the best chance for timely and straightforward acceptance if:
- all relevant forms and documents are included in the proposal
- relationships between the course/program and established departmental and college objective are spelled out
- the Student Learning Outcomes section of the syllabus describes student learning goals using the categories listed on the Intellectual Skills Statement included with this policies and procedures manual
- relationships between the methods of student evaluation and the Student Learning Outcomes sections of the syllabus are clear.

Questions
Please refer to College documents and supply the most solid data that you can in your answers to the questions.

1. Strategic plan. List the elements of your Department’s strategic plan that this course/program supports. Describe how this course advances the plan.

2. How does the course fit with what we are already doing? Give details, list specific courses, and indicate outcomes of discussions with those who teach relevant existing courses.

3. Students. Give numbers if you can. Describe specific sub populations of students who have indicated in some way that this course would meet their needs or refer to outside agencies and organizations that will require this course for licensing, employment, etc.

4. Overlap. Show that you have checked with other departments about courses covering what an outside reviewer would see as the same material. Explain what is different/totally new about the proposed course in terms that the general public can understand.

5. Credit hours. Guideline – 1 contact hour per week per semester per 1 credit. If another method is used, be specific; i.e., clinic hours, lab hours, cooperative work, etc.

6. Departmental support. What were the reasons for the support? What were the reservations and/or concerns?

7. Honors course. If you are proposing an honors course, consult with the honors coordinator and describe which features of the course qualify it as an honors course.
Retire a Course Form

A course is retired when it will no longer be offered.

Department of ________________________________

Date Department Approved Change ________________

Contact Person: ________________________________ Extension: __________

Course Number: ________________________________

Course Title: ________________________________

Last Semester to be offered: ____________________

Replaced with: (Course # and Course Title):
_______________________________

Rationale to retire this course:

Attach Catalog Entry Form as completed by the Division Dean.
Cape Cod Community College

Curriculum and Programs

Reinstate a Course Form

Department of ________________________________

Date Department Approved Change________________________

Contact Person: _______________________________ Extension: __________

Course Number: ________________________________

Course Title: ________________________________

Replaces: (Course # and Course Title): ________________________________

Rationale to reinstate this course:
Attach Catalog Entry Form as completed by the Division Dean.

<table>
<thead>
<tr>
<th>Department Chair’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Dean’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Cape Cod Community College

Course Syllabus

Prepared by the Department of _____________________________
Department Chair’s Signature: _____________________________
Date of Departmental Approval: ____________________________
Division Dean’s Signature: ________________________________
Date approved by Curriculum and Programs: ________________ Effective: ______________

1. Course Number: ____________________
   Course Title: __________________________________________________________________

2. Description:

3. Student Learning Outcomes (instructional objectives, intellectual skills):

4. Credit(s):

5. Required or elective:

6. Satisfies General Education Core or Distribution Requirement:

7. Prerequisite(s):

8. Level of Course:

9. General Statement of Evaluation:

10. Content Outline of Course (Sufficiently detailed for the reader to ascertain the contents and topics for the course):

Cape Cod Community College
Guidelines for Completing the Course Syllabus

Prepared by the Department of [indicate the Department submitting]
Department Chair’s Signature: [obtain signature]
Date of Departmental Approval: [date approved at Departmental meeting]
Division Dean’s Signature: [obtain signature]
Date approved by Curriculum and Programs: [to be completed by the Recording Secretary]
Effective: [date to be entered into the curriculum; to be completed by the Recording Secretary]

1. Course Number: [as assigned by the Registrar]

   Course Title: [as determined by the Department]

2. Description: [Write as you wish course to appear in catalog; 75 words maximum. Clear, concise language helps students and advisors to choose and receiving institutions understand intent and level of complexity. If course has non-traditional contact hours, it should be stated in description; i.e., 300 hours per semester, clinic hours, lab hours, etc.]

3. Student Learning Outcomes (instructional objectives, intellectual skills): [Phrase to focus on what the student will learn, NOT what the instructor will teach. Connect content to methods by including the four categories of skills as relevant—written and oral communication, logic, reason and critical thinking, examination of values, application of method and principles. Refer to “Intellectual Skills” document.]

4. Credit(s): [Traditional Guideline—1 contact hour per week per 1 credit]

5. Required or elective: [Specify as relevant]

6. Satisfies General Education Core or Distribution Requirement: [Specify area(s) e.g., Natural Science, Fine and Performing Arts or Program]

7. Prerequisite(s): [Specify, including developmental or state “satisfactory basic skills assessment score(s)” if applicable]

8. Level of Course: [Specify—Developmental, Introductory, or Advanced (levels of mastery required; see #3 above also)]

9. General Statement of Evaluation: [Should tie in closely with #3 above to demonstrate outcomes assessment.]

10. Content Outline of Course: [Sufficiently detailed for the reader to ascertain the contents and topics for the course]
Cape Cod Community College

Intellectual Skills

A list of abilities to be developed by students in each intellectual skill area adapted from Academic Preparation for College published by the College Board:

1. Written and Oral Communication
   a) The ability to write Standard English sentences with correct:
      - sentence structure;
      - verb forms;
      - punctuation, capitalization, possessives, plural forms and other matters of mechanics;
      - word choice and spelling.
   b) The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.
   c) The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
   d) The ability to conceive and develop ideas about a topic for the purpose of speaking to a group: to choose and organize related ideas; to present them clearly in Standard English, and to evaluate similar presentations by others.
   e) The ability to recognize different purposes and methods of writing, to identify a writer’s point of view and tone, and to interpret a writer’s meaning inferentially as well as literally.

2. Logic, Reasoning and Critical Thinking
   a) The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them.
   b) The ability to recognize and use inductive and deductive reasoning and to recognize fallacies in reasoning.
   c) The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, or displayed in tables and graphs and to defend one’s conclusions rationally.
   d) The ability to comprehend, develop and use concepts and generalizations.
   e) The ability to distinguish between fact and opinion.

3. Examination of Values
   a) The ability to make real choices, assume responsibility for decisions and to be comfortable with one’s own behavior and know why.
   b) The ability to develop insight into one’s tendency to think egocentrically and sociocentrically.
   c) The ability to develop and practice reciprocity and intellectual empathy.
   d) The ability to embody the values of a democratic society in order to fulfill the responsibilities of citizenship.
   e) The ability to make informed and responsible moral choices.

4. Application of Scientific Method and Principles
   a) The ability to distinguish between scientific evidence and personal opinion by inquiry and questioning.
   b) The ability to recognize the role of observation and experimentation in the development of scientific theories.
   c) Sufficient familiarity with laboratory and fieldwork to ask appropriate scientific questions and to recognize what is involved in experimental approaches to the solutions of such questions.
   d) The ability to draw conclusions or make inferences from data.
   e) The ability to use mathematical relationships to describe results obtained by observation and experimentation.
Cape Cod Community College Catalog Entry Form

Course Code: ___ ___ ___- ___ ___ ___ - ___ ___ ___

CIP Code: ____________________

Title:

__________________________________________________________________________________

(Max Length: 70 Characters)

Short Title:

__________________________________________________________________________________

(Max Length: 35 Characters)

Heading/Course Attributes:

__________________________________________________________________________________

Course Division (Choices: Credit or Non-Credit):

Division (School Code):

(Choices: Business and Health, Mathematics and Science, Humanities and Social Sciences, and Non-Credit)

Department (Institutional Division):

(Choices: Arts and Communication, Business, Health Sciences, Language, Mathematics, Natural Sciences and Life Sciences, Social Science and Human Services and Non-Credit)

Advising Requirement Code (ARC):

(Registrar Completes)

Credits (Choices: Fixed or Variable): ____________________________

Lab: (Choices: Yes or No):

________________________

Number of Credits: _________

Contact Hours (Number of hours): _________

Repeatable for a better grade? (Choices: Yes or No) __________

Repeatable Hours Allowed for Degree: _________

Enrollment Defaults: Maximum: _________

Minimum: _________

Grade Scale (Choices: Credit or Non Credit):

(Choices: Credit or Non Credit): ____________________________

(the current credit grade scale is GS – Grade Scale default)

Grade Credit Type:

Choices: Developmental Education; Letter Grade; Pass/Fail; Non-Credit; or Lab [no grade])

Date Approved by Curriculum and Programs:

________________________

Active Date: ________________

Inactive Date: ________________
Satisfies General Education Core or Distribution Requirement: Yes ______  No ______
If yes, list which general educational area:

____________________________________________________________

Prerequisites
_________________ AND ____________ AND ______________ AND ____________ AND
_________________ AND ____________ AND ______________ AND ____________
_________________ OR ____________ OR ______________ OR ____________ OR
_________________ OR ____________ OR ______________ OR ____________

Corequisites
_________________ AND ____________ AND ______________ AND ____________

Attach Catalog Course Text Description on a separate sheet.  
Revised 12/05
SUBJECT: Request New Program or Certificate in Student Data Base.
RESPONSIBILITY: Person submitting new program/certificate to Curriculum and Programs
PROCEDURE: Submit this form to Curriculum and Programs completely filled out. When program is approved, submit to the Registrar of the College IMMEDIATELY.

A. The following is needed for the Board of Higher Education Audit Reporting (both semester enrollments and graduates).
1. CCCC ASSIGNED PROGRAM NO. (2): ____
   (See Registrar for unique number.)
   If a program, code must be a number.
   If Certificate not approved by BHE, must begin with a letter.
   If a Certificate approved by BHE, must begin with a number.
2. DEGREE/CERTIFICATE APPROVED BY BHE (Y or N): __
3. BHE DEGREE TITLE (25): ______________________
   If program/certificate degree is not approved by BHE, "X"'s replace title.
4. CCCC TITLE (19): ______________________
   Fill in only if CCCC Title is different than BHE Degree Title.
5. CREDITS TO GRADUATE (2): ____
6. CCCC DEGREE OFFERED (AA,AS,C): ____
   Translation to BHE DEGREE:
   AA becomes 31
   AS becomes 32
   Certificate 1-29 credits becomes 03
   Certificate 30-59 credits becomes 11
   Not shown on BHE Degrees Conferred Report becomes XX
7. SESSION OFFERED (1-DAY, 2-CE, 3-BOTH): __
8. IPEDS AWARD LEVEL: ______
9. YEAR APPROVED BY CCCC (2): ____
10. YEAR APPROVED BY BHE (2): ____
    Use the following codes for Year approved by BHE:
    If approved before Jan 1, 1974 = WW
    If approved after Jan 1, 1974 = year
    IF NOT BHE approved = ZZ
11. CIP NO - BHE APPROVED DEGREE (6): ____________
12. CIP NO - CCCC PROGRAM CLASSIFICATION (6): ____________
    From RPEDS DATA DICTIONARY for CIP:
    "Use the six-digit codes for Program Category as listed in A CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP), Center for Educational STATISTICS, US DEPARTMENT OF EDUCATION, 1987.
    Use the complete six-digit code, without any decimal point.
    In addition to the codes listed there, use the following codes where appropriate:
    '000001' - No program or Major(e.g., not matriculated or undeclared)
    '000002' - Remedial
    '999999' - Unknown/Missing
B. The following information is used by our computer Student Data Base. (TABLE.PROGRAM.ALL)
   1. PROGRAM NO. (2): ____  Same as 1 in Part A (see above).
   2. PROGRAM NAME (15): ______________________________
   3. PROGRAM NAME (SHORT) (12): ________________________
   4. PROGRAM NAME (LONG) (18): __________________________
   5. DEGREE 1 (A, S or C): __
   6. DEGREE 2 (AA, AS or CT): ___

THE FOLLOWING MUST BE FILLED OUT BY R. NASTRI

C. For computerized advisor assignment
   1. FACULTY POOL (2): ____   (TABLE.PROGRAM.ALL)(TABLE.POOL.NAME)
      Faculty to be assigned to pool:   NAME:                 ADV. NUMBER
      ECX031   __________________________      ____________

      Faculty Maintenance
      Responsibility for area: 
      Assoc. Dean, R. NASTRI   __________________________      ____________

D. CHANGE CREDITS REQUIRED FOR GRADUATION:
   1. OLD NUMBER OF CREDITS FOR GRADUATION:____
   2. NEW NUMBER OF CREDITS FOR GRADUATION:____
   3. LAST SEMESTER OLD NUMBER OF CREDITS FOR GRADUATION VALID:____

E. LAST SEMESTER DEGREE AWARDED:____

AUTHORIZED SIGNATURE:______________________________

PROGRAMMER'S NOTE: CHANGES MUST BE MADE SEQUENTIALLY
1. TABLE.PROGRAM.ALL
2. TABLE.POOL.NAME
3. TABLE.PROGRAM.MASTER

COMPUTER CENTER STAFF          SIGNATURE                         DATE
FORM VERIFIED:          _________________________        __________
TABLES CHANGED:
TABLE.PROGRAM.ALL(ECC772) _________________________         __________
TABLE.PROGRAM.MASTER(ECC771) _________________________         __________

Dist: S. Brito, S. Kline-Symington, S. Miller, D. Ziemba
Cape Cod Community College
Distance Education Agreement

Prepared by the Distance Education Committee
Carol Bowers
Greg Masterson
Susan Miller
Ralph Negron
Nancy Shearer
Philip Sisson
## Table of Contents

I. **Committee Statement** ................................................................. 3

II. **Executive Summary** ................................................................. 4

III. **Guidelines for Courses** ........................................................... 5

IV. **Compensation** ........................................................................ 6
   - Compensation: Workload Adjustment ........................................... 6
   - Compensation: Enhancements .................................................... 6

V. **Policies for Course Implementation** .......................................... 6
   - Procedures and Limitations ....................................................... 6
   - Extraordinary Support for Existing Distance Education Courses .... 7
The development and delivery of online courses requires extensive investment of the part of the faculty and Cape Cod Community College. For that reason the following outlines the responsibilities of the faculty and the College.

1. A faculty member interested in developing and teaching a full online or hybrid course will discuss his/her intentions with the Department Chair and make a request to the appropriate Academic Dean using the online course development proposal form and adhering to the dates specified.

2. The College prefers that completed applications for new course development be submitted 12 months prior to the semester it will be offered. Exceptions to this deadline will be made on a case by case basis. The Academic Dean will notify faculty of approval of the request no later than April 30 for the following Spring semester and no later than November 30 for the following Fall or Summer semester.

3. A faculty member will demonstrate readiness for teaching an online course to the appropriate dean prior to first-time teaching online. Readiness may be demonstrated in a manner such as the following: prior experience in teaching a full-online course, advanced coursework in online teaching, and/or participation in professional development training.

4. It is acknowledged that distance education is a collaborative enterprise. The College will make its best effort to provide faculty with training, technical and design support. The faculty will avail themselves of these resources so that the highest quality educational experience is available to students.

5. Levels of compensation are described in the Distance Education Agreement.

---

**Goal of Program**

Cape Cod Community College wishes to add a number of high quality online courses to its portfolio of online courses. This program is intended to produce online courses that are equivalent to the quality of similar on campus face-to-face courses. We encourage faculty to supplement their own course material with material from other sources (e.g., web sites, publisher materials, etc.) Such materials, however, should satisfy the good practices for online course delivery as noted in the attachments to this document. We also encourage faculty to have an initial discussion with their Department Chair and Division Dean prior to completing this application.

The courses should be ready for delivery to students for one or more of the following semesters: Fall ( ), Spring ( ), Summer ( ). Courses are considered ready for delivery when they have completed a successful final review as outlined below in Online Course Review Process.
Application Procedure

Typed applications should be submitted to the appropriate Academic Dean as well as the Director of Distance and Learning Technologies by no later than midnight Sunday. Attachments 1 and 2 specify the information required in the application. Applications can be submitted via e-mail or regular mail. However, applications not containing the required information will not be reviewed. The Director of Teaching and Learning Technologies can advise you on what to consider when completing the application.

Selection Procedure

Applications will be reviewed by a committee consisting of the Academic Deans, one faculty member with online experience, the Director of Distance and Learning Technologies, and the Director of Teaching and Learning Technologies. The Committee will make recommendations to the Vice President of Academic and Student Affairs. Selections will be announced within 2-3 weeks. Once the course is selected, a course development sign-off form will be completed by the faculty member(s) (See Attachment 3). The faculty applicant will be responsible for obtaining appropriate input and signatures from the Director of Teaching and Learning Technologies, the appropriate Academic Dean and Vice President for Academic and Student Affairs. The Director of Teaching and Learning Technologies will affirm that he/she has discussed the distance learning training and delivery strategy and reviewed the course redesign process with the faculty member. The faculty member will affirm that he/she has agreed to develop the materials outlined in the application, to make any agreed-to adjustments to the application/course design and to accomplish noted training goals and strategies recommended to be successful in delivering this course. The Division Dean will affirm the compensation level to be provided and the delivery of the online course as regular work load or DCE. The Vice President for Academic and Student Affairs will be the final signatory.
Selection Criteria
The selection criteria will include:

- Completeness of the application included. **As noted above, applications not containing the information requested will not be reviewed further.**
- Quality of the Course Design, Development, and Assessment Plan. Specifically, the following aspects will be considered:
  - How well the planned Course Design (content and activities) incorporates good pedagogical techniques (see, for example, “Principles of Good Practice in Undergraduate Education”).
  - How well are the List of Major Work Activities and completion dates identified. How reasonable are they.
  - Have the areas of potential concern, complexity, and/or difficulty been well identified.
  - How practical is the plan to identify appropriate on-going course improvements.

Online Course Review Process
Approximately three months prior to the online course being offered to students, it will go through a final review process. The course materials checklist (DE-1) and interaction plan (DE-2) will be reviewed by the appropriate Academic Dean. The instructor will notify the Academic Dean and the Director of Teaching and Learning Technologies that the course is “ready for student use.” The Academic Dean will then be enrolled in the course as a student and will review the course with the faculty member. If additional actions and steps are required as a result of the review, the instructor will be asked to make appropriate adjustments and agree with his/her Dean on the timing of those adjustments.
Attachment 1. Cover Sheet for Application

Course Code

Course Title:

Level: □ Level 1 □ Level 2

Course Builder(s) Contact Information:

Office Location(s):
Office Phone(s):
Fax:
Email:

Proposed Duration to Produce Entire Course:

Date From: ________________
Date To: ________________

When You Plan to Offer the Course
Summer ____
Fall ____
Spring ____

Name(s) of Proposer(s):

_________________________
_________________________
_________________________
Attachment 2. Information Required in Application

The application should contain the following four sections with the information noted:

1. Course Syllabus
   - Attach a copy of the Form DE-1 (Instructional Materials Check List for Course Materials)
   - Indicate the titles of any textbooks and software you would require.
   - Mention if the textbook has a CD or a course website and if you intend to integrate into the on-line course.

2. Course Outline
   This section should contain a brief description of the general course design (up to 2 pages) including the following:
   - How the course content/activities will be accessed by students (Internet only, Internet and CD, etc.);
   - How the various course activities will be performed (Assignments, Discussion Forums, Virtual Classes, Group Projects, etc.);
   - How student-instructor and student-student interaction will be encouraged;
   - What type of assignments are envisioned (reading, written work, self-assessment quizzes, discussion forums, group assignments, etc.);
   - What on-campus meetings will be required (e.g., orientation, testing, etc.)
   - What use of multimedia files (pictures, sound, video, animations, etc.) is envisioned;
   - How do you intend to gather assessment and evaluation information for the purpose of improving online course content, activities, or design (not for instructor or student evaluation).
   - Submit a Course Interaction Form (DE-2)

You may find it helpful to relate the description of the general course design to the Principles of Good Practice in Undergraduate Education (see, for example, http://www.tltgroup.org/Seven/Home.htm).

3. List of Major Work Activities and Milestone Dates
   Briefly list the major activities you see as being needed to complete the on-line course development. Courses must be completely developed and ready for student enrollment three months previous to the semester to be offered. Make an estimate of the expected completion dates of intermediate milestones.

4. Experience with online course development and online instruction.
   Briefly state your experience in developing an online courses and why you are interested developing an online version of this course. If applicable, indicate previous successful experience in teaching online courses, prior training on Blackboard or a similar course management system, familiarity with the online Fundamentals of Blackboard I course offered by the Office of Teaching and Learning Technologies, etc.
Attachment 3. Course development sign-off form and documentation checklist

I have met with the faculty member and have had a thorough discussion of the course development plan including a distance learning training and delivery strategy, and a review of the course redesign process as documented in the attached sheet.

__________________________________
Director of Teaching and Learning Technologies

I affirm that I have agreed to develop the materials outlined in the application and will make any agreed-to adjustments to the application and/or course design and to accomplish the training goals and strategies recommended for the successful delivery of the online course as documented in the attached sheet.

__________________________________
Faculty Member

I have reviewed the application, the development plan and attached documentation.

I agree that the compensation level to be provided is:

- $500.00 per credit up to 3 credits
- $1000.00 per credit up to 3 credits

The delivery of the full-online or hybrid course will be as:

- Regular workload
- DCE

__________________________________
Division Dean

This application is approved.
Vice President for Academic and Student Affairs

<table>
<thead>
<tr>
<th>Check List</th>
<th>Check all that apply</th>
</tr>
</thead>
</table>
| **Level 1** (Develop a Hybrid Course) | ☐ Undergo training on the principles, development and use of digital technology if appropriate  
| Hybrid Course– a course that combines traditional face-to-face and substantial online instruction and activities in a manner which allows a reduction in the number of face-to-face classroom hours. | ☐ Provide a course orientation for students (live, online or mailing) which includes log-on procedure, how to access course materials, methods of communication, technical support information, and instructor contact information.  
| | ☐ Utilize Blackboard or college-designated course management tool to: Create and maintain a course Web site that includes:  
| | Syllabus with student learning outcomes  
| | Learner centered activities (See DE-1)  
| | Contact info (live office hours, telephone availability, email, etc)  
| | Course schedule with due dates for readings & assignments (See DE-1)  
| | Regular interaction with students using e-mail chat or discussion board (See DE-2)  
| | Required course information including methods of access of course materials. (See DE-1)  
| | ☐ Respond to student e-mails within 24–48 hours  
| | ☐ Develop and submit a student interaction plan. Submit (DE-2) to immediate supervisor.  
| | ☐ Select and make available student course package, textbooks, CD-ROM, or other materials  
| | ☐ Provide regularly scheduled assessments such as exams, research papers, projects, etc. on-campus, off-campus, or on-line  
| | ☐ Utilize a bulletin board and/or discussion board  
| | ☐ Develop and utilize PowerPoint, multimedia presentations, or full content lecture notes for a substantial portion of the course content.  
| | ☐ Utilize supplemental instructional materials (publisher, video, Web links) for approximately one half of the course content  
| | ☐ Meet with students in classroom setting as deemed necessary to meet course requirements. |
| **Level 2**  
| Develop a Full-online Course with Blackboard or Similar Content Management System. | ☐ Meets all Level 1 Requirements plus:  
| | ☐ Provide on-line or telephone office hours using phone, chat room, NetMeeting or other tool (See DE-2)  
| | ☐ Develop and utilize PowerPoint, multimedia presentations, or full content lecture notes for 100% of the course content  
| | ☐ Design collaborative student activities utilizing chat rooms, discussion or bulletin boards. |
boards, for a substantial portion of the course.

- Course is completely online with possible exception of live orientation, labs and proctored exams.

Upon final approval: copy to originator, Academic Dean, Department Chair and Director of Teaching and Learning Technologies.
APPENDIX N

Club Advisor’s Roles and Responsibilities

The person selected as a club advisor must be committed to the value of non-traditional, out-of-class experiences in the entire educational milieu. For this commitment, the advisor should seek to involve all constituents in his/her organization’s activities so that the organization will identify itself with the total campus community.

Requests for advisors of activities are initiated by students and, after approval of the faculty member concerned, are forwarded to the Student Development Office. Requests for change of advisor initiated by students follow the same procedure. Requests for relief of advisory duties also follow the same procedure with the understanding that the advisor will notify the group concerned of his/her intent. Each student club and organization will have a co-advisor appointed in the same manner as the advisor when there is a recognized need by the Staff Associate of Student Development. Club and organization advisors may be selected from members of the faculty or professional administrative staff.

Responsibilities of Club Advisors:

a. assist the organization’s officers in planning and administering programs consistent with the group’s purpose;
b. to promote professionalism within the organization;
c. supervise the group’s activities or designate substitutes approved by the Office of Student Development;
d. to serve as liaison between the College and the organizations, interpreting policy/procedure as required;
e. assist the group in maintaining records of activities and finances in order to provide continuity from year to year;
f. be familiar with the contents of the Office of Student Development Procedure Manual governing clubs and organizations;
g. counsel and advise on areas in which they are experienced and/or have particular expertise; and to give advice on general matters of good taste, conduct and propriety.

Liabilities of Club Advisors: The club advisors or designated substitutes, approved by the Office of Student Development, attend all events and activities of the organization. The advisor’s responsibility is to coordinate the group’s activity and he/she shall not be liable for:

- injuries to students participating in such activities; or,
- misconduct of the group, collectively or individually.

When a group is participating in certain events, students are required to sign waivers relieving the College and advisors of responsibility. or unit members who are advisors, professional liability insurance is afforded through the MTA, in addition to the services provided by the Massachusetts State Attorney General’s Office.
Activities Policy: All social events sponsored by student clubs and organizations of Cape Cod Community College must be in accordance with the following:

a. The club’s advisor and co-advisor or their designated substitutes, approved by the Office of Student Development, are required to be present for the duration of the event. Student representatives of the sponsoring organization will be held responsible for the conduct of all in attendance and for proper use of the College facilities and equipment.

b. Club advisors will be notified by student representatives immediately if difficulties arise.

c. Student-sponsored events held at Cape Cod Community College will not be open to the general public. Such events will be open to members of the College and their guests and other college students. Appropriate college identification will be required and shown to student representatives in charge of the event. If an organization wishes to invite the general public, it must consult with and receive the special approval of the Staff Associate of Student Development.

d. Off-campus events such as outings, picnics or similar one-day social events or for any evening social event, the club advisor plus a co-advisor or approved designated substitutes, are required to be present for the duration of the event.

e. Advisors will be informed of the hours of the event and the time limits will be strictly enforced.

f. It is the responsibility of the officers of the sponsoring organization and the committee in charge of the event to insure that the behavior of members and guests will in no way reflect unfavorably upon the College. If a problem arises, the advisor has the authority delegated by the Dean of Enrollment Management and Student Development to take whatever action he/she deems necessary.

g. For certain types of clubs and activities, waiver forms may be required which relieve advisors and the College of responsibility. The release form must be signed by the parents, when applicable, and students. The Staff Associate of Student Development will determine which clubs and activities require release forms which may be obtained from the Office of Student Development.

h. Whenever a club or organization sponsors an event on campus, the price of that event for faculty and staff, if any, will be designated by the individual club or organization and must be stated on all event publicity so as to avoid any discrepancy which could arise in ticket sales.
Academic Program Review

for

Associate Degrees

and

Certificates
Name of Program: _______________________________________________

Program Coordinator/Department Chair: __________________________________________

Academic program review is part of the institution’s overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program’s purpose and goals.

Signatures:

__________________________________________________________     _________  
Program Coordinator/Department Chair                                                         Date

__________________________________________________________     _________  
Vice President, Academic and Student Affairs                                               Date

__________________________________________________________     _________  
President                                                                                                         Date
Academic Program Review

I. Program Mission and Goals

II. Data Analysis and Market Analysis/Influence

III. Program/Student Outcomes

IV. Program Design

V. Faculty

VI. Recruitment

VII. Program Resources/Needs

VIII. Summary
I: Program Mission and Goals

1. State the mission of the program.

2. Describe the relationship of the program’s mission to the overall mission of the College.

3. Is the program accredited by an accrediting agency?
   Yes ☐     No ☐
   If yes, please name:

4. Please identify the external consultant for this program.

5. Who participates in planning the program (e.g. employers, faculty, students, others)?
II: Data Analysis and Market Analysis/Influence

1. Identify the important trends, patterns, and issues that emerge through the enrollment, retention, academic progress, and graduation data that was provided.

2. Comment on significant findings that emerge from any Student Transfer and Employment Follow-up data that has been collected.

3. Summarize findings from any student/employer/transfer surveys and/or focus groups.

4. Provide a definition of this employment sector – the specific occupations together with the education and skills that are required.

5. Using relevant labor statistics including local sources indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years.

6. Explain existing mechanisms that allow for input from industry. (Cite examples of how this has had an impact on the program over the last 3-5 years.)

7. List the program advisory committee members and attach copies of recent minutes of committee meetings.
III: Program/Student Outcomes

1. What are the course completion rates for students in this program?

2. What is the Fall to Spring Persistence Rate for students who are matriculated in this program?

3. What is the Fall to Fall Persistence Rate for students who are matriculated in this program?

4. Using the most recent Cape Cod Community College Graduate Report, provide evidence that graduates of the program are employed in the career for which the program prepared them.
Upon successful completion of the program, the student will:

(Indicate what students know and be able to do at the end of the program)

<table>
<thead>
<tr>
<th>Program outcomes</th>
<th>courses</th>
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<td>2.2 (etc.)</td>
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<td>2.2 a</td>
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<td>2.2 b</td>
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</table>

- Add rows as needed. The number of subdivisions under each goal depends on program needs.
- Whole number goals are the ones that will show up in the catalog and should represent categories of performance that students will demonstrate. The next level (2.1, 3.2, etc.) should describe the more specific behaviors that students will exhibit, and the last level (a, b, etc.) should list things that teachers can measure and document via class work. These last two levels are not for external publication but are necessary for in-house discussion, clarity of program intentions, and identification of opportunities for aggregate assessments that can help with program improvement.
- The courses listed should include only those in the program curriculum, and their course outcomes should reflect an intention to address the program outcomes with which they are aligned. This reflection may be somewhat indirect, but it should be identifiable and capable of being pointed out to those who might not immediately see it.
6. How are the competencies verified (e.g. tests, portfolios, capstone course)?

7. Provide evidence that employers are satisfied that graduates of the program have the skills and abilities to function as competent employees.

8. Indicate the number of degrees awarded in this program for the last five years.

IV: Program Design

1. Based on the Market Analysis/Influence in Section III, evaluate the current curriculum’s strengths and identify those areas that require attention and changes or additions that could lead to increased growth in the program.

2. Curriculum: Provide information from the College catalog, which identifies all of the courses in the program(s) of study. (Attach copies as printed in the most recent College catalog.)

3. Identify and discuss program courses for which outcomes are available.
4. Attach copies of the College syllabus for each program course.

5. How are course outcomes developed, reviewed and modified?

6. Describe how course outcomes are assessed.

7. Describe the process used to review curriculum and course content. What is the role of faculty? What is the role of the Program Advisory Committee?

8. Describe the process used for annual review of textbooks.

9. Describe how courses are scheduled to meet the needs of day and evening students?
10. Describe the process for assuring that students who are enrolled in courses offered through evening or at a distance are acquiring the same skill set as those students who are enrolled in the day program.

11. Provide a proposed revised curriculum for the program and describe the rationale for the course sequence.

12. Explain how general education components are integrated within the program.

13. Describe the instructional methodologies utilized in the program.

14. Provide examples of how students demonstrate their use and understanding of information technology in the program.

15. List any changes that would enhance student learning.
16. Describe any work-based or service-learning opportunities within the program.

17. Provide data that demonstrates the effectiveness of the opportunities described above.

18. Provide examples of student learning outcomes (knowledge, skills, abilities) for the program and its courses.

19. Describe any new student assessment methods that have been implemented.
V: Faculty

1. Discuss the adequacy of staffing levels to teach and advise students in the program. Is the ratio of full-time to adjunct faculty appropriate?

2. List any professional development activities participated in by program faculty. Describe any unmet professional needs.

3. Provide evidence that faculty who are teaching in this program have the proper credentials and preparation. Include resumes of all faculty (adjuncts and full-time) who are teaching in the program. (Transcripts of all faculty must be on file in the Human Resources office.)

4. Is there a plan for professional development for faculty who lack current credentials? If so, describe any recent examples of how professional development arrangements have been made.

VI: Recruitment

1. What efforts are made to recruit/market the program? (Include any examples of faculty recruitment.)

2. Are there plans to target this program to any new groups?
3. List all articulation agreements currently in place for this program (e.g. Tech Prep).

4. Does your program have a program information packet available for students? Please attach copies.

5. Prepare enrollment projections for the next five years. What are these projections based upon?

VII: Program Resources/Needs

1. What specific support services and activities does this program require? Comment on the availability and adequacy of these services.

2. Assess the overall currency of the library collection. Make recommendations for weeding out out-of-date materials and ordering new acquisitions.

3. Do program facilities and equipment meet current business and industry standards?
4. How adequate and appropriate are program facilities and equipment? Be specific about current deficiencies or projected needs.

5. Is the program budget adequate to meet the needs? If not, indicate the deficiencies.
VIII: Summary

Major Program Strengths:

Major Program Issues:

Recommendations:

Plan for program improvement:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
<th>Cost</th>
<th>Timeline</th>
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