

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Associate Degree, Diploma, Professional Certificate and Certificate Titles	Date Approved: March 18, 2008
Policy #: 620.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

620.01 ASSOCIATE DEGREE, DIPLOMA, PROFESSIONAL CERTIFICATE AND CERTIFICATE TITLES

The Colleges of the CCSNH shall confer degrees, diplomas, professional certificates and certificates as follows:

1. In all Associate Degree curricula, the degrees shall be: the Associate in Applied Science, the Associate in Science, the Associate in Arts.
2. The Diploma, Professional Certificate, and Certificate shall be identified by the major field.

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Academic Requirements	Date Approved: March 18, 2008
Policy #: 620.02	Date of Last Amendment: March 18, 2008
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620.02 ACADEMIC REQUIREMENTS

Associate Degree, Diploma, Certificate, and Professional Certificate Requirements, and Honorary Degrees

1. All students earning the associate degree shall earn a minimum cumulative grade point average (CGPA) of 2.0 for graduation. All courses taken at the institution will be used to calculate the CGPA.

2. All students earning an LPN Diploma, Professional Certificate or Certificate must achieve a 2.0 grade point average (GPA). However, only those courses required in each of the above will be used to calculate the GPA.
3. Criteria for awarding non-credit certificates will be determined by the sponsoring department.
4. Honorary degree recipients will be recommended by the President of the respective institution and approved by the Board of Trustees.

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Residency Requirement	Date Approved: March 18, 2008
Policy #: 620.03	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

620.03 RESIDENCY REQUIREMENT

In order to establish residency in an institution, the following is required:

1. For an Associate Degree, a minimum of sixteen (16) semester credits must be completed either as a full-time student, a continuing education division student, or a combination of each from credit courses offered directly by and under the full control of the institution concerned. At least eight (8) credits must be taken in advanced level courses in the student’s major.
2. For Diploma or Professional Certificate, a student must complete at least nine (9) credits or 25% of the credits, whichever is larger, required for the Diploma or Professional Certificate at the institution from which it is awarded.
3. For a Certificate, a student must complete at least 6 credits or 25% of the credits, whichever is larger, required for the Certificate at the institution from which it is awarded.

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Program Requirements	Date Approved: March 18, 2008
Policy #: 620.04	Date of Last Amendment: August 26, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

620.04 PROGRAM REQUIREMENTS

1. Associate in Science Degrees

The minimum number of credits for the Associate in Science Degree is sixty-four (64). Remedial and developmental work do not count towards degree completion.

- a. Major: Every Associate in Science Degree program shall have a major consisting of a minimum of thirty-two (32) credits in program specific courses.
- b. Concentration: The Associate in Science Degree may have concentrations, which are curricula generally consisting of a minimum of twenty (20) credits of related/sequential course work. Students may choose among two (2) or more of such course groupings for a specialized focus.
- c. General Education: A minimum of twenty-four (24) credits in General education. Courses fall into the areas as follows:

	<u>Minimum</u>
(1) English Composition and Literature or Communication	6 credits
(2) Science	3-4 credits
(3) Math	3 credits
(4) Social Science	3 credits
(5) Humanities/Fine Arts/ Foreign Language	3 credits
(6) Liberal Arts electives (minimum of two (2) courses and six (6) credits from categories (1)–(5) above)	6 credits

Total credits in General Education area = 24-25 credits

- d. The following is a non-exclusive list of disciplines that define the areas of humanities, fine arts, and social science:

- (1) Humanities: Interdisciplinary Studies; Literature, Western Civilization; Comparative Religion; Ethnic Studies; Speech; Philosophy; Ethics
- (2) Fine Arts Visual Arts; Performing Arts; Art; Dance; Music
- (3) Social Science: International Relations; Sociology; Psychology; Anthropology; Economics; Political Science; History; Archeology; Demography; Geography

2. Associate in Applied Science (A.A.S.)

The minimum number of credits for the Associate in Applied Science is (sixty-four) 64 credits. The degree emphasizes specific outcomes designed to meet competencies required for direct entry into employment and to provide a basis for transfer, at a minimum, of the general education component of the curriculum.

The Associate in Applied Science (A.A.S.) Degree programs shall provide:

- a. A minimum of thirty-two (32) credits of specialized study in courses clearly identifiable with the technical skills, proficiency and knowledge required for career competency.
- b. A minimum of twenty-one (21) credits in General Education Courses fall into the areas as follows:

	<u>Minimum</u>
(1) English Composition and Literature or Communication	6 credits
(2) Science	3-4 credits
(3) Math	3-4 credits
(4) Social Science	3 credits
(5) Humanities/Fine Arts/ Foreign Language	3 credits
(6) Liberal Arts electives (one course from categories (1)-(5) above	3 credits
 Total credits in General Education area =	 21 credits

3. Associate in Arts (A.A)

Programs leading to this degree prepare students for transfer into a baccalaureate program offering the equivalent of the first two years in a four-year baccalaureate program.

The CCSNH offers two types of Associate in Arts degrees: one in general liberal arts, the Associate in Arts in Liberal Arts, and the other in a designated concentration, the Associate in Arts with a Concentration in (designated concentration – e.g., Business, Fine Arts, Education, etc.)

The Associate in Arts Degree program requires a minimum of sixty-four (64) credits from the following distribution):

English Composition	3-4 credits**
English Electives	3-4 credits
Humanities/Fine Arts/Language	9 credits
Mathematics	6-8 credits
Lab Science	8 credits
Social Science	9 credits
Liberal Arts Electives	15 credits
Open Electives*	<u>9-12 credits</u>
Total Credits	64 credits

* A college may include a computer literacy course or competencies within the open elective area.

** The English Composition requirement for this degree for transfer students from other colleges or colleges within the CCSNH System can be met with a successfully completed 3-credit English Composition course.

The Associate in Arts in Liberal Arts Degree program with designated transfer specialization requires a minimum of sixty-four (64) credits as follows:

English Composition	3-4 credits**
English Elective	3-4 credits
Humanities/Fine Arts/Language	9 credits
Mathematics	6-8 credits
Lab Science	8 credits
Social Sciences	9 credits
Electives in specialized area of study	20 credits
Liberal Arts or Open Electives*	<u>2-5 credits</u>
Total credits	64 credits

* A college may include a computer literacy course or competencies within the open elective area.

** The English Composition requirement for this degree for transfer students from other colleges or colleges within the CCSNH System can be met with a successfully completed 3-credit English Composition course.

4. Associate in General Studies

The Associate in General Studies is an Associate in Science degree designed to accommodate students who wish to do one of the following: (1) gain experiential credit through a portfolio; (2) self-design an Associate degrees to take particular occupational or career goals into account; or (3) matriculate and take courses in anticipation of entering a career, occupational or technical program at a later time. The degree requirements and general education requirements are the same as listed in the Associate in Science degree above.

5. Certificates & Diploma Programs

a. Professional Certificate

A Diploma Program or Professional Certificate requires completion of a minimum of thirty-two (32) semester hours of credit to develop skills in an occupational field. Included in the 32 credits shall be a minimum of twelve (12) credits of General Education courses. The Diploma Program and Professional Certificate are each designed to facilitate transfer into an Associate Degree if the student decides to continue.

The Liberal Arts Professional Certificate requires the following:

English Composition	3-4 credits
Humanities/Fine Arts/Lang.	3 credits
Math	6 credits
Lab Science	8 credits
Social Sciences	6 credits
Liberal Arts or Open Electives*	<u>6 credits</u>
Total	32-33 credits

* A college may include a computer literacy course or competencies within the open elective area.

b. Certificate

Non-Credit

A certificate may be awarded for a variety of educational experiences including short term, seminar and/or community service programs. The awarding of certificates for non-credit courses, workshops, etc. is the responsibility of the individual institution.

Credit

Regardless of their duration or composition, certificate programs emphasize specific skills and outcomes required for employment or for

career advancement. There are no specific general education requirements, except as required to meet stated competency requirements. There are four levels of certificates:

- (1) Certificate of attendance.
- (2) Certificate programs up to twelve (12) semester hours.
- (3) Certificate programs of more than twelve (12) semester hours.
- (4) Certificate programs requiring licensure and accreditation.

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Additional Associate Degrees	Date Approved: March 18, 2008
Policy #: 620.05	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

620.05 ADDITIONAL ASSOCIATE DEGREES

Students may earn additional associate degrees either by concurrent completion of the requirements of the several degrees or by subsequent study after the first degree is received. The requirements for earning additional degrees are as follows:

1. Complete all requirements of each program of study, including general education requirements not in common with the additional program(s), and
2. Earn a minimum of fifteen (15) additional credits at the college, beyond those required for the first and subsequent degrees.

Section: 600 – Academic Affairs	Subject: 620 Graduation Requirements
Policy: Commencement	Date Approved: March 18, 2008
Policy #: 620.06	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

620.06 COMMENCEMENT

Commencement occurs once a year in May at each college. Students are required to complete all degree requirements with a cumulative GPA of 2.0 before being awarded a

degree. Some colleges may allow students to participate in the May Commencement ceremony without having completed all requirements. However, under these circumstances the student may not have more than 6 credits left to complete, or is matriculated in a program that is regularly scheduled to be completed in the summer following the May Commencement. While the student may participate in the Commencement ceremony, the degree will not be awarded until all degree requirements have been met.

Any fees associated with the Commencement ceremony are non-refundable if the student fails to complete outstanding credits.

Section: 600 – Academic Affairs	Subject: 630 Curriculum
Policy: Curriculum	Date Approved: March 18, 2008
Policy #: 630.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

630.01 CURRICULUM

Each college will systematically and effectively plan, provide, oversee, evaluate, improve, and assure the academic quality of its curriculum through full participation of its faculty and academic administration.

It is expected that each college will have at least one formal committee that will be responsible for the approval of new programs and the periodic review of existing programs including courses and programs delivered in alternative formats. The make-up of the committee(s) will be predominantly full-time faculty.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Program Review and Evaluation	Date Approved: March 18, 2008
Policy #: 640.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.01 PROGRAM REVIEW AND EVALUATION

The purpose of program review is to ensure that Associate Degree, Diploma, Professional Certificate and Certificate programs offered by the colleges in the CCSNH are financially viable and meet a market need for New Hampshire citizens.

Program review, which includes currency of curriculum and faculty, market need, program enrollment and retention, and number of graduates, is the responsibility of the local college under the direction of the President and Vice President of Academic Affairs. Each college will have in place a process to systematically review programs, using at a minimum standards established by the Commission for Institutions of Higher Education (CIHE) and standards prescribed by individual program accrediting bodies.

The President is accountable for sound fiscal management of resources, and it will be his/her responsibility to work with the Vice President of Academic Affairs to monitor programs with weak enrollment. Plans to strengthen a program may include relocation, more aggressive recruiting, wider marketing, updating of facilities and faculty, curriculum redesign, etc. Before eliminating a program, strong consideration should be given to the impact on the local and state economy and on the market need. If a program is eliminated, a timeline should be established to insure that current students are able to complete the program. Any recommendation to eliminate an associate degree program requires formal approval by the Board of Trustees.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: New Associate Degree Program Proposal	Date Approved: March 18, 2008
Policy #: 640.02	Date of Last Amendment: November 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.02 NEW ASSOCIATE DEGREE PROGRAM PROPOSAL

1. New Associate Degree program proposals will be reviewed as follows:
 - a. Before substantial work is done on the program, a letter of intent briefly describing the program, its need, anticipated enrollment and costs will be forwarded to the Vice Chancellor for review.
 - b. When a letter of intent for a new program is submitted, the Vice Chancellor will notify the Presidents and Vice Presidents of Academic Affairs via e-mail. A college opposing the new program must provide written/e-mail notification of such opposition and rationale to the initiating college and the Vice Chancellor within 10 working days of the date notification was e-mailed from the Vice Chancellor's office.

- c. A meeting will be held between the Presidents and Vice Presidents of Academic Affairs of the initiating and objecting colleges to seek resolution. If resolution is reached, the letter of intent will be forwarded to SLT for approval as prescribed in 1,e below.
- d. If agreement cannot be reached, the opposing college(s) must submit documentation to the Chancellor within 10 working days of the meeting of the colleges involved that shows evidence of harm and/or unsuccessful attempts to collaborate. The objecting college(s) must provide evidence of how the proposed program will negatively impact the existing program, including, but not limited to, student base, employment opportunities, clinical space, work-based learning sites, and redundant equipment costs.

Within seven working days of receipt of the objection, the Chancellor will advise both the originating college and the objecting college whether the proposed program has been endorsed or rejected. If rejected, the reasons for rejection will be explained. If approved, the program request will follow the process outlined in 1e below. The Chancellor's decision is final.

- e. If approved by the SLT or the Chancellor (see 1,d above), the college will then submit a full formal proposal (Academic Form A-5) to the Chancellor or his/her designee who will forward the proposal to the Chair of the Academic and Student Affairs Committee for inclusion on its next meeting agenda. The President of the respective college will present the proposal to the Academic and Student Affairs Committee.
- f. If approved at the Academic and Student Affairs Committee, the proposal is forwarded to the Board of Trustees with a recommendation for approval by the full Board.
- g. The Board of Trustees approves or denies the new program request.

2. New Program Proposal Format

New program proposals will be developed according to the approved format, which follows:

- a. Proposal Summary 2 pages
 - Institution
 - Date
 - Program title
 - Proposed starting date

- Program's objective
 - Program description
 - Address employer involvement/investment in program
 - Needs study
 - Student interest
 - Labor market demand over the next five years
 - Employer interest
 - Availability of and effect on similar program at other institutions (In State, New England)
 - Projected enrollments (each year)
- b. Summary of Program Cost
- Operating budget for start-up year by class
 - Operating budget for second year by class
 - Annual expenses and revenue estimated for first two (2) years.
- c. Curriculum Sequence Sheets
- d. Course Descriptions
- e. Must address the feasibility of certificate or professional certificate options; and, if practical, present those for approval at the same time as the associate degree
- f. Projected number of graduates each year

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Program Elimination	Date Approved: March 18, 2008
Policy #: 640.03	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.03 PROGRAM ELIMINATION

Chancellor and Board of Trustees approvals are required for the elimination of all associate degree programs (RSA 188-F:14-b V).

1. Upon receipt and approval, the Chancellor will forward the Program Elimination request to the Chair of the Academic and Student Affairs Committee (ASA) for inclusion on its next meeting agenda. The President of the respective college will present the Program Elimination to the ASA.

2. The ASA will bring the recommendation forward to the full Board for action.
3. The Board of Trustees approves or denies the program elimination request.
4. Only the Chancellor's approval is required for the elimination of Certificate or Professional Certificate programs.

The following information is required (see Appendix – Academic Form A-3):

1. Name of college
2. Name of program
3. Rationale for removal
4. Effect of this action on students and staff
5. Effective date of action.

Upon approval by the Chancellor, the program will be forwarded to the Board of Trustees for action.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Professional Certificate and Diploma Program Approval Process	Date Approved: March 18, 2008
Policy #: 640.04	Date of Last Amendment: March 18, 2008
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640.04 PROFESSIONAL CERTIFICATE AND DIPLOMA PROGRAM APPROVAL PROCESS

The establishment of a Professional Certificate Program or Diploma Program requires a limited formal review by the Vice Chancellor and approval by the Chancellor. The Vice Chancellor will report all action taken to the Leadership Team. The review shall consist of a brief description of the program, expected student outcomes, description of career opportunities, identification of linkages with business and industry, a curriculum, resources needed, and coordination with other programs and colleges.

The Chancellor's office will act on all requests within five (5) working days. All requests should be submitted on the Professional Certificate/Certificate Request form. See Appendix Academic Form A-4.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Certificate Program Approval Process	Date Approved: March 18, 2008
Policy #: 640.05	Date of Last Amendment: March 18, 2008
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640.05 CERTIFICATE PROGRAM APPROVAL PROCESS

A Certificate of attendance for a specific credit-bearing course may be offered at the discretion of the college.

New Certificate programs up to twelve (12) semester hours will be reported to the Chancellor's office for information only. The Vice Chancellor will make regular reports to the System Leadership Team.

New Certificate programs of more than twelve (12) semester hours of course work require a limited formal review by the Vice Chancellor and approval by the Chancellor. The Vice Chancellor will report all action taken to the Leadership Team. The review shall consist of a brief description of the program, expected student outcomes, description of career opportunities, identification of linkages with business and industry, a curriculum, resources needed, and coordination with other programs and colleges.

New Certificate programs requiring licensure and accreditation must be approved by the Chancellor.

The Chancellor's office will act on all requests requiring approval within five (5) working days. All requests should be submitted on the Professional Certificate/Certificate Request form. See Appendix Academic Form A-4.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Program Name Change	Date Approved: March 18, 2008
Policy #: 640.06	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.06 PROGRAM NAME CHANGE

If an Institution wishes to change any part of, or the entire name of a program offered at that institution the President of that institution must present the current and proposed new name to the Chancellor, then the Leadership Team for approval.

The presentation must include the rationale for the name change and what, if any, changes will be made in the course content.

The format for requesting this change is as follows (see Appendix Academic Form A-2):

REQUEST FOR PROGRAM NAME CHANGE

- Institution: _____ Date: _____
- Current Program Title: _____
- Proposed Program Title: _____
- Proposed Effective Date: _____
- Rationale For Change: _____
- Proposed changes in course content:
(list any courses added or deleted or whose titles are changed)
- Requested by: _____
- Approved by: _____
 - Department Head: _____
 - Vice President of Academic Affairs: _____
 - President: _____
 - Chancellor: _____
 - Leadership Team: _____
- Effective Date: _____

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Academic Centers	Date Approved: March 18, 2008
Policy #: 640.07	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.07 ACADEMIC CENTERS

The establishment of a college academic center (satellite campus) must have the approval of the Chancellor and the Board of Trustees.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: International	Date Approved: March 18, 2008
Policy #: 640.08	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.08 INTERNATIONAL

1. The Chancellor’s Office must approve any agreements between individual colleges and organizations, agencies, countries or individuals with regards to marketing and recruitment of international students.
 - a. All colleges who participate in any programs must designate an international student advisor who will provide a level of support services appropriate to the number of international students enrolled (including problems involving immigration requirements, living arrangements and other non-academic matters.
 - b. All marketing and recruitment activities for international students will be coordinated through the individual college.
2. Study Abroad and Faculty/Student Exchange

The Community College System of NH and its colleges will actively create opportunities for study abroad for its students as well as faculty and staff through:

- a. Contracts with agencies and organizations promoting study abroad for American students.
- b. Coordination with other 2-year and 4-year institutions who have established similar programs.
- c. Contracts and agreements with countries and foreign educational agencies and institutions promoting student exchange.

Section: 600 – Academic Affairs	Subject: 640 Programs
Policy: Running Start Program	Date Approved: March 18, 2008
Policy #: 640.09	Date of Last Amendment: August 26, 2009
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

640.09 RUNNING START PROGRAM

The Running Start Program, inaugurated fall, 1999, is a concurrent enrollment partnership between the Community College System of New Hampshire and secondary institutions allowing high school students to earn college credit while simultaneously meeting the requirements for high school graduation.

College courses are taught at the high school by high school faculty. High school faculty will meet the same hiring qualification as CCSNH adjunct faculty. A CCSNH faculty partner will work with the high school faculty to ensure the course objectives are met.

Students who enroll in the program may be required to take a college readiness assessment test administered by the CCSNH. Students will be required to pay reduced tuition and purchase needed supplies. The cost of a course offered in the Running Start Program will be established by the Board of Trustees annually.

College credit shall be awarded to the participating high school student upon successful completion of the course. Credits awarded shall be in compliance with the grading scale established by the college.

In the fall of 2008, CCSNH began offering the on-line version of Running Start called eStart. eStart is a collaboration between the Community College System of New Hampshire (CCSNH) and the Virtual Learning Academy Charter School (VLACS), a fully accredited online high school, whereby high school students can take online college courses for concurrent high school credit. The online version of the Running Start program uses CCSNH instructors exclusively, rather than utilizing high school teachers in partnership with CCSNH instructors.

In the fall of 2009, the Running Start program is offered in the Adult Basic Education Centers.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Credit Hour Guidelines	Date Approved: March 18, 2008
Policy #: 650.01	Date of Last Amendment: June 17, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.01 CREDIT HOUR GUIDELINES

1. A credit hour shall be the equivalent of one (1) hour of work per week for a 16-week semester.
2. A semester credit hour shall be comprised of the following:
 - a. Class;
 - b. Laboratory;
 - c. Clinics;
 - d. Practicum, Fieldwork, etc.
 - e. Internships*;
 - f. Co-ops**.

3. A credit hour shall be allocated based on the below:

Category	Contact Hours per Week	Contact Hours per Sem. (based on minimum 15 week semester)
Class	1	15
Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

4. One instructional hour shall be equal to fifty (50) minutes.

*** Internship - Definition**

An internship is an educational program that combines classroom studies with on- site work experience in a field of interest related to the student’s major or career. Typically an internship is a maximum of one semester, may be paid or unpaid, requires the student to be at the work site for a part of the week, and is usually taken concurrently with classes.

Depending on the college department, one credit is awarded for every 3-6 hours of internship per week for a 16 week semester. Summer internships are prorated accordingly. Individual departments must approve internship sites and will determine requirements (papers, journals, etc.) that must be met during the internship. Individual departments will set minimum standards for student eligibility for an internship.

**** Co-op - Definition**

A co-op is an educational program involving paid, productive work experience in a field related to the student’s major or career. The student is a full-time employee of the site and is not required to take classes during the duration of the co-op. Depending on the length of the co-op and criteria established by the sponsoring academic department, up to 4 credits may be awarded.

Each college department will set standards for credit allocation and student eligibility to participate in a co-op. Individual departments must approve co-op sites and will determine requirements (papers, journals, etc.) that must be met during the co-op. The co-op will be graded using the college’s grading system and credit will be awarded accordingly.

Exceptions to the above may be made with the approval of the Department Head and Vice-President of Academic Affairs.

(amended June 17, 2008)

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Continuing Education Units	Date Approved: March 18, 2008
Policy #: 650.02	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.02 CONTINUING EDUCATION UNITS

The Colleges are authorized to award Continuing Education Units (CEU) for those courses not eligible for credit toward a degree. One CEU will be awarded for every ten hours of instructional time.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Academic Calendar	Date Approved: March 18, 2008
Policy #: 650.03	Date of Last Amendment: June 17, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.03 ACADEMIC CALENDAR

The CCSNH academic instructional year, excluding summer session, shall consist of two semesters (Fall and Spring). The academic instructional semester shall be no less than 15 weeks and no longer than 16 weeks or their equivalent including final exams. The CCSNH Vice Presidents of Academic Affairs Council, under the direction of the Vice Chancellor and approval of the System Leadership Team and Board of Trustees, will develop a two-year calendar with common start and end dates for each semester.
(amended June 17, 2008)

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Completion Of Course Credits	Date Approved: March 18, 2008
Policy #: 650.04	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.04 COMPLETION OF COURSE CREDITS

Course credits may be completed in the following ways:

1. Course completion at the CCSNH College
2. Credit by examination at the CCSNH College
3. Independent Study
4. Directed Study
5. Experiential credit
6. Courses transferred from accredited institutions (these shall include Community College of the Air Force, Armed Services Education Experiences as outlined in the Armed Services Evaluation Guide, USAFI courses).

7. Credit given by other agencies recognized by national associations offering college level courses.
8. College Level Examination Program (CLEP) exams.
9. National Occupational Competency Testing Institute (NOCTI) exams
10. Licensure or certification exams recognized by industry. (Industries shall be inclusive of all fields; i.e. business, health, automotive, etc.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Transfer Credit	Date Approved: March 18, 2008
Policy #: 650.05	Date of Last Amendment: March 18, 2008
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650.05 TRANSFER CREDIT

Students outside the CCSNH may transfer credits earned at accredited institutions to their CCSNH College programs by providing transcripts of work completed, evidencing a grade of "C" or better. Catalogs from institutions attended with course descriptions for which transfer credit is sought, if available, may be required. Acceptance of transfer credit shall be determined by the CCSNH college based on the evidence provided and judged by the College to be equivalent in nature and content to program offerings. Students may transfer credits from within the CCSNH by following the same process outlined above.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Credit By Exam	Date Approved: March 18, 2008
Policy #: 650.06	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.06 CREDIT BY EXAM

1. Qualification.

Not all courses are appropriate for credit by examination. Individual colleges and

departments will be responsible for determining if a course is eligible for credit by examination

Credit by examination may be earned only by a matriculated student who, by study, training or experience outside the CCSNH College has acquired skill or knowledge equivalent to that acquired by a student enrolled in the College. A student is eligible for a maximum of sixteen (16) credits through credit by examination.

Students shall pay an examination fee as set by the Board.

If the student passes the exam, appropriate credits shall be applied to the student's academic record. Credit will not be given for grades below C. A student receiving a grade below C is ineligible for another special examination in that course.

Each college will determine its own process for application for credit by examination.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Independent Study	Date Approved: March 18, 2008
Policy #: 650.07	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.07 INDEPENDENT STUDY

Opportunities for credit-bearing Independent Study are available to matriculated students who wish to explore areas of a discipline not covered in the normal curriculum but related to the student's program. Independent Study is not available to non-matriculated students. Matriculated students must have a minimum cumulative GPA of 2.0 to be eligible for an Independent Study.

The intent of the Independent Study is to expand a student's learning experience beyond the normal program curriculum. Typically undertaken for 1-2 credits, an Independent Study may not be done in lieu of any course existing in the college's catalogue. Students wishing to pursue existing courses in the college's catalogue on an independent basis should consult the policy on Directed Study.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Directed Study	Date Approved: March 18, 2008
Policy #: 650.08	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.08 DIRECTED STUDY

Under certain circumstances a matriculated student may take a course in a semester when the course is not offered either during the day or through the Division of Community Education. A Directed Study allows a matriculated student to pursue the published learning objectives/outcomes for a course independently under the guidance of a qualified faculty member. A matriculated student must have a minimum cumulative GPA of 2.0 to be eligible for a Directed Study.

The student must demonstrate compelling reasons why the course could not be taken in a subsequent semester or was not taken in the semester when it was originally offered in the curriculum. Barring exceptional circumstances, a Directed Study will not be granted for a course currently being offered in the day or DCE divisions.

Section: 600 – Academic Affairs	Subject: 650 Academic Standards
Policy: Experiential Learning	Date Approved: March 18, 2008
Policy #: 650.09	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

650.09 EXPERIENTIAL LEARNING

Credit for prior learning offers students the opportunity to demonstrate the knowledge they have gained through life experiences and apply this knowledge towards credit in a degree/professional certificate/certificate program. To prepare for this option, students will develop a portfolio to be assessed by appropriate college personnel. A student must be matriculated at one the NHCTCS colleges to be eligible to apply for experiential credit. Not all programs provide the experiential credit option; students should consult with their respective colleges for eligible programs and the process used for application.

Students may be awarded a maximum of 24 credits for experiential learning.

Students will be assessed a fee based on 50% of the current tuition rate on the total credits awarded (e.g., for 12 credits awarded: 0.50 x current tuition rate x 12 credits).

Section: 600 – Academic Affairs	Subject: 660 Admission Standards
Policy: Admissions Standards	Date Approved: March 18, 2008
Policy #: 660.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

660.01 ADMISSION STANDARDS

See Student Section – Admissions

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Student Grades	Date Approved: March 18, 2008
Policy #: 670.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.01 STUDENT GRADES

The following grading systems shall be used for the CCSNH:

A 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F 0.0
A- 3.7	B 3.0	C 2.0	D 1.0	
	B- 2.7	C- 1.7	D- 0.7	

- W Student initiated withdrawal from a course at any time prior to completion of the drop deadline (60% of the course). Does not affect GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).
- WP Student initiated withdrawal from a course after the drop deadline (60% of the course) student has a passing grade at time of drop, as determined by the instructor. Does not affect GPA. Can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).
- WF Student initiated withdrawal from a course after the drop deadline (60%) of the course; student has a failing grade at time of drop, as determined by the instructor. Calculates in GPA as an “F.”

- AF Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance—e.g., failure to meet attendance requirements, as published in the instructor’s syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. Calculated in GPA as an “F.”
- AU A course taken as an audit does not earn credit and cannot be used to meet graduation requirements.
- Admission by permission of the instructor. Not all courses can be taken for audit. *See full Audit Policy.*
- I Incomplete grade. Indicates that a student has not completed a major course assignment due to extraordinary circumstances. It is not used to give an extension of time for a student delinquent in meeting course responsibilities. The I grade is not calculated into the GPA. However, all work must be completed by the end of the third week of the subsequent semester or the grade defaults to an F. *See full Incomplete Grade Policy.*
- P Pass (not calculated into GPA).
- PP Provisional Pass; warning (not calculated into GPA).
- NP No Pass; unsatisfactory (not calculated into GPA).
- CS Continuing Study. Allows student to re-register for developmental course if competencies have not been met by end of the course. Intended for students who have not demonstrated progress and a commitment to succeeding in the course but who need more time to achieve competencies. Does not affect GPA.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Incomplete Grades	Date Approved: March 18, 2008
Policy #: 670.02	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.02 INCOMPLETE GRADES

An Incomplete Grade (I) indicates that a student has not completed a major course assignment (usually a final exam or culminating final assessment) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is applied only in those instances where the student has a reasonable chance of completing the work and passing the course. It is not used to give an extension of time for a student delinquent in meeting course responsibilities.

The work must be completed by the student through formal arrangement with the instructor no later than:

- the end of the third week in the Spring semester for a grade issued in the Fall semester;
- the end of the third week in the Fall semester for a grade issued in the Summer term;
- three weeks from the earliest start date of the summer term for a grade issued in the Spring semester;

Should the student fail to complete the work within the designated period, the grade will automatically become an “F” grade. The Vice President of Academic Affairs may make exceptions to the above deadlines.

“I” grades will not be included in the computation of Grade Point Average. An “I” grade may affect a student’s financial aid. Students should contact the Financial Aid office on their campus for further information.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Audit	Date Approved: March 18, 2008
Policy #: 670.03	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.03 AUDIT

Under the audit policy, students may enroll in courses, which provide an opportunity to learn more about the challenges of college work, explore a discipline of interest, refresh

prior learning, or supplement existing knowledge. Typically, a student attends lectures, seminars, and/or labs but does not complete graded assignments. When enrolled as an audit, the student will not be given a final grade nor will credit towards graduation be given for the course (the academic transcript will reflect an AU for the course). Students must pay the full tuition for the course. Federal Financial Aid does not cover costs for an audited course.

Not all courses can be taken for audit, and entry into a course as an auditing student is by permission of the instructor. Individual colleges may require additional approvals. A student must complete a registration as an audit during the first week of classes. Once admitted as an audit the student may not change to credit status after the designated add period; likewise, a student registered for credit may not change to audit status after the designated add period.

The Vice President of Academic Affairs may make exceptions to the above.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Grade Appeal	Date Approved: March 18, 2008
Policy #: 670.04	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.04 GRADE APPEAL

Any appeal of grade must be initiated by the student with the instructor before an ensuing semester has elapsed. In most instances a grade may be changed only by the instructor. Only in a case of obvious computational error or blatant abuse of the grading prerogative, can the Vice President of Academic Affairs, the only other individual on campus empowered to change a grade, alter a student's grade.

Students who believe they have a valid ground for a grade appeal will use the following process to resolve the issue:

1. Meet with the instructor.

The student shall contact the faculty member and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The faculty member and student shall meet within the next five (5) work days.

2. Meet with the Program Director/Department Head

If the issue was not resolved in Step 1 above, the student has three (3) work days from the date of the faculty member's decision to file a written appeal with

the faculty member's Program or Department Head, or with the Vice President of Academic Affairs if the faculty member is also the Department Head or Program Director. Within three (3) work days the Department Head will mediate the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If no resolution is reached, proceed to step 3 below.

3. Meet with the Vice President of Academic Affairs (VPAA)

If the issue is not resolved in Step 2 above, the student has three work days to file a written appeal with the Vice President of Academic Affairs. The VPAA will meet with all parties concerned within the next three work days to attempt to resolve the dispute. The VPAA will have three work days from the last meeting to render a decision on the grade appeal. The decision of the VPAA is final.

Note: During the summer, when faculty are not on campus, students may begin the grade appeal process with the Office of Academic Affairs. Every attempt will be made to have the faculty member contact and meet with the student within the specified time. On occasion, however, these times may need to be adjusted.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Academic Standing	Date Approved: March 18, 2008
Policy #: 670.05	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.05 ACADEMIC STANDING

Students falling below the following standards will be designated as not meeting satisfactory academic progress. Failure to meet satisfactory progress will result in either Academic Probation or Academic Suspension. Calculation of Cumulative Grade Point Average (CGPA) will be based on all courses taken at the institution, including developmental or remedial courses.

Academic Probation Definition: A warning which indicates the student may not be on track to graduate because of poor academic performance. The student may remain in the program, but his/her academic progress will be monitored.

Students not meeting the criteria below will be placed on Academic Probation.

1-13 Credits Accumulated:	below 1.50 CGPA
14-27 Credits Accumulated:	below 1.70 CGPA
28-40 Credits Accumulated:	below 1.80 CGPA
41+ Credits Accumulated:	below 2.00 CGPA

Academic Suspension Definition: Suspension may be from the program or the institution and is usually for one semester. Suspension from the program means that a student may continue to take courses outside of the program as a non-matriculated student. Suspension from the college prohibits a student from taking classes during the period of suspension.

Students not meeting the criteria below will be put on Academic Suspension.

1-13 Credits Accumulated: below 0.50 CGPA
14-27 Credits Accumulated: below 1.10 CGPA
28-40 Credits Accumulated: below 1.25 CGPA
41+ Credits Accumulated: below 1.50 CGPA

OR

A student who does not meet satisfactory progress for Academic Probation for three consecutive semesters will be placed on Academic Suspension.

Appeals: Appeal process is defined locally by each college.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Course Repeat Policy	Date Approved: March 18, 2008
Policy #: 670.06	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.06 COURSE REPEAT POLICY

For purposes of calculating the cumulative GPA (CGPA), when a student repeats a course at the same CCSNH institution the grade achieved in the most recent course will be the grade used in the CGPA calculation. All previous grades will remain on the transcript but not used in the calculation. Only those repeated courses completed at the student's college of matriculation will be used in the calculation of the CGPA; repeated courses completed at an institution outside of the CCSNH system and transferred into the student's college of matriculation will not be used in the calculation of the CGPA.

Third and subsequent attempts to repeat a course will require the approval of an appropriate advisor as determined by the individual college. See individual college catalogues for specific approval process.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Academic Amnesty	Date Approved: March 18, 2008
Policy #: 670.07	Date of Last Amendment: October 21, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.07 ACADEMIC AMNESTY

1. A student who has previously attended a NH Community Technical College/ Community College and is admitted at a later time may be eligible for Academic Amnesty, which provides for the following:
 - a. All grades taken during the student's previous time at the college will no longer be used to calculate the student's new cumulative GPA. However, grades C- and above taken during the student's previous time at the CCSNH College will be used to meet course requirements (where appropriate), subject to the approval of the Vice President of Academic Affairs.
 - b. Even though previous grades will not be used to calculate the new cumulative GPA, all previous grades will remain on the student's transcript.

2. In order to be eligible for Academic Amnesty, a student must meet all of the following conditions:
 - a. The student has not taken any courses at original college of enrollment for a period of at least three (3) years from the last semester of attendance.
 - b. The student applies for Academic Amnesty before the start of his/her second semester after readmission.
 - c. The student has never before received Academic Amnesty.
 - d. The student achieved a cumulative GPA below 1.7 during previous attendance.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Medical Leave	Date Approved: March 18, 2008
Policy #: 670.08	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

670.08 MEDICAL LEAVE POLICY

A matriculated student who, due to a serious medical condition that requires extended in-patient treatment in a medical facility and/or ongoing outpatient medical treatment, becomes unable to complete his/her academic requirements and/or who becomes unable to meet the program’s technical standards and/or the requirements of the Student Code of Conduct, may apply for a formal Medical Leave of Absence for up to two consecutive semesters.

Students considering a Medical Leave of Absence should be aware that granting of such leave does not relieve a student from financial responsibility to the college. A student who is seeking a Medical Leave of Absence who is also a financial aid recipient should contact the Financial Aid Office to discuss the leave and any potential implications for changes in financial aid eligibility. Students who have concerns about continuing health insurance coverage may also wish to consult <http://www.michelleslaw.com> for important information.

Students requesting Medical Leave of Absence must:

1. Provide a letter to the Vice President of Academic Affairs identifying their program of study, the medical reason for the request, the proposed date on which the leave would begin, and the proposed date of readmission, and;
2. Provide the Vice President of Academic Affairs documentation of the medical condition from a licensed health care professional *directly involved in the treatment* of the student’s particular condition that is sufficiently comprehensive to facilitate the decision-making process.

The Vice President of Academic Affairs (or designee) will make a determination regarding the appropriateness of the leave request and notify the student in writing whether the request for Medical Leave of Absence was granted and what conditions for readmission may apply. Students whose Medical Leave requests are granted will not be required to re-apply for admission at the end of the leave period provided that all conditions for readmission have been met.

Conditions for readmission may include, but are not limited to, submission of documentation from a licensed health care professional *directly involved in the treatment* of the student's particular condition that is sufficiently comprehensive to provide reasonable assurance that the returning student will be able to meet all college and program academic, technical, and behavioral requirements. Other conditions for readmission may include a required in-person meeting with the Vice President of Academic Affairs and/or the student's program Department Head; compliance with any new admission criteria implemented in the student's absence; following a new curriculum plan that may have been implemented in the student's absence; and/or repeating courses and/or clinical experiences to ensure clinical competence following an extended absence. (Please note that students wishing to return to a residence hall may be required to meet additional, separate criteria from those required for return to an academic program. Students should directly negotiate any return to residence life with the college's Student Affairs Office.)

Students who choose to seek Medical Leave under the provisions of this policy should be aware that information they voluntarily disclose during the application and readmission processes will be handled under the confidentiality guidelines of the Family Educational Rights and Privacy Act (FERPA) and disclosed only to those persons with a direct academic need to know.

Section: 600 – Academic Affairs	Subject: 670 Grading Standards/Academic Standing
Policy: Access to Grades and Transcripts with Outstanding Financial Obligation	Date Approved: June 16, 2009
Policy #: 670.09	Date of Last Amendment: June 16, 2009
Approved: Richard A. Gustafson, Chancellor	Effective Date: July 1, 2009

670.09 ACCESS TO GRADES AND TRANSCRIPTS WITH OUTSTANDING FINANCIAL OBLIGATION

In accordance with FERPA regulations, if a student has a hold on an account because of outstanding financial obligations he/she will be able to view the final grades at the conclusion of the semester in question through Banner Student Web. However, the student will be unable to view his/her entire transcript on Banner Student Web, but may view the entire transcript in the Registrar's office on request. No official transcript will be released until all outstanding financial obligations are resolved.

(also referenced in Finance Section 421.58)

Section: 600 – Academic Affairs	Subject: 680 Disability Services
Policy: Documentation Requirements	Date Approved: March 18, 2008
Policy #: 680.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

680.01 DOCUMENTATION REQUIREMENTS

The following guidelines from the Association on Higher Education and Disability provide the components of documentation necessary to establish eligibility for services and receiving appropriate accommodations.

1. The credentials of the evaluator(s)

The best quality documentation is provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist).

2. A diagnostic statement identifying the disability

Quality documentation includes a clear diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning, Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description will also convey the necessary information.

3. A description of the diagnostic methodology used

Quality documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is recommended.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols,

performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self report is the most comprehensive approach to fully documenting impact. The best quality documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of conditions that are permanent or non-varying is recommended. Likewise, changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture. It is important to remember that documentation is not time-bound; the need for recent documentation depends on the facts and circumstances of the individual's condition. (* The Community College System of New Hampshire recognizes that in some cases an updated letter from a qualified professional may simply address why prior documentation that has been submitted continues to be relevant. Re-testing that is not medically necessary may be waived.)

5. A description of the expected progression or stability of the disability

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A description of current and past accommodations, services and/or medications

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or

cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

7. Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the post-secondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs, services, and benefits offered by the college or program may be appropriate. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and/or services.

The Community College System of New Hampshire has a responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed consent or under compulsion of legal process.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Full-Time Faculty Job Descriptions and Qualifications	Date Approved: March 18, 2008
Policy #: 690.01	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.01 FULL-TIME FACULTY JOB DESCRIPTIONS AND QUALIFICATIONS

Full time faculty job descriptions and qualifications are established within the classification system of the NH Division of Personnel. The CCSNH and the Division of Personnel have established four levels of faculty appointment: Instructor, Assistant Professor, Associate Professor, and Professor. Accountabilities and qualifications are established for each level within each of three areas: (1) General Education/Certain Allied Health/Non-Technical; (2) Professional Technical; and (3) Occupational Technical.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Part-Time and Running Start Faculty Qualifications	Date Approved: March 18, 2008
Policy #: 690.02	Date of Last Amendment: November 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.02 PART-TIME AND RUNNING START FACULTY QUALIFICATIONS

Keeping in mind that decisions on faculty credentialing are made on a case-by-case basis, the following guidelines are used by college Vice Presidents of Academic Affairs in evaluating a person’s eligibility to teach a Running Start course or any other college-sponsored course. These guidelines are based on various accreditation standards each college must adhere to:

- In General Education areas* a minimum of a Master’s degree, preferably in the field being taught or a closely related field (e.g., a Master’s in Physics to teach Math). Individuals with a Master’s in Education will be considered, provided the individual has twelve (12) graduate credits in the content area being taught and a Bachelor’s degree in the content field or closely related field. Workshops, seminars, certifications, and other forms of professional development in the content area may also be considered in reaching the twelve credit requirement.
- In Technical and career areas, such as massage therapy, automotive, welding, electrical, HVAC, machine tool--those areas that were once considered “vocational,” a minimum of a Bachelor’s degree in the field or a closely related field. Individuals with an Associate’s degree and other forms of licensure or certification combined with a minimum of four (4) years related professional work or teaching experience would also be considered.
- In Technical areas such as engineering technology, computer technology, spatial information technology, biotechnology, a minimum of a Master’s degree, preferably in the field being taught or a closely related field. Individuals with a Master’s degree in Education will be considered, provided the individual has twelve (12) graduate credits in the content area or closely related field. Individuals with a Bachelor’s degree and other forms of licensure or certification combined with a minimum of four (4) years related work experience would also be considered.
- In Non-Technical areas such as Business, Accounting, Early Childhood Education, Human Services, Criminal Justice, Education, Travel and Tourism, a minimum of a Master’s degree, preferably in the field being taught or a closely

related field. Individuals with a Master's in Education will be considered, provided the individual has a Bachelor's in the content area or closely related field.

- In Developmental areas, such as Math, English, Reading and Science, a Master's degree in the area or closely related area. Individuals with a Bachelor's degree in the area or closely related area will be considered provided they have a minimum of four (4) years teaching experience.
- Allied Health and other programs with national accreditations: variable depending on accreditation requirements (usually not appropriate for Running Start)

The above applies to new hires commencing Fall semester 2007. Adjunct and Running Start faculty currently employed will have until Fall semester 2009 to meet the above standards.

Exceptions to the above may be made by the VP of Academic Affairs if an individual can show equivalent academic and/or work or teaching experience. However, in no case will an individual be required to have qualifications exceeding those outlined above. In addition, exceptions to the above may be made by individual colleges for a temporary appointment based on unusual circumstances as defined by the college. Such appointment may be done one time only and cannot exceed two individual or two consecutive semesters.

*General Education areas include the following: English, Communications, Humanities, Fine Arts, Foreign Language, Social Science, History, Religion, Philosophy, Math, and Science.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Eminence Policy	Date Approved: March 18, 2008
Policy #: 690.03	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.03 EMINENCE POLICY

Candidates for teaching positions who do not meet the system's "minimum qualifications" for any rank, may still qualify for a position if it can be clearly demonstrated that they are "eminent" in their field. In this context, eminence is defined as "superior knowledge and skill in comparison with the generally accepted standard of achievement in the subject area." Candidates may demonstrate such "superior knowledge and skill" through positions they have held, publications, creative activities,

honors, awards, or other professional and public recognitions. Evidence that the candidate is held in high esteem within his or her field will be the critical determinant and must be well documented. *In no case should the designation of eminence be used to qualify candidates who are close to but below the minimum qualifications, unless eminence can be clearly and objectively established.*

Since candidates may have established eminence in a specific area within their field but lack the broader background and the general education preparation required by the system's "minimum qualifications," candidates may be judged eminent for a specified set of courses instead of for an entire discipline.

Candidates who qualify under the conditions stated above must be approved by the Vice President of Academic Affairs and the President.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Faculty Promotion	Date Approved: March 18, 2008
Policy #: 690.04	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.04 FACULTY PROMOTION

1. Qualifications for Promotions
 - a. Academic Qualifications
 - (1) Faculty members submitting requests for promotion consideration must meet the minimum qualifications for the rank (classification), as well as demonstrate the ability to fulfill the accountabilities for the rank they are seeking as set forth by the NH Division of Personnel.
 - (2) A certification review shall be conducted by the VP of Academic Affairs or the CCSNH Director of Human Resources to ensure that the education and experience requirements (minimum qualifications) for the faculty rank of promotion are met.
 - b. Service in Grade Qualifications
 - (1) Faculty members submitting requests for promotion from one academic rank to another, must have completed the following years of service in grade.

Instructor to Assistant Professor:	2 years
Assist. Professor to Assoc. Professor:	2 years
Associate Professor to Professor:	3 years

- (2) Faculty serving in the last year of the length of service requirement shall be eligible to make application for promotion.
 - (3) Exceptions to “service in grade” shall be considered only in extraordinary circumstances which, if the promotion is not considered, would be detrimental to the college. Such requests must be submitted in writing by the College/Institute President to the Chancellor of the Community College System.
- c. General qualifications for all Promotions - In order to qualify for promotion, a faculty member must show evidence of the following since his/her last appointment or promotion. Items listed under each of the following categories (1-5) help define the category and are not meant to be a list of accountabilities that each candidate must meet for that category, nor are they meant to be exhaustive or all-inclusive for that category. The Master Teacher Team should evaluate each candidate individually, recognizing that faculty positions differ across a campus, and expectations that are reasonable in one department may not be appropriate in another. Individual items beneath the categories, therefore, are merely guidelines and not meant to be prescriptive.
- (1) Teaching & Learning Effectiveness - For a faculty member to qualify for promotion, he/she must show evidence of effective teaching techniques which promote student learning since his/her last appointment or promotion. Examples may include, but are not limited to:
 - a) Demonstrates teaching excellence through the establishment of an effective learning environment:
 - Integrates theory with applications in teaching material.
 - Clearly defines program and course goals.
 - Promotes the implementation of core competencies and Performance Based Learning.
 - Promotes critical thinking and life skills.

- Responds to the academic needs of diverse student populations.
 - Maintains accessibility and availability.
- b) Prepares students for the workplace.
- Adapts to, and remains current with, changes in technology through links with business, industry and professional organizations.
 - Displays creativity and innovation in the classroom, e.g., use of technology in the classroom.
- c) Demonstrates ethical and professional behavior.
- d) Is able to solve problems and handle difficulties professionally and confidentially.
- (2) Academic Contributions - The candidate should demonstrate sustained activity which contributes to the academic vitality and well being of the institution. Examples may include, but are not limited to:
- a) Curriculum/Program Development.
- Participates in the development of Day/DCE/TDC programs and courses.
 - Provides contacts/linkages with business and industry when appropriate in developing new programs or courses.
 - Shares new teaching and learning methodologies with peers through the presentation of workshops, position papers, etc.
 - Exhibits academic creativity in attracting revenues through new programs, workshops, grants, etc.
 - Promotes/participates in articulation initiatives (i.e. school-to-work, transfer).
- b) Service to the Department/System.
- When appropriate, participates in team activities with faculty in other disciplines.

- Serves as an academic resource for adjunct faculty.
 - Assists in seeking contacts with employers for the development of internships, co-op experiences, practicums, clinics, etc.
 - Actively assists in departmental needs: equipment inventory and orders, course scheduling, new faculty orientation, reviewing placement tests, attending open houses, etc.
- (3) Service to Students - It is expected that a candidate would demonstrate an involvement with students outside of the classroom setting. Examples may include, but are not limited to:
- a) Department Related Activities.
- Engages in the Admissions process, including contacting prospective students, participating in interviews, preparing admissions material (brochures, flyers, public relations activities related to Admissions).
 - Advises students on overall academic planning, including registration, course selection, course sequencing, course withdrawal, and commencement.
 - Advises students in job placement, including providing professional contacts, making students aware of relevant professional opportunities, assisting in preparation of job-seeking materials, and advising in overall long-range employment planning.
 - Participates in the orientation process, including participation in orientation programs, providing departmental/institution overview, and creating a welcoming atmosphere for new students.
 - Prepares students for their roles as citizens in a changing society.
- b) Extra Departmental Activities.
- Serves as advisor to student organizations.

- Oversees student cultural, athletic, entertainment or community service projects.
 - Participates actively in or demonstrates support for various student sponsored functions.
- c) Academic Related Activities.
- Is perceived as accessible and approachable.
 - Demonstrates a willingness to provide time outside the classroom to assist students academically (tutorials, help sessions, review sessions, Learning and Career Centers, and library assistance and/or service in the Learning and Career Center).
- (4) Service to Institution and Community - It is expected that an applicant would be engaged in non-teaching activities involving the campus and larger community. Examples may include, but are not limited to:
- a) Institution/System.
- Actively serves on departmental, campus, College/institute or System teams/and or committees.
 - Writes or actively assists in the writing of grant projects for the department, institution or System.
 - Participates in campus-wide functions such as Campus Day, Open House, Parents' Weekend, etc.
 - Contributes to institutional/System enhancements and enrichment, for example, brings speakers, groups to the campus, promotes cross-campus activities, etc.
 - Attends meetings and maintains contact with Departmental Advisory Boards.
 - Promotes and practices student retention efforts.
- b) Community.
- Volunteers professional expertise to his/her local community (e.g., schools, community centers, health care facilities, adult learning centers, etc.)

- Promotes the institution in the community through participation in fairs, promotional events and publicity activities.
 - Works to develop courses/curricula for off-campus sites.
- (5) Professional Growth & Development - It is expected that all candidates would remain technologically and pedagogically current in his/her respective field. Examples may include, but are not limited to:
- a) Remains current in the field through conferences, workshops, courses and professional affiliations.
 - b) Participates in panels, courses or workshops locally, regionally and/or nationally.
 - c) Participates as a member of an accreditation visiting team.
 - d) Participates as a member of a professional board or advisory board.
 - e) Participates in departmental or institutional self-studies.
 - f) Attends professional organization meetings.
 - g) Maintains contact with appropriate external agencies (businesses, hospitals, etc.) to ensure currency of curriculum.

2. Evaluation Process

- a. A Faculty Promotion Review Team comprised of a maximum of six (6) full-time faculty, designated as “Master Teacher Fellows”, shall be established within each college for the purpose of evaluating candidates for promotion.

Representation shall be across disciplines (Health, Technology, Business, and General Education, etc.). The Vice-President of Academic Affairs shall sponsor this team.

A minimum of three (3), and a maximum of six (6), Master Teacher Fellows will sit on a review panel as determined by the Vice President of Academic Affairs based on the number of final candidates for promotion.

- b. The Faculty Promotion Review Team shall be responsible for conducting a careful review and evaluation of each candidate's portfolio, teaching effectiveness, and performance in conjunction with the qualifications criteria established. Such a review shall involve class visits; interviews with students, peers, Department Heads, and individuals outside the institution, where appropriate; a review of class materials, including syllabi and exams; an interview with the candidate regarding teaching philosophy and approach; and non-teaching activities.
- c. It is expected that each Master Teacher Fellow shall complete the following review for each candidate within the respective college for promotion.
 - (1) Conducts one (1) class visit per semester.
 - (2) Reviews all student evaluations from the previous academic year and fall semester of the current academic year.
 - (3) Conducts a minimum of one (1) interview with the candidate to discuss his/her teaching philosophy and practices.
 - (4) Interviews fellow members of the faculty, students currently enrolled in a minimum of one of the candidate's classes, and the candidate's department head.
 - (5) Reviews all course syllabi, course material developed and/or utilized, and the candidate's portfolio.
 - (6) Provides recommendations for improvement and mentorship, where appropriate.
- d. At the conclusion of the review process, the review team shall assign point values to each of the five evaluative criteria identified with the "General Qualifications for Promotion" and for compiling a written evaluation. The review team's evaluative findings and decision to recommend or deny promotion shall be submitted to the Vice-President of Academic Affairs. The review team shall provide a professional development plan for each candidate not recommended for promotion.
- e. The Vice-President of Academic Affairs shall conduct a minimum of one (1) class visit for each candidate and shall review all evaluative material submitted by the review team.
- f. The Vice-President of Academic Affairs, in consultation with the President, shall forward those candidates recommended for promotion to the

Chancellor or his/her designee(s) for final approval. Written notification shall be provided by the President or his/her designee to each candidate regarding his/her promotional status.

3. Master Teacher Fellows Appointments

- a. A Master Teacher Fellow shall possess a minimum of five (5) years of teaching experience at the postsecondary level, two (2) years of which must have been with the Community College System and shall possess a higher academic rank/classification than the candidates applying for promotion. A Master Teacher Fellow must demonstrate teaching excellence through his/her instructional expertise, academic contributions, ethical and professional behavior, service to students, non-teaching activities within the college and system, and professional growth and development.
- b. Faculty interested in serving as a Master Teacher Fellow must submit a letter of intent/interest to the Vice-President of Academic Affairs for review and appointment by a designated college leadership/ advisory team. It is recommended that Department Chairs not serve as Master Teacher Fellows due to their supervisory role and responsibilities. Under no circumstances shall a Department Chair serve as a Master Teacher Fellow in those instances when he/she is responsible for the supervision of a candidate for promotion.
- c. Each Master Teacher Fellow shall receive a stipend of seven hundred forty dollars (\$740.00) per academic year. In addition, where appropriate and feasible, the Vice-President of Academic Affairs shall develop a more flexible work schedule for each Master Teacher Fellow.
- d. It is expected that Master Teacher Fellows shall serve as members of the Faculty Promotion Review Team. As a team, members shall be responsible for keeping minutes, authoring documents, setting meeting times, and performing other team duties as needed. The Faculty Promotion Review Team shall meet monthly, at a minimum, to discuss and review progress and processes.
- e. Effective September, 1997 appointments to the Faculty Promotion Review Team shall be designated as a one (1) year or a two (2) year appointment. All following appointments shall be designated as a two (2) year appointment.

4. Documentation for Promotion Process

- a. Each candidate shall submit a portfolio of materials that address the criteria outlined in the "Qualifications for Promotion." A promotional

portfolio shall include a completed state application, an up-dated resume, a copy of college transcripts, and documentation which supports evidence of teaching effectiveness and professional activities outside the classroom. Such documentation includes; syllabi, exams, course evaluations, student evaluations, student testimonials, tapes of classes, letters of support from colleagues, description of innovative practices, etc.

- b. Each candidate shall include a letter of recommendation/ support from his/her Department Chairperson in his/her promotional portfolio.
- c. Each candidate shall include copies of his/her performance reviews/ evaluations for the previous two (2) academic years in his/her promotional portfolio.
- d. Each candidate may include copies of letters of support/recognition from business, industry, community partnerships, and affiliations, where appropriate.

5. Schedule for Promotion

- a. A schedule for promotion shall be established at the start of each academic year by the CCSNH Human Resources Department. This schedule shall be distributed to the Vice President of Academic Affairs for distribution.

6. Evaluation System

- a. A four (4) point scale, which parallels our existing grading system, shall be used to evaluate each of the five criteria established within the "General Qualifications for Promotion." Scoring shall be as follows:

<u>Criteria</u>	<u>Point Scale</u>	<u>Cumulative</u>
Teaching Effectiveness	60% x 0-4 points	0.00 - 2.40
Academic Contributions	10% x 0-4 points	0.00 - 0.40
Service to Students	10% x 0-4 points	0.00 - 0.40
Service to Inst. & Comm.	10% x 0-4 points	0.00 - 0.40
Professional Develop.	10% x 0-4 points	0.00 - 0.40

0-1 = Below average or do not recommend
 1-2 = Average or recommend with reservation
 2-3 = Good or recommend with confidence
 3-4 = Excellent or strongly recommend

- b. Candidates must receive a minimum of a 3.0 rating in Teaching effectiveness to be considered for promotion. If the minimum score of 3.0

for Teaching Effectiveness is not achieved, candidates will be denied promotion.

- c. Candidates must meet the following cumulative scores for promotion to the designated faculty level.

Instructor to Assistant Professor	2.7
Assistant Professor to Associate Professor	3.0
Associate Professor to Professor	3.4

7. Appeal Process

- a. Appeals of denial for promotion must be made in accordance with the Administrative Rules of the NH Division of Personnel.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Faculty Evaluation	Date Approved: March 18, 2008
Policy #: 690.05	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.05 Faculty Evaluation

Faculty performance is evaluated annually in accordance with rules established jointly by the New Hampshire Division of Personnel and the CCSNH. Faculty are evaluated in those areas listed in section 680 above of the CCSNH Board of Trustees.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Academic Freedom	Date Approved: March 18, 2008
Policy #: 690.06	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.06 Academic Freedom

The statement of academic freedom as set forth by the American Association of University Professors, the Association of American Colleges, and the Association for Higher Education, National Education Association, is endorsed by the Board of Trustees.

The statement endorsed follows:

1. "The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution."
2. "The teacher is entitled to freedom in the classroom in discussing his/her subject but should be careful not to introduce into his/her teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."
3. "The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When the teacher speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and the institution by his/her utterances. Hence, the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesman."
4. Code of Ethics for Education Profession (NEA).

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Faculty Compensation for Independent Study and Directed Study	Date Approved: March 18, 2008
Policy #: 690.07	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.07 FACULTY COMPENSATION FOR INDEPENDENT STUDY AND DIRECTED STUDY

Faculty who supervise an Independent Study or Directed Study will be paid seventy-five percent (75%) of the tuition paid by a student as compensation for preparing materials, meeting with the student and performing any assessments. Independent Study and/or Directed Study may not be used in lieu of traditional course work to achieve full-time workload status. Exceptions to this policy require the approval of the Vice President of Academic Affairs.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Running Start Faculty Partners Compensation	Date Approved: March 18, 2008
Policy #: 690.08	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.08 RUNNING START FACULTY PARTNERS COMPENSATION

Faculty Partners will be compensated at three hundred dollars (\$300) for each high school course they collaborate on. Multiple sections of the same course at a high school will be treated as one course, unless the high school instructor changes. The same course taught at a separate high school will be treated as a new course.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Protocols For Research In The Classroom	Date Approved: March 18, 2008
Policy #: 690.09	Date of Last Amendment: March 18, 2008
Approved: Richard A. Gustafson, Chancellor	Effective Date: March 18, 2008

690.09 PROTOCOLS FOR RESEARCH IN THE CLASSROOM

1. All full time faculty and staff may serve as research investigators. Students, adjunct faculty and other instructional personnel must be sponsored by a full time faculty member. This policy excludes surveys conducted for educational or informational purposes by [insert college name] students while in the course of completing class or degree requirements. Such research, however, must comply with all other rules and regulations governing privacy (e.g., FERPA).
 - a. Research investigators acknowledge and accept their responsibility for protecting the rights and welfare of human research subjects and for complying with all applicable provisions of this Assurance.
 - b. Research investigators who intend to involve human research subjects will not make the final determination of exemption from applicable Federal regulations or provisions of this Assurance.
 - c. Research investigators will promptly report to Academic Affairs and the College Leadership Team proposed changes in previously approved

human subject research activities. The proposed changes will not be initiated without College Leadership Team review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.

- d. Research investigators are responsible for reporting progress of approved research to the College Leadership Team, as often as and in the manner prescribed by the approving College Leadership Team on the basis of risks to subjects, but not less than once per year.
 - e. Research investigators will promptly report to the College Leadership Team any injuries or other unanticipated problems involving risks to subjects or others.
 - f. No research investigator who is obligated by the provisions of this Assurance, any associated Inter-Institutional Amendment, or Non-institutional Investigator Agreement will seek to obtain research credit for, or use data from, patient interventions that constitute the provision of emergency medical care without prior College Leadership Team approval. A physician may provide emergency medical care to a patient without prior College Leadership Team review and approval, to the extent permitted by law. However, such activities will not be counted as research nor the data used in support of research.
2. The following outline includes the elements that should be covered in your request for Academic Affairs and College Leadership Team review. Please observe a two-page limit. Return to the Office of Academic Affairs.
- a. INTRODUCTION - Summarize the background, nature, rationale, objectives and significance of the proposed study.
 - b. RESEARCH PROTOCOL -
 - (1) Setting: Describe the setting in which the study will be conducted. Indicate the source of subjects, how they will be recruited, and whether they will be compensated.
 - (2) Protocols: Describe the activities in which subjects will engage. Include sample instruments.
 - c. INTERPRETATION OF DATA - Explain how data will be analyzed or studied (using quantitative or qualitative methodologies). Describe how your interpretation will address your research questions.
 - d. RISKS* - List possible risks to subjects including physical, psychological, and economic (loss of employability). Also address

issues of confidentiality and risks associated with a breach of confidence.

- e. BENEFITS - Discuss benefits to participants. In studies that involve risk, discuss the relationship between risks and benefits.
- f. INFORMED CONSENT/ASSENT - Attach a copy of the consent document. Describe procedures for obtaining consent. Explain how *assent* will be secured from children.

* *Special note on risk:* Any project involving the risk of physical injury, civil, financial or criminal liability, a risk to a subject's employability, or instances where the research involves sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol, has the potential of involving more than minimal risk.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Adding a 100% On-Line Course	Date approved: February 25, 20098
Policy #: 690.10	Date of Last Amendment: Feb. 25, 2009
Approved: Richard A. Gustafson, Chancellor	Effective Date: February 25, 2009

690.10 ADDING A 100% ON-LINE COURSE

A student may add a 100% on-line course up to the official start date of the semester. Once the semester has started, a student may add a 100% on-line course only with the permission of the instructor.

Section: 600 – Academic Affairs	Subject: 690 Faculty
Policy: Maximum Enrollment for On-Line Course	Date approved: February 25, 20098
Policy #: 690.11	Date of Last Amendment: Feb. 25, 2009
Approved: Richard A. Gustafson, Chancellor	Effective Date: February 25, 2009

690.11 MAXIMUM ENROLLMENT FOR ON-LINE COURSE

The maximum enrollment for a 100% on-line course will be set at twenty (20) students. Enrollments in excess of twenty students may be done by mutual agreement with the instructor.

ACADEMIC FORM A-2

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

REQUEST FOR PROGRAM NAME CHANGE FORM

College: _____ Date: _____

Current Program Title: _____

_____ Associate Degree _____ Certificate _____ Professional Certificate

Proposed Program Title: _____

Proposed Effective Date: _____

Rationale for Change: _____

Proposed changes in course content (list any courses added or deleted or whose title has changed): _____

Requested by: _____

Approved by:

Department Head: _____

Vice President of Academic Affairs: _____

President: _____

Chancellor: _____

Leadership Team: _____

Effective Date: _____

Please return completed form to the Vice-Chancellor for action by the System Leadership Team.

ACADEMIC FORM A-4

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE
PROFESSIONAL CERTIFICATE/CERTIFICATE REQUEST FORM

College: _____

Title: _____

Professional Certificate _____ Certificate _____

CIP: _____ Total No. of Credits _____

Description:

Rationale:

Expected Student Outcomes:

Description of Career Opportunities (list):

Demonstrated Needs Assessment with Business & Industry:

Curriculum:

Attach listing of courses (title, semester hours, sequence). Identify all new courses.

Proposed Implementation Date: _____ DAY __ DCE __ BOTH __

Is this certificate part of an existing program?

Yes__ No__ Identify:

Are additional resources required?

Library: \$_____ Faculty: \$_____ Equipment: _____ Other: \$_____

NOTE: If resources are required, additional questions may be asked.

Description of efforts to establish coordination with other college(s):

Signatures

VP Academic Affairs

Date

President

Date

Review/Approval by Vice-Chancellor

Date

Action by Chancellor
(Approval required for Professional Certificate and
Certificates over 12 semester credit hours)

Date

ACADEMIC FORM A-5

COMMUNITY COLLEGE SYSTEM OF NEW HAMPSHIRE

NEW ASSOCIATE DEGREE PROGRAM PROPOSAL FORM

COLLEGE:

DATE OF PROPOSAL:

PROGRAM TITLE:

PROPOSED STARTING DATE:

PROGRAM DESCRIPTION/OUTCOMES:

HOW IS PROGRAM ALIGNED WITH SYSTEM STRATEGIC GOALS:

HOW IS PROGRAM ALIGNED WITH THE COLLEGE'S STRATEGIC GOALS:

DEMONSTRATED NEED FOR PROGRAM:

For Career Programs:

- **Employer involvement/investment in program**

- **Student interest (if feasible)**
- **Labor market demand over next five years**
- **Support of college advisory board(s)**

For Transfer Programs:

- **Letters of support from four-year colleges (attach)**
- **Support of college advisory board(s) (attach)**

PROGRAM DUPLICATION: (if program already exists in the System, document that the new program will not negatively impact enrollments in other System colleges)

PROJECTED ENROLLMENTS:

- **First Year**
- **Second Year**

PROJECTED GRADUATES:

- **Second Year**
- **Third Year**

HOW WILL THE PROGRAM'S SUCCESS BE DETERMINED?:

PROJECTED COSTS: (Full & part-time faculty and staff, benefits, equipment, facilities, supplies, leases, etc.)

- **First Year:**

- **Second Year:**

PROJECTED REVENUE: (Tuition, grants, donations, etc.)

- **First Year:**

- **Second Year:**

CURRICULUM SEQUENCE BY SEMESTER (including summers):

COURSE DESCRIPTIONS: (Attach)

PROGRAM APPROVAL SIGNATURES:

PRESIDENT _____ **DATE** _____

VP ACADEMIC AFFAIRS _____ **DATE** _____

VICE-CHANCELLOR _____ **DATE** _____

CHANCELLOR _____ **DATE** _____

BOARD OF TRUSTEES _____ **DATE** _____