

CURRICULUM GUIDELINES

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EDUCATIONAL PROGRAM GUIDELINES

1. Each program will have an active advisory committee comprising a wide representation of the community interested in the specific program field. See Academic Program Advisory Committee Guidelines for operational procedures.
2. Recommendation obtained from the respective program advisory committees shall be considered in the development of all courses (technical and non-technical).
3. All non-major/general education courses will support the respective academic program major(s).
4. All non-major/general education courses will be designed and developed by the general education departments in collaboration with representatives of academic programs or departments.
5. Courses with uniform course titles, numbers, descriptions, class, lab, and credit hours shall have the same core course performance objectives.
6. Any course, new or revised, offered in any delivery mode, having collegewide implications shall be approved by the respective departments from the campuses offering such program.
7. Because of the College's policy on open door admission, the students must demonstrate evidence of readiness for college-level course placement. Developmental courses are considered to be an integral part of the College's instructional programs in order to prepare students for college-level courses.
8. Academic programs will have Program Graduate Competencies and Core Curriculum Competencies.
9. Oversubscribed Programs Not Offered in Each County. The president of the College is authorized to establish enrollment quotas for qualified candidates by county for those oversubscribed programs offered in one or two counties and not offered in the other county or counties. At no time shall the quota for the Campus offering the program be less than two-thirds of the entering enrollment.
10. Oversubscribed programs: Oversubscribed programs may afford preference to residents of the State of Delaware. Delaware residency is determined in accordance with the requirements contained in the College's Residency policy. (Approved by President's Council 2/14/06).

ACADEMIC PROGRAM ADVISORY COMMITTEE GUIDELINES

Delaware Technical Community College was founded in 1966 on the principle of consultation with business and industry to determine employment needs and economic development needs in each of three counties. Employment needs and occupational trends change with technological developments. The advisory committee is indispensable in helping the academic program chairperson and faculty stay informed on the technical skills needed in the current and future labor force. The College values highly the input of the many industries, non-profit and government representatives who serve on the program advisory committees.

Advisory Committee Membership

Committee membership should be representative of the community and, where possible, include a program graduate. The program chairperson recruits and selects members. The Dean of Instruction reviews committee membership informally. The Dean of Instruction sends the prospective advisory committee member the invitation to serve.

Advisory Committee Role

(Revised DOI 5/29/12)

Administrative authority for the educational program is vested in the Board of Trustees. College advisory committees have no administrative authority. Their role is to give advice and input to the academic program

with which they are connected. Committee members serve for a period of one year. The term may be renewed. A committee member chairs the advisory committee for a two-year term.

Advisory committees meet twice a year or quarterly, depending on the needs of the program. Some committees may meet once yearly, provided that other forms of industry input are used at other times during that year. See Appendix Z for a template that serves as a guideline in developing the meeting agenda. Meeting minutes are kept as a permanent record of advisory committee actions. Minutes are retained in the offices of the Dean of Instruction and the Department chairpersons.

Key advisory committee functions are as follows:

Curriculum

The advisory committee focuses first on curriculum content. The significant question is whether the program graduate competencies reflect accurately the skills needed by graduates to obtain an entry level position in the technical field. The advisory committee assists in the development of a new program by participating in a needs assessment. It advises on program expansion due to increased employment opportunities in a rapidly growing field or in program reduction due to lack of employment opportunities. Program planning is an essential committee activity. The advisory committee reviews the results of student learning outcomes assessment, job placement in the career field and licensure/national examination pass rates, among other information, as means to inform curriculum planning.

All academic programs are reviewed on a regular basis as part of College program review or national program accreditation. Advisory committee members assist in those processes as survey respondents or in focus group sessions on the relevance and effectiveness of the program in preparing graduates for employment.

Equipment, Facilities and Resources

A second advisory committee function is evaluation of facilities and equipment required to teach technical skills. Advisory committee members have the knowledge and skills assist the department chairperson in identification of necessary equipment or obtaining access to expensive equipment for students.

Advisory committee member advice is important in the selection of library and media holdings and other curriculum related materials. Committee input may be sought in the design of a laboratory or other kind of facility that houses the program.

Career Guidance and Placement

A third advisory committee function is assisting students to learn about employment opportunities and responsibilities. Advisory committee members may be guest speakers to help students understand employer needs and expectation. They may assist in conducting mock interviews. They may help locate prospective employers for upcoming graduates. They may help students locate part-time jobs in their academic programs or internships. The committee may also recognize outstanding students through certificates, prizes, awards and scholarships.

Public Relations

Advisory committee members can promote program education through a public information program. Committee members may assist in identifying potential sources of students. They may promote the program in cooperation with college marketing personnel in news releases, media announcements and reports, special academic program days, programs for civic groups and open houses.

Community Resource Identification

The advisory committee may act as a coordinator for community resources that support the instructional process. Members may identify local sites for student tours, recommend adjunct faculty and help arrange in-service experiences for faculty.

COLLEGE ACADEMIC PHILOSOPHY

Recognizing that students have different learning needs and life experiences, Delaware Technical Community College seeks to provide academic programs that facilitate student learning in various modes and styles. The College has, therefore, established mastery learning and multi-access education as the best ways to provide quality instruction.

At the College, mastery learning is an instructional approach that uses a wide range of multi-sensory instructional strategies to help students master course performance objectives in the cognitive, psychomotor and affective domains as specified in course syllabi. Instructors plan and deliver a hierarchy of learning content, learning activities, and multiple evaluation methods to foster student knowledge and skill development.

College degree program learning outcomes are defined as Core Curriculum Competencies and Program Graduate Competencies. These competencies are linked to the progressive mastery of course performance objectives.

The College is committed to providing support for faculty in the use of active learning principles and the delivery of instruction by synchronous and asynchronous methods.

INSTRUCTIONAL APPROACH AND CURRICULAR STRUCTURE

Mastery Learning

The theory of Mastery Learning, which is based on Benjamin Bloom's Taxonomy and the Learning for Mastery model, suggests that students are most successful when they are given appropriate instruction, sufficient time to complete tasks, and the opportunity to master concepts in a sequential order. The goal of Mastery Learning is student success. To facilitate Mastery Learning, an instructor divides a learning unit into well-defined objectives and organizes them in a hierarchical order. Students are expected to demonstrate mastery on the first objective before moving on to the next, more complex objective. If a student fails to demonstrate mastery on an objective, the instructor provides corrective feedback. Students are given more than one opportunity to master the concept. If the student needs more instruction than corrective feedback, the student will need to repeat the course to receive full instruction again. In this way, students ultimately attain mastery of all objectives in a course and academic program.

There are five key components of Mastery Learning; philosophy, curriculum structure, instructional model, student assessment, and teaching approach. First, the *philosophy* of Mastery Learning is that the student can learn a set of objectives if given the appropriate instruction and sufficient time to learn material and complete tasks. The second component, *curriculum structure*, requires the instructor to predetermine well-defined learning objectives and develop an organized curriculum that allows for small, sequential learning units. The third component and perhaps most important, the mastery learning *instructional model*, begins with structuring

the learning units in a logical, sequential order. Appropriate instruction must occur, and *student assessment*, the fourth component of Mastery Learning begins. Student learning is assessed and corrective feedback to enhance learning is provided before reassessment. The last component of Mastery Learning is the *teaching approach*. This component of the Mastery Learning philosophy connects to the direct instruction model. Following direct instruction principles, an instructor provides an orientation or framework for a lesson, presents new material, and provides structured, guided, and independent practice for the student learner.

Mastery Learning is evident in all academic programs at the College. Student learning goals are well-defined and concepts are presented in small sequential units. Learning activities within a course or program are varied and multiple types of evaluation methods are employed. Students are frequently assessed and given more than one opportunity to demonstrate mastery of objectives. At Delaware Tech, students must master the course objectives at 75% proficiency. (Revised 4/2/12)

Core Curriculum Competencies

At Delaware Tech, the general education student learning goals are the six collegewide Core Curriculum Competencies (CCC) that identify what all graduates will be able to do upon completion of their degree, regardless of program of study. Delaware Tech students acquire these core competencies through general education courses and program-specific coursework. Students are expected to use relevant technology to achieve the outcomes. Upon completion of general education and major courses, a Delaware Tech graduate will be able to:

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Delaware Tech's Vice President for Academic Affairs, Deans of Instruction, Department Chairpersons, Instructional coordinators, and faculty developed the original Core Curriculum Competencies in 1997-1998. They were most recently updated in 2017, and approved by President Brainard and President's Council on April 3, 2017 effective fall 2017.

Program Graduate Competencies

At Delaware Tech, the academic program major student learning goals are the Program Graduate Competencies (PGC) that identifies what the graduates of specific majors/academic programs will be able to do upon completion of their degree.

The PGCs were originally identified in 1998 through the collaboration of Delaware Tech faculty, Department Chairpersons, Program and Instructional Coordinators, and Advisory Committee members. Relevant sources were also consulted, such as career field trend data, employee performance/satisfaction surveys and program needs assessment. The PGCs are reviewed and updated by the Department Chairperson, Program and Instructional Coordinators, and faculty through program review and program specific accreditation processes, as well as through annual input from Advisory Committees.

Course Performance Objectives

Each course syllabus includes Core Course Performance Objectives (CCPO) and Measurable Performance Objectives (MPO) that are identical collegewide. As with the Core Curriculum Competencies and Program

Graduate Competencies, the CCPOs and MPOs are developed through college-wide collaboration among Delaware Tech Department Chairpersons, Program and Instructional Coordinators, and faculty. The CCPOs, derived from the Core Curriculum Competencies and Program Graduate Competencies, provide the framework for learning in a course. The CCPOs are broad statements that identify the overall knowledge, attitudes, and skills students must acquire to pass a course. MPOs guide student mastery of CCPOs by specifically stating the incremental learning objectives (i.e., what students must be able to know, think and do) in order to attain mastery of the Core Course Performance Objectives, and ultimately the Program Graduate Competencies and Core Curriculum Competencies.

The CCPOs must be mastered at a 75% proficiency level in order to pass the course. Students earn a “F” (Failure) (previously a Recycle) grade if proficiency is less than 75%. Corrective feedback and the opportunity to demonstrate competency is provided, as indicated in the principles of Mastery Learning. If student performance indicates the need for more instruction than corrective feedback, the student will need to repeat the course. In this way, students have the opportunity to ultimately attain mastery of the objectives in a course and academic program. Student demand for programs, as well as accrediting organization requirements, may limit opportunities for students to repeat courses and remain in a program. (Revised 4/2/12)

Operational Procedures for Syllabus Construction and Revision

Syllabi may be written or revised by faculty, instructional or program coordinators, department chairpersons or instructional directors.

New or revised syllabi must be approved by the department chairperson/instructional director and the dean of instruction or her/his designee. A course file form must be submitted for all new course proposals and when revisions include changes to the course title, description, course hours/credits, schedule type, pre-requisites, co-requisites, Core Course Performance Objectives and/or Measurable Performance Objectives.

Syllabi should be reviewed annually and revised as appropriate. All syllabi must be reviewed, revised as appropriate, and approved at least every three years. Syllabi must conform to the template in APPENDIX S.

Core Course Performance Objectives must be coded to the Core Curriculum Competency(ies) and Program Graduate Competency(ies) they support.

The syllabus is the learning contract with students for the course. Therefore, it must be distributed to the students no later than the first day of the course, be posted in the Learning Management System, and be carefully followed.

The following information must be provided to students in the syllabus or as an attachment in a separate document:

- The type, number and weight of specific evaluation measures that will be used to determine grading. A minimum of four evaluation measures should be used, preferably encompassing different types (e.g., examinations, papers, projects, demonstrations, portfolios, etc.)
- An outline of course topics, learning activities, reading assignments, etc.
- The approximate schedule of course topics, learning activities, reading assignments and evaluation measures
- Make-up policy for learning experiences or evaluation measures

See Guidelines for Course Syllabus Construction, October 2009 (**APPENDIX S**)

BROAD BASED PROCEDURAL GUIDELINES

Curricular Oversight

1. Credit curricular oversight is provided by the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, the Collegewide Deans of Instruction, and the collegewide department chairpersons along with the faculty for each specific program/discipline. Curricular oversight includes planning, developing, approving and/or recommending new program curricula, courses, and course changes. Approval authority for new programs is explained in the Academic Certificate, Diploma and Degree Program Development Process Guidelines. Approval authority for new courses and course changes rests with the faculty, Department Chairpersons, Deans of Instruction, Associate Vice President for Academic Affairs, and the Vice President for Academic Affairs/designee. (Revised DOI 11/17/11)

Continuing Education Units

2. Continuing Education Units (CEU's) may be developed and administered by the Directors of Workforce Development and Community Education, subject to the approval of the Vice President and Campus Director. Information copies of CEU's which are approved on a particular campus shall be transmitted to all other campuses. CEU's will not be equated to curriculum or non-curriculum course credits. The CEU is a nationally accepted uniform unit of measurement applicable to non-credit continuing education training classes and workshops in Workforce Development and Community Education. CEU courses are generally designed for professional skill and/or knowledge advancement. The CEU permits the individual learner to participate in many different kinds of programs while accumulating a uniform permanent record available for future reference.

At an Administrators' meeting on September 24, 1991, the Campus Directors unanimously agreed to initiate a process whereby the Workforce Development and Community Education Division can offer continuing education units (CEU's) on an individual Campus basis.

The formula for computation of CEU's is:

Class Hours + Lab Hours = Total Hours divisible by 10

One-quarter (1/4) hour = .2 = lowest whole number

One-half (1/2) hour = .5 = nearest even number

Three-quarters (3/4) hour = .8 = next highest whole number

3. There shall be continuous evaluation of courses and programs through a variety of methods, including program review and student learning outcome assessment. (See **APPENDIX A** for Program Review Model)
4. The student evaluation system is based on and derived from the performance based curriculum and measures the level of individual performance in terms of mastery of course objectives.
5. The overall objectives of a program shall be defined by the competencies (skills, knowledge, attitudes) the student is to have upon program completion.

ACADEMIC POLICIES AND PROCEDURES

Academic Grade Challenge Policy

(Approved by President & President's Council 9/17/98; Revised by Deans of Instruction 5/11/99)

A student who wishes to challenge an academic grade given in any course must initiate the challenge by submitting a written request, including the basis of the challenge, to the course instructor by the end of the semester following the term in which the grade was received. Spring grades may be challenged until the end of the next fall semester. If the student is not satisfied with the instructor's response and ultimate decision, the student may appeal that decision to the department chairperson, in writing, within seven (7) days of the instructor's decision. The department chair will meet with the student and instructor, discuss the written challenge and review any documentation, including coursework and exams, necessary to render a decision. If the student is not satisfied with the department chair's decision, the student may appeal the decision to the Dean of Instruction by submitting a written request within seven (7) days, which shall include a copy of the instructor's and chair's decision. The final investigation of the challenged grade and subsequent decision rests with the Dean of Instruction, who shall notify the student, department chair, and instructor in writing of the final determination. Once a student has challenged a grade through this process, all academic appeals have been exhausted. No other College process may be utilized to challenge that specific grade or decision.

Academic Integrity Procedure

Students are expected to be well motivated and constructive in their pursuit of learning in the educational environment. Attendance at the College is a privilege, not a right; students, by the act of registration, concede to the College the right to require the withdrawal of any student at any time when it is necessary to safeguard the College's ideals of scholarship and character, and to secure compliance with its regulations. (See **APPENDIX L**)

Academic Recognition – President's List

To be eligible for the President's List, a student must:

1. Earn 12 or more credit hours in courses at the 100 level or above in one term.
2. Have a term GPA of at least 3.8.
3. Have no "I" grades. If "I" grades are later changed to passing grades, thereby affecting President's List eligibility, the student may request a letter noting President's List recognition. This letter may be used for employment, college transfer or other personal purposes.
4. Receive an AE, BE, CE or W in all courses of enrollment below the 100 level.

Academic Recognition – Dean's List (Full-Time Students)

To be eligible for the Dean's List, a student must:

1. Earn 12 or more credit hours in courses at the 100 level or above in one term.
2. Have a term GPA of at least 3.25 -3.79.
3. Have no "I" grades. If "I" grades are later changed to passing grades, thereby affecting Dean's List eligibility, the student may request a letter noting Dean's List recognition. This letter may be used for employment, college transfer or other personal purposes.
4. Receive an AE, BE, CE or W in all courses of enrollment below the 100 level.

Academic Recognition (Part-Time Students)

A student will receive a letter of recognition, signed by the Dean of Instruction and Dean of Student Affairs, if the student has earned at least 6 credit hours but less than 12 credit hours in courses in one term at the 100 level or above, has a term GPA of at least 3.25, and meets requirements three (3) and four (4) of the Dean's List criteria. (Rev. 10/27/99)

Enrollment in Mathematics Emporium Courses

The Mathematics Emporium is a delivery method to accelerate student completion of course content. It is in students' best interests to use enrollment and grading procedures that encourage students to complete a course as soon as possible within a semester and to immediately begin the next course required, even when completion of it in the same semester may be unlikely. Tuition and fees for Emporium delivered courses are charged per semester for the first course students complete within the semester. Students who complete the first course and continue in the Emporium within the same semester will not be charged additional tuition or fees. The following rules will be followed.1. Students will receive a grade (A, B, C, or F) for the first course in which the student enrolled in the semester.2. Students who complete a first course may continue using the Emporium's resources toward completing the next course without any additional financial charges.3. Students who complete a second (or any number of subsequent courses) during the semester will be enrolled by the Mathematics Department Chairperson/designee in a special section (e.g., X90) and will be awarded the grade earned.

Academic Standing Policy

(Approved by President and President's Council 5/20/99; DOI revised 11/3/11, 2/8/12)

A student's Cumulative Grade Point Average (CUM GPA) for total credits attempted must be equal to or greater than that indicated on the "Minimum CUM GPA for Satisfactory Academic Standing Table" (below) in order to be in Satisfactory Academic Standing at Delaware Tech.

Minimum CUM GPA for Satisfactory Academic Standing Table

The table below represents the Minimum Cumulative Grade Point Average for total credits attempted needed to be in Satisfactory Academic Standing at Delaware Tech. The CUM GPA is calculated using all courses taken. Official withdrawal from courses (W grades) are not counted in the GPA calculation.

Credits	Average
1-15	≥ 1.5
16-30	≥ 1.6
31-45	≥ 1.8
46+	≥ 2.0

Academic Warning

The first semester a student does not earn the minimum CUM GPA required for Satisfactory Academic Standing, the student will be placed on Academic Warning and restricted to a maximum of 13 credits in the next semester of attendance.

A student who pre-registers for more than 13 credits in the next semester and is classified as in Academic Warning status after grades are processed, must make the necessary course credit load adjustment. If a student does not reduce his/her credit load to 13 or less, he/she will have their course load reduced by the academic advisor. The academic advisor will contact the student to provide advisement and assistance to make the credit load reduction. If the student cannot be reached or not follow-up as agreed, the student will be informed in writing, either by letter or email, before the academic advisor reduces the student's credits to 13.

Academic Probation 1

A student will be placed on Academic Probation if in two successive semesters he/she does not earn the minimum CUM GPA required for Satisfactory Academic Standing for the number of credits attempted.

A student on Academic Probation is restricted to a maximum of 9 credits. A student who pre-registers for more than 9 credits in the next semester and is classified as in Academic Probation status after grades are processed, must make the necessary course credit load adjustment. If a student does not reduce his/her credit load to 9 or less, he/she will have their course load reduced by the academic advisor. (The same procedure applies (explained above) as when a student must reduce his/her credit load to 13.)

Status after Readmission

A student who withdraws from the College while on Academic Warning or Probation will retain that status when readmitted until he/she earns the minimum CUM GPA required for Satisfactory Academic Standing.

Appeal of Credit Load Restriction

A student on Academic Warning or Probation may appeal the credit restriction by completing the Academic Plan form and presenting it in person to the academic advisor and Dean of Instruction/designee for approval to register for more credits than Academic Warning and Academic Probation status allow. (See **Appendix M** for the Academic Plan.)

Successive Academic Probation

A student in Academic Probation status who does not earn the minimum CUM GPA required for Satisfactory Academic Standing *or a semester GPA of at least 2.0* in the next or subsequent semesters will not be allow to register for the next semester unless the student establishes an Academic Plan with his advisor that is approved by the advisor and the Dean of Instruction/designee. The academic advisor and Dean may approve any number of credits for registration including none for that semester.

A student who preregisters and is in the above situation after grades are processed, but does not establish an approved Academic Plan will have his/her registration deleted by the academic advisor. The academic advisor will contact the student to provide advisement and assistance to establish an Academic Plan. If the student cannot be reached or does not follow-up as agreed, the student will be informed in writing, either by letter or email, before the academic advisor reduces the student's credits to 0.

Academic Suspension

Academic Suspension status is eliminated at the conclusion of summer semester 2012 (2012-53.) Students who would have been in Academic Suspension status under the previous policy will be treated as students who have been on Academic Probation for more than one semester.

Note: The above information is summarized in a chart in **APPENDIX M**.

Note: Satisfactory Academic Standing is just one of the three components required for “Financial Aid Satisfactory Academic Progress.” The other two components are meeting “Maximum Timeframe” requirements and “Percentage of Courses Completed” requirements. See the Financial Aid Satisfactory Academic Progress Policy in **APPENDIX W**.

Developmental Hold Policy

This policy serves to identify students enrolled in developmental education (courses below the 100 level) who are at risk for continuing academic failure and in need of academic advisement to support their future success and retention. The non-completion course grades listed below will trigger the following designated hold.

- 1 FE or UE grade in the same developmental course = Hold on registration. HM: Hold for Math and HR: Hold for English. The Math or English department advisor’s approval signature is required to register.
- 2 or more FE or UE grades in the same developmental course = Hold on registration. SA: See Program Advisor. The program advisor’s approval signature is required to register.
- After completion of developmental course in subject area with a grade of CE or better, satisfactory hold is lifted.

When a student is enrolled in college level credit and developmental courses, academic standing will only apply to 100 level or greater coursework. (Approved by President George 2/5/08, updated by DOI December 2011, revised by DOI on 7/13/2017) **See APPENDIX M**

Admissions

High School Graduation and Ability to Benefit

Approved by President George 6/18/12 (Updated 2/8/13, 4/25/16)

Delaware Technical Community College has an open-door admissions policy limited only by the following criteria: a graduate from a valid high school (confirmed by the Registrar through the Financial Aid validation process) or the equivalent, **or** at least eighteen years of age and able to benefit from instruction.

Before enrollment in credit courses, award-seeking students are required to submit proof of high school or equivalent graduation **or** demonstrate through approved means the ability to benefit from the College’s instructional programs.

Proof of high school graduation is required for award-seeking students who are applying for financial aid, the Student Success Equals Degree (SEED) Scholarship, and/or admission to academic programs with selective admission criteria (including competitive and wait list processes). The following proof of high school graduation is acceptable:

- High school transcript;
- Copy of high school graduation diploma or General Educational Development (GED) credential;
- Letter from school district or state department of education attesting to high school graduation or attainment of GED credential; or
- Secondary school completion credential for home school or proof of having completed a secondary school education in a home school setting that qualifies as an exemption from State compulsory attendance requirements.

As an alternative to providing proof of high school graduation or the equivalent (as described above), award-seeking students who are *not* applying for financial aid, the Student Success Equals Degree (SEED) Scholarship, and/or admission to academic programs with selective admission criteria may demonstrate the ability to benefit from the College’s instructional programs by earning at least the minimum score set by Delaware Tech for the College Board Accuplacer test, the Scholastic Aptitude Test or the ACT national college admissions examination, that is required to place the student in the College’s Basic Reading, Basic Writing or Basic Mathematics courses. These minimum scores are available on the College admissions web page. Continued enrollment is contingent on the student earning grades as required by the Academic Standing Policy and the Developmental Hold Policy.

The College’s open-door college admissions policy does not mean that every academic program/curriculum is open-door. Students must meet course pre-requisites before enrollment and program/curriculum specific criteria for program admission.

Admission requirements for non-award seeking students (high school students, visiting college students, and adults who want to enroll in credit courses for personal enrichment and lifelong learning) are delineated in separate policies.

Operational Information

A high school diploma or GED credential is one of the eligibility requirements for Federal financial aid. The College’s Adult Basic Education program prepares students for GED testing and/or to strengthen academic skills in preparation for college course placement.

Reasonable academic adjustments for testing are available for students with disabilities, which may include auxiliary aids and/or accommodations that do not alter a fundamental requirement of demonstrating college readiness.

Operational Procedures for Award - Seeking Student Admission (Updated 2/12/13)

High School Graduation Status	Ability to Benefit Status	Action
<p>YES Student is a high school graduate or has earned the GED credential</p>	<p>Student tests within required scores for placement in college-level, Pre-Tech or Basic course(s).</p>	<p>Admit to credit division and enroll in the appropriate college-level and/or developmental course(s).</p> <p>The Developmental Hold Policy remains in effect, which provides limits on the number of times a student may fail and re-enroll in developmental courses, and it mandates advisement. Students who are not successful in developmental education should be encouraged and assisted to explore Workforce Development and Community Education’s workforce training programs.</p> <p>NOTE 2: All high school graduates/GED recipients who are non-native speakers of English must take the LOEP Reading, LOEP Sentence Meaning, and LOEP Language Use components of the Accuplacer computerized placement test unless they present TOEFL or IELTS language proficiency scores or are otherwise exempt from placement testing through SAT scores. See the “English Language Proficiency Placement” table below for score ranges.</p>
<p>NO</p> <p>Student is not a high school graduate and has not earned a GED.</p> <p>NOTE: These students are ineligible for federal financial aid, effective July 1, 2012.</p>	<p>Student tests within required scores for placement in college-level or Pre-Tech course(s) (RDG 051, ENG 051, ENG 090, ENG 091)</p>	<p>Advise the student of his/her need to strengthen academic skills in preparation for college-level courses. Admit to credit division and enroll in the appropriate college-level and/or developmental course(s) or refer to Workforce Development and Community Educations’ Adult Basic Education (ABE) program</p>

<p>NOTE: Applicants who are not high school graduates/GED recipients and are non-native speakers of English may enroll in credit level ESL courses if they meet the placement requirements described in the “English Language Proficiency Placement” table below.</p>	<p>Student tests within required scores for placement in Basic course(s) (RDG 005, ENG 005, ENG 006, or ENG 007)</p>	<p>Advise the student of his/her need to strengthen academic skills in preparation for Pre-Tech courses. Options:</p> <ul style="list-style-type: none"> • Refer to Workforce Development and Community Educations’ Adult Basic Education (ABE) program or other appropriate community resources. Students may complete the ABE program in preparation for the GED or complete reading, writing and mathematics instruction in preparation for Pre-Tech course placement. Since a GED is required for federal financial aid, this option may be the student’s best choice. • Admit to credit division and place the student in Basic courses. If student does not make satisfactory academic progress, the instructor will inform the Department Chairperson for Developmental Education. In collaboration, the student’s academic advisor and the Chairperson will meet with the student to provide advisement regarding his/her educational goals and other programs that could better meet the student’s needs such as the ABE program available through Workforce Development and Community Education or Workforce Development and Community Educations’ training programs. The Developmental Hold Policy is in effect and may be used to limit or deny repeated course registration.
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Placement in College-Level Courses

(Revised by DOI 5-29-12; updated 2/12/13, 4/15/14, 9/25/14, 5/28/15, 12/8/2016)

Applicants seeking degrees, diplomas or credit certificates must provide evidence of readiness for college-level courses. A variety of means are accepted including SAT, Accuplacer, Smarter Balanced, AP, TOEFL, IELTS, CLEP or DANTES scores; transfer of college credit for required courses in reading, writing and mathematics; or possession of an associate or higher degree. Placement cut-off scores are available from the Campus Admissions Office.

The College Board’s Accuplacer is a standardized test used only for placement purposes. Applicants are tested in reading, writing, and mathematics. Results of the test are used to determine the level of courses at which students will begin. Applicants who have earned college credit for English or mathematics courses are exempt from part of the placement test. Exemption of placement testing will be based upon evaluation of an unofficial or official college transcript as described below:

- a. Transfer credit approved for a developmental reading, writing or math course waives the relevant Accuplacer test.
- b. Completion of a college-level English course with a grade of “C” or better waives the Accuplacer Sentence Skills and Reading tests.
- c. Completion of a college-level mathematics course with a grade of “C” or better waives the Accuplacer Arithmetic test.
- d. Completion of a college level algebra course with a grade of “C” or better waives the Accuplacer Algebra test only if the course is currently listed on the Delaware Technical Community College transfer matrix or permission to waive Algebra Accuplacer test is approved by the mathematics department chair.*

(*While completion of college-level courses provides evidence of college readiness, it does not guarantee transfer of credit. In addition, course pre-requisites must be observed.) In order to evaluate transfer credit, an official transcript must be submitted.

New students are eligible to retake each portion/subject of the Accuplacer test one time, regardless of whether they have had developmental education instruction at the College. Readmitted students or students who previously applied as visiting high school or dual enrollment students who have not demonstrated college readiness are allowed to take the Accuplacer once, as any new student would. They may also re-take it one time. The length of time between re-takes is the student’s prerogative, but students should be strongly encouraged to prepare for the re-take attempt. The Dean of Student Affairs may approve additional re-take attempts in exceptional circumstances he/she believes warrants a re-take opportunity.

SAT/Accuplacer Placement Scores English/Reading Placement

SAT	Accuplacer	Course Placement
	CPR 0-40 CPW 0-50 CPR \leq 40 or CPW \leq 50	ENG 006*
	CPR 41-55 or CPW 51-60 CPR $>$ 40 AND CPW $>$ 50	ENG 007*
	CPR 56-77 or CPW 61-83 CPR $>$ 55 AND CPW $>$ 60	ENG 090*
	CPR 65-77 or CPW 71-83	ENG 091*
SATV 475 or $>$ (* see below)	CPR \geq 78 or CPW \geq 84	ENG 101

**In spring of 2016, College Board redesigned the SAT test. The “SAT Verbal” test score is now referred to as the SAT Evidence-Based Reading and Writing score.

*Students with reading and writing scores that are “split” (i.e. place at two different levels) can either choose to be placed in the course based on the lower of the two scores or make an appointment with their campus English/ Developmental Studies Department to schedule a department-based placement assessment. Students should not schedule appointments with the department prior to attempting their allowed re-test on the CPT.

Students transitioning from the developmental education courses, which were available prior to fall 2014, to the new developmental courses available effective fall 2014 must see their academic advisor for appropriate course placement.

Math Placement

SAT	Accuplacer	Course Placement
SATM 200-300	CPAR <31	MAT 005
SATM 301-449	CPAR 31-89	MAT 010
SATM 450-499	CPAR >89	MAT 020, 120, 129, or 211
SATM 500-599	CPAL >66	MAT 145, 153, 180, or 255
SATM >599	CPCM 63-85	MAT 190
N/A	CPCM >85	MAT 281

English Language Proficiency Placement

LOEP Reading Score 40-64 LOEP Reading Score 65-89 LOEP Reading Score 90-110 LOEP Reading Score 111-118	ESL Beginning Reading ESL022 ESL Intermediate Reading ESL032 ESL Advanced Reading ESL042 See ESL Advisor
LOEP Sentence Meaning & Language Use (Scores must be met in each test for placement) Score 40-64 Score 65-89 Score 90-110 Score 111-118	ESL Beginning Grammar ESL026 and Writing ESL024 ESL Intermediate Grammar ESL036 and Writing ESL034 ESL Advanced Grammar ESL046 and Writing ESL044 See ESL Advisor
Oral Proficiency Interview	Listening/Speaking Class Placement will be determined through advisor/faculty conducted oral interviews and listening evaluation. ESL028-Beginning ESL048-Advanced ESL038-Intermediate ESL095-See ESL Advisor
LOEP Scores below 40	See advisor/Refer to non-credit ESL courses
TOEFL IBT Score 90 and above TOEFL IBT Score below 90	No ESL required. Take CPT. Administer LOEP Reading, Language Use and Sentence Meaning
IELTS Academic Module Score 6.5 and above IELTS Academic Module Score below 6.5	No ESL required. Take CPT. Administer LOEP Reading, Language Use and Sentence Meaning

Smarter Balanced Assessment Scores

English	Math
Score of 3 <ul style="list-style-type: none"> In conjunction with a "B" or higher in senior English, student would be eligible for credit-level coursework 	Score of 3 <ul style="list-style-type: none"> No developmental courses are necessary Students place into any college level math course with a pre-requisite of Review of

	<p>Math Fundamentals (MAT010) or Elementary Algebra (MAT020)</p> <ul style="list-style-type: none"> • Students who take Algebra II or a higher level math course in their senior year, and earn at least a B, can take DTCC's Precalculus (MAT190) • Students can also retake the Smarter Balanced assessment or take DTCC's Accuplacer to be placed in Precalculus (MAT190) or higher
<p>Score of 4</p> <ul style="list-style-type: none"> • Eligible for credit-level coursework • Recommended that student consider dual enrollment English in senior year 	<p>Score of 4</p> <ul style="list-style-type: none"> • No developmental courses are necessary • Students place directly into DTCC's Precalculus (MAT190) • Students who take Precalculus or a higher level math course in their senior year, and earn at least a B, can take DTCC's Business Calculus (MAT261) or Calculus I (MAT281)

Program Admission Requirements

(DOI approval 6/20/12)

Delaware Tech is an open access college, but students must demonstrate academic readiness for college courses, satisfy course pre-requisites, and additionally be selected for admission into some academic programs that have limited seats and specific program admission criteria and requirements. Selection for admission is not guaranteed into these programs, which currently include Nursing, Allied Health, and several others such as Aviation Maintenance.

The academic programs with specific admission criteria, requirements and limited seats offer admission to qualified students through either a **Competitive Process** or a **Wait List Process**.

In the **Competitive Process**, qualified students are ranked on the basis of their performance in meeting admission criteria and completing admission requirements. Performance measures may include but not be limited to grades, course pass attempts, scores on national and college specific examinations, etc. Ranking is conducted each time program admission is open so a student’s chances of admission change in relationship to the performance of other student applicants. In this process, program admission is not guaranteed to any student.

In the **Wait List Process**, qualified students are placed on a wait list for program admission after they meet all admission criteria and requirements at the minimal prescribed level. In this process, all qualified students who meet the admission criteria and requirements are eventually offered a seat in the program.

Additional typical requirements for program admission and for employment include the following: satisfactory criminal background check, possession of a valid social security number and legal status to work, satisfactory physical examination, the ability to perform physical tasks, negative drug testing, and no record of abuse.

Academic programs with competitive or wait list admission procedures provide this information on their specific web page.

Advanced Standing

Students are encouraged to pursue advanced standing during the admissions process. Credits earned through advanced standing will be entered on the student transcript by the Registrar as they are received from the Dean of Instruction.

CLEP and DANTES

Students who have taken CLEP (College-Level Examination Program) or DANTES (Defense Activity for Non-Traditional Education Support) tests may request CLEP or DANTES to forward the results to Delaware Tech for evaluation for Advanced Credit. Specific CLEP or DANTES tests which apply to the student's A.A.S. degree program may be granted corresponding Delaware Tech credit. See **APPENDIX C** for CLEP and DANTES.

International Baccalaureate (IB) Credit

International Baccalaureate (IB) is a non-profit educational foundation offering four programs of international education. High school graduates who present acceptable scores for IB courses may receive credit for that coursework. Credit granted on the basis of the IB test scores is given as "Advanced Standing" credit. Students must submit official copies of the IB test results in order to earn the credits and course equivalencies listed in **APPENDIX C**.

Credit by Examination

A student may receive credit for many of the courses offered at Delaware Technical Community College by taking a competency evaluation administered by the department chairperson or his/her designee. The exact nature of the evaluation will be determined by the evaluator. In order to qualify for the credit by examination, the student must have completed the Admissions process and request approval in writing for the course in which he/she wishes to receive credit by examination. In addition, the student must not have received prior instruction at Delaware Tech in the course in which he/she is seeking credit by examination.

Since no instruction has taken place, a grade will not be assigned to credits awarded by examination. Successful completion of a course by examination will appear on the student's transcript as "Advanced Credits." Credits earned by way of examination may not be applied toward the residency requirement of the College. A fee equivalent to tuition for one credit hour will be assessed for each course which a student attempts to complete by examination. (Revised by Deans of Instruction 9/15/05)

Advanced standing credits will appear on the transcript of a declared student only upon completion of at least one term of instruction and provided the student is in satisfactory Academic standing.

Credit for Advanced Placement Tests

The College recognizes the Advanced Placement Program offered through the College Board of the Educational Testing Service and grants credit, upon documentation, for Advanced Placement Test scores of three or higher. In order to obtain Advanced Placement credit, the student must submit official test scores to the Admissions Office for review by the appropriate chairperson. See **APPENDIX C** for matrix.

Credits from Foreign Institutions

College-level credits earned at institutions outside the United States may be evaluated for transfer. Students will be required to submit transcripts with an official English translation by a professional foreign educational credentials evaluation service such as Worldwide Educational Service, North American Educational Group,

AACRAO International Education Services, or International Education Research Foundation if the original language for the institution is not English.

Age Limits on Courses

Approved 4/30/14

Delaware Tech does not apply blanket age limits to courses for the purposes of transfer in, meeting selective admission programs’ ranking/entrance procedures, or meeting program requirements for award completion. Age limits on courses for any of these purposes must be recommended by the relevant collegewide Department Chairpersons responsible for transfer/admission/completion and approved by the collegewide Deans of Instruction, the Vice President for Academic Affairs and the Associate Vice President for Academic Affairs. The following guidance applies:

- Age limits will not be considered for transfer in of general education courses (English, mathematics, science, social science or humanities).
- Age limits on courses used in selective admission (competitive and wait list) procedures must be directly related to the competency that must be demonstrated on external measures required for employment (e.g., licensure and certification exams).
- Age limits on major and major support courses used to meet program requirements for award completion must be directly related to a technical competency that must be demonstrated on external measures required for employment (e.g., licensure and certification exams).

Approved Age Limits on Courses Used in Selective Admission Procedures

Program	Courses and Age Limit (date approved by Deans)
Dental Hygiene – DHY	5 year limit on BIO120, CHM110 and MAT135 (9/3/14), or MAT 255 (3/21/16)
Diagnostic Med. Sonography – DMO/DMS/CVS	5 year limit on BIO120 (9/3/14)
Emergency Medical – EMT	5 year limit on BIO120, BIO121, BIO130, MAT129, or MAT130 or MAT140 (9/3/14)
Exercise Science – EXS	5 year limit on CHM110, BIO120 and MAT015 (9/3/14), or MAT020 (3/21/16)
Health Information Management – HIM	5 year limit on BIO120 and MAT015 (9/3/14), or MAT020 (3/21/16)
Histotechnician – HTT	5 year limit on BIO120, CHM110 and MAT153 or MAT 180 (3/21/16)
Practical Nursing – PNS	10 year limit on BIO110 and MAT129 (11/15/14)
Medical Assistant - MEA	5 year limit on BIO110 or BIO120 (9/3/14)
Medical Coding - COD	5 year limit on BIO120 and MAT015 (9/12/14), or MAT020 (3/21/16)
Nuclear Medicine - NMT	5 year limit on MAT153 (3/21/16), CHM110, BIO100 and BIO120 (9/12/14)
Nursing – NUR	10 year limit on BIO 120, BIO 121, BIO 125, MAT 129; and CHM 100 or 110 (if required because high school

	chemistry was not completed within age limit required to meet pre-requisites) Note that BIO 121 and 125 are not used in selective admission ranking, but these courses must have been completed within 10 years prior to nursing program admission. (11/5/14)
Nursing – NUR Advanced Placement	10 year limit on BIO121 (11/5/14)
Occupational Therapy Assistant – OTA	10 year limit on BIO120 (9/12/14)
Physical Therapist Assistant – PTA	5 year limit on BIO120 (9/3/14)
Radiologic Tech - RAD	5 year limit on BIO120 and MAT153 (9/3/14)
Respiratory Care – RCT	5 year limit on BIO120, CHM110 and MAT153 (9/3/14)
Surgical Technology – SGT	5 year limit on BIO100 (4/28/16), BIO120, BIO121, BIO125, SGT100, MAT129 or MAT130 or MAT140 (9/3/14)

Department chairpersons/coordinators have the discretion to waive approved age limit requirements when (1) the applicant has worked in a field that has required them to use knowledge from the courses with age limits, (2) the applicant has demonstrated the retention of knowledge from courses with age limits through courses in which s/he is currently/recently enrolled, or (3) the applicant passes an exam that demonstrates that they have knowledge/skill related to the course.

Evaluation of Transfer Credits

(Revised DOI 2/4/10; 7/29/11; 4/30/14)

Credits from postsecondary institutions that are accredited by a U.S. Department of Education approved regional accrediting association will be accepted, if they apply to the established curricula of Delaware Technical Community College (Delaware Tech) and meet other requirements listed below.

Transfer Credit Evaluation Process:

- The student must request and arrange for an official transcript from transferring institution to be sent to Delaware Tech.
- The student must be admitted to Delaware Tech before transfer credits will be evaluated or posted to the student’s academic history/transcript.
- The College department chairperson who has oversight for the subject will evaluate course(s) for equivalent learning outcomes to a Delaware Tech course(s) when the following criteria is met:
 - The student earned a grade of “C” or better in the course being evaluated for transfer;
 - The course is applicable to a Delaware Tech major;
 - The course is eligible for transfer consideration based on the Age Limits on Courses policy. The list of approved age limits on transfer in of major courses is documented in the chart below and can be found on the Delaware Tech transfer web page. Approval of transfer credit for a course does not mean that the transfer credit will satisfy selective programs’ admission requirements or will apply to academic program requirements.

APPROVED AGE LIMIT FOR TRANSFER IN OF COURSES

DTCC PROGRAM AND COURSES	YR. LIMIT (date approved by Deans)
CIS – Computer Information Systems	5 years (9/14)
CNE - Computer Network Engineering Technology	5 years (9/14)
CSC – Computing & Information Systems	5 years (9/14)
ISY – Information Security	5 years (9/14)
WIS – Web Information Systems	5 years (9/14)
MLT – Medical Laboratory Technician	5 years (10/14)

- Students requesting transfer credit may be required to provide supporting materials such as the course description(s) from the institution’s catalog and/or course syllabus (syllabi) to complete the transcript evaluation.
- Once evaluation of the course(s) is complete, Delaware Tech will post all transferred courses to the student’s Delaware Tech academic history/transcript.
- Notification of accepted and/or declined courses will be sent to students via the Delaware Tech email system.
 - Students may inquire with the appropriate department chairperson about declined transfer courses.
- Transfer credits may not be applied toward the residency requirements of the College.
- Students may check with their department chairperson regarding time limits and applicability of transfer courses to program admission and completion. Departmentally established time limits for transfer of courses will be available to students on the Delaware Tech web page.
- Transfer credits for developmental courses will be accepted if the Delaware Tech department chairperson responsible for the developmental courses(s) approves the transfer course as equivalent to the Delaware Tech course(s). Transfer credit for a developmental course exempts relevant portions of the Accuplacer test.
- Students transferring to Delaware Tech with a previously awarded associate, baccalaureate, master, or doctoral degree from a postsecondary institution accredited by a U.S. Department of Education approved regional accrediting association will receive advanced standing (transfer) credit for Critical Thinking and Academic Writing (ENG101) and Composition and Research (ENG102).

Inter-Campus Transfer of Advanced Standing Credits

Advanced standing credits approved by a Delaware Tech campus become a part of the student's permanent record and will not be suppressed or negated by any campus of Delaware Technical Community College.

Internal Career Education Pathways Guidelines

Internal Career Education Pathways Guidelines provide a bridge for linking Workforce Development and Community Educations’ (WDCE) non-credit programs/courses to Instructional Division credit programs/courses. (Approved by President’s Council 3/16/04; updated 12/5/11).

1. Department Chairpersons and/or their designees from WDCE and the appropriate Instructional Division program at a specified lead campus will review the credit program’s Program Graduate Competencies, credit

- course objectives and evaluation measures, program standards and course frameworks in comparison to the non-credit offering's learning objectives and evaluation measures to determine if course equivalencies between WDCE non-credit offerings and Instructional Division credit programs/courses can be established.
2. An Internal Career Education Pathway Worksheet will be included with the agreement showing specific course competencies and equivalencies between the WDCE non-credit offering and the Instructional Division credit program/course and the processes used to assess students' achievement.
 3. Procedures for determining a credit course equivalency may include the following:
 - a. Course equivalency is based on comparison of non-credit and credit course competencies and/or certification standards.
 - b. Student competencies in the WDCE non-credit offerings may be evaluated via hands-on performance assessments, evaluations during internships, written exams, certification tests and/or other mutually agreed upon assessments that are linked to Core Course Performance Objectives in the Instructional Division credit program/course.
 - c. Several WDCE courses may be grouped and equated to one or a group of credit courses.
 4. Completed agreements that have been approved and signed by the Vice President of Academic Affairs Office, Associate Vice President of Academic Affairs, Deans of Instruction, Department Chairpersons and Directors of WDCE offices; a copy will be forwarded to the Registrar's Office. When significant changes are made in a program, agreements will be reviewed.
 5. A list of completed Internal Career Education Pathways will be distributed to relevant academic counselors, advisors, and advisory committee members, and included in all materials made available to students, deans, directors, advisors and academic counselors.
 6. Students in WDCE non-credit offerings will be informed of their ability to receive credit based on:
 - a. Successful completion of the approved WDCE courses.
 - b. Transfer occurs within the credit program's time frame for credit course transfer.
 - c. Transfer can occur once the student is admitted into the credit program. The non-credit course(s) do not exempt students from taking the CPT. If the student's CPT scores indicate they need developmental course work the completed non- credit course(s) does not exempt them from the required developmental courses.

See **APPENDIX N** for Agreement Form

Military Credits

Credits earned through military training and service with a grade of "C" or better may be evaluated for transfer if the courses were taken at a regionally accredited college or university. Courses must meet time limit guidelines, be applicable to a Delaware Tech major, and have equivalent learning outcomes to a Delaware Tech course. The American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* is used in the evaluation of military training and experience for academic credit.

Prior Learning/Work Experience Assessment

Students seeking college credit through evaluation of non-credit prior learning or work experience must complete a competency based evaluation form to initiate an application for Prior Learning/Work Experience assessment by the Department Chairperson. Students must be accepted in a program to be accepted as an applicant for the evaluation process. Upon acceptance for the process, the student will pay a fee equivalent to tuition for a one-credit course.

Once the department chairperson accepts the student for the evaluation process, the chairperson will assign a faculty member to work with the students (the department chairperson may decide to work with the student him or herself). The faculty member will receive a course load equivalency of one internship for the evaluation process, which may take up to 16 weeks for completion. (Approved by President's Council 1/18/00)

See **APPENDIX K** for the Competency Based Evaluation Form

Transfer-Back Policy

Students who have transferred from Delaware Tech without earning an associate degree, bachelor degree, diploma, or certificate may complete program requirements by transferring back courses that have been earned at other institutions and are approved as relevant to the award requirements of a major at Delaware Tech. If the student attended Delaware Tech within two calendar years, the transfer-back course(s) would be entered upon the student's record when the courses are accepted by Delaware Tech. If the student has not been enrolled in Delaware Tech for any of six consecutive terms, including summer sessions (two calendar years), the student must follow the readmission process and current curricular requirements for graduation. Time limits on completed Delaware Tech courses, as well as courses being transferred back, must meet departmental guidelines. The student must satisfy all requirements for graduation, including credits in residence.

Appeals Process

To appeal the evaluation or transferability of a course or prior learning/work experience evaluation, the student must submit a written request to the department chairperson responsible for the course for re-evaluation of the transfer credit. The appeal must be made within 60 days of the notification of the declined course(s) and must include documentation for re-evaluation. Upon receipt of the appeal, the department chairperson will submit a copy of the appeal to the dean of instruction. The department chairperson will inform the student in writing within 14 working days if additional documentation for further evaluation is needed. The department chairperson will inform the student in writing of the final transfer credit decision.

Articulation with Senior Institutions

Articulation agreements between Delaware Tech's associate degree programs and baccalaureate programs are established to fulfill the College mission of providing transfer education for graduates who wish to continue educational advancement.

Articulation agreements ensure that transfer of credit applies to the graduation requirements of specific bachelor's degree programs and results in legitimate junior status transfer. No more than 55% of the bachelor's program (e.g. 66 credits or less from a 120 credit program) may remain for completion at the senior institution. Articulation agreements supersede the Transfer of Credit Matrix.

All articulation proposals are reviewed and approved by the Collegewide Deans of Instruction and the Vice President for Academic Affairs before presentation to the College President for approval. Associate degree programs with fully executed articulation agreements are called Connected Degree Programs.

Articulation agreements are effective for a three- five-year period with review as needed. (See **APPENDIX X** for Articulation Procedures.) (Revised 4/26/02; President, 6/10/08)

Attendance Policy

Each student is expected to attend class regularly in order to achieve maximum benefit from instruction. Course requirements and evaluation measures are specified in writing and distributed at the beginning of the course. Attendance per se is not an approved evaluation measure. However, evaluation measures may necessitate attendance in order to demonstrate mastery of course objectives.

Faculty must maintain attendance records to comply with requirements related to veterans' and service members' benefits, social security benefits, and financial aid and scholarship programs, etc. (Rev. 6/29/12)

Contract for Academic Program Completion

The courses required for completion of each academic program are listed in the *College Catalog* and on the program sequence sheet. When a student is admitted and enrolled at the College, the course requirements in effect at that time are considered the academic program contract for the student. When a student changes his/her major or requires College readmission, the student's academic program contract is updated to the one currently in effect. Program requirements for completion are periodically updated. To take advantage of curriculum updates, a student may request approval from his/her department chairperson to change his/her academic program contract to reflect current requirements. A student may not change to a contract that was in effect prior to his or her initial enrollment in the academic program.

Copyright Policy

(Curriculum Guidelines Update: 12/11/09)

President's Council approved an updated copyright policy on August 21, 2007. See **APPENDIX D**.

Delaware Tech's legal counsel recommends that additional guidance can be found through the Association of Research Libraries at www.arl.org. A summary chart of copy rights can be found in **APPENDIX E**.

Course Approval Procedure

Roles in Curricular Decision-making

(Revised 4/22/14; 7/10/14; 9/29/16)

The Curriculum Committee serves as the designees of the deans of instruction, associate vice president for academic affairs, and vice president for academic affairs to approve new and changes to existing

- Courses, including titles, credits, pre-requisites, descriptions, delivery types, and syllabi
- Academic programs, including program graduate competencies, curriculum requirements, courses "above the line," sequence of courses, and program sequence sheets
- Program or major courses listed in the major support category of curriculum requirements
- Exceptions to the minimum credit requirements of curriculum category components: major, major support, and/or core
- Discontinuation/inactivation of courses
- Proposals for new courses that potentially replicate existing courses

The deans of instruction, associate vice president for academic affairs, and vice president for academic affairs will approve

- New program development
- Expansion of an academic program to a new campus location
- Discontinuation of academic programs
- Age limits for transfer in of courses
- Age limits on courses used in selective admission (competitive and wait list processes)
- Age limits on courses applied to award completion

Curriculum Credit Course Approval

(Revised 6/22/01; 1/10/02; 11/17/11; 9/29/16)

1. The program lead submits proposed changes to the assistant dean of instruction (with a copy to the ADOI's administrative assistant) at his or her campus.

2. The assistant dean and the administrative assistant review the proposed changes and may consult with the lead for clarification of changes.
3. The campus administrative assistant submits the proposed changes to the curriculum analyst.
4. The curriculum analyst reviews and adds the proposed changes to the Curriculum Committee agenda.
5. The Curriculum Committee evaluates the proposed curricular changes.
6. The Curriculum Committee may consult with the lead for further clarification before Committee approval.
7. The curriculum analyst reports curricular changes to the vice president of academic affairs, the associate vice president of academic affairs, and the deans of instruction.
8. The curriculum analyst, IT, and the registrars process the approved changes in Banner.
9. Once the changes are processed, the DOI offices notify the appropriate department chairs.

Non-Curriculum Credit Course Approval

(Revised 6/22/01; DOI 11/17/11)

Non-curriculum credit course approval and/or course changes will follow the same approval process as curriculum credit courses approval. In special cases, the Dean of Instruction shall have the authority to approve a non-curriculum credit course as an elective or as a course substitute in regular technical programs. See **APPENDIX Q** for Catalog/Course File Forms

Student Success Course Approval Process

One-credit, general courses that are developed to help students be successful at Delaware Tech will be given a course code of SSC. The Student Success courses will be consistent Collegewide and will be scheduled each semester by the campus Dean of Student Affairs (DOSA).

New student success courses require the same course approvals as stated in the Curriculum Guidelines, but with the additional approval of the Associate Vice President for Academic Affairs (AVPAA) and DOSA. The courses can be developed and/or taught by faculty or Academic Counselors. The courses are offered Collegewide and do not fall under a specific academic program. Student success course syllabi need to have course objectives which support student mastery of at least two core curriculum competencies.

If a one-credit course is designed for students in a specific academic program, like Nursing for example, then the course should not be given an SSC code. Those courses should go through the course approval process with the Deans of Instruction (DOI) and be given the course code for the academic program it supports.

The steps for approval of new Student Success Courses are as follows:

1. Academic Counselors or faculty members who want to develop a new student success course must email the AVPAA the proposed course title and a one paragraph description of the course.
2. The AVPAA will review the proposed course against current Student Success course offerings. If the proposed course adds value to the curriculum and does not overlap with current course offerings, the AVPAA will email the proposal to the Collegewide DOSA for approval.
3. If approved by DOSA, the AVPAA will ask the Academic Counselor or faculty member who proposed the course to develop a complete syllabus.
4. Once the syllabus is complete, the Academic Counselor or faculty member will email the syllabus to the AVPAA who will email the syllabus to the Collegewide Deans of Student Affairs, Deans of Instruction, and the Vice President for Academic Affairs. They will review the syllabus for final approval.

- Once approved, the AVPAA will assign the SSC course code and a number, notify all parties, submit a Course File Form, and update the Student Success course web page.

Course Clock Hours

Students must meet all required course objectives. The time required to meet the stated course objectives may vary according to the instructional methodology used. However, the rigor of the course will remain the same.

Credit Hour Computation

(DOI Revised 7/29/11)

A credit hour is generally equivalent to, at a minimum per week, one hour (fifty minutes) of instruction, three hours of instructed/supervised laboratory experience, three hours of internship/practicum/fieldwork/co-operative work experience, five hours of clinical experience; or a combination of the foregoing, times the number of weeks in the term. The exception is the clinical experience provided in nursing courses which requires three hours to equal a credit hour because of the close faculty instruction provided.

Two hours per week of study/preparation of assignments by the student is expected for each credit hour, but the College recognizes this varies with student abilities and skills.

Courses offered through different delivery methods, such as online, must provide instruction and learning experiences that enable students to master the course learning outcomes in an equivalent manner regardless of delivery method. (See Distance Education Policies and Procedures in Curriculum Guidelines)

Instructional Activity	Credit Hour	Single Semester Credit Hour	Semester Credits
Instruction	1	16 (1 x 16)	1
Laboratory	3	48 (3 x 16)	1
Internship	3	48 (3 x 16)	1
Practicum	3	48 (3 x 16)	1
Fieldwork	3	48 (3 x 16)	1
Co-Operative Work Experience	3	48 (3 x 16)	1
Clinical	5	80 (5 x 16)	1

See **APPENDIX R** for credit hour computation charts.

Credits for Basic and Pre-Tech Courses

No developmental courses will carry college credit. (Rev. 2/20/01)

Credits in Residence

(DOI revised 10/9/03; 11/2/11; 3/12/15; 4/9/16, 3/15/17)

Candidates for the associate degree must complete a minimum of twenty-four (24) credits of course work at Delaware Tech. For the Associate in Applied Science or Associate of Arts, at least twelve (12) credits of the

residence requirement must be major courses from the program in which the degree is awarded. For the Associate of Science degree, at least twelve (12) credits of the residence requirement must be core courses. Candidates for the diploma must complete twelve (12) credits of the residence requirement with six (6) credits in major courses. Candidates for the certificate must complete 50% of credits required for the certificate at Delaware Tech. Credits earned under the Advanced Standing Policy may not be applied toward the residency requirements of the College. Exceptions to this policy may be made with the approval of the Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs.

Candidates for the RN to BSN program must complete a minimum of 75% of the 300 and 400 level nursing courses at Delaware Tech.

Credits in Residence for Active-Duty Service

(Approved by President George 10/4/11)

Academic residence for all degrees for active-duty service members is limited to no more than twenty-five percent of the degree requirements. Of the twenty-five percent, at least twelve credits of the residence requirement must be in major courses from the program in which the degree is awarded. Academic residence can be completed at any time while active-duty service members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

Credits - Co-op Guidelines

A cooperative education course requires student placement in a paid work experience for 8-24 hours per week in a semester. The chairperson or appointed faculty member of the academic program department develops the cooperative education placements.

The employer agrees to provide work experience according to course performance objectives and agrees to provide the supervision and mentoring necessary for the placement to be a learning experience. Co-op students maintain a daily log of activities. They meet with the co-op advisor at appointed times in the semester to discuss learning experiences. The co-op advisor discusses student progress at regular times with the student's supervisor. If a student has a current position that might qualify as a co-op, the student and employer must agree to the course performance objectives and the job must be adjusted to conform to those objectives or the student can proceed through the Prior Learning/Work Experience process.

Each academic program utilizing cooperative education for any of its students should develop its own cooperative education course and syllabus. This is similar to how academic program majors develop their own internship courses. For example: OAT XXX Office Administration Cooperative Education.

All cooperative education courses, regardless of academic program, should adhere to the Co-op Guidelines above. For example:

1. Develop the course and syllabus to reflect the work experience hours in compliance with the credit formula calculations. See **Credit Computation Charts (APPENDIX R)**.
2. Structure the course and syllabus to reflect that co-op is paid work experience for the purpose of learning. The course, syllabus and related materials must reflect the employer's agreement to provide the supervision, mentoring, and work experiences necessary to achieve the course performance objectives.
3. Design the evaluation criteria to encompass the employer as supervisor and mentor for the student.

New co-op course proposals and accompanying syllabi must be approved by the Collegewide Deans of Instruction, using the course approval form. It is helpful to develop a co-op manual for the employer and student. (Rev. 1/10/02)

Credits - Internship Guidelines

An internship (or practicum) requires student placement in a non-paid work experience for 8-24 hours per week in a semester. The chairperson or appointed faculty member of the academic program department develops the internship. The employer agrees to provide work experience according to course performance objectives and agrees to provide the supervision and mentoring necessary for the placement to be a learning experience. Internship students keep a daily log of activities. They meet with the internship advisor at appointed times in the semester to discuss learning experiences. The internship advisor discusses student progress at regular times with the student's supervisor.

Curriculum Changes

After enrollment has been completed, changes in curriculum are made with permission of the faculty advisors involved. The student must file a Change of Program/Status Form.

Curriculum Requirements - (A.A.S. and A.A.T. Degree - Semester System)

The Associate in Applied Science (AAS) program curricula prepare graduates to enter the workforce in specific career fields. An Associate in Applied Science Program Option is developed, under an overarching program, to prepare graduates for entry into a targeted area of the career field. Associate Degree Programs and Options may also prepare graduates for transfer to upper division study in baccalaureate programs related to the career field.

Collegewide (or multicampus) associate degree programs have identical Program Graduate Competencies. Associate Degree Programs and their related Options developed after September 1, 2005, have 50% of their Program Graduate Competencies and academic program/major courses in common.

The Associate of Arts in Teaching Degree (AAT) program curriculum prepares graduates to transfer to a senior institution in order to complete a baccalaureate degree in teaching. The program development and approval process is the same as for Associate in Applied Science Programs. (Approved by the Board of Trustees 2/14/1992; Rev. by Deans of Instruction, 10/05)

All Associate in Applied Science and Associate of Arts in teaching degree programs will include the following **minimum** curriculum areas and credits. For transparency purposes, college-level courses required for program completion must be integrated into the course sequence and counted in the total number of credits required for graduation. The exception to this is certain academic program majors, such as mathematics, necessitate first semester courses in the major that are higher than the entry college-level mathematics courses required for non-majors. In these cases, the requirement for pre-requisite knowledge and skill in the major/subject is noted on the course sequence sheet either as a pre-requisite test score or pre-requisite courses to be completed, but is not included/counted in the courses and total number of credits required for degree completion. See Transparency Of Curriculum Requirements for Award Completion. (Updated by DOI January 26, 2014) (Minimum core curriculum requirements were approved by the Board of Trustees on February 14, 1992)

Curriculum Areas	Semester System
Core Curriculum	

English	6
Related Humanities/Social Sciences	6
Mathematics	3
Program/Major	30
Program/Major Support	15
TOTAL	60

Effective Fall 2014, RDG 120/Critical Reading and Thinking, is no longer a required course for incoming students who are completing the integrated new writing and reading courses, ENG 101 and 102.

Effective fall 2016 (201751), all incoming award-seeking students in degree, diploma, and certificate programs are required to take the First-Year Seminar (SSC 100) in their first semester. This includes re-admit and transfer students who have earned fewer than 12 college-level credits that are approved for transfer to Delaware Tech. SSC 100 is a requirement for graduation.

Program/Major Support courses selected for the curriculum may include mathematics, English, humanities, social science, science and/or program courses from another discipline/major, depending upon the purpose and competencies of the associate degree program. At least one course in the program/major or program/major support area must provide the student with information technology competency.

60 semester hours **minimum** but not to exceed 72 semester hours unless approved by Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs.

Specific courses required for each new associate degree curriculum will be recommended by department chairpersons with input from the academic program development committee and advisory committee(s) and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs. Ongoing program changes to associate degree curriculum will be recommended by the relevant department chairperson with input from the faculty and the academic program advisory committee and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs.

General Education Description

Approved 7/1/15 by the Deans of Instruction, Associate Vice President and Vice President for Academic Affairs, revised 7/7/2017

General Education at Delaware Tech encompasses English, mathematics, science, social science, and humanities courses. These courses impart knowledge and develop skill in areas commonly required for post-secondary credentials and expected of educated individuals: communication, critical thinking and problem-solving, collaboration, professional and ethical conduct, information literacy, quantitative and scientific reasoning.

Completion of general education courses is required for completion of all degree and diploma programs offered by Delaware Tech. These courses, in conjunction with the major courses required by academic programs, prepare students for success in the workplace and/or for transfer to other degree programs at higher education institutions. Students attending Delaware Tech for transfer purposes only or for their own personal fulfillment may also take advantage of the College's general education course offerings.

The six **Core Curriculum Competencies (CCCs)** that identify what all degree graduates will be able to do upon completion of their degrees (regardless of academic program major) are addressed through General Education course objectives. General Education courses introduce, reinforce, and may apply content and learning experiences that enable students to master the CCCs.

The specific General Education courses required for each academic program are identified by faculty and advisory committee members and guided by accreditation standards.

Edits made and approved by the Deans of Instruction, Associate Vice President and Vice President for Academic Affairs 4/14/16

Humanities and Social Sciences Courses at Delaware Tech

HUMANITIES COURSES

ASL 101 – American Sign Language I
ASL 102 – American Sign Language II
ASL 103 - Fingerspelling/Number Use in ASL
ASL 202 – American Sign Language IV
ASL 204 – Structure-American Sign Language
CLT 110 – Cross-Cultural Immersion
COM 011 – Introduction to Human Communications
COM 111 – Human Communications
COM 222 – Intercultural Communication
COM 250 – Photography
COM 252 – Advanced Photography
ENG 124 – Oral Communications
ENG 126 – Pre-Industrial Literature
ENG 127 – Post-Industrial Literature
ENG 128 – Black American Literature
ENG 129 – Creative Writing
ENG 210 - Early Childhood/Elementary Literary Study
HIS 111 – U.S. History: Pre Civil War
HIS 112 – U.S. History: Post Civil War
HIS 131 – Art History I
HIS 132 – Art History II
HIS 200 – World History I
HIS 210 – World History II
PHL 103 – Introduction to Ethics
SPA 133 – Using Beginning Spanish
SPA 135 - Spanish for Healthcare Worker
SPA 136 - Spanish Communication I
SPA 137 - Spanish Communication II
SPA 138 – Spanish Communication III
SPA 139 – Spanish for Heritage Speakers
VSC 133 – History of Graphic Design
VSC 134 – Art History Study Abroad
VSC 165 - Photography I
VSC 166 – Advanced Photography

SOCIAL SCIENCE COURSES

COM 011-Introduction to Human Communications

COM 111-Human Communications
ECO 111-Macroeconomics
ECO 122-Microeconomics
GEO 105- Geology and the Environment
GEO 113 – Earth Science
HIS 111-US History Pre Civil War
HIS 112-US History Post Civil War
HIS 200 – World History I
HIS 210 – World History II
POL 111-Political Science
PSY 100-Human Relations
PSY 121-General Psychology
PSY 123 – Industrial Psychology
PSY 125 – Child Development
PSY 126 – Child/Adolescent Development
PSY 127 - Human Development
PSY 201 – General Psychology
PSY 219 – Organizational Behavior
PSY 223-Abnormal Psychology
PSY 224-Human Sexuality
SOC 111-Sociology
SOC 103 - Sustainability and Society
SOC 213-Ethical Issues in Healthcare

Transparency of Curriculum Requirements for Award Completion

The courses/credits required for completion of an academic award (degree, diploma or credit certificate) must be transparent to prospective and current students. The course sequence sheet communicates this information to students by listing the courses, credits, and pre-requisites required for completion. The sequence sheet also lists the sequence in which courses should be completed; thereby ensuring pre-requisite course requirements can be met. The sequence communicates to students when courses will be offered.

As a general rule, all courses required for award completion, including their pre-requisite courses, must be integrated in the curriculum and counted in the total number of credits required. There are two exceptions to this rule:

1. Developmental education courses will be required if a student does not demonstrate readiness for the required college-level courses.
2. Designated academic programs with courses in the first semester that require subject matter competency beyond the introductory college-level. For example, the Mathematics Secondary Education program requires mathematics courses in the first semester that are higher than the college entry level mathematics courses/competency required for non-majors.

Courses (or competency demonstration such as test scores) that are required in addition to the approved curriculum are listed at the top of the course sequence sheet (in the area referred to as “above the line”).

The Curriculum Committee, Deans of Instruction/designees, Associate Vice President for Academic Affairs and Vice President for Academic Affairs must approve any additional courses (other than developmental education courses) to be required for award completion over and above the approved curriculum. The chart below lists courses/test scores that have been approved as additional requirements. (approved by the Deans of Instruction 4/30/14)

Courses/Test Scores Approved as Additional Requirements to Curriculum

Curriculum	Additional Approved Requirements
Computer and Information Science (CSC)	MAT 180 or required test score
Environmental Engineering (EET)	MAT 180 or required test score
Exercise Science (EXS)	High School Chemistry within 5 years or CHM 100
Health Information Management (HIM)	High School Chemistry within 5 years or CHM 100
Mathematics Secondary Education (MSE)	High School Pre-Calculus or MAT 182 or MAT 185
Medical Laboratory (MLT)	High School Chemistry within 5 years or CHM 100
Nursing (NUR)	High School Chemistry within 10 years or CHM 100 (5/11/15)
Occupational Therapy (OTA)	High School Chemistry within 5 years or CHM 100
Physical Therapy (PTA)	High School Chemistry within 5 years or CHM 100

Curriculum Requirements (RN to BSN Program, Semester System)

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program curriculum prepares graduates to enter expanded roles in the nursing workforce. The baccalaureate program is also designed to prepare graduates for continued study in advanced level programs related to the career field.

The Collegewide RN to BSN program has unique Program Graduate Competencies.

The program development and approval process is the same as for Associate in Applied Science and Associate of Arts Programs. (Approved by the Board of Trustees 2/14/1992; Rev. by Deans of Instruction, 10/05)

The RN to BSN program will include the following minimum curricular areas and credits. For transparency purposes, college-level courses required for program completion must be integrated into the course sequence and counted in the total number of credits required for graduation. A pre-requisite for this program is that all students must have a valid Registered Nurse license. See Transparency Of Curriculum Requirements for Award Completion. (Updated by DOI January 26, 2014)

Minimum core curriculum requirements for the RN to BSN Program

Curriculum Areas	Semester System
General Education	21
English	3
Math	3

Social Science	6
Science	3
History (Global)	3
Language/Culture	3

Core/Major Curriculum

Nursing Courses	30
300 and 400 level coursework	

TOTAL 51

The program will have 51 semester hours. The total semester hours earned by an RN to BSN student, including credits earned in an accredited pre-licensure program, will be a minimum of 121 semester hours.

Specific courses required for the RN to BSN curriculum will be recommended by the nursing instructional directors/department chairpersons with input from the academic program development committee and advisory committee(s) and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs. Ongoing program changes to the RN to BSN degree curriculum will be recommended by the relevant department chairperson with input from the faculty and the academic program advisory committee. The Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs will provide final approval (approved by the Deans of Instruction 4/9/16).

Curriculum Requirements - (Diploma Program)

All Diploma programs will include the following minimum course areas and credits:

<u>Course Areas</u>	<u>Semester System</u>
English	3
Related Humanities/Social Sciences	3
Mathematics	3
Program/Program Support	21
TOTAL	30

Program Support courses are related math, English, humanities, social science, science, or courses from another program/major that supports the goals of the major (i.e., entry level in the career field and/or transfer). At least one course in the program or program support area must provide the student with computer experience.

30 semester hours minimum but not to exceed 36 semester hours unless approved by the Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs.

Specific courses required for each new diploma curriculum will be recommended by department chairpersons with input from the academic program development committee and advisory committee(s) and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs. Ongoing program changes to diploma curriculum will be recommended by the relevant department chairperson with input from the

faculty and the academic program advisory committee and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs.

Curriculum Requirements – (Certificate Program)

Developmental courses are pre-requisites for any academic certificate program. (Approved by President George and President's Council 8/25/98) All Certificate programs will include a maximum of 15 credits, unless approved by the Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs. Certificate programs must follow Curriculum Guidelines for approval of new programs.

Specific courses required for each new certificate curriculum will be recommended by department chairpersons with input from the academic program development committee and advisory committee(s) and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs. Ongoing program changes to certificate curriculum will be recommended by the relevant department chairperson with input from the faculty and the academic program advisory committee and approved by the Collegewide Curriculum Committee, Collegewide Deans of Instruction, Associate Vice President for Academic Affairs and Vice President for Academic Affairs

Core Curriculum Competencies

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06, 4/3/17)

The graduate will be able to:

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

The Core Curriculum Competencies apply to all credit programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. (Rev. 1/12/12 and 4/9/16)
See **APPENDIX S** for Syllabus Guidelines

Drop/Add Policy

(Approved by President's Council 4/20/99; Revised 07/22/03; Revised 7/29/11)

Course Drop Procedure

Students may choose to drop a course(s) by submitting a completed drop form to the Registrar or by completing the online drop procedure in Banner Web. (The day the completed form is received by the Registrar's Office determines the official date of the course drop.) No approvals are required for students to drop a course(s) within the established time frames explained below. The following guidelines apply.

Courses dropped during the first two weeks of the semester (including the first two weeks of sessions 1, 2 and 3) will not show on the student's transcript and no grade will be recorded. Students will not be charged any tuition

or refundable fees (lab, technology support and distance learning) for courses dropped during the first week of the semester (including week one of sessions 1, 2 and 3). Students will be responsible for 50% of the assessed tuition and refundable fees for courses dropped during the second week of the semester (including week two of sessions 1, 2 and 3). The following fees are non-refundable: application, registration, late registration, student service, credit by examination and evaluation of work experience. (See Tuition/Fee Adjustment Policy for detailed rules.)

From the third week through the tenth week of the semester (session 1), students may drop a course(s) and receive a “W” grade on their transcript. The “W” grade does not impact cumulative GPA, but it may negatively impact “time to completion” under the Financial Aid Satisfactory Academic Progress policy.

After the tenth week, courses may not be dropped. Student requests to drop a course(s) after the tenth week, with a grade of “W” for the course, will be considered only under extraordinary circumstances, which must be documented and approved by the Dean of Instruction or the Dean's designee.

The above timeframes for dropping a course(s) will be adjusted for academic sessions shorter than sixteen weeks and published on the academic calendar.

Students who do not officially drop a course(s) according to these guidelines, but stop attending the course will receive an Unofficial Withdrawal grade (U) for the course. An Unofficial Withdrawal grade is calculated in the cumulative index as 0 quality points. An Unofficial Withdrawal grade in a course may affect financial aid or veterans’ benefits eligibility. The College is required by law to submit attendance reports on students who are funded by veterans’/service members’ benefits, social security payments and other state, federal and private financial aid and scholarship programs.

Faculty, advisors and staff who become aware that a student is considering a course drop or withdrawal will advise the student of the impact on completion of their educational goals. Students will be referred to the Financial Aid Office regarding the impact of dropping courses. Information to this effect will also be available the College web page and in the catalog.

Withdrawal from the College

Students who wish to drop all of their courses should notify their department chairperson or academic advisor. The chairperson or advisor will provide information to the student to help him/her consider the implications of the withdrawal and inform him or her of any college services and programs that may help him or her remain enrolled. The student’s decision will be recorded in his/her Student Educational Plan. Students who decide to officially withdraw from the College with no plans to return within two years (six semester timeframe) should be asked to complete an Official Withdrawal form. Students will be advised that Official Withdrawal will result in the requirement for re-admission, should the student decide to return in the future. In that event, the student will be required to complete the academic program requirements in effect at the time of readmission.

Course Add Procedure

Students may add a course or switch course sections by submitting a completed add form to the Registrar or by completing the online add procedure in Banner Web. (The day the completed form is received by the Registrar’s Office determines the official date the course is added/section is changed.) The following guidelines apply for session 1, 2 and 3 courses.

During week one of the semester (including sessions 1, 2 and 3), students may add a course(s) or change sections if a seat is available. No approval signatures are required except under circumstances in which the course is part

of a program with a selective admission process. In those cases, the signature of the Department Chairperson/designee responsible for the course is required.

During week two of the semester (including sessions 1, 2 and 3), students may add a course(s) or change sections if a seat is available and they obtain the approval of (1) the instructor and (2) their academic advisor or the chairperson of the department that offers the course.

During week three of the semester, students may add a course(s) or change sections if a seat is available and they obtain the approval of (1) the instructor, (2) their academic advisor or the chairperson of the department that offers the course, and (3) the dean of instruction or designee for the campus where the course is offered.

The above timeframes for adding a course(s) will be adjusted for academic sessions shorter than eight weeks and published on the academic calendar.

Students will be informed to consult with the Financial Aid Office regarding the impact of adding courses. Information to this effect will also be available the College web page and in the catalog.

One Year Old Grade Changes

Deans of Instruction complete an evaluation grade change form for grades over a year old or to change a grade from R to AR or U to AU (Academic Amnesty Policy). The form is sent to Administrative Systems for processing.

Quarter to Semester Course Credit Equivalencies

In fall 1993, the College offered all of its credit courses for the first time in a semester format. Courses previously offered in a quarter credit format were discontinued. A course equivalency matrix allowed specific quarter courses to be substituted for specific semester courses. For example, RE 121 and RE 122, English I and II, were approved as substitutions for the semester course, ENG 121, College Composition. Due to the length of time that has lapsed since the content of quarter and semester courses was compared and due to the changes made to semester course content over that time, the quarter to semester equivalency matrix will no longer be honored, effective September 1, 2014 (Approved by the Deans of Instruction 8/1/14). This means that credit will not automatically be awarded for current semester courses based on the previous quarter to semester equivalency matrix. However, it is the chairperson's prerogative to award credit on an individual basis, through the course substitution process or the credit for prior learning process, for a semester course based on his/her evaluation of the completed quarter course and possibly in combination with other related factors such as work experience (Approved by the Deans of Instruction 9/10/15).

Academic Amnesty Grade Changes

Any student who has an R (Recycle) or U (Unofficial Withdrawal) in a course prior to the Fall of 1993 (94-1) and has successfully repeated the course(s) (A,B,C grade) or the semester equivalent may petition the Dean of Instruction or his/her designee to eliminate the non-completion grade from their CUM grade point average calculation. Each non-completion grade in the same course can be eliminated from the CUM grade point average calculation.

Academic Amnesty does not change accumulated Financial Aid history. Accumulated term and award limits include all terms of enrollment. (Approved by President's Council 4/20/99; Rev. by Deans of Instruction 10/27/99; 4/5/04; 9/15/05) See **APPENDIX T** for Academic Amnesty Procedure and Application Form.

Fresh Start Policy Effective Fall 2006 (2007-51)

The Fresh Start policy provides students with an opportunity to request consideration and approval from the College's Deans of Instruction or designee to allow them to recalculate their cumulative grade point average (G.P.A.) over again. See **APPENDIX B** for Fresh Start Process and form. (Approved by President 1/17/06, Rev. DOI 5/3/07; 6/30/08, 1/12/12, 10/8/15, 12/8/2016)

Guidelines:

Fresh Start can be granted only one time per student and may not be reversed.

In order to be eligible, students must:

1. be currently enrolled in a program and not have previously earned a degree (associate, diploma, or certificate) at Delaware Tech.
2. have not attended Delaware Tech for a minimum of five full semesters (not including summer). For example, a student who was last enrolled in fall 2012 would be eligible to begin a Fresh Start in fall 2015.
3. upon readmission, complete a minimum of 12 college-level credits with at least a 2.00 GPA.
4. apply in writing to the Dean of Instruction or designee requesting consideration for a Fresh Start.

The Dean of Instruction or designee will:

1. review the student's application
2. determine if the guidelines have been met, and
3. make the final decision on granting the Fresh Start.

If granted, the following will apply:

1. All passing and failing course grades (A, B, C, F, R, U, D, and P) earned prior to readmittance will be excluded in the cumulative GPA calculation unless a course or courses are required for student's current program.
2. Excluded courses cannot be used to fulfill graduation requirements for future programs.
3. Fresh Start is granted only one time and is irrevocable.
4. Fresh Start has no impact on financial aid maximum credits allowed.
5. No grades or courses will be removed from the student's historical transcript. Please note: the student's GPA may be recalculated at other schools to which the student may apply.
6. A statement will appear on the student's transcript indicating the effective date of the student's Fresh Start.

See APPENDIX B for Fresh Start Process and Form

Grade Point Average Addendum (Effective Fall, 2006)

1. When a student repeats a course, the first passing grade will be calculated in the cumulative grade point average (CUM GPA).
2. A student can request that a higher grade (for coursework 1994-01 forward) be included in the CUM by submitting a request to the Registrar's Office for coursework that was repeated spring 2007 (2007-52) forward.
3. All courses taken and grades received will remain on the student's transcript even though some will not be used to determine grade point average. Selective admissions processes, scholarships, and academic award decisions at other colleges and universities may take into consideration the complete academic record of the student. (Revised DOI: 9-21-06)

Grade Point System (4.00)

The grade point average (GPA) for each student is based upon the scale of grade point values, and it is weighted for each course by its credit value. Cumulative grade point averages (CUM) are also based upon the grade point values, and these have been maintained for all students enrolled since the fall 1977. Numerical scores are to be calculated to no further than one decimal place and those that are equal to or greater than .5 are rounded up to the next whole number. (Rev. DOI 10-4-12).

1. Effective Fall 2012, the following grading policy is in effect:

92 -100 A
83 – 91 B
75 – 82 C

0 – 74 F (From Fall 1991 until Fall 2012, a R grade was used instead of an F.)

2. The following is the College grading interpretation

A Student meets the measurable objectives in an outstanding manner.

B Student meets the measurable objectives in an above average manner.

C Student meets the measurable objectives.

F Student has not met the measurable objectives and must repeat the course.

L Listener/Auditor (with approval only).

I Incomplete.

S Continuing Satisfactory (used only in courses with numbers under 100).

U Withdrawal without approval of College.

W Withdrawal with approval of College.

3. The CUM starts with the fall 1977. The following grades are included in the GPA calculation:

A 4.0 Grade Point Value

B 3.0 Grade Point Value

C 2.0 Grade Point Value

F 0.0 Grade Point Value

U 0.0 Grade Point Value

The CUM includes these inactive grades. The grade of D (Distinctive) and P (Proficient) became inactive Fall Quarter, 1978.

D 4.0 Grade Point Value

P 2.5 Grade Point Value

NOTE All students who receive an "S" grade must re-enroll in the course within the succeeding term in order to improve his/her grade unless exception is made by the Dean of Instruction or his/her designee. (Rev.10/27/99)

The following grades are excluded from the GPA calculation:

I Incomplete

L Listener/Auditor (as approved at the Campus level)

W Withdrawal with approval of College

The following grades are given only in Basic and Pre-Tech courses and are excluded in the GPA calculation.

- AE Student meets the measurable objectives in an outstanding manner.
- BE Student meets the measurable objectives in an above average manner.
- CE Student meets the measurable objectives.
- FE Student has not met the measurable objectives and must repeat the course.
- SE Continuing Satisfactory (used only in courses with numbers under 100).

Satisfactory Evaluation - "S"

The "S" evaluation is used only in courses with numbers under 100 where the student has progressed satisfactorily. This grade can be received only one time per course. The student must re-enroll in the course within the succeeding term in order to improve their grade unless an exception is made by the Dean of Instruction or his/her designee.

Use of Standardized Examination Results as a Course Evaluation Measure

Students may be required to take a standardized exam as part of a course. The standardized exam grade may count as a percentage of the final grade for the course. However, the student's final grade should not be dependent solely upon passing the standardized exam. If an instructor chooses to develop a "mock" exam that simulates a standardized exam and the questions correlate with the cumulative course content, then the instructor may include that as part of the course grade. The standardized exam should not be weighted so that a student who is otherwise passing the course would fail based on that one measure. (approved by DOI 7/10/14)

Transfer Credit Effect on Cumulative Grade Point Average

The approval of transfer credit for courses previously completed at Delaware Tech with grades of "F", "R" or "U" will remove the effect of the "R" or "U" grade from the cumulative grade point average. See APPENDIX F for procedure and form. (Revised 1/12/12)

2. Definition of Terms (Rev. 1/12/12)

Grade Point Value - is the value assigned to the grades: A, B, C, F, and U. The inactive grades of R, D and P will continue to carry grade point value historically.

Quality Points - is the product of the grade point value multiplied by the quality hours of the course.

Quality Hours - is the credit hour value of the course.

Term GPA - is the total quality points earned during the term divided by the total quality hours attempted. Pre-Tech and Basic courses will not be included in the calculation of term GPA. Term GPA will not be recalculated unless one of the two following conditions occur:

- An "I" grade is resolved
- A grade change is authorized

Cumulative G.P.A. - is the total cumulative quality points earned divided by the total cumulative quality hours attempted. The cumulative GPA is a historic index of all work taken at Delaware Tech and is not recalculated when a student changes programs (majors). Work taken at other institutions is not included in the calculation of the cumulative GPA. Pre-tech and Basic courses are no longer included in the

cumulative GPA. The cumulative GPA at the end of each term will not be recalculated unless one of the two following conditions occur:

- an "I" grade is resolved
- a grade change is authorized

(Rev. 10/27/99)

Graduation Honors

Students earning a Cumulative Grade Point Average from 3.25 to 3.49 will graduate Cum Laude. Those earning a CUM GPA from 3.5 to 3.79 will graduate Magna Cum Laude. Those earning a CUM GPA from 3.8 and 4.0 will graduate Summa Cum Laude. The Graduation Honors are printed on the graduation program and on the student's transcript at time of graduation.

Graduation Policy

A student is eligible for graduation when the following requirements have been met: (1) The student has satisfactorily completed courses specified for a degree or diploma in his/her program/major area as certified by the department chairperson and the Dean of Instruction and verified by the Registrar; (2) The student has filed an official application for graduation with the Office of the Dean of Student Affairs; (3) The student has satisfied all financial obligations owed the College; (4) The graduation fee has been paid; and (5) The Credits in Residence requirements have been met.

No Delaware Technical Community College diploma or degree is to be awarded or the student allowed to participate in official graduation ceremonies unless that student has completed all requirements for said diploma or degree. (Approved by the Board of Trustees, January 1981; Revised by the Deans of Instruction, August 1989)

Incomplete Student Evaluation - "I"

The incomplete "I" evaluation may be given by an instructor in situations where extenuating circumstances prevent the student from completing the course work. The following conditions must be met:

1. The extenuating circumstances must occur after the drop period has ended.
2. The student must be making satisfactory progress in the course.
3. It must be reasonable to complete the remaining course work and objectives under "I" circumstances (i.e., outside of the regular course format).
4. Prior to an instructor agreeing to give or post an "I" grade, approval for an "I" grade should be given by the department chairperson and Dean of Instruction responsible for the course.

Students who receive an incomplete course evaluation must complete the requirements for the course within the time frame specified by the instructor or by the end of the semester following the term in which the "I" is received if no time frame is specified. Otherwise the incomplete grade will be changed to a "F" grade and the student must register for the course in a future term. For "I" grades earned at the end of the spring semester, the student will have until the end of the fall semester to complete the requirement unless a shorter time period is specified by the instructor. The student and instructor determine how the incomplete portion of the course will be completed. If an instructor deems it essential that an incomplete be extended beyond the deadline, a request in writing should be sent to his/her chairperson for endorsement and then to the Dean of Instruction

for approval. The request should include a projected date of completion and the reason for the requested extension. A student who receives an incomplete grade does not reregister for the course. (Rev. 1/12/12)

Lab Fees and Pass Through Fees

See Lab Fee Policy and Procedure and Pass Through Fee Process in Appendix U.

Listener/Audit ("L") Evaluation

Students who wish to change from credit to Listener status must change their registration status prior to the end of the “add” period and will receive an evaluation of “L” at the end of the semester.

Students may change from Listener to credit status under the following conditions:

1. the request must be made prior to the end of the “add” period;
2. the student must meet all admission requirements for College Instructional Division credit programs and;
3. must have instructor, department chair, and Dean of Instruction approval.

(Revised August 22, 2006, President Council)

Readmission to the College

Students who have previously attended Delaware Technical Community College must follow the readmission process when they have not been enrolled at Delaware Tech for six consecutive terms including summer sessions (two calendar years). Readmitted students will be responsible for the current requirements of the program they are entering. Readmitted students will have a new contract year to reflect the current graduation requirements of the program. (Rev. Collegewide Deans, 7/11/07; DOI, 4/3/13)

Age Limits for Courses Applied to Graduation

(Approved 4/30/14, updated 11/5/14) Students may apply all approved transfer in and Delaware Tech completed courses toward certificate, diploma and degree requirements as long as they meet program specific requirements for technical relevance to the career field as measured by external outcomes such as licensure or certification exams. Program specific age limits on major or major support courses that may be applied to completion requirements are collegewide decisions approved by the academic program Chairperson(s), Deans of Instruction, and Associate Vice President for Academic Affairs/Vice President for Academic Affairs. These decisions are not subject to appeal. The list of approved age limits on major or major support courses which can be applied to program completion is documented in the chart below and can be found on the Delaware Tech Academic Programs web page.

APPROVED AGE LIMIT FOR COURSES APPLIED TO GRADUATION

DEPARTMENT	DTCC COURSES	YR. LIMIT
Human Services	HMS244	10 (June 25, 2014)
Drug and Alcohol Counseling	DAC244	10 (June 25, 2014)
Nursing	Nursing Courses	Program must be completed within 4 years of program admission (11/5/14)
Computer Information Systems - CIS	Computer Information Systems Courses*	5 years (9/14)

Computer Network Engineering Technology - CNE	Computer Network Engineering Technology*	5 years (9/14)
Computing and Information Science - CSC	Computing and Information Science*	5 years (9/14)
Information Security - ISY	Information Security*	5 years (9/14)
Web Information Systems - WIS	Web Information Systems*	5 years (9/14)
Medical Laboratory Technician – MLT	Medical Laboratory Technician	5 years (10/14)

*Courses completed more than five years ago will not be approved for transfer in to DTCC. Courses completed at DTCC or transferred in more than five years ago may only be applied to graduation requirements for students who have remained in active status (taking courses at least once every 6 semesters and not requiring readmission).

Student Types:

(Approved by President’s Council 8/22/00; Updated DOI 3/8/10; Updated 1/3/12 by Ad Hoc President’s Council and President George; Updated DOI 4/3/17)

Award-seeking:

Students who have completed the admissions process and enrolled in a degree, diploma, or academic certificate program. This group includes students who intend to earn an award, but have an undeclared (UND) major.

Workforce Development and Community Education (WDCE):

Students enrolled in non-credit courses through the WDCE division. However, these students may also be award-seeking; University Associate in Arts, a Visiting Student, or Non-Award Seeking and in any of these cases must follow the guidelines for enrollment of these student types.

Non-Award-Seeking:

Students who are not enrolled in a Delaware Tech degree, diploma or credit certificate program, but are enrolling in credit courses. Non-Award Seeking includes the subsets of visiting college and high school students, and students not enrolled in other post-secondary programs (e.g., adult students taking courses for their own enjoyment or professional enhancement). For data collection and reporting purposes, visiting college and high school students are coded separately.

Visiting Students:

College:

Students pursuing a degree program at another college or university who want to take Delaware Tech courses to transfer back to their home institution. This includes University Associate in Arts (AA). They are not required to demonstrate college readiness because their advisement derives from their home institution. It is the visiting student’s responsibility to obtain authorization from the home institution regarding the transferability and applicability of the Delaware Tech course to their curriculum.

High School:

High school students rising junior or senior students may enroll in Delaware Tech courses with permission from their high school counselor/principal and their parents. Completion of Early Enrollment form is required. In order to assure these high school students are prepared to succeed at the college-level, students must provide evidence of college readiness through the means approved by Delaware Tech prior to registration.

See **APPENDIX J** for Dual Enrollment Guidelines.

Summary of Requirements for Different Student Types

STUDENT TYPES	EVIDENCE OF READINESS FOR COLLEGE-LEVEL COURSE PLACEMENT REQUIRED	COURSE PRE-REQUISITES IN EFFECT	CREDIT LIMIT
Award-Seeking Includes AAS, BSN, DIP, CER, and Undeclared (UND) students)	Yes	Yes	Semester enrollment for more than 21 credits requires academic advisor approval
Workforce Development and Community Education (WDCE) Student Note: WDCE students may also be award-seeking, University AA, a Visiting Student, or non-award seeking. See these designations for requirements.			
Non-Award Seeking			
1. Visiting College Student (NASNADVCS)	Evidence of college readiness through: DTCC approved means; completed pre-requisites at DTCC or another postsecondary institution; recommendation from current college; or evidence of acceptance or enrollment at another college/university.	No With evidence of acceptance or enrollment at another college, waiver for pre-requisites will be processed.	None No maximum credit limit
2. High School Student (NASNADVHS)	Evidence of college readiness through DTCC approved means and completion/approval of Early Enrollment Form.	Yes	None No maximum credit limit
3. Other Non-Award Seeking student (NASNADASU)	No Evidence of college readiness through approved means is not required for enrollment as a Listener. Enrollment for credit requires student to meet award-seeking admission requirements.	No Pre-requisites may be waived for enrollment as a Listener. Student must sign waiver that states he/she knows pre-requisites are not met. Enrollment for credit requires student to meet pre-requisites.	None No maximum credit limit

Veterans and Services Members Enrollment Guidelines

1. All Veterans and service members must be accepted into a technology at the College prior to any certification to the Veterans' Administration for benefits (a student accepted into a program is one who has filed an official college application in the Admissions Office, paid an application fee, and declared the intent to pursue a specific program).
2. If a Veteran and service member student is absent from classes for two consecutive weeks, the instructor is required to notify the Dean of Instruction and the Campus Veterans' and service members' Counselor of unsatisfactory attendance.
In courses where weekly classroom attendance is not required (cooperative education programs, internships, research projects, etc.) the Veteran and service member student must report his activities and progress to the instructor every two weeks.
3. Upon receiving written notification of a Veteran and service member student's unsatisfactory attendance from an instructor, the Veterans' and service members' Counselor will immediately notify the Veterans' Administration, except in those cases where there is evidence of extenuating circumstances. The Veteran and service member student is responsible for providing documentation of extenuating circumstances.
4. Students who receive an "S" grade and are receiving V.A. educational benefits will be paid for the course during the first term of enrollment only. If the student reregisters for the course, the course cannot be included in the total V.A. credit hours reported for benefits.

Readmission of Veterans and Service Members

In accordance with the Higher Education Opportunity Act of 2008 (HEOA), a student who is called to active duty in the U.S. Armed Forces or the National Guard or Reserve for a period of more than 30 days is entitled to re-enroll in the same program, with the same enrollment status, number of credits, and academic standing as when s/he was last in attendance at Delaware Tech provided the student meets all eligibility requirements and the requirements outlined in Delaware Tech's Readmission Policy for Veterans and Service Members.

As set forth in this Policy, Delaware Tech will *readmit* service members with the *same academic status* as the student had prior to leaving for military duty according to the following:

1. To the same program to which he or she was last admitted by the College unless the student requests or agrees to a different program. In the event that the program to which the student was last admitted is no longer offered, the College will readmit the veteran to a course of study that is most similar to the program that was discontinued.
2. At the same enrollment status that the student last held at the College, unless the student requests admission at a previous enrollment status.
3. With the same number of credit or clock hours completed by the student, unless the student is readmitted to a different program to which the credit or clock hours are not transferable.
4. With the same academic standing (e.g. with the same satisfactory academic progress status) the student had at the College immediately prior to leaving for military duty.

Current and prospective students are encouraged to review the College's Readmission Policy for Veterans and Service Members (See Appendix H) in its entirety for all of these readmission requirements and procedures.

ACADEMIC CERTIFICATE, DIPLOMA, AND DEGREE PROGRAM DEVELOPMENT

(Revisions approved by President George 8/7/08; 11/2/11)

Overview

The decision to offer a new program, whether collegewide or at one or two campus location(s), or to expand an existing program to an additional campus location(s), will be made with the following criteria in mind:

- Need for the program by the community;
- Labor market demand/job opportunities for graduates, including wage analysis information;
- Number of students program can accommodate, availability of clinical/internship/field work resources;
- Capacity to offer all the courses and learning experiences required in the program including the resources needed for instruction --- qualified faculty, adequate space, and specialized labs and equipment;
- Capacity to provide expert advisement for the career field;
- Capacity to meet accreditation requirements;
- Impact of the proposed new program or the expanded program on other existing programs and campuses.

Recommendations and approval for the campus location(s) of a new program(s) will be made as part of the program development and approval process that includes meeting Delaware Tech and United States Department of Education Gainful Employment (Notice of an Intent to Offer an Educational Program) requirements.

Requests to expand an existing program to an additional campus location(s) will be made by the initiating campus Dean of Instruction. Deans of Instruction, Associate Vice President for Academic Affairs and the Vice President for Academic Affairs will review a written proposal for expansion presented by the initiating campus Dean of Instruction. The proposal must address all of the criteria for expansion noted above.

Academic programs are listed by the campus location(s) where they are approved to be offered. As conditions change over time, campuses should not offer a program or list it as available unless the following are available at the campus:

- all courses and learning experiences required for program graduation;
- expert advisement for the specific career field;
- qualified faculty;
- instructional and learning resources such as specialized labs and equipment.

As conditions change over time, program offerings may need to be discontinued at one or more campuses while they continue at another. Requests to discontinue a program at one or more campuses will follow the program discontinuance process.

Program Development Process

An idea for a new program may come to the Campus or to the President's Office from a variety of sources, including an academic department, an advisory committee, Workforce Development and Community Education, a professional group, an employer, or a state agency such as the Delaware Department of Labor or Delaware Economic Development Office. Upon review, the Vice President for Academic Affairs, in conjunction with the Associate Vice President for Academic Affairs, and Collegewide Deans of Instruction, will make the initial determination whether the program idea aligns with the College mission and appears feasible. If a decision is made to move forward, a College committee is formed consisting of the Associate Vice-President for Academic Affairs, technology chairpersons involved, a Dean of Instruction or designee from the originating campus/county, and additional department chairpersons/faculty/staff as deemed necessary.

The College committee has two main roles. First, it investigates/reviews the evidence of labor market need for the proposed program including the relationship of the proposed program to state or county economic development, available jobs and salaries. The committee may implement a labor market survey, utilize labor market information available from other authoritative sources, and/or conduct focus group interviews to obtain information necessary for program proposal decision-making. Second, the committee conducts an initial investigation of the competencies graduates would need to be successful in the workplace and the resources required to offer the proposed program. Based on its investigation, the committee recommends to the Collegewide Deans of Instruction, Associate Vice President for Academic Affairs, and Vice President for Academic Affairs whether program development is the right fit for the College at the time and if an Advisory Committee should be appointed to continue the program proposal process. The Collegewide Deans of Instruction, Associate Vice President for Academic Affairs, and the Vice President for Academic Affairs have the prerogative to recommend the appointment of an Advisory Committee to Ad Hoc President's Council, thereby streamlining the program development process by dispensing with the College committee step in situations in which the evidence of labor market need is clearly established and the competencies graduates will need are clearly determined by an external authoritative source such as a national accreditation organization or regulatory agency.

If the Collegewide Deans of Instruction, Associate Vice President for Academic Affairs, and Vice President for Academic Affairs agree program development appears appropriate, the Vice President for Academic Affairs informs Ad Hoc President's Council of the recommendation and seeks their approval to continue program proposal development. Given Ad Hoc President's Council approval, their input is obtained for the formation of an Advisory Committee, either collegewide or by county depending on market need and other relevant circumstances. The Advisory Committee continues the program development process in conjunction with the College committee. The program development process will include obtaining information on the tasks, knowledge, and skills required for the available job opportunities and the Program Graduate Competencies necessary for successful employment.

The College committee and the Advisory Committee share information for the preparation of a program proposal that includes:

- Background for the Proposal – A narrative that provides general information on the proposed program and the proposal development process that has taken place;
- Need for the Program - A summary of labor market need with evidence;

- Program Mission;
- Program Graduate Competencies;
- Program Description;
- Proposed Curriculum - Course Listing;
- Program Delivery Structure - Including proposed campus location(s) and time line for implementation;
- Program Resources and Budget - Including resources required from the College;
- Appendices-
 - Advisory Committee Membership and Minutes
 - WebCAPP
 - Curriculum Sheet
 - Course Descriptions
 - Letters of Support, as appropriate
 - Other information, as needed

The program development process should be completed within a reasonable timeframe which is set by the Vice President for Academic Affairs, Associate Vice President for Academic Affairs, and Collegewide Deans of Instruction. Program approval and implementation depends on a variety of factors including sufficient resources/funding. Depending on timing in the fiscal year, it is recognized that faculty positions and other resources needed to offer the program may have to be included in the annual campus/College budget request in anticipation of program approval, but before all the formal approvals are finalized.

Proposed programs are presented in the following order for approval by the:

- Collegewide Deans of Instruction, Associate Vice President for Academic Affairs, and Vice President for Academic Affairs
- Vice President/Campus Director (for each campus which initially plans to offer the program)
- Ad Hoc President's Council
- President's Council

Proposed new associate degree programs are presented for approval to the Board of Trustees upon the recommendation of the President.

The Workforce Development and Community Education Division may derive information from program development to develop a non-credit occupational skills training program to connect with the new credit program through an Internal Career Education Pathway.

Associate Degree Program: Option, Certificate, and Diploma Development Process

The program development process required for approval of an associate degree Option, certificate and/or diploma may be streamlined if there is an overarching associate degree program that provides the current and comprehensive information needed for approval of the Option (50% of the Program Graduate Competencies and academic program/major courses in common), certificate and/or diploma. If the Option, certificate or diploma program idea does not fit under an overarching degree program and, therefore, current and sufficient information is not available to satisfy the information required for program approval, then the full program development process must be followed. Options, certificates, and diplomas require all of the approvals required of associate degree programs with the exception of the Board of Trustees' approval.

Approval Process for Revisions to Approved Academic Programs

(Approved by the Board of Trustees (6/2/09); Revisions approved by President George 11/2/11)
 To keep academic programs current with evolving career fields, accreditation requirements, and transfer opportunities, curricular revisions to existing credit degree, diploma and certificate programs are frequently necessary. The recommendation to revise a program may come from a Campus (es) or President’s Office; this includes academic departments. Advisory committee support for program revisions should be documented and included in the request. The approval process required for program revisions is listed in the chart below.

Curricular Change to Existing Program	Approvals Required
Associate Degree Program or Option or Bachelor Degree Program re-designation as an academic program or option and its title.	<ul style="list-style-type: none"> • Deans of Instruction • Associate Vice President for Academic Affairs • Campus Director/Vice President(s) of campus(es) involved • Vice President for Academic Affairs • President
Associate’s, Bachelor’s, Diploma’s or credit certificate’s title	<ul style="list-style-type: none"> • Deans of Instruction • Associate Vice President for Academic Affairs • Campus Director/Vice President(s) of campus(es) involved • Vice President for Academic Affairs • President
Courses approved as either required or elective in the curriculum	<ul style="list-style-type: none"> • Deans of Instruction • Associate Vice President for Academic Affairs and/or • Vice President for Academic Affairs

Associate and Bachelor Degree Program Discontinuance Process

A program can be identified initially as a candidate for discontinuance on the basis of enrollment, student completion, graduate job placement, and labor market outlook over a period of three to five years. The recommendation to discontinue a program may come from a Campus (es) or President’s Office; this includes academic departments.

To discontinue a program the department chairperson must provide a document with evidence of:

- a history of low and declining or no enrollment, graduation, and job placement;
- no or limited projected future labor market need;
- if appropriate, change in resources to support the program;
- summary with rationale of why the program should be discontinued;
- advisory committees review of above information and input to support discontinuing the program;

Students enrolled at the time a program is terminated will be provided with an opportunity to complete the program. Program completion alternatives will be developed by the department chairperson in conjunction with the Dean of Instruction. New admissions to the program will cease as of the date of the program discontinuance decision. Note: Discontinuance of a program does not automatically create discontinuance of courses. To discontinue courses they will need to be reviewed and approved through the College process.

Proposed programs to be discontinued are presented in the following order for approval by the:

- Collegewide Deans of Instruction, Associate Vice President for Academic Affairs, and Vice President for Academic Affairs
- Vice President/Campus Director (for each campus that offers the program)
- President

Program Review

Program Review is conducted to ensure academic programs remain relevant to the College Mission, demonstrate alignment with Middle States' standards, and operate effectively and efficiently with adequate resources necessary for success. The spirit of Program Review is analytical and collaborative. The purpose of Program Review is improvement.

Department Chairpersons and faculty collect and analyze program data to determine the extent to which academic programs exhibit the following standards.

- A. The program is relevant to the labor market in the program career area.
- B. The program has a Student Learning Outcomes Assessment Plan and uses the results for program improvement.
- C. The program is accredited (optional).
- D. The program monitors enrollment, retention and graduation to ensure student access and success.
- E. The program has adequate resources which are effectively and efficiently utilized to meet its goals.
- F. The program has articulation agreements with high schools and/or senior institutions (optional).
- G. The program creates and sustains a learning environment that supports its goals.

The Collegewide Deans of Instruction and the Vice President for Academic Affairs establish a five year cycle of programs to conduct Program Review. The Deans and Vice President may change the five year cycle to move programs for review earlier based on annual data results including enrollment, retention, graduation and job placement trends. All programs, regardless of trends, conduct Program Review at least once every five years. (See **APPENDIX A** for required information and format for Program Review.) (Revised by Deans of Instruction, 8/15/12)

SERVICE LEARNING

(Approved by DOI, 11/3/10)

At Delaware Tech, service-learning refers to a mode of teaching in which students, as part of their course work, provide a service in or for the community and then formally reflect on their

experiences in light of the academic theories, information, and skills that are being taught in the course. See **APPENDIX Y**.

SPECIAL BENEFIT PROGRAMS

Academic Incentive Program

Contingent upon funding by the General Assembly, Campus Directors are authorized to make awards not exceeding full-time tuition per person per year, to secondary school students, who are residents of Delaware and who show promise of academic excellence, at the time they enroll in Delaware Technical Community College or to residents of Delaware already enrolled in Delaware Technical Community College who have displayed academic excellence. Personal characteristics to be considered are demonstrated leadership, and involvement in student or civic affairs. Financial need may be considered but is not the deciding factor in making the award.

Veterans and Service Members

The College provides Priority of Service in course registration and program admission to eligible veterans and their spouses. See **APPENDIX O**.

Veterans and Service Members and Dependents of Deceased/Disabled Veterans and Service Members

The College is approved for educational training of veterans and service members, qualified spouses, and dependents of deceased/disabled veterans and service members under Public Law 89-358. The Veterans' Administration will issue a certificate of eligibility. The application form may be obtained directly from the VA or through the Veterans Affairs Office at any campus.

Owens Campus:	(302)856-5400x3450
Stanton Campus:	(302) 453-3715
Terry Campus:	(302) 857-1043
Wilmington Campus:	(302) 571-5315

Veterans and service members, qualified spouses and dependents of deceased/disabled veterans and service members follow regular admission procedures and requirements of the College; the College will verify enrollment to the VA. Payments are made directly to the student, not to the College. Veterans and service members must be accepted into a specific program of study to receive veterans' and service members benefits. For further information about veterans and service members, contact the Office of Veterans' Affairs.

The student who needs to strengthen his or her skills in reading, writing, and/or mathematics before entering a degree or diploma program will be advised to enroll in developmental courses which provide instruction in these critical skills. Students enrolled in developmental courses will be designated as developmental education students until they have demonstrated proficiency at the level required to enter a degree or diploma program.

Under current Veterans' Administration regulations, students are permitted a maximum of two semesters of full-time enrollment to complete the required developmental course work. In cases where a student needs additional time in developmental education, an individual evaluation will

be completed by the faculty advisor and counselor. Criteria for entry into degree and diploma programs are available from the Office of Student Affairs.

The Enrollment Verification will show the courses for which a developmental education student has enrolled. Change of program or enrollment status will be promptly reported to the Veterans' Administration.

Other Military Personnel

Active military personnel, National Guard personnel, and Military Reserve personnel may be eligible for educational benefits related to their service category. Information concerning these benefits is available from the Educational Officer of each service category. The College will verify enrollment for students so that benefits may be accurately processed.

Vocational Rehabilitation

The Delaware Division of Vocational Rehabilitation and the Vocational Rehabilitation Educational Division of the Veterans' Administration have funds available for students with physical disabilities. Applications for these services should be made to the appropriate Rehabilitation Office.

APPENDIX A-Program Review Model

PROGRAM REVIEW MODEL

This review covers the following academic offerings.

Campus:

Program:

Major(s):

Option(s):

Diploma(s):

Certificate(s):

Department Chairperson:

Full-Time Faculty Members:

Program review provides an opportunity to analyze an academic offering's operation and effectiveness in comparison to the standards below and to plan improvements. Data denoted with an asterisk will be provided by the Director of Institutional Research.

Standard A. The program's student learning goals are current, appropriate for associate degree or bachelor degree graduate level, and supported by curriculum that is relevant and complies with College curricular requirements. The program's operational goals support the College Mission and Vision.

1. Program Mission
2. Goals and Objectives
 - a. Student Learning Goals (i.e., Program Graduate Competencies)
 - b. Program operational goals/objectives and achievements for the last three years
 - c. Program compliance with College Curriculum Guidelines' curricular requirements including: credits required in Core, Program/Major Support, and Program/Major course areas; Comparison of Program Graduate Competencies of academic programs and their related program options

Standard B. The program is relevant to the labor market in the program career area.

1. Graduate Employment in the Career Field Rates*

Overall rates and rates of graduate employment in field of study.
2. Employment projections for Delaware in occupations related to the _____ program
3. Transfer Rates*
 - a. Transfer intentions per graduate survey responses including intended institutions and majors, actual transfer rate per National Student Clearinghouse the fall after graduation

and retention at the senior institution in the next semester (spring following graduation), and student success after transfer*

- b. Licensure/National Exam Pass Rates, if applicable
- c. Advisory Committee and Department Review of Program Graduate Competencies and curriculum regarding relevance to labor market needs
- d. Results of Employer/Business/Industry Survey
- e. Analysis of program's relevance to the labor market and its effectiveness in enabling students to secure employment in the field. Include a summary of what the department/faculty have done to support or increase job placement in the career field over the last five years and the effectiveness of these actions.
- f. If the program intends to enable student transfer, analysis of program effectiveness in preparing students for success after transfer

Standard C. The program has a Student Learning Outcomes Assessment Plan and uses the results for program improvement.

Attach Student Learning Outcomes Assessment (SLOA) Records for the past five years and the current SLOA Plan. Summarize how SLOA has been used in a meaningful way to improve student learning and program effectiveness.

Standard D. The program is accredited (as applicable).

Provide significant results of accreditation studies. If the program is not accredited, explain whether an accrediting body exists and plans for accreditation.

Standard E. The program monitors enrollment, retention and graduation to ensure student access and success.

1. Report and analyze the new student enrollment, retention and graduation data listed below.
 - a. New Student Enrollment – Three year trended report of new student enrollment including new transfer students*
 - b. Retention Rates – Fall to fall data for the most recent three years *
 - c. Graduation Rates - For the most recent two cohorts by program/major and by college, compared to the program's goal which will be calculated as a 50% increase over the its 2007 graduation rate by year 2020. Cohort size will also be included.*

Note: Data reports will include overall data and the subsets listed below.

- Enrollment – overall, of developmental and fully qualified students, full-time and part-time
 - Retention – overall, for developmental and fully qualified students, full-time and part-time students
 - Graduation – overall, of developmental and fully qualified students
- d. Degrees, Diplomas and Certificates awarded *

Standard F. The program has adequate resources which are effectively and efficiently utilized to meet its goals. Data will be calculated by Department Chairperson unless otherwise noted.

1. In the categories below provide data for the past year. (Additional year data may be included if the department chairperson believes it is pertinent.)
 - a. Ratio of students to each advisor
 - b. The percentage and number of fall and spring classes, day and evening with fewer than 6 students in the last fiscal year *
 - c. The percentage and number of fall and spring classes, day and evening with maximum enrollment *
 - d. Total number of course sections taught by adjuncts for fall and spring, day and evening* (Include FT faculty teaching on supplemental contracts)
 - e. Total percentage of course sections taught by adjuncts for fall and spring, day and evening * (Include FT faculty teaching on supplemental contracts)
 - f. Total seats taken (for fall and spring) in all courses provided by the program*
 - g. Average number of seats taken in course sections *

2. Provide a budget trend analysis in the following categories over the past five (5) years: supplies, equipment and professional development

Standard G. The program has articulation agreements with high schools and/or senior institutions (as applicable).

List current senior institution Connected Degrees and high school articulation agreements. Describe any plans for articulation agreements.

Standard H. The program creates and sustains a learning environment that supports its goals.

1. Document how syllabi, text books and course materials are current and appropriate and are used by all faculty.
2. Document by course how instructional strategies and techniques are varied, interactive and student-centered. (A chart may be used.)
3. Document how Blackboard is used to support and enhance course delivery. (A chart may be used.)
4. Document the educational background and continuing growth and development of all full-time and part-time faculty.

(The Office of Instruction will provide data chart for Department Chairperson to verify and attach. Data will include the highest degree received/lane status, IDT course completion/certificate completion, New Faculty Development Program status/completion, and Leadership Development Program status/completion).

5. Document that instructors teaching in distance education formats (online and hybrid) have completed appropriate education.
6. Summarize library, instructional labs, equipment and facility resources for adequacy and relevance to the program.

SUMMARY

1. Analyze the information gathered and the significant (external) opportunities and threats facing the program and its (internal) strengths and weaknesses for seizing the opportunities and managing the threats.
2. Summarize advisory committee recommendations in response to its review of the program information and the SWOT analysis.
3. Write program recommendations that will form the basis of College and/or Campus Plan goals and objectives.

(Updated 5/15/13, 12/8/2016)

Five Year Cycle of Program Review

Updated 08/23/16

Year 1: FY17	Year 2: FY18	Year 3: FY19	Year 4: FY20	Year 5: FY21
		AHTAASMLT		
AHTAASCVS AHTAASHIM AHTAASSGT AHTDIPCOD	AGSAASBMT AGSAASLOH AGSAASPAG AGSAASTMT	BITAASBIT BITAASBIS	AHTAASEXS AHTAASMEA AHTAASNMT AHTAASRCT AHTAASRAD AHTAASVET AVITAASAVI AVITCERAF AVICERPPC	AHTAASDMS AHTAASDMO AHTAASEMT AHTAASHTT AHTCEREMC
CETAASCET CETAASSET *CETAASCTO (FY22)	AHTAASDHY AHTAASOTA AHTAASPTA	BSSAASACT BSSAASBAT BSSAASGBT BSSAASHMT BSSAASMAN BSSASSMKT	EENAASETT	AETAASAET AETAASITD
CRJAASCRJ CRJAASHDE CRJAASLEO *CRJCERDCA (FY22)	AUTAASAUT AUTDIPATS AUTDIPCTS AUTCERCTC	CHMAASCHEM CHMAASCHM	GISAASGIS	CADAASCAD
CSCAASCSC	CNEAASCNE	CMTAASCMT	IDTCERIDT	CISAASCIS
EENAASBID EENAASCEO EENAASEEN EENAASINR EENCERINC	COMAASCOM	ECEAATBTS ECEAASECD ECEDIPECS ECECERECL		CULAASCUL CULDIPKSS CULDIPBPS CULCERBPC CULCERCKC FSMAASFMS
ELMAASELM	CPOAASCPO CPODIPPCS CPOCERCPC	ECTAASECT	NURAASNUR NURDIPPNS	DETAASDEM
FSYAASFSY *FSYCERFSC (FY22)	ENVAASEET	EDCAATENM EDCAATMSE EDCAATSCM EDCAATSPC EDCAATSSM EDCAATELE EDCAASPED EDCDIPPES EDCCERPEC	SPODIPLOS SPOCERESC	HSTAASDAC HSTAASHST HSTCERDRC HSTCERDSP
	*LOMAASLOM (FY23)			
	*NURBASBSN (FY23)			
ISYAASISY	RHAAASRHA RHADIPRAS	ENTAASENT ENTCERENP ENTCERRHC		NRGAASNUR NRGAASSOL NRGAASBAS
	*SCIAOSSCI (FY23)			
OATAASOAT PLGAASPLG PLGCERPLC	VSCAASADD VSCAASMMD VSCAASPHI	FETAASFET		
		METAASMET METCERINT METCERMAT WISAASWEB		

***These programs will be reviewed in the next upcoming cycle.**

APPENDIX B-Fresh Start Process

Fresh Start Process

The campus Dean of Instruction or designee will evaluate student applications for Fresh Start and identify specific courses to which Fresh Start will be applied.

The Vice President for Academic Affairs or designee grants final approval.

The Vice President for Academic Affairs will submit the appended grade changes for specific courses to the campus Registrar.

The campus Registrar or designee appends an (*) to identify existing grades in the student's academic history that will be excluded from the CUM GPA calculation. Earned hours will not be excluded from the student record/transcript.

The campus Registrar will notify the Dean of Instruction or designee when the student's academic history has been revised.

The following statements will appear on the official transcript:

“Courses denoted with an asterisk are excluded from CUM GPA effective (date) according to the Fresh Start Policy.”

“Delaware Technical Community College adopted a Fresh Start Policy effective fall 2006 (2007-51). Please refer to <http://dtcc.edu/all/policies> for policy guidelines.”

DELAWARE
TECHNICAL  COMMUNITY
COLLEGE

Georgetown | Dover | Stanton | Wilmington

Georgetown Dover Stanton Wilmington

Request for Fresh Start

Instructions: This form is to be completed by students in collaboration with the department chairperson/advisor when the student identifies he/she has met the eligibility requirements for the Fresh Start Policy. Each item must be completed for the Dean of Instruction review.

Date _____ Student ID _____

Name _____

Academic Program _____ Advisor _____

Student E-mail Address _____

**** Student and Advisor Complete this Section ****

The above student has met the eligibility criteria for Fresh Start.

1. Student has not attended DTCC for a minimum of five full semesters (not including summer). For example, a student who was last enrolled in fall 2012 would be eligible to begin a fresh start in fall 2015.
 - Readmission date (semester and year): _____
 - Previous last attended date (semester and year): _____
 - Total time not attending (5 full semesters or more): yes no

2. Student credit and GPA requirements since readmission date are met:
 - Number of college-level credits completed, 12 or greater: _____
 - GPA 2.00 or greater: _____

3. Identify course(s) that will **NOT** apply toward graduation.
 - Attach web transcript
 - Designate course(s) prior to readmission that do not apply toward graduation with an asterisk to exclude from cumulative GPA calculation.

Advisor Read and Sign: The student and I have reviewed the Fresh Start Policy and agree that the eligibility requirements for Fresh Start have been met. The student's web transcript is attached.

Advisor signature and date: _____

Student must read, initial each statement, and sign below.

I agree the above information is correct, and I understand that:

- _____ I am currently enrolled in a program and have not previously earned a degree (associate, diploma, or certificate at Delaware Tech.
- _____ All passing and failing course grades (A, B, C, F, R, U, D, and P) that I earned prior to returning to the college will be excluded in my cumulative GPA calculation *unless a course or courses are required for graduation in my current program.*
- _____ Excluded courses cannot be used to fulfill graduation requirements for future programs.
- _____ No grades or courses will be removed from my historical transcript and my GPA may be recalculated at other schools to which I may apply.
- _____ A Fresh Start may not favorably impact my GPA.
- _____ A Fresh Start has no impact on financial aid maximum credits allowed.
- _____ Fresh Start is granted only one time and is irrevocable.

Student signature and date: _____

**** Dean of Instruction (or designee) Approval Section ****

Fresh Start Action: Approved _____
 Denied _____

Comments: _____

Dean of Instruction or designee signature

Date

Fresh Start Action:

VP for Academic Affairs signature and date: _____

Entered in Banner on _____ that Fresh Start process was completed.

Registrar signature: _____

(Approved by President's Council, 1/17/06; Revised DOI, 5/3/07; DOI, 06/29/07; DOI 6/30/08; 1/12/12; 10/8/15; 12/8/16 CC 9/3/15; 10/6/16, 12/8/2016)

APPENDIX C – CLEP, DANTES, International Baccalaureate, and AP

CLEP POLICY

DELAWARE TECHNICAL COMMUNITY COLLEGE

CLEP SUBJECT EXAMS	Minimum Grade for Credit	Semester Hours Credit	Corresponding Delaware Tech Course
American Government	50	3	POL 111 Political Science
Biology	50	4	BIO 150 Biology or BIO 140 General Biology
Calculus	50	4	MAT 261 Business Calculus I or MAT 281 Calculus I
Chemistry	50	3	CHM 100 Basic Chemistry
		4	CHM 110 General Chemistry
		5	or CHM 150 Chemical Principles I (depends on program requirement)
College Algebra	50	4	MAT 181 Algebra and Trigonometry I
College Composition	50	3	ENG 101 Critical Thinking & Academic Writing
College Mathematics	50	3	MAT 120 Math for Behavioral Sciences
		4	or MAT 153 College Math and Statistics (depends on program requirement)
English Composition (with essay)	50	3	ENG 101 Critical Thinking & Academic Writing
Financial Accounting	50	4	ACC 101 Accounting I
Freshman Composition (with essay)	50	3	ENG 101 Critical Thinking & Academic Writing
History of the United States I	50	3	HIS 111 American History: Pre-Civil War
History of the United States II	50	3	HIS 112 American History: Post-Civil War
Human Growth & Development	50	3	PSY 127 Human Development
Information Systems & Computer Applications	50	3	CIS 107 Introduction to Computers and Applications
Introductory Psychology	50	3	PSY 121 General Psychology
Introductory Sociology	50	3	SOC 111 Sociology I
Precalculus	50	4	MAT 185 Precalculus
Principles of Macroeconomics	50	3	ECO 111 Macroeconomics
Principles of Management	50	3	MGT 212 Principles of Management
Principles of Marketing	50	3	MKT 212 Principles of Marketing
Principles of Microeconomics	50	3	ECO 122 Microeconomics
Spanish Language	50	3	SPA 133 Using Beginning Spanish

Revised ; 10/2/96, DOI, 9/12/08

Subject Standardized Tests

ACE Credit
Recommendations**American Council on Education (ACE)**
Credit Recommendations

Test Form Number	Title	DTCC Courses	Credit Amount in Semester Hours	Minimum Score
MATHEMATICS				
SE 424	Introductory College Algebra	MAT015/016	3B	46
SE 450	Principles of Statistics	MAT255	3B	48
SOCIAL SCIENCE				
SE 461	Art of the Western World		3B	48
SE 465	Contemporary Western Europe: 1946-1990		3B	48
SE 469	An Introduction to the Modern Middle East		3B	44
SF 470	Human/Cultural Geography		3B	48
SE 473	A History of the Vietnam War		3B	49
SE 476	War and Peace in the Nuclear Age		3BU	53
SF 490	Lifespan Developmental Psychology	PSY127	3B	46
SF 494	General Anthropology		3B	47
SF 497	Introduction to Law Enforcement		3B	48
SF 498	Criminal Justice		3B	49
SF 562	Fundamentals of Counseling		3B	47
BUSINESS				
SE 524	Principles of Finance	FIN241	3BU	47
SE 525	Principles of Financial Accounting		3B	49
SE 528	Introductory Cost Accounting	ACC221	3BU	46
SE 529	Auditing I		3BU	47
SE 530	Personnel Human Resource Management	MGT231	3B	
SE 531	Organizational Behavior	PSY123	3B	48
SE 532	Principles of Supervision	MGT214	3B	46
SE 534	Business Law II	ACC201	3BU	52
SE 536	Introduction to Computers with Programming in BASIC	CIS280	3B	47
SE 543	Introduction to Business	BUS10I	3B	46
SF546	Risk and Insurance		3B	50
SE 547	Principles of Real Estate		3B	48
SF 548	Money and Banking	FIN221	3BU	48
SE 549	Basic Marketing	MKT212	3B	47
SE 812	Business Mathematics	MAT155	3B	45
PHYSICAL SCIENCE				
SF 500	Astronomy		3B	48
SE 508	Here's to Your Health		3B	48
SE 511	Environment and Humanity: The Race to Save the Planet		3B	46
SE 512	Principles of Physical Science I		3B	47

SF519	Physical Geology		3B	46
FOREIGN LANGUAGE				
SG 579	Beginning German I <i>(SZ 579 Beginning German / Cassette)</i>		3B	45
SG 580	Beginning German II <i>(SZ 580 Beginning German // Cassette)</i>		3B	45
SG 583	Beginning Spanish I <i>(SY 583 Beginning Spanish / Cassette)</i>	SPA136	3B	48
SF 584	Beginning Spanish II <i>(SY 584 Beginning Spanish // Cassette)</i>	SPA137	3B	46
SE 585	Beginning Italian I <i>(SY 585 Beginning Italian I Cassette)</i>		3B	46
APPLIED TECHNOLOGIES				
SF 740	Basic Automotive Service		3T/3B	46
SE 756	Introduction to Carpentry		3T/3B	49
SE 770	Basic Technical Drafting <i>(SZ 770 Basic Technical Drafting Drawing Sheet)</i>		3T/3B	48
SF: 782	Fundamentals of Electronics (Revised)		3T/3B	45
SF 788	Electric Circuits		6T/6B	46
SE 789	Electronic Devices		4T/4B	49
SF 820	Technical Writing <i>(SZ 820 Technical Writing Essay)</i>	ENG122	3B	46
SF 885	Principles of Electronic Communication Systems		3T/3B	47
SE 935	Principles of Refrigeration Technology		3T/3B	45
HUMANITIES				
SE 474	Ethics in America <i>(SZ 474 Ethics in America Essay)</i>		3B	67
SE 496	Introduction to World Religions		3B	49
SE815-819*	Principles of Public Speaking	ENG124	3B	47

*In addition to a minimum score of 47 on the multiple-choice test, an examinee must also receive a passing grade on the speech.

B = Baccalaureate Program

BU = Baccalaureate

T = Technical Program

(dantes.doc 10/1 1/96
F.T.)

International Baccalaureate (IB) Credit Matrix

<i>Higher Level Examinations</i>	<i>HL Score</i>	<i>DTCC Credits</i>	<i>DTCC Course Equivalents</i>	
Biology	5,6,7	4	BIO 140	General Biology
Business Management	4,5,6,7	3	BUS 101	Introduction to Business
Chemistry	4	4	CHM 110	General Chemistry
Chemistry	5,6	5	CHM 150	Chemical Principles I
Chemistry	7	10	CHM 150 CHM 151	Chemical Principles I Chemical Principles II
Computer Science	4,5,6,7	4	CIS 120	Introduction to Programming
Economics	5,6,7	6	ECO 111 ECO 122	Macroeconomics Microeconomics
Mathematics	4,5,6,7	8	MAT 190 MAT 261	Precalculus Business Calculus I
Further Mathematics	4,5,6,7	8	MAT 281 MAT 282	Calculus I Calculus II
Physics	4,5,6,7	8	PHY 205 PHY 206	General Physics I General Physics II
Psychology	5,6,7	3	PSY 121	General Psychology
Spanish	3	3	SPA 133	Using Beginning Spanish
Spanish	4	7	SPA 133 SPA 136	Using Beginning Spanish Spanish Communication I
Spanish	5	11	SPA 133 SPA 136 SPA 137	Using Beginning Spanish Spanish Communication I Spanish Communication II
Spanish	6,7	15	SPA 133 SPA 136 SPA 137 SPA 138	Using Beginning Spanish Spanish Communication I Spanish Communication II Spanish Communication III

Added July 2017

Advanced Placement Matrix

(DOI Approved 11/00; Rev. DOI 8/07, 9/08, 2/14, 3/17)

AP Test	Score	DTCC Equivalency
Biology	3	BIO 140 or BIO 150
Calculus A/B	3	MAT 281
Calculus B/C	3	MAT 281 and MAT 282
Chemistry	3	CHM 100 and CHM110
Chemistry	4 or 5	CHM 150
Computer Science	4 or 5	CIS 120
Economics	3	ECO 111
English Language	3	ENG 101
Environmental Science	3	ENV 110
Macroeconomics	3	ECO 111
Microeconomics	3	ECO 122
Physics B	3	PHY 205 or PHY 171 and PHY 172 and PHY 271
Physics C	3	PHY 281 and PHY 282
Psychology	3	PSY 121
Spanish Language	3	SPA 136 and SPA 137 and SPA 138
Statistics	3	MAT 255 or MAT 271 and MAT 272
U.S. Government/Politics I	3	POL 111
U.S. History	3	HIS 111 and HIS 112
World History	3	HIS 200 and HIS 210

APPENDIX D- Copyright Law Policy Summary

Copyright Policy

(Approved by President's Council on August 21, 2007)

This policy is intended to serve as a guide for faculty, staff and students in understanding the application of the copyright law. **COLLEGE POLICY IS TO ACT IN FULL COMPLIANCE WITH COPYRIGHT LAW.** Copyright law is difficult and reasonable minds can differ as to its application. However, failure to comply with the law can subject both individuals and the College to legal liability. If you have a question, please use the Legal Services Request Form to ask for assistance.

1. Material subject to copyright falls into these general categories: literary works, musical works, dramatic works, choreographic works, pantomimes, motion pictures and other audiovisual works, sculptural works, sound recordings, and computer software. **MOST ITEMS FOUND ON THE INTERNET ARE UNDER COPYRIGHT.**
2. Copyright law takes effect at the moment a work is created. Publication is not required. There are only two basic requirements: (a) originality and (b) fixation in a tangible medium of expression. Since March 1, 1989, it is no longer necessary to use the copyright mark © and name and date; however, adding your name, the date and mark are encouraged if you wish to protect your own work. You **CANNOT** assume that items which lack the copyright mark are not under copyright.
3. Items that are in the public domain do not have copyright protection. As a general rule, items published before 1923 are in the public domain. Items published after January 1, 1978, are probably protected by copyright. Items published between 1923 and 1978 have varying rules and may need to be researched. Other items in the public domain include U.S. government publications.
4. The owner of copyrighted material has the following exclusive rights to do and to authorize any of the following: (a) right to reproduce; (b) right to prepare derivative works; (c) right to publicly distribute; (d) right to publicly perform, and (e) right to publicly display.
5. Fair Use of copyrighted material is not a violation of the copyright. Four factors can be applied to measure whether use is fair: (a) whether use is of a commercial nature or is for nonprofit educational purposes; (b) the amount and substantiality of the portion used in relation to copyrighted work as a whole; (c) the nature of the copyrighted work, and (d) the effect of the use upon the potential market for a value of the copyrighted work.

Every classroom hand-out of material under copyright should be evaluated under these four factors. If the balance is against fair use, then the copying is an infringement of the copyright. If such analysis of all four factors favors the conclusion that the use is fair use and you can demonstrate that you have actually done that type of analysis, then you and the College will have an arguable defense in a lawsuit for copyright infringement.

6. Making multiple copies of materials under copyright as a substitute for purchasing the material is a violation of the law unless you have permission from the holder of the copyright. In other words, **NO COURSEPACKS WITHOUT PERMISSION.**

7. Making a single copy of small portions of works for your personal use is acceptable. You may use this copy for discussion in face to face teaching, in a power point, for example, with attribution to the copyright owner. However, uploading the material to the internet so that students can read the materials outside class (so called e-reserves) is not an appropriate use.
8. The College recommends the statement of the Association of Research Libraries, titled “Know Your Copy Rights”, attached hereto and made a part hereof, (or located at <http://www.knowyourcopyrights.org/resources/fac/kycrbrochure.shtml>) as a good rule of thumb in making decisions on how to use materials for educational purposes.
9. The rules for on-line courses are embodied in the TEACH Act, which has very rigorous requirements. Blackboard does not appear to meet those requirements because it does not have a mechanism to prevent the students from making copies “downstream”.
10. Alternatives to infringing include linking, permission, and fair use.

NOTE: College policy with respect to employees who author copyrighted works is as follows: where College employees produce copyrighted works under the direction of the College administration, or on their own with the use of College resources, or on College time, such works shall become the property of the College.

APPENDIX E – Copy Right Summary Chart

Know Your Copy Rights™



Often you can use works in your teaching without permission or fee.

This chart highlights some of those situations. However, there are other circumstances where permission and/or fee are required (for example, when some types of works are included in course packs). Check with your institution's library or legal office for information about campus copyright policies.

What You Can Do		Proposed Use				
		Exhibit materials in a live classroom?	Post materials to an online class?	Distribute readings?	Create electronic reserves?	
Legal Status of Work To Be Used	Works Not Copyrighted	Public Domain Works (US Govt. and pre-1923 works, and certain other works)	Yes	Yes	Yes	Yes
	Copyrighted Works	Your Own Works (if you kept copyright or reserved use rights)	Yes	Yes	Yes	Yes
		Open Access Works (works available online without license, password, or technical restrictions)	Yes	Link	Link	Link
		Electronic Works Licensed by Your Institution (depends on license, but usually permitted)	Yes	Link	Link (Most licenses also allow students to make an individual copy.)	Link
		Electronic Works with a Creative Commons License (depends on license, but usually permitted; if not, LINK)	Yes	Yes	Yes	Yes
		Other Works (when none of above apply)	Yes	Yes, if meets either TEACH Act or Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.

Brought to you by your institution's library and

ASSOCIATION OF RESEARCH LIBRARIES

www.arl.org

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**APPENDIX F-Transfer Credit Effect on Cumulative Grade Point Average
Procedure**

Procedure To Request Change to Cumulative Grade Point Average Based on Transfer of Credit

Students who have received approval for the transfer of credit for courses previously completed at Delaware Tech with grades of “F,” “R” or “U” may request that the effect of the “F,” “R” or “U” grade be removed from their cumulative grade point average.

Procedure:

1. The student completes the Request for Change to Cumulative Grade Point Average Based on Transfer of Credit form and submits it to the Registrar’s Office with a copy of their unofficial transcript printed from Banner Web that shows the approved transfer credit.
2. The Registrar/designee reviews the form and unofficial transcript to assure student is eligible for “transfer credit exclusion” of the non-passing grade(s) from the GPA. The Registrar signs approval or disapproval.
3. The Registrar submits approved form to the Vice President for Academic Affairs. The Registrar notifies student via email of disapproved form.
4. The Vice President for Academic Affairs submits approved form to the Division of Information and Educational Technology (DIET).
5. DIET excludes appropriate “F,” “R” or “U” grade(s) from cumulative GPA.
6. Student monitors cumulative GPA status via Banner Web to ascertain when “transfer credit exclusion” has been completed.

Request for Change to Cumulative Grade Point Average Based on Transfer of Credit

Student Name _____

Student ID Number _____

Program/Major _____

Address _____

Email Address _____

Phone Number _____

I have received transfer credit for the following course(s) that I previously completed at Delaware Tech with a non-passing grade(s) of “F,” “R” or “U”. I request that this grade(s) be removed from my cumulative grade point average.

I have attached an unofficial transcript printed from Banner Web that documents approved transfer credit for this course(s).

Course Number	Course Title	Credit	Year/Term	Grade
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I understand that my academic record (transcript of credits) will not be physically altered except for courses denoted with an asterisk will be excluded from my Cumulative Grade Point average according to the Transfer Credit Effect on Cumulative Grade Point Average procedure.

Student’s Signature Date

- Approved
- Disapproved

Registrar Signature Date

Vice President for Academic Affairs /Designee Signature Date

APPENDIX G-DISTANCE EDUCATION CURRICULUM GUIDELINES
(Updated Sept. 2014)

Delaware Technical Community College Distance Education Curriculum Guidelines (DECG)

Overview

The Delaware Technical Community College Distance Education Curriculum Guidelines (DECG) have been written in conjunction with The Standards for Accreditation and Characteristics of Excellence in Higher Education and The Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) - published by the Middle States Association of the Commission on Higher Education (MSCHE) in February 2011.

The objective of this document is to:

- *Outline how and why distance education is appropriate to the College's mission and purpose.*
- *Illustrate how distance education is integrated into the College's regular planning and evaluation process.*
- *Describe how distance education is incorporated into the College's systems of governance and oversight.*
- *Ensure curricula for distance education offerings are coherent, consistent, and comparable in academic rigor to programs offered in traditional instructional formats.*
- *Describe how the College evaluates the effectiveness of its distance education offerings.*
- *Ensure faculty responsible for delivering distance education curricula are appropriately qualified and supported.*
- *Outline how the College provides service and support to students enrolled in distance education courses.*
- *Describe how distance education courses are supported and resourced.*
- *Ensure the integrity of the College's distance education offerings.*

The purpose of this document is to serve as a high-level guide for Delaware Tech administrators and instructors as they analyze, design, develop, implement, manage, and evaluate distance education courses. These guidelines are intended to be used in conjunction with other Collegewide processes and procedures.

1. The Mission and Purpose of Distance Education at Delaware Technical Community College

- 1.1. Distance Education Vision Statement
Delaware Technical Community College's distance education offerings contribute to student success by providing high quality learning experiences that result in student mastery of courses, student progression and goal achievement.
- 1.2. Distance Education Mission Statement
The mission and purpose of distance education at the College is to improve access, enable learning experiences that promote student satisfaction and success, and achieve excellence through student engagement. Delaware Tech seeks to provide a high quality student experience by expanding the times and places of program offerings and embracing technological innovation.
- 1.3. The Purpose of Distance Education
The purpose of distance education at Delaware Tech is to maximize student access to quality learning opportunities through the use of state-of-the-art educational technology platforms. Distance education courses serve our students by providing them the flexibility they need to complete degree requirements in a reasonable timeframe.
- 1.4. Distance Education Objectives
Distance education offerings are required to meet the same standard of quality, expectations for student learning, academic rigor, and educational effectiveness as do the College's traditional formats. Therefore, the College is committed to the following distance education objectives. They are to:
 - Improve student access to the institution's educational offerings.
 - Promote "distance education" as a viable and effective delivery format.
 - Advance teaching and learning through the use of innovative educational technologies.
 - Create a responsive and adaptable distance education infrastructure that will enable the College to better meet the needs of students and the community.
 - Foster a professional development environment in which faculty actively participate in distance education initiatives and are recognized for their efforts.
 - Provide effective student and academic services to support students enrolled in distance education courses.
 - Support faculty as they experiment with and employ alternative means of instruction.
 - Provide leadership in the development of courses, course materials, and use of instructional technology.
 - Ensure quality instruction in distance education courses through assessment and evaluation.
 - Integrate distance education into the fabric of the College, thus providing distance education students with the same high quality learning experiences as those offered in traditional instructional formats.
- 1.5. Distance Education Defined
Distance education is a formal educational process in which a percentage of the learning occurs when students and the instructor are not in the same location. Distance education courses employ a wide variety of interactive learning technologies to deliver synchronous and asynchronous instruction.
 - 1.5.1. Distance Education, E-Learning and Distributed Learning
The term "distance education" will now supersede the terms "e-learning" and "distributed learning."
- 1.6. Distance Education Course Classifications

Delaware Tech offers three types of distance education courses: web-enhanced, hybrid, and online.

- 1.6.1. Web-Enhanced Courses require students to meet on-campus for more than 50% of the scheduled classes. The remaining time will be spent by students accessing course materials, engaging in learning activities or interacting through the College's learning management system. It is required that the first scheduled meeting time be face to face. It is recommended that the second scheduled meeting time also be face to face.
- 1.6.2. Hybrid Courses require students to meet on campus for 50% or less of the scheduled classes. The remaining time will be spent by students accessing course materials, engaging in learning activities or interacting through the College's learning management system. It is required that the first scheduled meeting time be face to face. It is recommended that the second scheduled meeting time also be face to face.
- 1.6.3. Online Courses require that 100% of class meetings and course work occur online. Online courses are for independent, self-motivated students. They are most appropriate for students who are self-directed and have at least moderate computer skills.
- 1.7. Minimum Technology Requirements
Prior to teaching or enrolling, instructors leading distance education courses and students participating in distance education course should have access to technology that meets the College's minimum technology requirements. Distance education students are welcome, and entitled, to utilize campus-based facilities and technologies such as open computer labs, libraries, research databases, and high-speed internet connections. For more information on the College's current minimum technology requirements please refer to CCIT's website at <http://ccit.dtcc.edu/>.
- 1.8. Asynchronous and Synchronous Online Learning
 - 1.8.1. Asynchronous Online Learning Defined
Asynchronous instruction is a key component of flexible learning. Asynchronous learning is generally not real-time. Asynchronous learning makes it possible for students to log on to a distance education environment at any time and download documents or send messages to instructors or peers. Students may spend more time refining their contributions, which are generally considered more thoughtful compared to those generated in synchronous communication.
 - 1.8.2. Synchronous Online Learning Defined
Synchronous instruction enables real-time personal participation. Synchronous sessions help students feel like participants rather than isolates. Isolation can be overcome by continued contact, particularly synchronously, and by course activities that promote student awareness of themselves as members of a community, rather than as isolated individuals interacting with the computer.
 - 1.8.3. Recommended Best Practices for Asynchronous and Synchronous Online Learning
In online courses at the College, interactions between instructor and student are typically asynchronous. However, no course should be 100% asynchronous. Therefore, the College recommends that online instructors offer at least two synchronous online learning activities per online course.

The College is recommending that the online instructor adhere to the following best practices when offering synchronous learning activities:

- Instructors teaching online courses are permitted to communicate the expectation that students will participate in synchronous online learning activities. In the event that a student is unable to participate in a synchronous activity, instructors should create archives of each synchronous session to be made available to students, and/or deploy comparable asynchronous material for students to review.
- In order to facilitate this requirement, by the first week of the course, the instructor must clearly state the synchronous learning activity schedule, expectations for student participation, and required technology.
- Students should know at-a-glance when each synchronous session is scheduled so they can make arrangements to participate. If unable to attend, students should be instructed to communicate their absence to the instructor.
- Strategies to engage students in synchronous learning include, but are not limited to, using individual and group instant messaging, text/video chat, web conferencing, virtual classrooms/spaces, phone calls, etc.
- Synchronous instruction should not be a simple conversion of a classroom lecture to an online lecture. Collaborative learning activities containing opportunities for students to interact should be used.

1.9. A Message from Senior Administration

“Delaware Technical Community College’s senior academic administrators are committed to principles set forth by the Middle States Commission on Higher Education in their Standards for Accreditation and Characteristics of Excellence in Higher Education, and their Guidelines for the Evaluation of Distance Education (Online Learning) as developed by the Council of Regional Accrediting Commissions (C-RAC).

Along with our faculty and staff, we are committed to excellence in distance education. Together, we will work diligently to ensure our distance education offerings demonstrate quality, and that our distance education instructors and staff have access to the training, funding, technology, support, and services they need to promote student success and achieve the College’s academic goals.”

1.10. Operational Leadership for Distance Education

The Center for Creative Instruction and Technology (CCIT)

Given the tremendous progress made in integrating technology into teaching and learning and the continued advances in the affordability and capabilities of technology - the need to design, develop and deliver high-quality, high-impact educational technology professional development initiatives is clearly evident.

In order to achieve this, the College established the Center for Creative Instruction and Technology (CCIT). CCIT is responsible for distance education professional development and support. CCIT personnel are located on each campus and are specifically tasked with supporting the College’s academic community.

CCIT consults and collaborates with the College’s senior administration, Deans of Instruction, Department Chairpersons, instructors, student services personnel, as well as other academic support personnel in order to improve the College’s distance education offerings, methods, and procedures. CCIT directs and serves as the central coordination point for the College’s distance education initiatives. CCIT serves as an advocate for instructors and is responsible for recommending best practices, developing innovative programing, and streamlining processes.

The Mission of CCIT is:

“To assist and inspire educational creativity and excellence. The CCIT staff pledges to enable, educate, and support our academic partners as they combine their subject matter expertise with our understanding of instructional design and state of the art educational

technology applications. Together, we will strive to design experiences that increase student performance, satisfaction, and demonstrate innovation in both face-to-face and virtual learning environments.”

In conjunction with the College’s academic leadership, CCIT is committed to ensuring faculty responsible for delivering distance education courses are appropriately qualified and effectively supported. This is being accomplished through a combination of process and programs, including (but not limited to):

- Instructional Design and Technology Certificate courses
- New Faculty Development Program
- Educational technology related trainings and workshops
- Pedagogical/instructional design consulting and support
- Distance education project collaboration
- Distance education evaluation and assessment
- Researching and reporting on foundational technologies and emerging technologies
- Learning management system continuous improvement
- Ongoing communications with administrators, Department Chairpersons, and faculty.

2. Planning, Developing, Sustaining, and Evaluating Distance Education

2.1. Distance Education Course Oversight

The Deans of Instruction provide strategic direction and planning over all academic programs and courses. The College’s planning process is collaborative and includes consideration of applicable legal and regulatory requirements. In order to facilitate this directive, the Deans of Instruction work collaboratively with, but not limited to: Senior Administrators, the Department Chairpersons, instructional coordinators, faculty, and CCIT.

2.1.1. At the course level, tactical ownership is maintained by the department chairperson, the instructional coordinators, and instructors. This ensures that distance education ownership extends beyond the Administration. Whenever possible, the College uses its own academic personnel in the design, development, delivery and evaluation of distance education courses.

2.1.2. Individuals responsible for distance education courses receive additional support from a number of departments. This includes, but not limited to: the Division of Information and Educational Technology (DIET), the Center for Creative Instruction and Technology (CCIT), Institutional Research (IR), Planning and Assessment, Business Office, and Student Services.

2.2. Distance Education Planning and Scheduling

The development of a coherent curriculum requires a systematic and coordinated approach to planning and scheduling. Each semester, both traditional and distance education courses are logically planned, sequenced, then scheduled. This process is led by the Department Chairpersons, and overseen by the Deans of Instruction.

Distance education courses are deployed throughout curricula. New distance education offerings are determined based on the needs of current students, the needs of the community as determined through the program development process, the appropriateness of the fit for the course content to be delivered in a distance format, and the availability of qualified instructors.

It is the College’s intent to offer its courses through delivery formats and instructional strategies that best meet the needs of the student. Therefore, the College will continue to take a systematic and measured approach to the growth of distance education offerings.

- 2.4 Distance Education Budgeting
Sustainable funding for distance education is linked to the annual planning-achievement-budgeting cycle including the College's annual fiscal allocation process. Divisions/departments, including CCIT, that seek funding for distance education initiatives are required to submit an itemized budget request, as well as a justification for those requests tied to goals/objectives. All College-level budget requests are reviewed /recommended by the College's Ad Hoc President's Council and approved by the President. Campus budget requests are reviewed by the Campus Budget Committee and approved by the Campus Director. Budget allocations are then made based on need and available funding. This process is repeated each fiscal year. This process ensures the impact of distance education on the institution's resources (human, fiscal, physical, etc.) do not impede the College's ability to accomplish its mission and goals.
- 2.5 Technology Planning
Each year, the Department of Information and Educational Technology (DIET) drafts and submits an annual technology budget and plan to the College's Ad Hoc President's Council. Technology plans are linked effectively to budget justifications, thus ensuring an adequate level of support for current and future distance education offerings. This process is repeated each fiscal year.

3. Institutional Governance, Academic Oversight and Distance Education

- 3.1. Distance Education Governance and Oversight
The Deans of Instruction govern and maintain strategic oversight over all academic programs and courses including distance education courses. In order to facilitate this directive, The Deans of Instruction work collaboratively with the Department Chairpersons, instructional coordinators, faculty, and CCIT.
- 3.2. The Instructors' Role in the Design and Implementation of Distance Education Courses
Instructors maintain a critical role in the design, development, delivery, and evaluation of distance education courses. College instructors serve on curricular planning committees, participate on design teams, act as subject matter experts, develop content, and engage in student learning outcome assessments.
- 3.3. Ensuring Academic Rigor and Quality Instruction
The College takes a multidimensional approach to ensuring that students in distance education courses achieve learning goals comparable to those achieved by students in traditional instructional formats. That multidimensional approach includes assessment, evaluation, and training.

In order to achieve this, the College has implemented the following practices, processes, and procedures. Those include, but are not limited to: Student Learning Outcome Assessments (SLOA), course-level collaborative course reviews (CCR), statistical analysis, Educational Support Outcome Assessments (ESOA), instructor performance reviews, Instructional Design and Technology Courses, the New Faculty Development Program, as well as other faculty professional development programming.

- 3.4. Approval of Distance Education Courses and Approval for Course Classification Changes Effective September 1, 2013 – instructors who want to design, develop, and deliver a newly created or reclassified distance education course will adhere to the following process:
- *Step One: Securing Course Design and Course Development Approval**
Instructors who want to design and develop a distance education course must first secure, via email, approval from their campus Dean of Instruction. Once the instructor has received approval from their Dean, they may begin the course design and

development process.

**It is strongly recommend that instructors tasked with designing and developing a distance education course work closely with CCIT.*

- *Step Two: Applying for Course Delivery Approval*
Once the course has been designed, developed, and is ready for delivery, the instructor will complete the Distance Education Course Delivery Form located in <http://ccit.dtcc.edu>.
- *Step Three: Quality Control Review (CCR)*
The completed Distance Education Course Delivery Form will be received and reviewed by CCIT who will contact the instructor in order to schedule a Quality Control Review (CCR). Distance Education courses must satisfy the CCR before being recommended for activation.
- *Step Four: Receiving Course Delivery Approval*
Once the course has passed the CCR, CCIT will make a recommendation to the Deans of Instruction/Curriculum Committee to approve the course for scheduling and implementation. Once approved, the applying instructor will be granted permission by his or her Dean of Instruction to schedule and teach the course.

3.5. Periodic Distance Education Course Evaluations

For more information on periodic distance education review, please refer to Section 5.

3.6. Contractual Relationships and Arrangements with Consortia Partners

Contractual relationships and arrangements with consortia partners, publishers, and contractors are handled on a case by case, department by department basis. Each Department Chairperson, in conjunction with his/her faculty (and at times CCIT, DIET, and/or the Dean of Instruction), are responsible for evaluating and determining the academic appropriateness of materials and services provided by third party vendors and consortia partners.

Prior to their usage in the classroom, purchased materials should be validated and tested by the instructor and/or the Department Chairperson. Ultimately, the academic department has the responsibility for the academic quality of any and all materials they choose. This includes any and all distance education materials. Therefore, it is the responsibility of the individual academic departments to ensure arrangements made with consortia partners, publishers, and contractors do not compromise the integrity of the College or its educational offerings.

Any services or material that require a contract be signed, and/or College funding be allocated, must be submitted via the College's budget justification process. All contracts must be examined and approved by the College's legal team prior to execution.

4. Assuring Distance Education Course Coherence, Consistency, and Comparability (Academic Rigor)

4.1. Distance Education Curricular Goals and Course Objectives

All courses at the College follow the same curricular goal and objective setting process.

4.1.1. Distance Education Student Learning Goals and Objectives

Distance education courses include stated learning outcomes appropriate to the rigor and breadth of the course, its place in the curriculum sequence, and the degree/diploma/certificate program in which the course is provided. The general education student learning goals are the Collegewide Core Curriculum Competencies (CCCs) that identify what all graduates will be able to do upon completion of their degree, regardless of academic program major. The academic program major student

learning goals are the Program Graduate Competencies (PGCs) that identify what the graduates of specific program majors will be able to do upon completion of their degree.

Each course syllabus includes Core Course Performance Objectives (CCPOs) and Measurable Performance Objectives (MPOs). The CCPOs, derived from the Core Curriculum Competencies and Program Graduate Competencies, provide the framework for learning in a course. The CCPOs are broad statements that identify the overall knowledge, attitudes, and skills students must acquire to pass a course.

The Measurable Performance Objectives specifically state what students must be able to know, think and do in order to have attained mastery of the Core Course Performance Objectives, and ultimately the Program Graduate Competencies and Core Curriculum Competencies.

4.2. Distance Education Benchmarking

4.2.1. Distance Education/Traditional Course Benchmarking

Delaware Technical Community College takes a multidimensional approach to benchmarking. Distance education courses are benchmarked against traditional courses.

Benchmarking data is collected via the following procedures and programs:

- Distance Education Student Learning Outcomes Assessments (SLOA)
- Educational Support Outcome Assessments (ESOA)
- Statistical Analysis of comparative student performance in courses offered in different delivery formats
- Faculty Professional Development such as the New Faculty Development Program (NFDP), and the Instructional Design and Technology Certificate Program (IDT).

4.2.2. External Research and Benchmarking

In conjunction with various college departments, CCIT actively seeks out and researches benchmarking data to ensure quality distance education. CCIT regularly reviews studies published by higher education institutions, the National Education Association (NEA), the American Distance Education Consortium (ADEC), Quality Matters, Sloan Consortium, MERLOT, Educause, the Institute for Higher Education Policy, as well as other organizations.

CCIT catalogs relevant data on a shared network drive and discusses findings during staff meetings, academic committee meetings and open forums. Benchmarks are then used to construct Instructional Design and Technology (IDT) courses, educational technology workshops, and in the New Faculty Development (NFD) Program content. When appropriate, CCIT makes recommendations to the College's senior administrators, Deans of Instruction, Department Chairpersons, and faculty to strengthen and improve the quality of distance education courses.

4.3. Coherent Course-Level Content Sequencing

Courses and their content, regardless of delivery format, are sequenced through curricula to progressively develop student mastery of learning objectives and, ultimately, the Core Curriculum Competencies and the Program Graduate competencies.

4.4. Learning Management System

At present, Blackboard is the College’s learning management system. Blackboard is a highly interactive platform that enables active faculty and student collaboration. Interactive tools in Blackboard include, but are not limited to:

- Discussion Boards
- Mashups
- Blogs, Journals, and Wikis
- Multimedia Integration
- RSS Feeds
- Plagiarism Detection Software
- Content Building Blocks
- Synchronous Collaboration Tools

4.5. Blackboard Minimum Usage Guidelines

Blackboard is a Learning Management System (LMS). The goal of this document is to provide the faculty member who is the course designer with the minimum requirements as well as recommendations for the best usage of Blackboard.

The chart below indicates the Blackboard Minimum Usage Requirements for faculty. The X in the table below indicates a requirement, ‘Recommended’ is a feature that is highly recommended for implementation, and a blank box indicates this is not a requirement for that particular course type.

Posting Course Materials

Essential Course information and materials such as the syllabus, course schedule, a welcome announcement, and instructor information should be posted in Blackboard 7 days prior to the first class. In addition, critical week one learning materials should also be posted prior to the start of the course. Any request to be excused from posting course information and materials less than 7 days prior to the first class must be approved by the Dean of Instruction.

Course Size Quota

Excessively large courses have an adverse effect on the overall student learning experience. For instance, excessively large courses are difficult to archive, restore, load, and navigate. The maximum size for Blackboard courses is 2GB.

Larger files are often slow to download and cause problems for students and faculty. It is recommended that course files be no larger than 15 MB for both faculty and student course content. Files should be compressed or optimized to the smallest size possible. CCIT staff can advise on file compression and optimization. CCIT encourages faculty to use multimedia in their courses. However, large audio and video files should be housed outside of Blackboard and accessed through a web link. CCIT is available to help faculty with this and other quota related processes.

All distance education courses should include, but may not be limited to, the following:

	Face to Face Course	Web-Enhanced Course	Hybrid Course	Online Course
Course Home Page	✓	✓	✓	✓
Getting Started	✓	✓	✓	✓
Instructor Information	✓	✓	✓	✓
Syllabus & Course Schedule	✓	✓	✓	✓
Learning Materials	✓	✓	✓	✓
Assessments/Assignments	✓	✓	✓	✓
Asynchronous Tool(s)	Recommended	✓	✓	✓
Synchronous Tool(s)			Recommended	✓
Course Email	✓	✓	✓	✓

MyGrades/Grade Center	✓	✓	✓	✓
Blackboard Help	✓	✓	✓	✓
Learning Support	✓	✓	✓	✓

For more information on the College's current minimum usage guidelines please refer to CCIT's website at <http://ccit.dtcc.edu/>.

4.6. Distance Education Course Scheduling

Logically designed course and program schedules help distance education students to persist and succeed. The College is committed to offering distance education courses that enable the admitted students to complete their degree or certificate program in a publicized timeframe. It is the responsibility of the Deans of Instruction, Department Chairpersons, and the Registrar to design, develop, and deliver logically sequenced distance education course schedules. The development of distance education course schedules follows the same procedures as traditional instructional formats.

During this process, College administrators and Department Chairperson's work together to ensure that schedules are balanced and equitable. This collaboration fosters an environment that promotes student success and persistence. Program information and course schedules are available to instructors and students alike via our print-based publications, as well as on the College's website. This collaborative process ensures that student have a dependable pathway toward timely completion.

4.7. Online Course Enrollment Policy

Online courses enrollment is capped at 20. However, with the permission of the department chairperson and instructors, enrollments are permitted to reach a maximum of 22 students. Hybrid and Web-Enhanced courses maximum enrollment numbers mirror their traditional course counterparts.

4.8. Interactive Course Design and Delivery

When working with instructors on course design issues, CCIT utilizes many models including the principals of Universal Design for Learning. Universal Design is a deconstructive/reconstructive instructional method that enables the design team to consider a variety of factors. Those factors include, but are not limited to:

- Student characteristics
- Instructor expertise
- Multiple modes and forms of content
- Student abilities/disabilities
- Specialized instructional delivery methods
- Technology innovations and limitations
- Other characteristics of the instructional audience

The concepts associated with Universal Design can be freely combined with any number of instructional design models. This approach enables the instructional design team to deconstruct the course, take into account all the critical external factors, and then reconstruct the course. This method enables the creation of a distance education course that promotes instructor to student, student to student, and student to instructor interaction.

CCIT offers a variety of professional development opportunities to prepare and support faculty as they analyze, design, develop, implement, and evaluate their distance education course. A schedule of professional development courses and workshops is online.

5. Distance Education Assessment and Course Evaluation Process

5.1. Student Learning Outcomes Assessment

The College takes a multidimensional approach to student learning assessment. This approach enables the College to determine if distance education students learning outcomes are comparable to those achieved by students in traditional instructional formats.

5.1.1. Student Learning Outcomes Assessments and Educational Support Outcomes Assessments

Student Learning Outcomes Assessment (SLOA) and Educational Support Outcomes Assessments (ESOA) of distance education are conducted each year by CCIT. Distance education courses include stated learning outcomes appropriate to the rigor and breadth of the course. Distance Education courses are selected, assessed, and reviewed in adherence to the College's guidelines on assessment. Those courses undergo the same rigorous assessment as do our traditional face-to-face courses. The learning outcomes for students in those selected distance education courses are compared to the outcomes of students in traditionally delivered coursework in order to assure comparability. The effectiveness of distance education support services are also assessed across all campuses.

Additionally, academic programs assess program level student learning outcomes through performance and artifacts derived from all types of course delivery formats. Disparities between delivery methods are identified through this process as well as through the assessment of distance education courses.

CCIT works with the Deans of Instruction, the Director of Planning and Assessment, Department Chairpersons, and faculty to support course-level and program-level assessments and improvement planning.

Assessment plans and records are available on the Collegewide assessment organization. For more information on SLOA and ESOA of distance education, refer to the Institutional Effectiveness Structure posted on the College' portal.

5.2. Course Evaluation Process

The College takes a multidimensional approach course evaluation. This approach enables the College to systematically evaluate key course design elements.

5.2.1.1. Collaborative Course Reviews (CCR)

Effective September 2014, CCIT will begin to conduct periodic distance education Collaborative Course Reviews (CCR). Courses to be reviewed will be selected at random, or based on the recommendation of an instructor, the department chairperson, a Dean of Instruction, or the Associate Vice President for Information and Instructional Technology.

Prior to conducting a course review, CCIT will contact the campus Dean of Instruction, the department chairperson, and the instructor(s) in order to make them aware of the forthcoming review. Courses selected for a CCR will undergo a rubric-based assessment conducted by CCIT. Upon completion of this review, CCIT will prepare a report. The report will highlight the positive aspects of the course, as well as any corrective actions recommended. This report will be shared with the Dean of Instruction. Corrective actions should be implemented before the course can be offered again.

5.2.2. Identifying Underperforming and Gatekeeper Distance Education Courses

CCIT and Institutional Research meet periodically in order to analyze and assess course statistical data. One specific data set the group reviews is underperforming

distance education courses. Underperforming distance education courses are defined as any web-enhanced, hybrid, or online course where the failure (F), withdraw (W), and unofficial withdraw (U) rates are greater than or equal to 15% higher than the traditional, face-to-face format.

5.2.3. Continuous Improvement and Assessment (CCIT retreats, staff, and planning meetings)

Continuous improvement is an ongoing effort to improve products, services or processes. These efforts can seek “incremental” improvement over time or “breakthrough” improvement all at once. Continuous Improvement and Assessment is focused on recognizing opportunities and planning for change, testing those changes, analyzing the results and identifying what was learned, and taking action based on what was learned.

5.2.4. Distance Education Course Evaluations

At the conclusion of each distance education course, students are asked to complete an electronic course evaluation. Raw data from these evaluations is collected in the College’s student learning management system. The data from these evaluations is collected, compiled, and reviewed by the Department Chairperson and the Dean of Instruction. The data is then distributed to the instructor. If warranted, the Department Chairperson and/or the Dean of Instruction will meet with the instructor and target areas for improvement.

5.3. Ensuring Effective Communication

CCIT disseminates evaluation results and findings to the academic community. In addition, CCIT provides examples of external teaching and learning best practices, internal teaching and learning best practices, instructional excellence, student achievement, and educational technology research via:

- Presentations at Department Chairperson meetings
- Campus and department specific meetings
- Workshops and training sessions
- Adjunct in-service meetings
- One-on-one consulting
- IDT Courses
- New Faculty Development Program
- Collegewide professional development events

5.4. Distance Education Student Retention, Persistence, and Student Success Strategies

The College has an overarching Student Success Committee that analyzes institutional data and sets annual goals and objectives to increase student persistence and completion. Each campus has Student Success Councils that focus on programs and services to support the Collegewide goals and objectives. Instructors who teach in the Distance Education program are represented on the College Committee and Campus Councils.

6. Qualifying Distance Education Faculty

6.1. Selecting Distance Education Faculty

Selecting distance education faculty is the responsibility of the Department Chairperson. Contracts are initiated by the Department Chairperson and issued by the Dean of Instruction. Distance education instructors are hired in accordance with the College’s Human Resources rules, policies, and guidelines. Job descriptions, information on competencies and backgrounds, applications, résumés, and interview packets are also available through the College’s Human Resources Offices.

6.2. Preparing Faculty to Teach Distance Education Courses

It is essential that the faculty who teach distance education courses are proficient in their subject area, skilled with technology, and are also specifically prepared for the unique challenges of teaching in a dynamic online environment.

Status	Requirement
Fulltime Instructors	Fulltime instructors who wish to design, develop, or teach a hybrid or online course must first successfully completed IDTG31 Teaching with Technology. Effective January 1, 2015 – ETC230 will no longer be accepted.
Adjunct Instructors	<p>Adjunct instructors who wish to <i>design, develop, or teach a hybrid or online course</i> must first successfully completed IDTG31 Teaching with Technology. Effective January 1, 2015 – ETC230 will no longer be accepted.</p> <p>Adjunct instructors <i>who will ONLY BE TEACHING an online course</i> are permitted to choose one of the following options in order to qualify them to TEACH an online or hybrid course:</p> <ul style="list-style-type: none">• Option One: Complete IDTG31 Teaching with Technology (preferred option)• Option Two: Complete IDTG01 Online Instructional Methods Workshop.• Option Three: Schedule a one on one or small group training session with one of CCIT’s Instructional Designers in order to individual cover the topics associated with IDTG01 Online Instructional Methods.

6.2.1. ETC230 Expiration Date

ETC230 hasn’t been offered since early 2009. Since then, the online learning landscape has changed significantly. The Vice President of Academic Affairs and Deans of Instruction have agreed that effective January 1, 2015 – ETC230 will no longer be accepted as a qualifier to teach an online or hybrid course.

6.2.2. Distance Education Instruction Certification Waiver

Effective September 1, 2013 – Fulltime and adjunct instructors are permitted to apply for a Distance Education Instruction Certification Waiver. The College will accept a comparable three credit course or online teaching certification from an accredited college or university.

Waivers will be granted at the discretion of the campus Dean of Instruction and the Assistant Vice President for Instructional Design and Technology. Instructors seeking this waiver are instructed to provide their Dean of Instruction and the Associate Vice President of Information and Instructional Technology with a short summary of the comparable three credit course or online teaching certification via email. Once a decision has been made, the Assistant Vice President for Instructional Design and Technology will relay the final decision to the instructor.

6.3. Tiered Professional Development Strategy

The College's training program for distance education faculty is ongoing, and appropriate for faculty teaching electronically delivered offerings. Training initiatives incorporate proven best practices in distance education pedagogy and ensures competency with the range of foundational technologies.

In order to prepare distance education instructors, CCIT has implemented a tiered professional development strategy.

6.3.1. Tier One: One-on-One/Small Group Customized User Support

This approach enables the trainer to focus on the specific needs of the participant(s) and can be offered in a just-in-time format. Direct feedback from participant(s) enables the trainer to determine if the desired learning has occurred. If not, the trainer may need to spend more time on this area and/or present the information again, but in a different manner.

6.3.2. Tier Two: Educational Technology and Curricular Workshops

This approach is used for creating a general understanding of a topic. Workshops can be delivered in a variety of modes or methods. This enables the trainer to be more or less formal and/or interactive depending on the situation.

6.3.3. Tier Three: Departmental Specific Trainings

This is a much more targeted approach. These sessions enable the instructor and participant to learn about the topic within the context of their subject area experience.

6.3.4. Tier Four: New Faculty Development Program

All newly hired, full-time instructors are required to participate in the New Faculty Development Program (NFDP). This two-year program is designed to assist all new instructors as they build a foundation for quality instruction and advisement.

New instructors must devise a Customized Professional Development Plan. The instructor will work with their mentor, their Department Chairperson and CCIT to develop this plan. Upon completion, the plan will be submitted to the Assistant Vice President for Instructional Design and Technology and their campus Dean of Instruction for final approval.

In addition, new instructors will be required to participate in 128 hours of professional development by completing these four courses:

- IDTG21 Instructional Design (2 Credits)
- IDTG22 Foundational Technology (2 Credits)
- IDTG31 Teaching with Technology (2 Credits)
- NFD101 New Faculty Development (2 Credits).

Lastly, the new instructor will produce and present an ePortfolio. The ePortfolio will document the new faculty member's teaching responsibilities, philosophy, goals, and accomplishments as an educator, and will serve as a reflection on the instructors first two years at the College.

6.3.5. Tier Five: The Instructional Design and Technology Certificate

The mission of the Instructional Design and Technology Certificate program is to prepare educators to design, develop, deliver, and evaluate engaging educational opportunities and experiences to promote student success. The program will enable the educator to effectively employ emergent technologies in a variety of modes and settings.

The IDT Certificate Program will help educators understand different ways in which technology applications, tools, and practices can make a significant difference in student learning. The program will help the educator to gain skills and knowledge in the use of technology and to develop effective strategies for using technology-enhanced learning activities in the classroom. Educators who earn the IDT Certificate will be able to better understand, interact with and design state-of-the-art technology-enabled learning.

Educators have the opportunity to experience a variety of state-of-the-art interactive technologies. They will work individually and in teams to produce innovative instructional products. The program emphasizes applied learning and cooperative teamwork.

The program places emphasis on teaching with technology in educational settings rather than simple “point and click” technical skills. Course level learning objectives are based on content/technology related research, industry best practices, assessment data gathered at DTCC (ESOA and SLOA), needs assessment data, focus group results, and educator/participant feedback. Individuals from diverse backgrounds will immediately be able to apply what they learn. Upon completion, they will have a clearer vision of how they can engage their students, employ learning technologies and improve the overall transfer of knowledge.

The IDT Certificate is a fifteen credit program consisting of three required courses equaling six credits. The final nine credits can be earned through a combination of electives. The selection of the electives is based on the educator’s individual goals and objectives. This flexibility enables each educator to create a highly personalized and customized educational technology learning experience.

7. Academic Support and Services for Distance Education Students

7.1. Preparing Students for Distance Education Courses

The College’s website provides prospective distance education students with information to assist them in determining if they possess the skills needed to succeed in an online environment. In addition, counselors and advisors assist students in evaluating student suitability for participating in distance education courses.

7.2. Admitting Distance Education Students

Admission and enrollment is kept institutionally-consistent, regardless of course mode or delivery format. Students wishing to enroll in a distance education course follow the same process, complete the same application, and register in the same manner as their on-campus counter parts.

Students have the opportunity to enroll in courses on their own. It is highly recommended that students work with an academic counselor or advisor prior to enrolling in a distance education course. Counselors and advisors are available to educate students about the nature of the online learning environment and assist them in determining if they possess the skills important to success in online learning.

7.3. Distance Education Orientations

7.3.1. Collegewide Student Orientations

At the beginning of the fall and spring semesters, CCIT offers face to face student technology orientations. These sessions are open to all students. Additionally, CCIT offers an online student technology orientation.

7.3.2. Recommended Best Practice Related to Course-Level Student Orientations

Effective September 1, 2013 – all distance education courses should provide students with a course-level orientation, referred to as the First 60 Minutes. This course-level orientation must include, but is not limited to, a comprehensive review of the following areas:

- Syllabus
- Course overview and introduction
- Descriptive course schedule with assignment/assessment due dates
- Assignment and measurement overview
- Instructor introduction
- Explanation of the learning objectives
- Course technology overview
- Information as to how the student can access learning support
- Method to share grades
- Instructional materials

7.4. Distance Education Support Services

Students in online learning programs have the same access to student services, financial aid, course registration, advisement, library services, technology support, career, and placement counseling as traditional students. Contact information for each of these services is available on the College’s website, portal, and/or learning management system.

7.5. Access to Help Desk Technical Support

Distance education students have extended access by phone, email and instant messaging to learning management system technology support. Information on how to contact support by phone can be found in the learning management system, on the College’s website, from their instructor, or via other student technology reference resources. Distance education students also have access to other “help desk” related services, during traditional work hours, by contacting or visiting The Division of Information and Educational Technology (DIET) user services.

7.6. Access to Learning Resources

Distance education students have access to learning resources including, but not limited to: the library, information resources, research databases, bookstores, laboratories, tutoring centers, testing centers, and computer labs. These departments work collaboratively to publish as much of their departmental resources online as practical. Access to many of the libraries’ resources is available online.

7.7. Student Access to Electronic Learning Resources

The College takes a multidimensional approach to preparing students to use electronic resources and forms. Information Literacy resources are available for all students on the Blackboard “My Courses” page. The objective is to introduce students to various electronic resources, familiarize them with the concepts associated with information literacy and help them to become proficient in their usage. Students also have access to support from their advisor, instructor, academic counselors, web-based materials, their campus library, DIET, and CCIT staff.

7.8. Student Complaint Process

Distance education students follow the same process for filing complaints as do traditional students. For more information on this process, please refer to the student handbook.

7.9. Distance Education Publications

Advertising, publications, academic calendar and admissions information adequately and accurately represent the programs, schedules, requirements and services to students. This function is managed by the Collegewide and campus Marketing, Academic Affairs/ Instruction and Student Services divisions.

- 7.10. Cost Effective Student Authentication
Distance education students are not charged any additional fee to participate in the College's system of student authentication. For more information on this process, please refer to Section 9.

8. Resourcing Distance Education

- 8.1. Sufficiently Resourcing Distance Education
The College allocates the appropriate resources for distance education. This includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.
- 8.2. Distance Education Multi-Year Funding
Direct and indirect funding for distance education is integrated into the College's uniform budgeting process. Therefore, funding for distance education course design, development, and delivery is seamless. Funds are allocated based on specific justified requests, need and available funds. This process is repeated each fiscal year, thus ensuring ongoing funding. For more information on budgeting, see Section 2 of these guidelines.
- 8.3. Distance Education Staffing
Distance education staffing decisions are made based on specific requests, need and available funds. Staffing levels are reassessed each fiscal year. For more information on Distance Education Staffing, see Section 6 of these guidelines.
- 8.4. Distance Education Technology Planning
For more information on Technology Planning, see Section 2.

9. Assuring Distance Education Course Integrity

- 9.1. Scope
This section describes the procedures Delaware Technical Community College has put in place to ensure that the students who register in a distance or correspondence education course are the same students who participate in and complete the course, and receive the academic credit. This is in reference to 34 CFR 602.17(g). This Policy applies to all credit-bearing distance learning courses offered by the College to ensure that a student who registers for a distance education course or program is the same student who participates in and completes the course or program for academic credit at the College. This verification is accomplished by a combination of the following methods.
- 9.2. Distance Education Student Verification
In any distance education course reasonable steps are taken by the College to assure that each student who registers in the course is the same student who participates in, completes and receives credit for the course.
- 9.2.1. Primary Authentication Method (Central Authentication Service)
- Student Identify Verification
The College's primary procedure for ensuring that the student who registers in a distance education course or program is the same student who participates in and completes the course or program is via its Central Authentication Service (CAS).

The purpose of CAS is to permit a user to access multiple applications while providing their credentials (such as username and password) only once. It also

allows web applications to authenticate users without gaining access to a user's security credentials, thus providing a greater protection to their private information. The College provides each student with a unique username and password. These credentials enable members of the College's academic community to access the learning management system, library resources, the student information system, etc. CAS insures that students who are enrolled in a course only see their specific course data, and not that of their fellow students or instructors.

- **Protecting Student Privacy**

All methods of verifying student identity in distance learning must protect the privacy of student information. New or returning students receive unique login credentials for initial access to Blackboard, our secure course management system, through the College's Central Authentication Service (CAS).

At first login, students are asked to reset his/her password to one which is entirely confidential. Data transmission of login information is secured using appropriate encryption technology. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting password reset may be asked to provide two or more pieces of information for comparison with data in our records.

All users of the College's learning management system are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason as stated. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent College Catalog as well as the Student Handbook. Failure to read College guidelines, requirements and regulations will not exempt users from responsibility.

Students are responsible for providing complete and true information about themselves in any identity verification process, in accordance with the College Policy on Academic Integrity.

- **Verification Procedure Costs**

Although the College does assess a technology fee to our students, we do not currently utilize those funds to fund additional identify verification applications or services. If the college makes the decision to assess an additional fee to our students in order to cover the costs associated with identify verification, the College will notify our students the time of enrollment.

- **Consistent Application of Student Identity Verification Procedure**

Collectively, the Division of Information and Educational Technology (DIET) and the Center for Creative Instruction and Technology (CCIT) are responsible for the consistent application of student identity verification procedures as policies articulated in this section.

The CCIT and DIET teams are also responsible for informing the Vice President of Instructional Design and Technology and/or the Chief

Technology Officer of any new technologies available to verify student identity, so that published information on student privacy can be maintained appropriately, and so that that the college can coordinate resources and services efficiently.

Deans of Instruction and department chairpersons are responsible for ensuring that faculty are aware of the policies and provisions outlined in the curriculum guidelines. Deans and chairpersons are also responsible for ensuring that academic awards and degree programs within their units comply with the provisions of this policy.

9.2.2. Secondary Authentication Techniques and Best-Practices

Because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity. Effective January 1, 2013 - In order to further assure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit, CCIT recommends a number of instructional techniques and best-practices:

- **Periodic Student Verifications**
Instructors have access to basic student information via the College's student information system. As a best practice, CCIT recommends that in the first week of the course instructors ask students to submit a digital picture that will provide the instructor with a method of verification. It is also recommended that when instructors speak with distance education students, that they verify the student's full-name and student number. This will provide another method of verification. These periodic information verification "challenges," in combination with other techniques have been proven to effectively expose students engaging in academic dishonesty.
- **Proctored Exams**
Instructors are permitted to require distance education students to have their exams proctored. For online courses, this will require that the student find an approved proctor. Students in online courses cannot be required to come to campus. However, students have the option of taking a proctored test at one of the College's campus testing centers or other approved locations. Instructors teaching web-enhanced and hybrid courses are encouraged to either administer their own exams or to require students take their exam in a College testing center.
- **Unique Assessment Techniques**
As a best practice, instructors are encouraged to use multiple assessment techniques. Assessments should require students to frequently write, present, collaborate and interact. These unique styles of assessment are lower stakes, and depend more on cumulative learning. They enable an instructor to gain a better feel for the student's style and ability.
- **Early in the course, CCIT recommends that the instructor ask participating students pose for an identity check digital photo.** The student can do this by holding up a picture ID in front of a Webcam, then snapping a digital image. This image can then be emailed to the instructor. The instructor can then

compare the two Webcam images to see if they match. Their college ID, or a driver's license, will work effectively.

9.2.3. Researching Verification Technologies and Best Practices

CCIT will continue to research, monitor and assess new verification technologies and best practices designed to further ensure that a student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

9.3. Protecting the Privacy of Students Enrolled in Distance Education Courses

The College is committed to protecting the privacy of student information in distance education programs and courses. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting password reset may be asked to provide two or more pieces of information for comparison with data in the College's records.

All employees who have access to student information in distance education programs and courses are required to adhere to the safeguards included in the College's Family Educational Rights and Privacy Act ("FERPA") Policy to prevent the unauthorized disclosure of protected student information. All College employees are also subject to the College's Acceptable Use of Electronic Networks Policy which precludes employees from using the College's electronic resources in an unlawful or unethical manner. Any unauthorized disclosure or data breach of protected student information shall immediately be reported to the College's Office of Legal Affairs.

All users of the College's learning management system are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason as stated. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent College Catalog as well as the Student Handbook. Failure to read College guidelines, requirements and regulations will not exempt users from responsibility.

Students are responsible for providing complete and true information about themselves in any identity verification process, in accordance with the College Policy on Academic Integrity.

9.4. Institutions Policy on Academic Integrity in Distance Education

Academic integrity is a core value for the College. The College expects its instructors and students to demonstrate integrity. For more information, please refer to the College policy on Academic Integrity in the Student Handbook.

9.5. Responsibility

The Office of Academic Affairs is responsible for ensuring college-wide compliance with the provisions of this policy and that deans and chairpersons are informed of any changes in a timely fashion. The Office Academic Affairs is responsible for publishing collegewide information on how identity verification processes protect student privacy. The Office of Academic Affairs is also responsible for coordinating and promoting efficient use of college resources and services, and for ensuring that college level processes (e.g., admissions or registration) also remain in compliance with this policy.

However, because technology and personal accountability may not verify identity absolutely or ensure academic integrity completely, faculty are encouraged, when feasible and pedagogically sound, to design courses that employ assignments and evaluations unique to the course and that support academic integrity.

Deans of Instruction and department chairpersons are responsible for ensuring that faculty are aware of the policies and provisions outlined in the student handbook and the curriculum guidelines. Deans and chairpersons are also responsible for ensuring that academic awards and degree programs within their units comply with the provisions of this policy

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9.6. Delivering the Message on Academic Integrity

The College's message on Academic Integrity is well articulated on the College website, in the Student Handbook, as well as the Curriculum Guidelines. In addition to these sources, the College's message on Academic Integrity is also deployed system-wide via the College's learning management system.

9.7. Instructional Quality and Integrity

The Deans of Instruction are responsible for the instructional quality and integrity for all academic programs and courses. In order to facilitate this directive, the Deans of Instruction work collaboratively with, but not limited to: Senior Administrators, the Department Chairpersons, instructional coordinators, faculty, DIET, and CCIT.

At the course level, instructional quality and integrity is maintained by the Department Chairperson, the instructional coordinators, and instructors. This ensures that the responsibility for distance education quality and integrity extends beyond the Administration.

Individuals responsible for distance education course quality and integrity receive additional support from a number of divisions. This includes, but not limited to: DIET, CCIT, Institutional Research, Planning and Assessment, and Student Services.

9.8. Intellectual Property/Copyright

All intellectual property rights of works produced, in accordance with this policy, by the college faculty and staff and with the College facilities, including the right to copy, use and distribute, shall reside with the College, pursuant to the College Copyright Policy. Decisions regarding continued use or revision of a work shall be made by the Dean of Instruction, the Department Chairperson of the relevant department and the instructor. Decisions will be made on the basis of currency and appropriateness.

**APPENDIX H - VETERANS AND SERVICE MEMBERS READMISSION
POLICY**

VETERANS AND SERVICE MEMBERS READMISSION POLICY

I. Readmission Eligibility Requirements

Delaware Technical Community College students who interrupt their studies to perform service in the United States military are subject to separate readmissions procedures. Students who withdraw, take a leave of absence, or otherwise leave their studies at Delaware Tech on or after August 14, 2008, in order to serve in the U.S. Military, are subject to these readmission procedures if they meet the following conditions:

- (1) The student served in the U.S. military for a period of more than thirty (30) consecutive days and provides appropriate documentation to prove such service to the Coordinator for Veterans and Service Members at his or her campus of enrollment.
- (2) The student gave advance written or oral notice to the Coordinator for Veterans and Service Members at his or her campus of enrollment. A student is not required to indicate whether he or she intends to return to Delaware Tech upon completion of military service in the advance notice. Furthermore, the advance notice need not come directly from the student, but rather, can be provided by an appropriate officer of the United States Armed Forces or official of the United States Department of Defense. Advance notice is not required if it is precluded by military necessity. In such cases, the requirement for advance notice can be fulfilled by the student's filing of an attestation that the student performed military service at the time the student seeks readmission.
- (3) The student's cumulative length of absence from Delaware Tech to perform U.S. military service, including all previous absences to perform U.S. military service and only the time the student spent actually performing military service did not exceed five (5) years. The five-year length of absence period does not include any service:
 - i) That was required, beyond five (5) years to complete an initial period of obligated service; or
 - ii) During which the student was unable to obtain orders releasing the student from a period of service in the U.S. military before the expiration of the five-year period through no fault of the student; or
 - iii) That the student was ordered to or retained on active duty.
- (4) The student must have notified the Coordinator for Veterans and Service Members at the campus within three (3) years of the end of the U.S. military service of his or her intention to return to Delaware Tech. However, a student who is hospitalized or recovering from an illness or injury incurred in or aggravated during the U.S. military service must have notified the Coordinator for Veterans and Service Members within two (2) years after recovering from the illness or injury of his or her intent to return to Delaware Tech.
- (5) The student did not receive a dishonorable or bad conduct discharge or have been sentenced in U.S. court-martial proceedings.

Students should contact the Coordinator for Veterans and Service Members at the campus of their enrollment to determine their eligibility for readmission under this Policy.

II. *Readmission Procedures*

Students who meet all of the above conditions (“eligible students”) shall be *promptly readmitted* to Delaware Tech at the *same academic status* as the student had prior to leaving for military service.

A. Promptly Readmitted

Promptly readmitted means that the College will readmit the eligible students into the next class or classes in the service member’s program beginning after the service member provides notice of his or her intent to reenroll, unless the service member requests a later date of readmission in writing to the Coordinator of Veterans and Service Members (not to exceed the time frame outlined in section I.3). A later date of admission may also be imposed on the service member for unusual circumstances, such as the time period required to prepare the service member to resume his or her course of study at the College.

B. Same Academic Status

Same academic status means that the College readmits the service member:

5. To the same program to which he or she was last admitted by the College unless the student requests or agrees to a different program. In the event that the program to which the student was last admitted is no longer offered, the College will readmit the veteran to a course of study that is most similar to the program that was discontinued.
6. At the same enrollment status that the student last held at the College, unless the student requests admission at a previous enrollment status.
7. With the same number of credit or clock hours completed by the student, unless the student is readmitted to a different program to which the credit or clock hours are not transferable.
8. With the same academic standing (e.g. with the same satisfactory academic progress status) the student had at the College immediately prior to leaving for military duty.

College placement test fees and placement test policies may be waived upon a review of the veteran’s previous test(s) and submittal of military service documentation submittal to the campus Coordinator for Veterans and Service Members.

C. Tuition and Fee Responsibilities

For the *first academic year* in which the eligible student veteran returns to Delaware Tech, that student who is readmitted to the *same academic program* must also be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year in which the student left for military duty unless any increase of the prior amount is covered by the student’s service member educational benefits. Should that veteran be *readmitted to a different academic program in his/her first academic year upon return*, the student may be charged the same tuition and fees as others in that academic program. Likewise, in *all subsequent academic years and for any*

program in which the student was readmitted, the member of the armed forces may be charged the same tuition and fees as the others in the student's program.

If the veteran has an outstanding balance from previous year(s), the veteran must pay the balance by the end of the first semester s/he returns. If the balance is not paid by the end of the returning semester, then the College's business office will place a hold on his/her account (and s/he will therefore be blocked from class registration) until the debt is paid.

D. Program Preparation

Should the eligible student's academic department determine that the member of the armed forces is not prepared to resume the program with the "*same academic status*" at the point where the student left off, or will not be able to complete the program, the College will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program including, but not limited to, providing refresher courses or placement testing at no charge to the veteran. If a veteran requests reinstatement preparation, then student will be referred to his/her academic advisor who will discuss available options and route the student to the appropriate academic department for possible program preparation actions. The determination of possible program preparation actions is decided by the academic department which offers the course. If program preparation is not deemed necessary by the academic department, but the veteran feels preparations are necessary, then the veteran bears any financial burden preparation necessitates.

The veteran will be awarded any program preparation at no extra cost for those eligible students who require such preparation as determined by the relevant academic department. This includes any additional fees (supplies and or books) that may be required for program. In the event that program preparation is completed through a course, the veteran should return to the Coordinator for Veterans and Service Members to coordinate costless course registration and book/supply purchasing with the business office and with the Delaware Tech bookstore. The veteran will not be charged a registration fee if the program preparation course is the only course the veteran registers for during that semester. If the program preparation is completed through a course and the veteran is receiving VA benefits, the course will be certified through the VA for reimbursement. If the veteran is receiving VA benefits but is not awarded VA benefits which cover 100% of the tuition and fees, the veteran will not be responsible for the remainder of the bill. The veteran may request that the course not be certified through the VA for reimbursement. In such cases, the student will not be charged for the course.

Once the veteran has met with his/her academic advisor, the advisor will update the veteran's Student Educational Plan (SEP). If program preparation is deemed necessary by an academic department, the academic department will note this in the veteran's SEP. The notation should include how the preparation will take form, evaluation of preparation results, and any dates by which preparation must be complete.

If the student does not complete the program preparation adequately within the amount of time designated by the academic department, then the veteran is then responsible for completing such program preparation without financial assistance from the College. This may delay timely reentry into the student's program.

E. Denial of Readmission

Veterans who do not meet the eligibility requirements set forth in the above are not entitled to be readmitted pursuant to this Policy. In addition, the College is not required to ultimately readmit the eligible student veteran on his or her return if:

1. *After reasonable efforts* by Delaware Tech, the College determines that the student is not prepared to resume the program at the point where he or she left off.
2. *After reasonable efforts* by Delaware Tech, the College determines that the student is unable to complete the program; or
3. The College determines that there are *no reasonable efforts* the College can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

APPENDIX I – Student Responsibilities and Student Rights Policy

Policy regarding
Student Rights and Standards of Student Conduct

Delaware Technical Community College has the responsibility and duty to establish and deliver a comprehensive educational program to the citizens of the State of Delaware as defined in the law through the General Assembly. The College is committed to providing a learning environment for students in which they may grow both as students and citizens.

As members of the College community, students have an obligation to participate in the life of the College in a responsible manner. Students have the freedoms of speech, peaceful assembly and petition, as well as the right to due process. However, students also have responsibilities and duties commensurate with their rights and privileges.

II. Purpose

The purpose of this policy is to state and uphold rules and regulations deemed necessary for the orderly administration and operation of the College, for the orderly resolution of conflicts and disputes, and for the protection of the College community against misconduct and unlawful acts. Additionally, this policy identifies the type of conduct encompassed, the procedures to be used when infractions are alleged, and the sanctions for policy violations.

I. Scope

- A. Delaware Technical Community College's jurisdiction for student discipline purposes shall include conduct that occurs on campus and at College-sponsored activities held off College premises that may adversely affect the College community and/or the pursuit of its objectives.
- B. Conduct involving allegations of academic dishonesty will be handled under the College Policy on Academic Integrity.
- C. A student who wishes to challenge an academic grade given in any course must proceed in accordance with the Academic Grade Challenge Policy.
- D. Allegations concerning behavior in the academic setting will be handled under this Student Rights and Standards of Student Conduct Policy.
- E. The Vice President for Academic Affairs, in consultation with the College-wide Deans of Student Affairs, may develop forms and procedures for the administration of this Student Rights and Standards of Student Conduct Policy.
- F. The College will administer disciplinary action and, if necessary, initiate criminal or civil actions consistent with constitutional safeguards accorded by law. Any questions about the College's jurisdiction will be resolved by Delaware Technical Community College's Chief Legal Counsel.

Student Rights

- A. Students enrolled in any program or course at any campus of the College have the right to pursue their educational goals and may expect:
 - 1. A description of the course to include the measurable objectives, course requirements and evaluation procedures.
 - 2. A fair performance evaluation based on measurable objectives and course requirements.

3. The opportunity to discuss, inquire and express their views in the classroom or in conference.
4. Protection against improper disclosure concerning data which is confidential, in accordance with state and federal guidelines. (See the Family Educational Rights and Privacy Act – FERPA)
5. To be treated with dignity and respect.

B. Procedure For The Resolution of Complaints By a Student

Step 1 - A student who feels that any of his/her rights, as identified above, have been violated is encouraged to first meet with the person accused of violating the students' rights to seek satisfactory resolution in an informal manner through discussion.

Step 2 - In the opinion of the student, if satisfactory resolution is not achieved at Step 1, the student shall meet with his/her program counselor or advisor to discuss and facilitate a resolution of the complaint. The facilitator (counselor or advisor) may include other individuals as appropriate.

Step 3 - In the opinion of the student, if a satisfactory resolution is not accomplished at Step 2, the student shall file a written complaint with the Dean of Student Affairs. The written complaint shall be submitted within five (5) working days after all meetings with the facilitator have concluded. The complaint shall include the name of the person accused of violating one or more of the rights as set forth above, a statement of the specific right or rights alleged to have been violated by the accused, the manner in which the right or rights is alleged to have been violated, the identity of any person who has knowledge of any fact supporting the charge(s) and a summary of all facts of which the person is alleged to have knowledge, a summary of efforts to resolve the matter to date and the relief sought by the complaining party.

Step 4 - The Dean of Student Affairs, after reviewing the complaint to ensure that the resolution process has been properly followed, will forward a copy of the written complaint to the accused, who will be given an opportunity to respond to the accusations against him/her. The response shall be written and shall be submitted within 10 working days from the date the complaint is forwarded by the Dean of Student Affairs. If the accused is an employee, his or her immediate supervisor shall be notified by the Dean of Student Affairs that a complaint has been filed. The Dean of Student Affairs shall thereafter conduct such investigation into the allegations as he/she deems necessary and shall notify the student and the accused in writing of his/her determination. In the event that the Dean of Student Affairs determines that a students' rights have been violated by an employee of Delaware Technical Community College, then the Dean of Student Affairs shall also provide a copy of his or her decision to the appropriate dean or director, the Director of Human Resources of the campus where the employee is employed, or to the Assistant Vice President for Human Resources if the employee is employed in the Office of the President, who shall administer such discipline, if any, as he/she deems appropriate. Any disciplinary action and/or corrective action taken, or appeals thereof, will be in accordance with section XII, Conduct and Corrective Action Policy of the Personnel Policy Manual.

II. Standards of Student Conduct

Students enrolled in any program or course at any campus of the College have the responsibility to conduct themselves in a manner conducive to the orderly operation of the College and will be expected to:

1. Attend classes on a regular basis in order to have the maximum opportunity to complete the measurable objectives and meet the requirements of each course.
2. Respect the rights of staff members and students as they participate in College courses, programs and activities.
3. Satisfy all financial obligations to the College.
4. Comply with all published Delaware Technical Community College policies, rules and/or regulations included in the Student Handbook and elsewhere.
5. Comply with all federal, state and local laws.
6. Treat others with dignity and respect.

A. Unacceptable Student Conduct

The College has determined that the following student actions are unacceptable and subject to disciplinary action under the procedures set forth in this policy. Such behavior shall include, but not be limited to:

1. The incitement or acts of force, assault, offensive touching, coercion, harassment, violence, intimidation or any interference with the free movement of others upon the College premises, or any act which endangers the mental or physical health or safety, or any act which is in violation of the Delaware Technical Community College Violence-Free College Policy.
2. Disruption or obstruction of the orderly operation of Campus activities, on or off College premises. Disruptive behaviors may include, but are not limited to, profane or vulgar statements or gestures, personal habits, personal appearance, slanderous or libelous statements, speech-oriented activities or publications.
3. Gambling.
4. Possession, consumption and/or abuse of illegal drugs and/or alcohol or any violation of the Delaware Technical Community College Drug-Free School And Workplace Policy.
5. Forgery, bribery, perjury, making a false statement, and/or other behavior indicating dishonesty.
6. Cheating, plagiarism or other violation on the College's Policy on Academic Integrity.
7. Theft, robbery, criminal trespass and/or burglary.
8. Intentional destruction of College property or the property of another or damaging public or private real or personal property without the permission of the owner by knowingly, purposely or recklessly drawing, painting or making any significant mark or inscription thereon.
9. Sexual assault, stalking or other violation of the Delaware Technical Community College Sexual Assault Policy.
10. Violation of the Delaware Technical Community College Policy Prohibiting Weapons and Dangerous Instruments or Devices.
11. Violation of the Delaware Technical Community College Sexual Harassment Policy which will be handled according to the Procedure for the Resolution of Sexual Harassment Complaints as published in the Student Handbook.
12. Violation of the Delaware Technical Community College Acceptable Use of Electronics Networks Policy.

13. Violation of any other published Delaware Technical Community College policy, rule and/or regulation included in the Student Handbook and elsewhere.
14. Any other violation of federal, state or local law.

B. Procedure for the Resolution of a Complaint Against a Student

Any member of the College community who has reason to believe that a student has violated the Standards of Student Conduct should report the alleged violation to one of the following College officials:

- Members of the Public Safety Department
- Dean of Student Affairs
- Dean of Instruction
- Director of Workforce Development and (for non-credit students)
- Evening Coordinator/Evening Operations Manager

The Vice President and Campus Director and each of the College officials designated above shall have the authority to immediately remove from campus any student who is accused of violating the Standards of Student Conduct when, in the opinion of the Vice President and Campus Director or other designated College official, the student's continued presence on campus creates an unreasonable risk to the health, safety and/or welfare of any member of the College community or is disruptive to the learning environment. This action may include calling the local law enforcement officers as necessary. In addition, after review with the respective Vice President/Campus Director, the Dean of Student Affairs shall have the authority to suspend a student pending a hearing in cases when, in the opinion of the Dean of Student Affairs, the welfare of the College community is endangered or jeopardized by the student's continued presence on campus or to place such conditions on the student's presence on campus as he/she determines in his/her discretion to be in the best interest of the College, its students and staff.

In cases where the initial report of alleged student misconduct is reported to a Dean of Instruction or a Public Safety Officer, he/she shall report the complaint to the Dean of Student Affairs as soon thereafter as is reasonably practicable.

The following procedure shall apply to all complaints against a student unless another procedure and/or process has been established by another College Policy or by agreement for students in non-credit courses.

Upon receipt of notice that a violation of the Standards of Student Conduct is believed to have occurred, the Dean of Student Affairs shall utilize the following procedure to resolve the matter:

Step 1 – If appropriate, the Dean of Student Affairs shall encourage the complaining party to first meet with the student accused of violating the Standards of Student Conduct in an effort to seek a satisfactory resolution in an informal manner through discussion.

Step 2 - In the opinion of the complaining party, if a satisfactory resolution is not accomplished at Step 1, or if informal discussions with the accused would jeopardize the health, safety or welfare of the complaining party, the Dean of Student Affairs shall request a formal written complaint from the complaining party. The written complaint shall be received within five (5) days after the request from the Dean of Student Affairs and shall include the name of the person accused of violating the Standards of Student Conduct, a statement of the specific Standards of Student Conduct alleged to have been violated by the accused, the manner in which the Standards of Student Conduct are alleged to have been violated, the identity of any person who has knowledge of any fact supporting

the charge(s) and a summary of all facts of which the person has knowledge, a summary of efforts to resolve the matter to date and the relief sought by the complaining party.

The Dean of Student Affairs, after reviewing the complaint to ensure that all required information has been provided and the resolution process has been properly followed, will forward a copy of the written complaint to the accused, who will be given an opportunity to respond in writing to the accusations against him or her within five (5) working days. The Dean of Student Affairs shall include a copy of The Student Rights and Standards of Student Conduct and shall advise the accused of the following:

- That the accused violator has the right to a hearing before a Campus Judicial Committee in accordance with the hearing process outlined in Section VI.
- That the accused violator has a right to be represented by an advisor or an attorney in a hearing before the Campus Judicial Committee. The name of the advisor or attorney must be submitted to the Campus Judicial Committee at least twenty-four (24) hours prior to the hearing.
- That the accused violator has a right to waive a hearing before the Campus Judicial Committee and to accept the disposition of the matter as determined by the Dean of Student Affairs, including the possible sanctions to be imposed.
- That waiving the right to a hearing includes waiving the right to an appeal.
- That the accused violator will be deemed to have waived his/her right to a hearing before the Campus Judicial Committee unless a written request is received by the Dean of Student Affairs within seven (7) working days after the date of the notice advising the accused violator of his/her rights as contained herein.
- That the accused violator has the right to appeal the decision of the Campus Judicial Committee to the Dean of Student Affairs.

In the event the accused elects to have a hearing, the Dean of Student Affairs shall notify the Vice President and Campus Director of the need to appoint a Campus Judicial Committee. Upon receipt of the names of the Campus Judicial Committee appointments, the Dean of Student Affairs will notify all parties, in writing, of the date, time and place of the scheduled hearing. The hearing shall be conducted in accordance with Section VI. Either party has the right to appeal the decision of the Judicial Committee to the Dean of Student Affairs within seven (7) working days after receipt of the decision.

In the event that the accused student waives his/her right to a hearing or withdraws a request that was previously made, the Dean of Student Affairs shall conduct such investigation into the allegations as he/she deems necessary and shall notify the complainant and the accused student in writing of his/her determination. The investigation of the alleged violation and the subsequent decision of the Dean of Student Affairs shall be final. The Dean shall notify the accused violator and the complaining party, in writing, of the final determination.

C. Sanctions for Violation of Student Conduct Standards

Sanctions applied for violations of Student Conduct Standards may include any one or more of the following:

1. Written Reprimand - A written notice to the student that his or her actions violated the Standards of Student Conduct and that future incidents of misconduct may be cause for further disciplinary action.

2. Disciplinary Probation - A specified period of time during which the student is expected to demonstrate appropriate conduct as a member of the academic community.
3. Academic or Social Restriction - Exclusion from stated classes, facilities, services or activities for a specified period of time.
4. Restitution - Payment for damages to College property or the property of another.
5. Rehabilitative Referral - Referral to an accepted physician or mental health counselor for evaluation and, if indicated, treatment for a physical, mental or psychological condition or disorder.
6. Suspension - Temporary (5 days or less) withdrawal of the student's right to attend classes or otherwise be present on College premises or to attend College functions, whether on campus or off campus.
7. Dismissal - Withdrawal of the privilege of registration, class attendance or activities on any campus of the College for an indefinite period of time.

The College reserves the right to refer a student for criminal prosecution, which may be in addition to any sanction set forth above.

VI. The Hearing Process

Written charges of Violations of Student Conduct Standards in which judicial proceedings are elected, will be referred to and heard by a Campus Judicial Committee composed of:

Two (2) students of the campus appointed by the Student Government Association.

Two (2) staff members, one (1) each appointed by the Dean of Instruction and the Dean of Student Affairs.

Delaware Technical Community College's Chief Legal Counsel, or his/her designee, who shall serve as the chairperson.

No member of the Campus Judicial Committee may be a party to the case for which he/she is sitting in judgment. In the event that Chief Legal Counsel is a party or potential witness, then the chairperson shall be appointed by the College President. Pending final decision of the complaint, the status of the accused will not change as to his/her continued presence on campus and participation in scheduled assignments or classes, except where his/her presence constitutes a real and present danger to himself/herself, to others or to the orderly operation of the College.

The accused will be advised by the Dean of Student Affairs of possible sanctions or disciplinary action with sufficient detail to enable him/her to prepare properly for the hearing. The accused may withdraw his/her request for a hearing at any time.

The complaining party may withdraw charges at any time. Once charges are withdrawn, they may not be reintroduced unless sufficient new evidence is brought forth. A written request to withdraw charges must be submitted to the Dean of Student Affairs who will notify all parties of the action.

The chairperson shall preside over the hearing and shall make all rulings concerning the admissibility of evidence. The hearing will be upon sworn or affirmed testimony and the proceedings will be tape-recorded for the preservation of the record. The Delaware Uniform Rules of Evidence shall be used as a guide to the admissibility of evidence. All documents submitted as evidence and the tape-recording of the hearing will be kept for not less than one (1) year. Since the hearing will be audio tape-recorded, it will be necessary for each person to state his or her identity when speaking. The parties may submit relevant factual data,

documents, testimony and argument. Only evidence and argument presented at the hearing or presented to the Campus Judicial Committee and opposing parties before the hearing may be taken into consideration by the Judicial Committee in making its findings and rendering its decision. All members of the Judicial Committee must be present to proceed to hearing and must remain for the duration of the proceedings.

To begin the hearing, the chairperson of the Judicial Committee will read the statement of charges. The person bringing the charges may present evidence, call witnesses in his/her own behalf, and confront and cross-examine witnesses called by the accused. The accused shall have the right to present evidence, to call witnesses in his/her own behalf, and to confront and cross-examine witnesses called by the person bringing the charges. The Campus Judicial Committee may also call witnesses to give testimony, who shall also be subject to cross-examination by either party. The person bringing the charges will be required to attend the hearing. The hearing will be open only to members of the Campus Judicial Committee, the accused and his/her advisor or attorney, the person bringing the charges and his/her advisor or attorney, and witnesses called to testify. All witnesses shall be sequestered.

Upon conclusion of the hearing, the Judicial Committee will make findings of fact and conclusion as to innocence or guilt which will be established by a preponderance of evidence and by a majority vote of the Campus Judicial Committee. The burden of proof rests with the person bringing the charges. The chairperson will cast a vote only in case of a tie vote. The Campus Judicial Committee will submit a written decision to the Dean of Student Affairs within seven (7) working days, setting forth its findings and, if applicable, the disciplinary action to be imposed where a finding of guilt is rendered upon the student. The Dean of Student Affairs will forward a copy of the Campus Judicial Committee's decision to the accused student and to the person bringing the charges within five (5) working days after his or her receipt thereof.

In cases where a violation of the Standards of Student Conduct is found, the Dean of Student Affairs shall advise the student of his or her right to submit an appeal, in writing, within seven (7) working days from the receipt of the written notice. The appeal shall be to the Dean of Student Affairs and shall be based on the record before the Campus Judicial Committee. Upon review and examination of the Campus Judicial Committee's findings, the Dean may either affirm or reverse the Committee's decision. The decision by the Dean of Student Affairs shall be in writing and shall be the final disposition of the complaint.

APPENDIX J- Delaware Tech – High School Articulation Policy

Delaware Tech- High School

High School Articulation Policy

Delaware Tech credits can be earned by high school students through (1) advanced standing and/or (2) dual enrollment.

1. ADVANCED STANDING

Up to 16 credits may be earned by high school students who complete articulated career pathway, Tech Prep or School to Work programs. The student must have mastered all competencies in the articulated high school courses (with a “B” or better) at 85% or higher in order to be eligible for the award of articulated credits. Additionally:

- A. Student must meet the Delaware Tech entrance criteria including the completion of the Accuplacer test. Through specific program articulation, portions of the Accuplacer test may be waived for the applying Tech Prep/School to Work student.
- B. If a student’s score on an approved college placement test requires enrollment in a developmental course that is a pre-requisite for the college course in which they are applying for advanced standing credit through Tech Prep or other articulated high school pathway, then the student will not receive advanced standing. (The student must enroll in and complete the college course after the pre-requisite developmental course is successfully completed.)
- C. No more than ten (10) credits in a program area may be awarded, unless the Delaware Tech Department Chair and Campus Dean of Instruction approve.
- D. Up to six (6) credits in English, Math or Social Science may be awarded to a Tech Prep/School to Work student. These courses will be selected based on agreement between the participating departments at Delaware Tech and each school district.
- E. Following high school graduation, the student must complete 15 credits in the Delaware Tech academic program for which the articulation agreement has been signed.
- F. Student should maintain satisfactory Academic Progress during the first semester of Delaware Tech studies.
- G. Eligibility for advanced standing is limited to three semesters: summer, fall and spring after school graduation.

Dual Enrollment Guidelines for High School

Approved by President George 8-16-11

The following guidelines will be utilized in the establishment of written agreements with school districts in which Delaware Technical Community College (Delaware Tech) provides college courses for dual enrollment/dual credit.

School Districts may contract with the Delaware Tech campuses for provision of college courses to high school students.

- o Students must demonstrate college readiness on the Accuplacer, SAT or ACT.
- o Students must complete established Delaware Tech procedures for early admission.
- o The school district will pay to Delaware Tech all applicable tuition and fees for each student enrolled in the Delaware Tech course except:
 - the Student Affairs fee.
 - the lab fee for science and specialized lab courses if the district is providing the specialized lab or science lab including all equipment and supplies. In that case, the school district will not pay lab fees.
- o The school district must enroll at least 10 students in the Delaware Tech course.
- o The school district will provide funding for required books and supplies for each student or require students to purchase books and supplies themselves.

Delaware Tech courses may be delivered at the campus, the high school, or through distance education.

Delaware Tech Student Affairs will facilitate arrangements for high school students to be admitted to the College, complete the Accuplacer test as needed, and enroll. Student Affairs will also provide an orientation to Delaware Tech for the students and their parents including information regarding Delaware Tech learning support services, campus library resources, how to acquire a student I.D. and what services require its use, how to access the Campus Bookstores, and course drop, grading policies and other academic policies applicable to high school students enrolled at Delaware Tech.

Delaware Tech full-time or adjunct instructors will provide instruction.

When there is an academic policy difference between the high school and Delaware Tech, each institution's policy will govern regarding the credit or lack thereof to be awarded by the high school or college.

1. An alternative agreement may also be established for high school teachers, who are approved by the relevant Delaware Tech Department Chairperson and Dean of Instruction as qualified for an adjunct appointment, to instruct Delaware Tech courses in the high school setting. (See "Guiding Principles for Delaware Tech's Dual Enrollment/Dual Credit Programs.") The high school teacher must meet the Delaware Tech academic department's criteria for adjunct appointments for the

particular course to be instructed including educational qualifications, demonstrated expertise, and relevant experience. In this case, Delaware Tech will reimburse the school district for the cost of the instruction the high school teacher is providing. The amount of reimbursement will be limited to the compensation Delaware Tech would pay a Delaware Tech adjunct instructor for the course. The high school teacher must work with a Mentor-Instructor provided by Delaware Tech to achieve the following:

1. Complete the academic department's orientation, training, and professional development requirements including attendance at departmental meetings, campus workshops, etc.
2. Utilize the academic department's approved course syllabus, instructional materials, assessments, etc.
3. Adhere to Delaware Tech and the academic department's policies and procedures including for grading, submission of student attendance and progress reports, etc.
4. Utilize Blackboard and other educational technology to enhance teaching and learning, as expected by Delaware Tech and the academic department.
5. Be observed, evaluated and supervised by the Delaware Tech academic department Chairperson/designee for their performance in instruction of the Delaware Tech course.

In recognition of the time commitment required for the above, Delaware Tech will provide a stipend of \$200 to the high school teacher.

The Delaware Tech Mentor-Instructor will work with the high school teacher to:

1. Provide ongoing mentoring and support to the high school teacher so she/he can meet the responsibilities outlined above.
2. Assist the high school teacher in the creation of a course schedule that is appropriate for the high school setting.
3. Guide the high school teacher in selection of strategies to convey course content and foster student mastery of the course performance objectives.
4. Guide the high school teacher to grade students' performance consistent with Delaware Tech expectations.
5. Observe, evaluate, and supervise the high school teacher

In recognition of the time commitment required for the above, Delaware Tech will provide a stipend of \$500 to the Delaware Tech Mentor-Instructor. A Mentor-Instructor who provides support

to the same high school teacher for the same class the following year is entitled to a \$400 stipend, but thereafter will receive \$350 each subsequent, sequential year the course is taught by the same high school teacher. A mentor who provides support to the same faculty member for the same class with a one year gap is entitled to \$400. Mentors who provide support to the same high school teacher for the same class after a two year gap are entitled to the full \$500.

Flow Chart for High School Dual Enrollment

- District representative or high school principal requests for dual enrollment are referred to the Delaware Tech campus Office of Instruction. The Dean explains Delaware Tech's Guidelines for High School Dual Enrollment. If the District wishes to proceed, the Dean of Instruction arranges a meeting with the District and the appropriate Department Chairperson(s) to determine the:
 - Course or courses under consideration;
 - Location of course delivery --- high school, campus, distance education;
 - Course format --- traditional, web enhanced, hybrid or online;
 - Instructor ---- Delaware Tech or high school instructor.

- If the District wants to proceed, the Chairperson works with the District to develop a course section to be offered.

- The Dean of Instruction contacts the Dean of Student Affairs to arrange for student admission, college placement testing, enrollment, and orientation.

- The Department Chairperson identifies the College instructor to teach the course section or reviews the proposed high school instructor's credentials to confirm he/she is qualified to instruct the course.
 - If qualified, the high school teacher submits the required application and documentation to be hired as an adjunct. The contract will compensate the high school teacher \$200 as a stipend.

 - If the high school teacher will be instructing the course(s):
 - The Department Chairperson identifies the Delaware Tech instructor who will mentor and supervise the high school teacher.

- The Dean will coordinate a follow-up meeting with the high school teacher, the Department Chairperson, and the Delaware Tech instructor who will mentor the high school teacher. At this time, the Department Chairperson will provide the course syllabus and discuss the responsibilities of the high school teacher and the Delaware Tech Mentor-Instructor, as outlined in the Dual Enrollment Guidelines.

APPENDIX K – PRIOR LEARNING/WORK EXPERIENCE ASSESSMENT

**DELAWARE TECHNICAL AND COMMUNITY COLLEGE
PRIOR LEARNING/WORK EXPERIENCE ASSESSMENT (PLA/WEA)**

Course Selection:

Collegewide Departments will create lists of courses that are appropriate for PLA/WEA.

- a. Some courses may not be appropriate for credit by PLA/WEA.
- b. Basic and pre-tech courses are inappropriate for PLA/WEA.
- c. Only full course credit is acceptable, partial course credit will not be awarded.
- d. The timeline for completion of the portfolio may not exceed 16 weeks.

Eligibility: Students applying for credit through Prior Learning/Work Experience Assessment (PLA/WEA) must be declared, fully qualified students.

Process:

The student

1. Compiles a list of learning experiences.
2. Schedules an appointment with his/her advisor to determine which experiences correspond to departmental courses based on Core Course Performance Objectives.
3. Upon department chairperson's or coordinator's approval to proceed, completes a Competency Based Evaluation Form; takes it to the Business office to pay the non-refundable fee, which is equivalent to tuition for a one-credit course; and returns the receipted form to the department.
4. Prepares a portfolio containing
 1. His/her resume
 2. Examples of work, training certificates, licenses, and other documentation that demonstrates college-level learning.
 3. A narrative describing how he/she has met the course objectives, based on the above.

The Department Chairperson

1. Assigns a faculty member to review and assess the student's portfolio and complete a portfolio assessment form.
2. Upon review of the student's portfolio and the faculty member's recommendation, notifies the student of approval or disapproval.
3. If approved, submits signed Competency Based Evaluation Form to the Dean for approval.

The Dean of Instruction

1. Upon approval, submits form to Registrar.

Competency-Based Evaluation

Owens Campus
 Terry Campus
 Stanton Campus
 Wilmington Campus

ID NUMBER	CURRICULUM	
NAME (LAST)	FIRST	MIDDLE
TERM	CATALOG#	TITLE

1. Talk with your advisor to determine if you are ready for a competency-based evaluation.
2. Secure the permission of the chair or advisor of the department offering the course in which you are requesting competency-based evaluation.

Business Office Use Only

Approval

 Department Chair's Signature Date

3. DO NOT register for the course.
4. Take this form to the Business Office to pay the nonrefundable fee.
5. Return with receipted form to department administering the evaluation to arrange details for competency-based evaluation.

 Evaluator's Signature Date

 Dean of Instruction's Signature Date

PASS _____

FAIL _____

Revised 6/2007

APPENDIX L – College Policy on Academic Integrity

(Approved by Deans of Instruction on 9/11/14, and Revised on 10/1/15)

College Policy on Academic Integrity

The students and staff of Delaware Technical Community College have an obligation to participate in the academic life of the college in a responsible and intellectually honest manner. As members of the Delaware Tech community, students have responsibilities and duties commensurate with their rights and privileges. One of these responsibilities is to be honest and forthright in their academic work. To falsify the results of one's work, to steal the words or ideas of another, or to cheat on an examination corrupts the academic process.

The College Policy on Academic Integrity defines academic dishonesty and outlines sanctions when academic integrity is breached. Academic dishonesty, in any form, is not tolerated; therefore, the College has the right and the responsibility to apply the sanctions outlined in this policy in order to safeguard the ideals of scholarship and character.

Forms of Academic Dishonesty

Cheating

Cheating is an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered. Examples of cheating include but are not limited to:

- A. Using and/or copying from another student's work such as test paper, project, or computer program.
- B. Allowing another student to copy one's work.
- C. Using unauthorized materials such as a textbook, notebook, cell phone or other technology/materials during testing or competency performance without permission.
- D. Collaborating during a test or competency performance with any other person by attempting to request or receive or by actually requesting or receiving information verbally, in writing, or electronically without permission.
- E. Using specifically prepared materials that are not permitted during a test (e.g. notes, formula lists, notes written on the student's clothing or person, etc.).

Academic Misconduct

Academic misconduct is the intentional violation of college policies by tampering with grades, taking part in obtaining or distributing any part of a learning tool (such as quiz, test, paper, presentation, etc.), or submitting the same work in more than one class without permission. Examples of academic misconduct include but are not limited to:

- A. Stealing, buying, selling, or otherwise obtaining all or part of a learning measurement tool.
- B. Selling or giving away all or part of a learning measurement tool, including answers to a learning measurement tool.
- C. Bribing or coercing any other person to obtain or attempt to obtain a learning measurement tool or any information about the tool.
- D. Changing or attempting to change a grade in a grade book, computer system, on a test, or on other work for which a grade has been given.
- E. Changing, altering, or being an accessory to the changing or altering of a grade in a grade book, on a test, on a "change of grade" form, in an electronic system or in other official College academic records that relate to grades.
- F. Obtaining or attempting to obtain a learning measurement tool.
- G. Submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors.

Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include but are not limited to:

- A. Citation of information not taken from the source indicated.
- B. Listing sources in a bibliography or other report not used in the academic exercise.
- C. Inventing data or source information for research or other academic exercise including but not limited to fabrication of log entries or internship hours.
- D. Submitting as your own any academic exercise prepared totally or in part by another.
- E. Taking a test for someone else or the student permitting someone else to take a test on one's behalf.

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and citations, and if verbatim statements are included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgment. The student will avoid being charged with plagiarism if academic citations have been used accurately:

- A. Whenever quoting another person's words.
- B. Whenever using another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.
- C. Whenever borrowing facts, statistics, computer programs, or other illustrative materials-unless the information is common knowledge.

Informing Students about Academic Integrity

The College informs students about the importance of academic integrity - including its relationship to professional integrity and success in the workplace and in higher education - and its role in protecting the public trust through the College Catalog and the Student Handbook, at New Student Orientation, in First Year Seminar (SSC 100), and on the portal.

Procedures for Adjudication of Alleged Academic Dishonesty

1. The instructor/designee must investigate an alleged attempted or apparent act of academic dishonesty and review the evidence and incident to ensure it is sufficient to warrant a charge of academic dishonesty. This investigation should include a documented discussion with the student prior to the submission of an Academic Dishonesty Report. If the investigation has not been completed prior to the grade due date, the instructor must submit an "I" (incomplete) grade and notify the assistant dean of instruction (hereafter referred to as "assistant dean").
2. If the instructor/designee believes that academic dishonesty has occurred, he or she must complete an Academic Dishonesty Report providing a complete description of the incident, documented evidence of a meeting with the student, and evidence supporting the allegation. The instructor/designee must forward a copy of the Academic Dishonesty Report and copies of all evidence to his or her department chairperson and the assistant dean to notify them of the alleged infraction. The report must be completed and forwarded to the individuals listed above within five (5) working days of becoming aware of the alleged

academic dishonesty. (The instructor or designee must keep the original assignment, test/examination, or other evidence as well as a copy of the Academic Dishonesty Report.)

An instructor may not assign a disciplinary grade such as "F" or zero to an assignment, test, or other coursework as a sanction for admitted or suspected dishonesty in lieu of following the Academic Integrity Policy.

3. Upon receipt and review of the Academic Dishonesty Report and evidence submitted, the assistant dean must notify the student in writing at the address of record regarding the alleged academic dishonesty and must forward to the student a copy of the Academic Dishonesty Report and a copy of the evidence. The assistant dean will notify the student that he or she may not drop the course. (Note: In this policy, when responsibility is assigned to the assistant dean, it may include his or her designee.)

The assistant dean will make every attempt to schedule a joint meeting with the student, the instructor/designee, and the department chairperson within ten (10) working days of receiving the Academic Dishonesty Report. When necessary, the meeting may be conducted by video-conference.

During this meeting, every effort will be made to preserve a productive instructor/designee-student relationship. The student will be given the opportunity to ask questions about all written documents and to respond to the allegation. The student will be given the opportunity to accept responsibility for the infraction or to refute the charges.

At the meeting, the student will be asked to sign the Academic Dishonesty Report, thereby acknowledging that he or she is aware of the alleged infraction, accepts responsibility for the infraction or intends to refute the charges, and understands the possible sanctions.

If the student chooses to refute the charges, the assistant dean will request that the student produce additional evidence/information relevant to the incident. The assistant dean may also attempt to acquire additional information, depending on the nature of the discrepancies. The student has five (5) working days to submit additional evidence. The assistant dean will review the additional evidence within five (5) working days of receipt.

The student may not withdraw from the class in which the alleged infraction occurred and is expected to complete coursework until the alleged infraction has been resolved. If the alleged infraction has not been resolved by the time grades are due, the instructor must assign the student an "I" (Incomplete) grade. This grade will remain until the alleged infraction is adjudicated. If under any circumstance the student stops attending the course, a "U" (Unofficial Withdrawal) grade with a last date of attendance will be assigned.

4. If the assistant dean determines there was not an infraction of the Academic Integrity Policy, the instructor will clarify the standards of the assignment/test/examination/project with the student. In circumstances in which the assignment was not completed, an opportunity for the student to complete the assignment will be provided. In this case, the assistant dean will document the outcome on the Academic Dishonesty Report and maintain the document in the Office of Instruction.

If the assistant dean determines that the student violated the Academic Integrity Policy or if the student accepts responsibility for the infraction, the assistant dean will determine the appropriate sanction(s) in keeping with the adjudication procedures listed in this Academic Integrity Policy and will note such sanction(s) on the Academic Integrity Report.

The assistant dean will formally notify the student, the instructor/designee and the department chair that the student has been found responsible for a violation of the Academic Integrity Policy and communicate

the sanction(s). This communication to the student will be sent by both email and certified letter with return receipt requested within five (5) working days of reaching a determination that an infraction of the policy has occurred.

5. A student may appeal the decision by requesting a due process hearing with the Campus (for first and second infractions) or the College (for third infraction) Academic Integrity Appeal Committee. If the student chooses to exercise his or her right to a hearing, he or she must notify the assistant dean in writing within ten (10) working days of receipt of the letter informing him or her of the decision and sanction. Upon receipt of this notification, all imposed sanctions are suspended until the appeal process is completed.

The student must advise the assistant dean in writing if he or she will exercise his or her right to bring an advisor or attorney to the hearing. The assistant dean will notify the chairperson of the Campus or College Academic Integrity Appeal Committee (depending on the infraction) of the student's request for a hearing.

6. Final decisions regarding the academic integrity infraction will be documented in the College's student conduct database.

Sanctions for Academic Dishonesty

First Infraction

The assistant dean may impose an "F" grade for the course or a lesser sanction if warranted by the circumstances.

When an "F" grade for the course is imposed, the student will be required to complete an academic integrity tutorial within a timeframe set by the assistant dean. The assistant dean could also require a student to successfully complete an information literacy tutorial within a set timeframe. If either or both tutorials are not completed by the specified date, a dean's hold will be placed on the student's record until the tutorials are successfully completed.

An alternative sanction to the "F" grade may be imposed in situations in which the assistant dean determines, after reviewing the evidence and discussing the situation with the student, instructor/designee and department chairperson, that the student did not understand his or her actions were a form of academic dishonesty and there was no intention to be dishonest. An example of this may be plagiarism by completely paraphrasing in one's own words another person's idea, opinion, or theory without giving credit.

Additionally, in circumstances that do not justify an "F" grade for the course, a zero grade may be assigned for the assignment/test/examination/project in which the infraction occurred. In this case, the student will be required to retake or redo the assignment/test/examination/project to demonstrate mastery of the learning objective or to demonstrate mastery through an alternative means determined by the instructor/designee and approved by the department chairperson. The zero and the new grade will be averaged and factored into the final grade for the course, in accordance with the weight approved for the specific course evaluation measure within the overall evaluation measures approved for the course, which could still result in failure of the course depending on the weight of the assignment in the overall course grade.

Second Infraction

If the assistant dean determines that a second infraction of academic integrity has occurred in either the same or another course, the student will be assigned an automatic "F" in the course in which the second

infraction occurred. The student will be required to complete an academic integrity tutorial, even if completed previously, by a date determined by the assistant dean. If the tutorial is not completed by the specified date, a dean's hold will be placed on the student's record until the tutorial(s) is successfully completed.

Third Infraction

If the assistant dean determines that a third infraction of academic integrity has occurred in either the same or another course, the student will be dismissed from the College. Dismissal from the College means that the student cannot continue in any course in which he/she is enrolled. The student will receive an "F" grade for the course in which the infraction occurred and a "W" (Withdrawal) for any other course in which the student is enrolled.

Appeals

The Campus Academic Integrity Appeal (Committee) will hear appeals of first and second infractions. The committee is composed of the dean of instruction, a faculty member appointed by the campus director, and the dean of student affairs. The dean of instruction will chair the committee.

The College Academic Integrity Appeal Committee will hear appeals of third infractions. The Committee is composed of a dean of instruction from another campus, a dean of student affairs from another campus, and the associate vice president for academic affairs. The associate vice president for academic affairs will chair the committee.

The Campus or College Academic Integrity Appeal Committee will conduct their proceedings as follows.

At the hearing, which is closed to the public, the chair of the Committee will introduce the written appeal to the Committee. The Committee will discuss issues, hear testimony, question witnesses, and consider available evidence pertaining to the appeal hearing. The Committee may call upon the instructor/designee, department chairperson, and anyone else who may provide relevant information. The student will have the opportunity to present statements, testimony, evidence, and witnesses; refute evidence brought forth to the Committee and present any relevant evidence in his or her defense; question witnesses; and respond to questions by the members of the Committee. The student may bring an advisor or attorney to the due process hearing but must advise the assistant dean in advance of the hearing, and the assistant dean will notify the chair of the appropriate appeal committee.

The written findings of facts and the sanction(s) will be submitted by the Committee to the campus director and to the dean of instruction of the campus where the alleged infraction took place within three (3) working days of the hearing, unless this time is extended for good cause by the Committee. The Committee's decision will be final and will be sent via certified mail with return receipt requested within three (3) working days of the hearing to the student. A copy will also be sent to the instructor/designee and the department chair. The dean of instruction will authorize the registrar to record/change any grade.

The written findings of the facts and the sanction(s) will be kept in a confidential file in the office of the Committee chairperson (campus dean of instruction or College associate vice president for academic affairs) and made available to the student for at least five (5) years.

ACADEMIC DISHONESTY REPORT/ DELAWARE TECHNICAL COMMUNITY COLLEGE
NOTICE OF INFRACTION OF THE ACADEMIC INTEGRITY POLICY

TO BE COMPLETED BY THE INSTRUCTOR (and submitted to Department Chairperson and Assistant Dean of Instruction)

Date: _____

Student Name: _____ Student ID#: _____

Address: _____

Phone: _____ Email address: _____

Course Number: _____ Section Number: _____ Course Name: _____

Form of Infraction (e.g. cheating, plagiarism etc.): _____

Description and evidence of infraction: (Please attach copies of evidence and additional pages if necessary)

Submitted by _____

Position _____

Signature _____

Date _____

TO BE COMPLETED BY THE STUDENT DURING THE MEETING WITH THE ASSISTANT DEAN, DEPARTMENT CHAIRPERSON, AND THE INSTRUCTOR/DESIGNEE. THE STUDENT SHALL INITIAL ON THE BLANKS BELOW AND CHECK THE APPROPRIATE BOX.

_____ I am aware of the alleged Infraction, and

I **accept** responsibility for the infraction or

I **intend to refute the charges. Student must submit evidence within 5 working days of meeting date.**

_____ The possible sanctions have been explained to me.

Student Comments: _____

I am aware of the Academic Integrity Policy and where it can be found, including next steps in the process.

Student Signature _____

Date _____

TO BE COMPLETED BY THE ASSISTANT DEAN OF INSTRUCTION (or designee)

- _____ This is the **first / second / third** infraction for the student (initial and circle one)
- _____ The student **is / is not** found responsible for the infraction. (initial and circle one)

I assign the following sanction(s) for the student.

- _____ Zero grade for assignment
- _____ F course grade
- _____ Academic Integrity Tutorial (RAISE)
- _____ Information Literacy Tutorial
- _____ Dismissal from Delaware Tech (third infraction only)
- _____ Other (please specify) _____

Comments

Assistant Dean of Instruction

Date

APPENDIX M – Academic Standing Procedures and Forms

Academic Standing Policy Chart		
Student Performance	Academic Standing	Rules
First semester student does not earn minimum CUM GPA required for Satisfactory Academic Standing	Academic Warning	Student may register for or maintain pre-registration of 13 credits. Establishment of an Academic Plan <i>and</i> approval of student appeal by academic advisor and Dean of Instruction/designee is required for student to register for or maintain pre-registration of more than 13 credits.
Second semester student does not earn minimum CUM GPA required for Satisfactory Academic Standing	Academic Probation 1	<p>Student may register for or maintain pre-registration of 9 credits. Establishment of an Academic Plan <i>and</i> approval of student appeal by academic advisor and Dean of Instruction/designee is required only for student to register for or maintain pre-registration of more than 9 credits.</p> <p>Student will remain on Academic Probation 1 until the minimum CUM GPA required for Satisfactory Academic Standing is achieved <u>provided that the student earns a semester GPA of at least 2.0 in the next semester.</u></p>
Third semester and subsequent semesters student does not earn minimum CUM GPA required for Satisfactory Academic Standing <u>or a semester GPA of at least 2.0</u>	Academic Probation - Continuing	<p>Student must establish an Academic Plan approved by academic advisor and Dean of Instruction/designee.</p> <p>If student desires to register or maintain pre-registration of more than 9 credits, this must be approved by the academic advisor and the Dean of Instruction/designee through the appeal process.</p>

11/2/11

Academic Plan for Satisfactory Academic Progress

Name: _____ Student ID Number: _____ Major: _____

This Academic Plan is required beginning the _____ semester for the following satisfactory academic progress issue(s):

<input type="checkbox"/> Cumulative GPA Current Cumulative GPA: _____ Students at the College must meet the minimum cumulative GPA requirement based on the number of credits attempted. Official withdrawal grades are not calculated in the cumulative GPA. <i>(www.dtcc.edu/catalog)</i>	<input type="checkbox"/> Percent of Completion Current Completion Rate: _____% Students at the College must successfully complete, on a cumulative basis, 67% of all credits attempted. All non-completion grades (“W,” “U,” “R,” “F,” “S,” and “I”) are used in the calculation of completion rates.	<input type="checkbox"/> Maximum Credits Allowed (MCA) Current Hours Attempted: _____ Students at the College are restricted to a maximum number of credits for which they can receive financial aid. The maximum credit allowance is 150% of the published length of the eligible educational program in which the student is currently enrolled.								
Requirements of Academic Plan for Cumulative GPA <input checked="" type="checkbox"/> Earn a minimum 2.0 GPA for the semester with no U, R, or F grades	Requirements of Academic Plan for Percent of Completion <input checked="" type="checkbox"/> Earn a minimum 2.0 GPA with no U, W, R, or F grades	Requirements of Academic Plan for Maximum Credits Allowed <input checked="" type="checkbox"/> Successfully complete 100% of remaining courses (as listed on the course plan) with no U, W, R, or F grades								
ACADEMIC ADVISOR MUST COMPLETE THIS SECTION:		ACADEMIC ADVISOR MUST COMPLETE THIS SECTION:								
Recommended Courses Current Academic Standing (please circle): <i>Satisfactory/ Warning (max 13)*/ Probation(max 9)*/ Continuing Probation(max 0)*</i> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Subject</th> <th style="text-align: left; border-bottom: 1px solid black;">Course</th> <th style="text-align: left; border-bottom: 1px solid black;">Title</th> <th style="text-align: left; border-bottom: 1px solid black;">Credits</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> Recommended # of credits: _____ Dean of Instruction’s Signature*: <i>(Required each semester student requests to exceed maximum credit load)</i> _____ Date: _____ If approval to exceed maximum credit load is granted by advisor and Dean of Instruction, signed form must be submitted to the Office of the Registrar.		Subject	Course	Title	Credits					Total # of credits required for this major: _____ Remaining # of credits required for major: _____ <i>(including credits to be taken this semester)</i> Course plan: Attach a course sequence sheet/degree audit that clearly indicates remaining classes required for the major
Subject	Course	Title	Credits							
Recommended Resources and Strategies: <input type="checkbox"/> Meet with Academic Advisor/Academic Counselor by: _____ <input type="checkbox"/> Tutoring _____ <input type="checkbox"/> Student Success Courses/Workshops: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Study Groups _____										

I have read and understand the above terms and conditions of this academic plan and acknowledge that my advisor has discussed the resources and strategies to help me meet these conditions. I recognize that I am solely responsible for meeting all of the requirements of the academic plan and that I will be ineligible for financial aid should I be unable to achieve all of these requirements. This academic plan is in place as long as I am meeting the requirements of the plan, and it shall be reviewed at the end of each semester until I meet satisfactory academic progress. In addition, I acknowledge that any additional credits or alternate classes I choose to take that are not included in this academic plan are ineligible for financial aid. Therefore, all such classes and credits shall be taken at my own expense, and I understand that I remain responsible for meeting all of the conditions of this academic plan to be considered for future financial aid eligibility.

Student’s Signature: _____ Date: _____

Advisor’s Signature: _____ Print Name: _____ Date: _____
 (Form revised 8/2/12)

Procedure to Apply Developmental Hold Policy

This appendix is undergoing revisions as of July 13, 2017.

The following procedure provides a mechanism to apply the policy to student performance in developmental courses:

1. At the conclusion of each semester (effective 2008-53), grades are posted, GPA is calculated, and the academic standing policy for college-level courses is applied.
2. Students on academic warning or probation are identified based on college-level course grades and consequences are applied (credit limits, requirement for academic advisement and approval to exceed credit limits, etc.)
3. DIET identifies all the students in satisfactory academic standing as a result of step 1. (This captures students only enrolled in developmental courses as well as those enrolled in a combination of developmental and college courses.)
3. DIET applies a script to the records of the students in satisfactory academic standing (identified in step 3 above). Students who earn an F or U in the same developmental course the number of times identified in the policy are designated as in academic warning, probation or suspension status and identified consequences are applied.
4. Academic standing status is included on the student's end of term grade report, reflecting developmental course performance as well as college-level course performance. The lowest level of academic standing takes precedence.
5. Students may initiate the existing academic standing review procedure to request approval to exceed credit limits imposed by academic warning or probation. (Revised 12/2011, 7/13/2017)

APPENDIX N – INTERNAL CAREER PATHWAY FORMS

Delaware Technical Community College

Internal Career Education Pathway Agreement

Workforce Development and Community Education Non-Credit Certificate Programs to Instructional Division Credit Programs

To enhance students' access to educational programs, this agreement provides a pathway between the Workforce Development and Community Education non-credit certificate programs to Instructional Division credit programs for the purpose of awarding advanced credit.

1. Students must meet all admissions requirements for College Instructional Division credit programs and have successfully completed one semester as a declared student in an academic program prior to credit being awarded for their Workforce Development and Community Education non-credit certificate program.
2. Upon completion of requirements, students who have completed the Workforce Development and Community Education non-credit certificate program in (program title) will receive college credit as follows:

Course Number and Title Credits

TOTAL

APPROVALS

Workforce Development and Community Education Certificate Program:

Instructional Division Degree/Diploma Program:

Workforce Development and Community Education

Director(s): _____ Date: _____

Instruction Department Chairperson(s): _____ Date: _____

Associate/Vice President for

Academic Affairs: _____ Date: _____

INTERNAL CAREER EDUCATION PATHWAY FORM WORKSHEET

Divisions: and

Programs: and

Workforce Development and Community Education Course Competencies/Certification	Content Summary	Method of Assessment	AAS Degree Course Match
			Credit Total =

ASSOCIATE DEGREE COMPLETION CURRICULUM

Divisions: and

Programs: and

Core Courses			Technology/Technology Support Courses		
Course	Title	Cr	Course	Title	Cr
	Credit Total			Credit Total	

Total credits remaining for completion of AAS Degree =

APPENDIX O – Priority of Service Policy for Veterans and Eligible Spouses

Priority of Service Policy for Veterans and Eligible Spouses

The U.S. Department of Labor (USDOL) provides certain funds to Delaware Technical Community College to provide employment and training services to eligible residents and workers. As a condition to receiving those funds, priority of service (POS) shall be given to veterans and eligible spouses in training and placement services. In accordance with the implementation of the Veterans' Priority Provisions of the "Jobs for Veterans Act" (PL 107-288), qualified veterans and eligible spouses will receive priority referral to services over non-veterans as determined by each program's mandatory eligibility criteria, if any. Veterans and eligible spouses must meet all eligibility and program requirements for participation in order to receive priority for a program.

The veteran or eligible spouse shall be identified at the point of entry, whether in person or virtual, so that the priority of service may be implemented over the full range of services available including, but not limited to registration, training and placement. Veterans shall be asked to self-identify upon application.

Priority of service means that a covered person receives access to the service or resource earlier in time than a non-covered person or if the service or resource is limited, the covered person receives access instead of or before a non-veteran.

Eligibility

For purposes of this policy only, the following definitions will apply.

Veteran: a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2). Active service includes full-time duty in the National Guard or a Reserve component, other than full-time duty for training purposes.

Eligible Spouse: The spouse of any of the following:

- (1) Any veteran who died of a service-connected disability;
- (2) Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
 - (i) Missing in action;
 - (ii) Captured in line of duty by a hostile force; or
 - (iii) Forcibly detained or interned in line of duty by a foreign government or power;
- (3) Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs;
- (4) Any veteran who died while a disability, as indicated in (3) above, was in existence.

The status of a veteran or an eligible spouse can be verified by referring a variety of official documents, including, but not limited to:

- A DD 214 (issued following separation from active duty);
- An official notice issued by the Department of Veterans Affairs that establishes entitlement to a disability rating or award of compensation to a qualified dependent;
- An official notice issued by the Department of Defense that documents the eligibility of an individual, based on the missing or detained status of that individual's active duty spouse; or
- An official notice issued by a State veterans' service agency that documents veteran status or spousal rights, provided that the State veterans' service agency requires Federal documentation of that information.

Implementation

Priority of service shall be provided in course registration and in acceptance into selective admission programs with waiting list and competitive ranking admission procedures.

Admission – Veterans and eligible spouses will be asked to self-identify on the application to the College. The academic counselor who provides ancillary services to veterans will contact the veteran/spouse to discuss priority of service and request documents to verify eligibility, if applicable.

Course Registration – Online and in-person registration shall open one day earlier for eligible veterans and spouses than for other students.

Admission into Programs with Waiting Lists – Eligible veterans and spouses who have met all the program admission requirements shall be placed at the top of the waiting list and admitted in the next program cohort offered seats.

Admission into Programs with Competitive Ranking – Each program shall establish and publish the program admission minimum score/requirements for eligible veterans and spouses to be admitted to the program, independent of the regular competitive ranking admission process. The minimum score/requirements shall be determined based on the program's student success data. As expectations for the workforce and curriculum requirements change, changes may be made to the minimum score/requirements established for priority of service. Eligible veterans and spouses who meet that minimum shall be admitted.

APPENDIX P- Excellence in Teaching Award

Delaware Technical Community College Excellence in Teaching Award

Updated 12/14/2016, 9/10//2017

I. Statement of Purpose

It is an essential part of academic life to identify, encourage and reward excellence among the faculty. With respect to this end, Delaware Technical Community College will present an Annual Excellence in Teaching Award to superior instructors, selected by peers and publicly acclaimed.

II. Criteria

The recipients of the Annual Excellence in Teaching Award should represent the very best our profession has to offer. Each recipient must show not only a commitment to excellence in teaching and in the performance of other assigned instructional duties, but a sustained commitment to excellence in contributions to the College and campus.

III. Eligibility

All full-time Salary Plan A instructors, both credit and noncredit, with at least four (4) years of service are eligible to receive the award. This includes all Salary Plan A employees who are teaching as part of their normal duties. Instructors may receive the award twice, as long as at least four years have passed since their first award.

IV. The Award

The announcement of the award shall be made at the Annual Collegewide Employee Recognition Event. A medallion on a ribbon, appropriate to the occasion, will be inscribed and presented at that time. A letter noting the award shall be signed by the President and forwarded to Human Resources for inclusion in the recipient's file. The recipient(s) may be introduced to the Board of Trustees for recognition by mutual agreement of the recipient(s) and the President.

The recipient will receive financial sponsorship to attend the College's international professional development program or an approved domestic conference/professional development opportunity. In addition, the recipient will receive a designated parking space on campus for one year. The recipient may only utilize these awards while currently employed at the College.

V. Procedure and Decision Rules for Selection

Section 1. Annually, during the academic year (actual dates determined annually) Instructional Directors, Department Chairpersons, Program Managers, Educational Training Specialists, instructors and students shall have the right to nominate an instructor for possible selection. The nomination shall be made with respect to the criteria in II above.

Section 2. The nominee's name will be submitted to the Dean of Instruction or Director of Workforce Development and Community Education. The Dean or Director will review the nominee's evaluations for the last two years to validate the nominee's excellence in the classroom and in the performance of other assigned instructional duties and contributions to

the College and campus. The Deans of Instruction and Directors of Workforce Development and Community Education shall then review the list of nominees with the Vice Presidents/Campus Directors.

Section 3. Upon verification of excellence in performing assigned duties by the Dean or Director and review of the list of nominees with the Vice President/Campus Director, a uniform application with the Excellence in Teaching Rubric will be given to each nominee to be completed. This application will require submission of an E- portfolio containing a complete Curriculum Vitae and the nominee's responses to the two questions below with corresponding artifacts/exhibits.

1. **In what way(s) have you contributed to excellence in teaching?** Here the emphasis is on instructional effectiveness and support of student success including engagement, progression and completion (use of active and collaborative teaching strategies, innovative teaching strategies, alternative assessment methods, curriculum development, creating a learning environment for all students, accessibility to students in and out of the classroom, use of educational technology to inform, instruct and facilitate student learning, etc.). Maximum narrative response is limited to one page per each of eight criteria.
2. **In what way(s) have you contributed to excellence with respect to Delaware Technical Community College?** Here the emphasis is on involvement and service that supports the mission, goals, philosophy, Strategic Directions and initiatives of the College. Maximum narrative response is limited to one page.

Section 4. Each nominee's application must be completed and returned to the Dean of Instruction or Director of Workforce Development and Community Education by the designated deadline.

Section 5. The Vice President for Academic Affairs shall annually form a Selection Committee for the award. The committee shall include the Associate Vice President for Academic Affairs, Deans of Instruction, and a previous award recipient from each campus. From the evaluation of the applications, the committee will select nominees for a teaching observation and interview. Evaluations of the observation and interview will be used to recommend the awardees.

Section 7. The names of the award recipients shall be announced after the President of the College notifies the recipients and the Vice Presidents and Campus Directors.

VI. Recognition

A photograph of the recipients shall be displayed on each campus and recognized in suitable media.

**Excellence in Teaching Award
Application Instructions and Award Procedures**

Congratulations on your nomination for Excellence in Teaching!

The selection of faculty for the Excellence in Teaching award is a very competitive process. To be considered for the award, nominees must be willing to do the following:

1. Create an electronic portfolio that includes a complete Curriculum Vitae and a response to the following two questions:
 - In what way(s) have you contributed to excellence with respect to teaching?
Here the emphasis is on instructional effectiveness and support of students (active and collaborative teaching strategies, innovative teaching strategies, alternative assessment methods, creative use of educational and information technology, curriculum development, creating a learning environment for all students, being accessible to students in and out of the classroom, etc.). Maximum narrative response can be one page per criterion.
 - In what way(s) have you contributed to excellence with respect to Delaware Technical Community College?
Here the emphasis is on involvement and action beyond the classroom or other assigned duties. Activities in this category might be chairing an important collegewide or campus committee, involvement as a faculty advisor to a student group, being a student mentor, etc. Maximum narrative response can be one page per criterion.

Your response should be limited to one page for each criterion delineated in the attached rubric. One artifact per criterion may be included in the E-Portfolio.

The E-Portfolio is due to your Dean/Director on [insert date].

2. Based on evaluation of the E-portfolios, candidates will be selected for an **observation of teaching and follow-up interview** by two members of the selection committee who are not from your campus. If you are selected, the dean/director will request your teaching schedule for [insert date range], excluding dates when your students will be testing.

Nomination Decision

Please let your campus division lead – either the Dean of Instruction or the Director of Workforce Development and Community Education – know if you accept this nomination by initialing and signing below. **Please submit this form by [insert date].**

_____ I accept the nomination for the Excellence in Teaching Award and will be submitting the application materials and participating in the process as outlined above.

_____ I decline the nomination.

Signature

Date

Excellence in Teaching E-portfolio Rubric

Candidates must score a minimum of 22 in at least 6 out of the 8 categories in order to qualify for the observation/interview component of the selection process.

Contributions to Excellence in Teaching	Exceptional 4	Effective 3	Evolving 2	Incomplete 1	Portfolio Documentation
1.1 Plans, develops, evaluates and revises courses; Is a creator and supporter of a high quality-learning environment.	Exceeds rigorous academic standards for student success.	Meets academic standards for student success.	Developing academic standards for student success.	No evidence to support academic standards for student success.	Narrative Score _____
1.2 Incorporates innovative teaching strategies to align with various course formats; uses active and collaborative teaching strategies; Is a visionary.	Effective teaching strategies exceed traditional methods of instruction.	Effective teaching strategies meet traditional methods of instruction.	Effective teaching strategies are currently under development.	No evidence of use of effective teaching strategies.	Narrative Score _____
1.3 Integrates various assessment tools to evaluate student success; Strives to get it right; Always looks for ways to be more effective.	Continuously strives to incorporate a variety of assessment tools to evaluate the diverse needs of all students.	Consistently uses a variety of assessment tools in the evaluation process.	Beginning to incorporate a variety of assessment tools in the evaluation process.	No evidence that a variety of assessment tools are used in the evaluation process.	Narrative Score _____

1.4 Demonstrates excellence in student advisement.	Uses innovative advisement strategies and provides an exemplary model for other advisors.	Consistently uses effective advisement strategies to foster the “Advisement as Teaching” model for student success.	Beginning to incorporate advisement strategies to foster the “Advisement as Teaching” model for student success.	No evidence that the “Advisement as Teaching” model for student success is used to foster student success.	Narrative Score _____
1.5 Creates an environment that engages students in learning and encourages and empowers students to meet their educational goals.	Continuously seeks opportunities to adjust instructional strategies to accommodate various student learning styles.	Consistently uses a variety of instructional strategies to address various student learning styles.	Marginally uses instructional strategies to support different student learning styles.	Minimal use of instructional strategies to support different student learning styles.	Narrative Score _____
1.6 Seamlessly integrates appropriate use of educational technology; Blackboard utilization.	Uses multiple technology options for instructional design and student support. Maximally uses Blackboard for all courses to enhance student success.	Consistently uses technology options for instructional design and student support. Meets the minimum college requirements of Blackboard use for all courses to support student success.	Uses limited technology options for instructional design and student support. Some evidence of incorporation of Blackboard into all courses to support student success.	Uses minimal technology in instructional design and student support. No evidence that Blackboard is being used.	Narrative Score _____
1.7 Integrates professional development as a means to strengthen the teaching and learning environment.	Continuously integrates knowledge acquired through professional development to significantly impact contributions to department/campus/College life.	Consistently integrates knowledge acquired through professional development to improve contributions to department/campus/College life.	Adequately integrates knowledge acquired through professional development to improve contributions to department/campus/College life.	Outcomes of professional development activities have limited contributions to department/campus/College life.	Narrative Score _____

<p>2. Participates in campus and college initiatives that support the mission, goal and philosophy of the College.</p>	<p>Demonstrates a superior commitment to the Mission, Vision and Strategic Directions of the College and of the teaching profession.</p>	<p>Demonstrates a commitment to the Mission, Vision, and Strategic Directions of the College and of the teaching profession.</p>	<p>Demonstrates an emerging commitment to the Mission, Vision, and Strategic Directions of the College and of the teaching profession.</p>	<p>Minimal service leadership with underdeveloped commitment to the Mission, Vision, and Strategic Directions of the College and of the teaching profession.</p>	<p>Narrative Score</p> <hr/>
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APPENDIX Q-Procedures for Curricular Changes

**Submission Guidelines and Procedures for Curricular Changes:
Catalog Course File Forms (CCFF), Syllabi,
Program Requirement Forms (PRF), Course Sequence Sheets (CSS)**
(See eFiles on the DTCC portal under Resources/Employee Tools for all curricular forms)

Program leads submit via email the appropriate documentation as listed below to their campus assistant dean of instruction (ADOI) (and copy the ADOI's administrative assistant) for review. The due dates are August 1 for curricular changes effective in the upcoming spring semester and January 1 for curricular changes effective in the upcoming summer or fall semester.

The lead must submit:

1. The completed CCFF accompanied by a course syllabus.
2. If necessary, a program requirement form accompanied by a course sequence sheet (CSS).
3. Documentation of the appropriate collegewide department chairperson(s) approval of **all** proposed curricular changes. (Note: Compile chairs' approval into one document, and submit with proposed changes.)
4. Memo to the ADOI discussing the rationale for the proposed change(s).

After the ADOI and his or her administrative assistant reviews the proposed changes, the ADOI submits the CCFF and accompanying documentation to the curriculum analyst for review and submission to the Curriculum Committee for approval. The ADOI must submit course changes to the curriculum analyst on or about October 1 for curricular changes effective in the upcoming spring semester and on or about February 15 for curricular changes effective the upcoming summer or fall semester.

Completing the Catalog Course File Form (CCFF)

Complete the following areas:

1. **Originating Campus:** Indicate the campus submitting the documentation.
2. Mark the appropriate checkbox(es) to indicate the change(s) to the course.
 - a. New Course Proposal
 - b. Pre-requisite **AND/OR** Co-requisite Change (the course description change box must also be checked since the pre-requisite text is part of the course description)
 - c. Core Course Performance Objectives (CCPO)/Measurable Performance Objectives (MPO) Change
 - d. 3-Year Syllabus Review
 - e. Course Title Change
 - f. Course Description Change
 - g. Course Hour/Credit/Lab Fee Change
 - h. Course Activate
 - i. Course Inactivate
 - j. Schedule Type/Instructional Method Change
 - k. SSC 100, if the course is a developmental or 100-level course
 - l. Exclude pre-requisites for non-award seeking student (ASU) and visiting college student (VSC) students
3. **From Term:** Indicate the semester the new course is first offered or course changes are in effect using the 6-digit Banner term code (e.g., 201751).
4. **To Term:** Indicate the 6-digit Banner term code for the end of time 999999 (six 9's).

5. **Subject/Course Number:** Indicate the 3-letter subject code and 3-digit course number. Recommend an appropriate subject code and number for a new course or indicate if the course is a first-year (1XX) or second-year course (2XX).
6. **Course Title:** Include a course title limited to 30 characters.
7. **Department:** Refers to the course location in the dynamic catalog and is generally the same as the 3-letter subject code for the course.
8. **CEU/Credit:** The number of credits
9. **Billing:** Same as total number of CEUs/Credits
10. **Lecture:** The number of lecture hours per week
11. **Lab:** The number of lab hours per week
12. **Clinical/COP/ISH/P/Fieldwork:** The number of off-campus lab hours per week
13. **Lab Fee Amount:** Multiply the standard lab fee rate (or the exception to the lab fee rate approved by the Board of Trustees) by the total number of on-campus lab hours per week. Chargeable lab hours per course is capped at 6. No lab fee is charged for off-campus lab hours.
14. **Schedule Type:** Check the appropriate boxes for the approved schedule types. Hybrid and online must also have been approved by the Center for Creative Instruction and Technology (CCIT).
15. **Instructional Method:** Check only those methods that apply to the course.
16. **Course Description:** Write in present tense and include the pre-requisites/co-requisites in text format.
17. **Pre-requisite Formula:** Indicate the pre-requisite logic using Boolean format. (A **concurrent** course is defined as a course that can be taken either as a pre-requisite to **or** during the same semester as another course.)
18. **Co-requisite Course:** List courses that must be taken during the **same** semester as the course on the CCFE.

Completing Syllabi Changes

New or revised syllabi may be initiated by faculty, instructional or program coordinators, department chairpersons, or instructional directors and must conform to syllabi guidelines. (Refer to Curriculum Guidelines Appendix S for details on syllabi guidelines.) Syllabi must be submitted on the approved template.

All syllabi revisions must be reviewed and approved by the Curriculum Committee. Syllabi review and submission to the Curriculum Committee is required at a minimum of every three years.

Completing the Program Requirement Form (PRF)

Complete the following areas:

1. **Program Code:** Indicate the 9-letter program code approved by the Vice President for Academic Affairs or designee.
2. **Program Name:** Indicate the program name as approved by the Board of Trustees and/or President.
3. **Effective Term:** Indicate the semester the program takes effect using the 6-digit Banner term code, e.g., 201751.
4. **Total Number of Program Credits:** Indicate the total number of credits required to complete the program.
5. **Total Number of Program Courses:** Indicate the total number of courses required to complete the program.

6. **Minimum Number of Residency Credits:** Click on the arrow for the drop-down box and select the appropriate residency credits for an associate, diploma, or certificate program.
7. **Math Placement:** Click on the arrow for the drop-down box to indicate the math placement level for the program (the lowest level math prerequisite acceptable for the program).
8. **Core Area:** Include 6 credits of English, 6 credits of related humanities/social science, and 3 credits of math for a minimum of 15 credits. Indicate the total number of courses and credits in the core area.
9. **Major Area:** Include a minimum of 30 credits of major courses. Indicate the total number of courses and credits in the major area.
10. **Support Area:** Include mathematics, English, humanities, social science, science and/or program courses from another discipline for a minimum of 15 credits. Indicate the total number of courses and credits in the support area.

Completing the Course Sequence Sheet (CSS)

When the curricular revision includes changes to course code or title, pre-requisites, credits, lecture or lab hours, or course sequencing, a course sequence sheet must be submitted.

When submitting a CSS:

1. Use the approved template.
2. Include all courses listed on the PRF.
3. Ensure that credits, course codes, titles, and pre-requisites align with the current course catalog or requested revisions as appropriate.
4. Sequence courses in an order that allows for pre-requisites to be met.
5. Ensure the effective term aligns with the term in which curricular revisions are effective.

APPENDIX R-Credit Computation Charts

CREDIT COMPUTATION CHART

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
0	0	0	1	0	1	2	0	2
0	1	0	1	1	1	2	1	2
0	2	1	1	2	2	2	2	3
0	3	1	1	3	2	2	3	3
0	4	1	1	4	2	2	4	3
0	5	2	1	5	3	2	5	4
0	6	2	1	6	3	2	6	4
0	7	2	1	7	3	2	7	4
0	8	3	1	8	4	2	8	5
0	9	3	1	9	4	2	9	5
0	10	3	1	10	4	2	10	5
0	11	4	1	11	5	2	11	6
0	12	4	1	12	5	2	12	6
0	13	4	1	13	5	2	13	6
0	14	5	1	14	6	2	14	7
0	15	5	1	15	6	2	15	7
0	16	5	1	16	6	2	16	7
0	17	6	1	17	7	2	17	8
0	18	6	1	18	7	2	18	8
0	19	6	1	19	7	2	19	8
0	20	7	1	20	8	2	20	9
0	21	7	1	21	8	2	21	9
0	22	7	1	22	8	2	22	9
0	23	8	1	23	9	2	23	10
0	24	8	1	24	9	2	24	10
0	25	8	1	25	9	2	25	10
0	26	9	1	26	10	2	26	11
0	27	9	1	27	10	2	27	11
0	28	9	1	28	10	2	28	11
0	29	10	1	29	11	2	29	12
0	30	10	1	30	11	2	30	12
0	31	10	1	31	11	2	31	12
0	32	11	1	32	12	2	32	13
0	33	11	1	33	12	2	33	13
0	34	11	1	34	12	2	34	13
0	35	12	1	35	13	2	35	14
0	36	12	1	36	13	2	36	14
0	37	12	1	37	13	2	37	14
0	38	13	1	38	14	2	38	15
0	39	13	1	39	14	2	39	15
0	40	13	1	40	14	2	40	15
0	41	14	1	41	15	2	41	16
0	42	14	1	42	15	2	42	16
0	43	14	1	43	15	2	43	16
0	44	15	1	44	16	2	44	17
0	45	15	1	45	16	2	45	17
0	46	15	1	46	16	2	46	17
0	47	16	1	47	17	2	47	18
0	48	16	1	48	17	2	48	18
0	49	16	1	49	17	2	49	18
0	50	17	1	50	18	2	50	19
0	51	17	1	51	18	2	51	19
0	52	17	1	52	18	2	52	19

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
3	0	3	4	0	4	5	0	5
3	1	3	4	1	4	5	1	5
3	2	4	4	2	5	5	2	6
3	3	4	4	3	5	5	3	6
3	4	4	4	4	5	5	4	6
3	5	5	4	5	6	5	5	7
3	6	5	4	6	6	5	6	7
3	7	5	4	7	6	5	7	7
3	8	6	4	8	7	5	8	8
3	9	6	4	9	7	5	9	8
3	10	6	4	10	7	5	10	8
3	11	7	4	11	8	5	11	9
3	12	7	4	12	8	5	12	9
3	13	7	4	13	8	5	13	9
3	14	8	4	14	9	5	14	10
3	15	8	4	15	9	5	15	10
3	16	8	4	16	9	5	16	10
3	17	9	4	17	10	5	17	11
3	18	9	4	18	10	5	18	11
3	19	9	4	19	10	5	19	11
3	20	10	4	20	11	5	20	12
3	21	10	4	21	11	5	21	12
3	22	10	4	22	11	5	22	12
3	23	11	4	23	12	5	23	13
3	24	11	4	24	12	5	24	13
3	25	11	4	25	12	5	25	13
3	26	12	4	26	13	5	26	14
3	27	12	4	27	13	5	27	14
3	28	12	4	28	13	5	28	14
3	29	13	4	29	14	5	29	15
3	30	13	4	30	14	5	30	15
3	31	13	4	31	14	5	31	15
3	32	14	4	32	15	5	32	16
3	33	14	4	33	15	5	33	16
3	34	14	4	34	15	5	34	16
3	35	15	4	35	16	5	35	17
3	36	15	4	36	16	5	36	17
3	37	15	4	37	16	5	37	17
3	38	16	4	38	17	5	38	18
3	39	16	4	39	17	5	39	18
3	40	16	4	40	17	5	40	18
3	41	17	4	41	18	5	41	19
3	42	17	4	42	18	5	42	19
3	43	17	4	43	18	5	43	19
3	44	18	4	44	19	5	44	20
3	45	18	4	45	19	5	45	20
3	46	18	4	46	19	5	46	20
3	47	19	4	47	20	5	47	21
3	48	19	4	48	20	5	48	21
3	49	19	4	49	20	5	49	21
3	50	20	4	50	21	5	50	22
3	51	20	4	51	21	5	51	22
3	52	20	4	52	21	5	52	22

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
6	0	6	7	0	7	8	0	8
6	1	6	7	1	7	8	1	8
6	2	7	7	2	8	8	2	9
6	3	7	7	3	8	8	3	9
6	4	7	7	4	8	8	4	9
6	5	8	7	5	9	8	5	10
6	6	8	7	6	9	8	6	10
6	7	8	7	7	9	8	7	10
6	8	9	7	8	10	8	8	11
6	9	9	7	9	10	8	9	11
6	10	9	7	10	10	8	10	11
6	11	10	7	11	11	8	11	12
6	12	10	7	12	11	8	12	12
6	13	10	7	13	11	8	13	12
6	14	11	7	14	12	8	14	13
6	15	11	7	15	12	8	15	13
6	16	11	7	16	12	8	16	13
6	17	12	7	17	13	8	17	14
6	18	12	7	18	13	8	18	14
6	19	12	7	19	13	8	19	14
6	20	13	7	20	14	8	20	15
6	21	13	7	21	14	8	21	15
6	22	13	7	22	14	8	22	15
6	23	14	7	23	15	8	23	16
6	24	14	7	24	15	8	24	16
6	25	14	7	25	15	8	25	16
6	26	15	7	26	16	8	26	17
6	27	15	7	27	16	8	27	17
6	28	15	7	28	16	8	28	17
6	29	16	7	29	17	8	29	18
6	30	16	7	30	17	8	30	18
6	31	16	7	31	17	8	31	18
6	32	17	7	32	18	8	32	19
6	33	17	7	33	18	8	33	19
6	34	17	7	34	18	8	34	19
6	35	18	7	35	19	8	35	20
6	36	18	7	36	19	8	36	20
6	37	18	7	37	19	8	37	20
6	38	19	7	38	20	8	38	21
6	39	19	7	39	20	8	39	21
6	40	19	7	40	20	8	40	21
6	41	20	7	41	21	8	41	22
6	42	20	7	42	21	8	42	22
6	43	20	7	43	21	8	43	22
6	44	21	7	44	22	8	44	23
6	45	21	7	45	22	8	45	23
6	46	21	7	46	22	8	46	23
6	47	22	7	47	23	8	47	24
6	48	22	7	48	23	8	48	24
6	49	22	7	49	23	8	49	24
6	50	23	7	50	24	8	50	25
6	51	23	7	51	24	8	51	25
6	52	23	7	52	24	8	52	25

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
9	0	9	10	0	10	11	0	11
9	1	9	10	1	10	11	1	11
9	2	10	10	2	11	11	2	12
9	3	10	10	3	11	11	3	12
9	4	10	10	4	11	11	4	12
9	5	11	10	5	12	11	5	13
9	6	11	10	6	12	11	6	13
9	7	11	10	7	12	11	7	13
9	8	12	10	8	13	11	8	14
9	9	12	10	9	13	11	9	14
9	10	12	10	10	13	11	10	14
9	11	13	10	11	14	11	11	15
9	12	13	10	12	14	11	12	15
9	13	13	10	13	14	11	13	15
9	14	14	10	14	15	11	14	16
9	15	14	10	15	15	11	15	16
9	16	14	10	16	15	11	16	16
9	17	15	10	17	16	11	17	17
9	18	15	10	18	16	11	18	17
9	19	15	10	19	16	11	19	17
9	20	16	10	20	17	11	20	18
9	21	16	10	21	17	11	21	18
9	22	16	10	22	17	11	22	18
9	23	17	10	23	18	11	23	19
9	24	17	10	24	18	11	24	19
9	25	17	10	25	18	11	25	19
9	26	18	10	26	19	11	26	20
9	27	18	10	27	19	11	27	20
9	28	18	10	28	19	11	28	20
9	29	19	10	29	20	11	29	21
9	30	19	10	30	20	11	30	21
9	31	19	10	31	20	11	31	21
9	32	20	10	32	21	11	32	22
9	33	20	10	33	21	11	33	22
9	34	20	10	34	21	11	34	22
9	35	21	10	35	22	11	35	23
9	36	21	10	36	22	11	36	23
9	37	21	10	37	22	11	37	23
9	38	22	10	38	23	11	38	24
9	39	22	10	39	23	11	39	24
9	40	22	10	40	23	11	40	24
9	41	23	10	41	24	11	41	25
9	42	23	10	42	24	11	42	25
9	43	23	10	43	24	11	43	25
9	44	24	10	44	25	11	44	26
9	45	24	10	45	25	11	45	26
9	46	24	10	46	25	11	46	26
9	47	25	10	47	26	11	47	27
9	48	25	10	48	26	11	48	27
9	49	25	10	49	26	11	49	27
9	50	26	10	50	27	11	50	28
9	51	26	10	51	27	11	51	28
9	52	26	10	52	27	11	52	28

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
12	0	12	13	0	13	14	0	14
12	1	12	13	1	13	14	1	14
12	2	13	13	2	14	14	2	15
12	3	13	13	3	14	14	3	15
12	4	13	13	4	14	14	4	15
12	5	14	13	5	15	14	5	16
12	6	14	13	6	15	14	6	16
12	7	14	13	7	15	14	7	16
12	8	15	13	8	16	14	8	17
12	9	15	13	9	16	14	9	17
12	10	15	13	10	16	14	10	17
12	11	16	13	11	17	14	11	18
12	12	16	13	12	17	14	12	18
12	13	16	13	13	17	14	13	18
12	14	17	13	14	18	14	14	19
12	15	17	13	15	18	14	15	19
12	16	17	13	16	18	14	16	19
12	17	18	13	17	19	14	17	20
12	18	18	13	18	19	14	18	20
12	19	18	13	19	19	14	19	20
12	20	19	13	20	20	14	20	21
12	21	19	13	21	20	14	21	21
12	22	19	13	22	20	14	22	21
12	23	20	13	23	21	14	23	22
12	24	20	13	24	21	14	24	22
12	25	20	13	25	21	14	25	22
12	26	21	13	26	22	14	26	23
12	27	21	13	27	22	14	27	23
12	28	21	13	28	22	14	28	23
12	29	22	13	29	23	14	29	24
12	30	22	13	30	23	14	30	24
12	31	22	13	31	23	14	31	24
12	32	23	13	32	24	14	32	25
12	33	23	13	33	24	14	33	25
12	34	23	13	34	24	14	34	25
12	35	24	13	35	25	14	35	26
12	36	24	13	36	25	14	36	26
12	37	24	13	37	25	14	37	26
12	38	25	13	38	26	14	38	27
12	39	25	13	39	26	14	39	27
12	40	25	13	40	26	14	40	27
12	41	26	13	41	27	14	41	28
12	42	26	13	42	27	14	42	28
12	43	26	13	43	27	14	43	28
12	44	27	13	44	28	14	44	29
12	45	27	13	45	28	14	45	29
12	46	27	13	46	28	14	46	29
12	47	28	13	47	29	14	47	30
12	48	28	13	48	29	14	48	30
12	49	28	13	49	29	14	49	30
12	50	29	13	50	30	14	50	31
12	51	29	13	51	30	14	51	31
12	52	29	13	52	30	14	52	31

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
15	0	15	16	0	16	17	0	17
15	1	15	16	1	16	17	1	17
15	2	16	16	2	17	17	2	18
15	3	16	16	3	17	17	3	18
15	4	16	16	4	17	17	4	18
15	5	17	16	5	18	17	5	19
15	6	17	16	6	18	17	6	19
15	7	17	16	7	18	17	7	19
15	8	18	16	8	19	17	8	20
15	9	18	16	9	19	17	9	20
15	10	18	16	10	19	17	10	20
15	11	19	16	11	20	17	11	21
15	12	19	16	12	20	17	12	21
15	13	19	16	13	20	17	13	21
15	14	20	16	14	21	17	14	22
15	15	20	16	15	21	17	15	22
15	16	20	16	16	21	17	16	22
15	17	21	16	17	22	17	17	23
15	18	21	16	18	22	17	18	23
15	19	21	16	19	22	17	19	23
15	20	22	16	20	23	17	20	24
15	21	22	16	21	23	17	21	24
15	22	22	16	22	23	17	22	24
15	23	23	16	23	24	17	23	25
15	24	23	16	24	24	17	24	25
15	25	23	16	25	24	17	25	25
15	26	24	16	26	25	17	26	26
15	27	24	16	27	25	17	27	26
15	28	24	16	28	25	17	28	26
15	29	25	16	29	26	17	29	27
15	30	25	16	30	26	17	30	27
15	31	25	16	31	26	17	31	27
15	32	26	16	32	27	17	32	28
15	33	26	16	33	27	17	33	28
15	34	26	16	34	27	17	34	28
15	35	27	16	35	28	17	35	29
15	36	27	16	36	28	17	36	29
15	37	27	16	37	28	17	37	29
15	38	28	16	38	29	17	38	30
15	39	28	16	39	29	17	39	30
15	40	28	16	40	29	17	40	30
15	41	29	16	41	30	17	41	31
15	42	29	16	42	30	17	42	31
15	43	29	16	43	30	17	43	31
15	44	30	16	44	31	17	44	32
15	45	30	16	45	31	17	45	32
15	46	30	16	46	31	17	46	32
15	47	31	16	47	32	17	47	33
15	48	31	16	48	32	17	48	33
15	49	31	16	49	32	17	49	33
15	50	32	16	50	33	17	50	34
15	51	32	16	51	33	17	51	34
15	52	32	16	52	33	17	52	34

Instruction (1-1) and Lab/Internship/Practicum/Fieldwork/Cooperative Education (3-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
18	0	18	19	0	19	20	0	20
18	1	18	19	1	19	20	1	20
18	2	19	19	2	20	20	2	21
18	3	19	19	3	20	20	3	21
18	4	19	19	4	20	20	4	21
18	5	20	19	5	21	20	5	22
18	6	20	19	6	21	20	6	22
18	7	20	19	7	21	20	7	22
18	8	21	19	8	22	20	8	23
18	9	21	19	9	22	20	9	23
18	10	21	19	10	22	20	10	23
18	11	22	19	11	23	20	11	24
18	12	22	19	12	23	20	12	24
18	13	22	19	13	23	20	13	24
18	14	23	19	14	24	20	14	25
18	15	23	19	15	24	20	15	25
18	16	23	19	16	24	20	16	25
18	17	24	19	17	25	20	17	26
18	18	24	19	18	25	20	18	26
18	19	24	19	19	25	20	19	26
18	20	25	19	20	26	20	20	27
18	21	25	19	21	26	20	21	27
18	22	25	19	22	26	20	22	27
18	23	26	19	23	27	20	23	28
18	24	26	19	24	27	20	24	28
18	25	26	19	25	27	20	25	28
18	26	27	19	26	28	20	26	29
18	27	27	19	27	28	20	27	29
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18	29	28	19	29	29	20	29	30
18	30	28	19	30	29	20	30	30
18	31	28	19	31	29	20	31	30
18	32	29	19	32	30	20	32	31
18	33	29	19	33	30	20	33	31
18	34	29	19	34	30	20	34	31
18	35	30	19	35	31	20	35	32
18	36	30	19	36	31	20	36	32
18	37	30	19	37	31	20	37	32
18	38	31	19	38	32	20	38	33
18	39	31	19	39	32	20	39	33
18	40	31	19	40	32	20	40	33
18	41	32	19	41	33	20	41	34
18	42	32	19	42	33	20	42	34
18	43	32	19	43	33	20	43	34
18	44	33	19	44	34	20	44	35
18	45	33	19	45	34	20	45	35
18	46	33	19	46	34	20	46	35
18	47	34	19	47	35	20	47	36
18	48	34	19	48	35	20	48	36
18	49	34	19	49	35	20	49	36
18	50	35	19	50	36	20	50	37
18	51	35	19	51	36	20	51	37
18	52	35	19	52	36	20	52	37

CREDIT COMPUTATION CHART
Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
0	0	0	1	0	1	2	0	2
0	1	0	1	1	1	2	1	2
0	2	0	1	2	1	2	2	2
0	3	1	1	3	2	2	3	3
0	4	1	1	4	2	2	4	3
0	5	1	1	5	2	2	5	3
0	6	1	1	6	2	2	6	3
0	7	1	1	7	2	2	7	3
0	8	2	1	8	3	2	8	4
0	9	2	1	9	3	2	9	4
0	10	2	1	10	3	2	10	4
0	11	2	1	11	3	2	11	4
0	12	2	1	12	3	2	12	4
0	13	3	1	13	4	2	13	5
0	14	3	1	14	4	2	14	5
0	15	3	1	15	4	2	15	5
0	16	3	1	16	4	2	16	5
0	17	3	1	17	4	2	17	5
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0	19	4	1	19	5	2	19	6
0	20	4	1	20	5	2	20	6
0	21	4	1	21	5	2	21	6
0	22	4	1	22	5	2	22	6
0	23	5	1	23	6	2	23	7
0	24	5	1	24	6	2	24	7
0	25	5	1	25	6	2	25	7
0	26	5	1	26	6	2	26	7
0	27	5	1	27	6	2	27	7
0	28	6	1	28	7	2	28	8
0	29	6	1	29	7	2	29	8
0	30	6	1	30	7	2	30	8
0	31	6	1	31	7	2	31	8
0	32	6	1	32	7	2	32	8
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0	34	7	1	34	8	2	34	9
0	35	7	1	35	8	2	35	9
0	36	7	1	36	8	2	36	9
0	37	7	1	37	8	2	37	9
0	38	8	1	38	9	2	38	10
0	39	8	1	39	9	2	39	10
0	40	8	1	40	9	2	40	10
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0	42	8	1	42	9	2	42	10
0	43	9	1	43	10	2	43	11
0	44	9	1	44	10	2	44	11
0	45	9	1	45	10	2	45	11
0	46	9	1	46	10	2	46	11
0	47	9	1	47	10	2	47	11
0	48	10	1	48	11	2	48	12
0	49	10	1	49	11	2	49	12
0	50	10	1	50	11	2	50	12
0	51	10	1	51	11	2	51	12
0	52	10	1	52	11	2	52	12

Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit
3	0	3
3	1	3
3	2	3
3	3	4
3	4	4
3	5	4
3	6	4
3	7	4
3	8	5
3	9	5
3	10	5
3	11	5
3	12	5
3	13	6
3	14	6
3	15	6
3	16	6
3	17	6
3	18	7
3	19	7
3	20	7
3	21	7
3	22	7
3	23	8
3	24	8
3	25	8
3	26	8
3	27	8
3	28	9
3	29	9
3	30	9
3	31	9
3	32	9
3	33	10
3	34	10
3	35	10
3	36	10
3	37	10
3	38	11
3	39	11
3	40	11
3	41	11
3	42	11
3	43	12
3	44	12
3	45	12
3	46	12
3	47	12
3	48	13
3	49	13
3	50	13
3	51	13
3	52	13

Class	Lab	Credit
4	0	4
4	1	4
4	2	4
4	3	5
4	4	5
4	5	5
4	6	5
4	7	5
4	8	6
4	9	6
4	10	6
4	11	6
4	12	6
4	13	7
4	14	7
4	15	7
4	16	7
4	17	7
4	18	8
4	19	8
4	20	8
4	21	8
4	22	8
4	23	9
4	24	9
4	25	9
4	26	9
4	27	9
4	28	10
4	29	10
4	30	10
4	31	10
4	32	10
4	33	11
4	34	11
4	35	11
4	36	11
4	37	11
4	38	12
4	39	12
4	40	12
4	41	12
4	42	12
4	43	13
4	44	13
4	45	13
4	46	13
4	47	13
4	48	14
4	49	14
4	50	14
4	51	14
4	52	14

Class	Lab	Credit
5	0	5
5	1	5
5	2	5
5	3	6
5	4	6
5	5	6
5	6	6
5	7	6
5	8	7
5	9	7
5	10	7
5	11	7
5	12	7
5	13	8
5	14	8
5	15	8
5	16	8
5	17	8
5	18	9
5	19	9
5	20	9
5	21	9
5	22	9
5	23	10
5	24	10
5	25	10
5	26	10
5	27	10
5	28	11
5	29	11
5	30	11
5	31	11
5	32	11
5	33	12
5	34	12
5	35	12
5	36	12
5	37	12
5	38	13
5	39	13
5	40	13
5	41	13
5	42	13
5	43	14
5	44	14
5	45	14
5	46	14
5	47	14
5	48	15
5	49	15
5	50	15
5	51	15
5	52	15

Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
6	0	6	7	0	7	8	0	8
6	1	6	7	1	7	8	1	8
6	2	6	7	2	7	8	2	8
6	3	7	7	3	8	8	3	9
6	4	7	7	4	8	8	4	9
6	5	7	7	5	8	8	5	9
6	6	7	7	6	8	8	6	9
6	7	7	7	7	8	8	7	9
6	8	8	7	8	9	8	8	10
6	9	8	7	9	9	8	9	10
6	10	8	7	10	9	8	10	10
6	11	8	7	11	9	8	11	10
6	12	8	7	12	9	8	12	10
6	13	9	7	13	10	8	13	11
6	14	9	7	14	10	8	14	11
6	15	9	7	15	10	8	15	11
6	16	9	7	16	10	8	16	11
6	17	9	7	17	10	8	17	11
6	18	10	7	18	11	8	18	12
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6	20	10	7	20	11	8	20	12
6	21	10	7	21	11	8	21	12
6	22	10	7	22	11	8	22	12
6	23	11	7	23	12	8	23	13
6	24	11	7	24	12	8	24	13
6	25	11	7	25	12	8	25	13
6	26	11	7	26	12	8	26	13
6	27	11	7	27	12	8	27	13
6	28	12	7	28	13	8	28	14
6	29	12	7	29	13	8	29	14
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6	31	12	7	31	13	8	31	14
6	32	12	7	32	13	8	32	14
6	33	13	7	33	14	8	33	15
6	34	13	7	34	14	8	34	15
6	35	13	7	35	14	8	35	15
6	36	13	7	36	14	8	36	15
6	37	13	7	37	14	8	37	15
6	38	14	7	38	15	8	38	16
6	39	14	7	39	15	8	39	16
6	40	14	7	40	15	8	40	16
6	41	14	7	41	15	8	41	16
6	42	14	7	42	15	8	42	16
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6	44	15	7	44	16	8	44	17
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6	46	15	7	46	16	8	46	17
6	47	15	7	47	16	8	47	17
6	48	16	7	48	17	8	48	18
6	49	16	7	49	17	8	49	18
6	50	16	7	50	17	8	50	18
6	51	16	7	51	17	8	51	18
6	52	16	7	52	17	8	52	18

Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
9	0	9	10	0	10	11	0	11
9	1	9	10	1	10	11	1	11
9	2	9	10	2	10	11	2	11
9	3	10	10	3	11	11	3	12
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9	5	10	10	5	11	11	5	12
9	6	10	10	6	11	11	6	12
9	7	10	10	7	11	11	7	12
9	8	11	10	8	12	11	8	13
9	9	11	10	9	12	11	9	13
9	10	11	10	10	12	11	10	13
9	11	11	10	11	12	11	11	13
9	12	11	10	12	12	11	12	13
9	13	12	10	13	13	11	13	14
9	14	12	10	14	13	11	14	14
9	15	12	10	15	13	11	15	14
9	16	12	10	16	13	11	16	14
9	17	12	10	17	13	11	17	14
9	18	13	10	18	14	11	18	15
9	19	13	10	19	14	11	19	15
9	20	13	10	20	14	11	20	15
9	21	13	10	21	14	11	21	15
9	22	13	10	22	14	11	22	15
9	23	14	10	23	15	11	23	16
9	24	14	10	24	15	11	24	16
9	25	14	10	25	15	11	25	16
9	26	14	10	26	15	11	26	16
9	27	14	10	27	15	11	27	16
9	28	15	10	28	16	11	28	17
9	29	15	10	29	16	11	29	17
9	30	15	10	30	16	11	30	17
9	31	15	10	31	16	11	31	17
9	32	15	10	32	16	11	32	17
9	33	16	10	33	17	11	33	18
9	34	16	10	34	17	11	34	18
9	35	16	10	35	17	11	35	18
9	36	16	10	36	17	11	36	18
9	37	16	10	37	17	11	37	18
9	38	17	10	38	18	11	38	19
9	39	17	10	39	18	11	39	19
9	40	17	10	40	18	11	40	19
9	41	17	10	41	18	11	41	19
9	42	17	10	42	18	11	42	19
9	43	18	10	43	19	11	43	20
9	44	18	10	44	19	11	44	20
9	45	18	10	45	19	11	45	20
9	46	18	10	46	19	11	46	20
9	47	18	10	47	19	11	47	20
9	48	19	10	48	20	11	48	21
9	49	19	10	49	20	11	49	21
9	50	19	10	50	20	11	50	21
9	51	19	10	51	20	11	51	21
9	52	19	10	52	20	11	52	21

Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
12	0	12	13	0	13	14	0	14
12	1	12	13	1	13	14	1	14
12	2	12	13	2	13	14	2	14
12	3	13	13	3	14	14	3	15
12	4	13	13	4	14	14	4	15
12	5	13	13	5	14	14	5	15
12	6	13	13	6	14	14	6	15
12	7	13	13	7	14	14	7	15
12	8	14	13	8	15	14	8	16
12	9	14	13	9	15	14	9	16
12	10	14	13	10	15	14	10	16
12	11	14	13	11	15	14	11	16
12	12	14	13	12	15	14	12	16
12	13	15	13	13	16	14	13	17
12	14	15	13	14	16	14	14	17
12	15	15	13	15	16	14	15	17
12	16	15	13	16	16	14	16	17
12	17	15	13	17	16	14	17	17
12	18	16	13	18	17	14	18	18
12	19	16	13	19	17	14	19	18
12	20	16	13	20	17	14	20	18
12	21	16	13	21	17	14	21	18
12	22	16	13	22	17	14	22	18
12	23	17	13	23	18	14	23	19
12	24	17	13	24	18	14	24	19
12	25	17	13	25	18	14	25	19
12	26	17	13	26	18	14	26	19
12	27	17	13	27	18	14	27	19
12	28	18	13	28	19	14	28	20
12	29	18	13	29	19	14	29	20
12	30	18	13	30	19	14	30	20
12	31	18	13	31	19	14	31	20
12	32	18	13	32	19	14	32	20
12	33	19	13	33	20	14	33	21
12	34	19	13	34	20	14	34	21
12	35	19	13	35	20	14	35	21
12	36	19	13	36	20	14	36	21
12	37	19	13	37	20	14	37	21
12	38	20	13	38	21	14	38	22
12	39	20	13	39	21	14	39	22
12	40	20	13	40	21	14	40	22
12	41	20	13	41	21	14	41	22
12	42	20	13	42	21	14	42	22
12	43	21	13	43	22	14	43	23
12	44	21	13	44	22	14	44	23
12	45	21	13	45	22	14	45	23
12	46	21	13	46	22	14	46	23
12	47	21	13	47	22	14	47	23
12	48	22	13	48	23	14	48	24
12	49	22	13	49	23	14	49	24
12	50	22	13	50	23	14	50	24
12	51	22	13	51	23	14	51	24
12	52	22	13	52	23	14	52	24

Instruction (1-1) and Clinical (5-1)

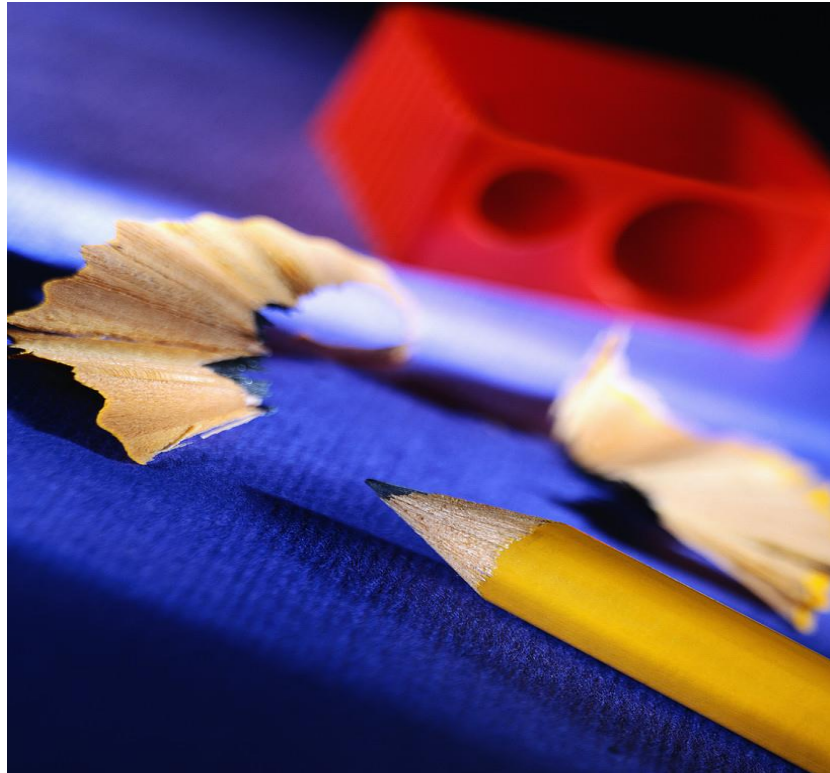
Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
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15	1	15	16	1	16	17	1	17
15	2	15	16	2	16	17	2	17
15	3	16	16	3	17	17	3	18
15	4	16	16	4	17	17	4	18
15	5	16	16	5	17	17	5	18
15	6	16	16	6	17	17	6	18
15	7	16	16	7	17	17	7	18
15	8	17	16	8	18	17	8	19
15	9	17	16	9	18	17	9	19
15	10	17	16	10	18	17	10	19
15	11	17	16	11	18	17	11	19
15	12	17	16	12	18	17	12	19
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15	30	21	16	30	22	17	30	23
15	31	21	16	31	22	17	31	23
15	32	21	16	32	22	17	32	23
15	33	22	16	33	23	17	33	24
15	34	22	16	34	23	17	34	24
15	35	22	16	35	23	17	35	24
15	36	22	16	36	23	17	36	24
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15	42	23	16	42	24	17	42	25
15	43	24	16	43	25	17	43	26
15	44	24	16	44	25	17	44	26
15	45	24	16	45	25	17	45	26
15	46	24	16	46	25	17	46	26
15	47	24	16	47	25	17	47	26
15	48	25	16	48	26	17	48	27
15	49	25	16	49	26	17	49	27
15	50	25	16	50	26	17	50	27
15	51	25	16	51	26	17	51	27
15	52	25	16	52	26	17	52	27

Instruction (1-1) and Clinical (5-1)

Class	Lab	Credit	Class	Lab	Credit	Class	Lab	Credit
18	0	18	19	0	19	20	0	20
18	1	18	19	1	19	20	1	20
18	2	18	19	2	19	20	2	20
18	3	19	19	3	20	20	3	21
18	4	19	19	4	20	20	4	21
18	5	19	19	5	20	20	5	21
18	6	19	19	6	20	20	6	21
18	7	19	19	7	20	20	7	21
18	8	20	19	8	21	20	8	22
18	9	20	19	9	21	20	9	22
18	10	20	19	10	21	20	10	22
18	11	20	19	11	21	20	11	22
18	12	20	19	12	21	20	12	22
18	13	21	19	13	22	20	13	23
18	14	21	19	14	22	20	14	23
18	15	21	19	15	22	20	15	23
18	16	21	19	16	22	20	16	23
18	17	21	19	17	22	20	17	23
18	18	22	19	18	23	20	18	24
18	19	22	19	19	23	20	19	24
18	20	22	19	20	23	20	20	24
18	21	22	19	21	23	20	21	24
18	22	22	19	22	23	20	22	24
18	23	23	19	23	24	20	23	25
18	24	23	19	24	24	20	24	25
18	25	23	19	25	24	20	25	25
18	26	23	19	26	24	20	26	25
18	27	23	19	27	24	20	27	25
18	28	24	19	28	25	20	28	26
18	29	24	19	29	25	20	29	26
18	30	24	19	30	25	20	30	26
18	31	24	19	31	25	20	31	26
18	32	24	19	32	25	20	32	26
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18	34	25	19	34	26	20	34	27
18	35	25	19	35	26	20	35	27
18	36	25	19	36	26	20	36	27
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18	38	26	19	38	27	20	38	28
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18	41	26	19	41	27	20	41	28
18	42	26	19	42	27	20	42	28
18	43	27	19	43	28	20	43	29
18	44	27	19	44	28	20	44	29
18	45	27	19	45	28	20	45	29
18	46	27	19	46	28	20	46	29
18	47	27	19	47	28	20	47	29
18	48	28	19	48	29	20	48	30
18	49	28	19	49	29	20	49	30
18	50	28	19	50	29	20	50	30
18	51	28	19	51	29	20	51	30
18	52	28	19	52	29	20	52	30

Appendix S-Guidelines for Writing Course Syllabi and Measureable Performance Objectives

Guidelines for Course Syllabus Construction



Delaware Technical Community College Offices of the Deans of Instruction

Effective October 2009
Updated 4/27/16
Updated 7/26/13
Updated 4/2/12
Updated 1/12/12
Updated 4/25/16

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Introduction

On February 18, 1993, the Deans of Instruction approved the document, *Guidelines for Writing Course Syllabi and Measurable Performance Objectives*. Since that time, there have been significant changes, both nationally and at Delaware Tech, in the field of education and instructional delivery. These include the adoption and implementation of an academic philosophy that focuses on mastery learning; the implementation of student learning, educational support, and general education outcomes assessment; and an increased emphasis on instructional strategies that engage students and meet their diverse learning needs.

According to Deborah A. Stewart (2004), “Because so many college students, regardless of age, have many responsibilities beyond the classroom, they need to know what will be asked of them in terms of assignments and exams in order to schedule their time and energies accordingly. Therefore, it is important to provide them with a clear map in the form of a syllabus” (p. 28). Delaware Tech’s *Curriculum Guidelines* document provides the background for course syllabus construction:

College Academic Philosophy

Recognizing that students have different learning needs and life experiences, Delaware Technical Community College seeks to provide academic programs that facilitate student learning in various modes and styles. The College has, therefore, established mastery learning and multi-access education as the best ways to provide quality instruction.

At the College, mastery learning is an instructional approach that uses a wide range of multi-sensory instructional strategies to help students master course performance objectives in the cognitive, psychomotor, and affective domains as specified in course syllabi. Instructors plan and deliver a hierarchy of learning content, learning activities, and multiple evaluation methods to foster student knowledge and skill development.

College degree program learning outcomes are defined as Core Curriculum Competencies and Program Graduate Competencies. These competencies are linked to the progressive mastery of course performance objectives.

The College is committed to providing support for faculty in the use of active learning principles and the delivery of instruction by synchronous and asynchronous methods.

Instructional Approach and Curricular Structure

Mastery Learning

The theory of Mastery Learning, which is based on Benjamin Bloom’s Taxonomy and the Learning for Mastery model, suggests that students are most successful when they are given appropriate instruction, sufficient time to complete tasks, and the opportunity to master concepts in a sequential order. The goal

of Mastery Learning is student success. To facilitate Mastery Learning, an instructor divides a learning unit into well-defined objectives and organizes them in a hierarchical order. Students are expected to demonstrate mastery on the first objective before moving on to the next, more complex objective. If a student fails to demonstrate mastery on an objective, the instructor provides corrective feedback. Students are given more than one opportunity to master the concept. If the student needs more instruction than corrective feedback, the student will need to repeat the course to receive full instruction again. In this way, students ultimately attain mastery of all objectives in a course and academic program.

There are five key components of Mastery Learning: philosophy, curriculum structure, instructional model, student assessment, and teaching approach. First, the *philosophy* of Mastery Learning is that the student can learn a set of objectives if given the appropriate instruction and sufficient time to learn material and complete tasks. The second component, *curriculum structure*, requires the instructor to predetermine well-defined learning objectives and develop an organized curriculum that allows for small, sequential learning units. The third component and perhaps most important, the mastery learning *instructional model*, begins with structuring the learning units in a logical, sequential order. Appropriate instruction must occur, and then *student assessment*, the fourth component of Mastery Learning begins. Student learning is assessed and corrective feedback to enhance learning is provided before reassessment. The last component of Mastery Learning is the *teaching approach*. This component of the Mastery Learning philosophy connects to the direct instruction model. Following direct instruction principles, an instructor provides an orientation or framework for a lesson, presents new material, and provides structured, guided, and independent practice for the student learner.

Mastery Learning is evident in all academic programs at Delaware Tech. Student learning goals are well-defined, and concepts are presented in small sequential units. Learning activities within a course or program are varied, and multiple types of evaluation methods are employed. Students are frequently assessed and given more than one opportunity to demonstrate mastery of objectives. At Delaware Tech, students must master the course objectives at 75% proficiency.

Core Curriculum Competencies

At Delaware Tech, the general education student learning goals are the six collegewide Core Curriculum Competencies (CCC) that identify what all graduates will be able to do upon completion of their degree, regardless of program of study. Delaware Tech students acquire these core competencies through general education courses and program-specific coursework. Students are expected to use relevant technology to achieve the outcomes. Upon completion of general education and major courses, a Delaware Tech graduate will be able to:

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Delaware Tech's Vice President for Academic Affairs, Deans of Instruction, Department Chairpersons, Instructional coordinators, and faculty developed the original Core Curriculum Competencies in 1997-1998. They were most recently updated in 2017, and approved by President Brainard and President's Council on April 3, 2017 effective fall 2017.

Program Graduate Competencies

At Delaware Tech, the academic program major student learning goals are the Program Graduate Competencies (PGCs) that identify what the graduates of specific program majors will be able to do upon completion of their degree.

The PGCs were originally identified in 1998 through the collaboration of Delaware Tech faculty, Department Chairpersons, Program and Instructional Coordinators, and Advisory Committee members. Relevant sources were also consulted, such as career field trend data, employee performance/satisfaction surveys, and program needs assessment. The PGCs are reviewed and updated by the Department Chairperson, Program and Instructional Coordinators, and faculty through program review and program specific accreditation processes, as well as through annual input from Advisory Committees.

Course Performance Objectives

Each course syllabus includes Core Course Performance Objectives (CCPOs) and Measurable Performance Objectives (MPOs) that are identical collegewide. As with the Core Curriculum Competencies and Program Graduate Competencies, the CCPOs and MPOs are developed through collegewide collaboration among Delaware Tech Department Chairpersons, Program and Instructional Coordinators, and faculty. The CCPOs, derived from the Core Curriculum Competencies and Program Graduate Competencies, provide the framework for learning in a course. The CCPOs are broad statements that identify the overall knowledge, attitudes, and skills students must acquire to pass a course. MPOs guide student mastery of CCPOs by specifically stating the incremental learning objectives (i.e., what students must be able to know, think and do) in order to attain mastery of the Core Course Performance Objectives, and ultimately the Program Graduate Competencies and Core Curriculum Competencies.

The CCPOs must be mastered at a 75% proficiency level in order to pass the course. Students earn an "F" (Failure) (previously a Recycle) grade if proficiency is less than 75%. Corrective feedback and the opportunity to demonstrate competency is provided, as indicated in the principles of Mastery Learning. If student performance indicates the need for more instruction than corrective feedback, the student will need to repeat the course. In this way, students have the opportunity to ultimately attain mastery of the objectives in a course and academic program. Student demand for programs, as well as accrediting organization requirements, may limit repeat courses and remain in a program (Delaware Technical Community College curriculum guidelines, p. 305).

Framework for Writing Competencies and Objectives

Program Graduate Competencies

According to the New Degree Program Development Process in *Curriculum Guidelines*, a key component in the development of a new program proposal is the “formation of an advisory committee, either collegewide or by county depending on market need and other relevant circumstances. The Advisory Committee and other authoritative sources provide information on the tasks, knowledge, and skills required for the available job opportunities and the Program Graduate Competencies necessary for successful employment.”

Program Graduate Competencies are higher order than course objectives.

Explain	} These performance levels are usually better placed at the course level in CCPOs and MPOs.
Identify	
List	

Program Graduate Competencies support what graduates will know, think, or do at the following performance levels:

- | | |
|------------|---------------|
| Apply | Differentiate |
| Appraise | Employ |
| Assess | Exhibit |
| Categorize | Formulate |
| Compose | Integrate |
| Conduct | Interpret |
| Construct | Modify |
| Create | Perform |
| Design | Utilize |

Performance Objectives

Performance objectives have been classified by Krathwohl, Bloom, and Masia (1964) into three domains: behavior that rises from the body (Psychomotor), the head (Cognitive), or the heart (Affective). Examination of each domain provides insight into the type of objectives that can be written. The terminology used in this document can be used when writing CCCs, PGCs, CCPOs, and MPOs. Objectives need to be written in a format that can be assessed and evaluated, i.e. measured.

The Psychomotor Domain

Psychomotor objectives assist the instructor to identify skills necessary to efficiently execute one of the following types of physical actions:

- a movement task
- a movement pattern
- a manipulative movement
- an act requiring neuromuscular coordination

Simply stated, psychomotor objectives identify observable behaviors that can be performed with the hands or body. (Note: Psychomotor objectives may depend upon cognitive objectives. For example, the sequence or order of doing a procedure may be cognitive while correct performance of discrete tasks within the procedure may depend on psychomotor activity). The psychomotor domain is one of the easiest types of objectives to write in that psychomotor behaviors are readily observable and measurable.

Bloom identifies six classifications of psychomotor behaviors that can be used to write measurable performance objectives. Levels one to four identify behaviors ranging from basic reflexes through the development of physical abilities (strength, flexibility, agility) and have few applications to the type of objectives we are discussing. Levels five and six have important implications for the writing of performance objectives at DTCC and deserve review.

Level Five: Skilled Movements

Level five psychomotor objectives focus on skilled movements which identify the development of proficiency in a task that incorporates economy of effort while performing a complex skill.

Level Six: Non-Discursive Communication

Level six psychomotor objectives encompass a wide variety of communicative physical movements such as facial expressions, posture, dance, "body language," and aesthetic and creative non-verbal art forms.

R. H. Dave (Kapfer, 1971) offers a simpler classification of the levels of psychomotor learning behaviors which may be of assistance in formulating performance objectives:

Imitation is perceived as the lowest level of performance in that the learner simply reproduces the behavior.

Manipulation requires the learner to perform a task as a result of instruction rather than direct observation of the demonstrated task.

Precision raises the expected standard of performance proficiency in that skill is performed independent of a model or set of available directions.

Articulation emphasized the coordination of a series of acts by establishing an appropriate sequence and internal consistency in the task.

Naturalization is the highest level of proficiency in that the behavior is performed with little expenditure of psychic energy and becomes almost automatic or spontaneous.

In writing psychomotor objectives, the instructor needs to ask the following two questions:

1. What will be the "entry" level of my students specific to this skill?
2. What level of "terminal behavior" will be necessary to perform the identified task?

The "entry level" of students will determine the level of difficulty of your first psychomotor objective. The expected mastery performance will determine the level of difficulty of your last or "exit" performance objective.

There are many words that can be used to identify a psychomotor performance objective. Consider the following list when writing objectives:

Behavioral Terms for Writing Psychomotor Objectives

Assemble	Follow	Saw
Build	Grind	Screw
Calibrate	Grip	Sharpen
Change	Hammer	Set
Clean	Heat	Sketch
Compose	Hook	Start
Connect	Identify	Stir
Construct	Locate	Use
Correct	Make	Weigh
Create	Manipulate	Wrap
Design	Mend	
Dismantle	Mix	
Drill	Nail	
Fasten	Paint	
Fix	Sand	

Remember, the psychomotor domain performance objectives are based on physical coordination. The learner will be expected to perform some type of body movement that requires measurable action and neuromuscular coordination. As previously stated, the psychomotor and cognitive domains relate and interact in producing many observable learner behaviors. With this in mind, let us turn our attention to the cognitive domain of performance objectives.

The Cognitive Domain (Concepts)

The cognitive domain deals with learner behaviors that demonstrate "thinking." Cognitive performance objectives play quite heavily in theoretically based courses and programs. There are

six major categories in the cognitive domain. The categories encompass simple to complex intellectual activities.

Category One: Knowledge

Knowledge level cognitive objectives involve remembering previously learned material and require the student to recall either specific or general information. Knowledge objectives involve little more than bringing to mind appropriate information material. This type of performance objectives is the lowest level of cognitive performance objectives.

The following terms are examples of those that may be used to write measurable knowledge level cognitive objectives:

define	note
describe	recall
identify	recite
label	record
list	repeat
match	review
name	select

Category Two: Comprehension

Comprehension level cognitive objectives require the learner to demonstrate the ability to grasp the meaning of material. Students may demonstrate comprehension by translating materials from one format to another, by interpreting materials, or by estimating future trends or predicting consequences. This level of objectives demonstrates the simplest stage of understanding.

The following terms are examples of those that may be used to write measurable comprehension level cognitive objectives:

convert	give examples
clarify	interpret
discuss	locate
estimate	restate
explain	rewrite
express	summarize
extrapolate	tell
generalize	translate

Category Three: Application

Application level cognitive objectives require the learner to demonstrate the ability to use learned material in a new and concrete situation. Students will be asked to apply rules, methods, concepts, principles, laws and theories within a real or simulated situation.

The following terms are examples of those that may be used to write measurable application level cognitive objectives:

change	operate
classify	perform
compute	predict
demonstrate	prepare
determine	produce
dramatize	schedule
employ	sketch
find	solve
manipulate	use
modify	write

Category Four: Analysis

Analysis level cognitive objectives require the learner to demonstrate the ability to break down the material into elements of content and then show the organization and relationship between each of the elements.

The following terms are examples of those that may be used to write measurable analysis level cognitive objectives:

appraise	discriminate	relate
break down	dissect	select
calculate	distinguish	separate
categorize	examine	subdivide
compare	experiment	test
contrast	illustrate	
criticize	inspect	
debate	inventory	
diagram	outline	
differentiate	point out	

Category Five: Synthesis

Synthesis level cognitive objectives require the learner to demonstrate the ability to put elements together to form new material. Synthesis requires students to demonstrate creative behavior which emphasizes the formation of a new structure, pattern, concept, etc.

The following terms are examples of those that may be used to write measurable synthesis level cognitive objectives:

arrange	construct	organize	reorganize
assemble	create	plan	revise
categorize	design	prepare	set up
collect	explain	propose	
compile	formulate	rearrange	
combine	invent	reconstruct	
compose	manage	relate	

Category Six: Evaluation

Evaluation level cognitive objectives require the learner to demonstrate the ability to judge the value of material for a given purpose. The student's judgment will be based upon the student's use of the previous five categories of cognitive performance objectives.

The following terms are examples of those that may be used to write measurable evaluation level cognitive objectives:

appraise	criticize	support
approve	interpret	
assess	judge	
choose	justify	
compare	rate	
conclude	score	

Care must be taken when formulating cognitive performance objectives to consider all six categories. Instructors may limit expected levels of cognitive performance to those behaviors that focus on knowledge, comprehension, and application in that these types of behaviors are often measured in written exams. There is nothing wrong with focusing on the lower level cognitive objectives if they encompass the highest level of thought process necessary for students to meet expectations of "mastery" in courses. One of the major concerns regarding the use of measurable performance objectives argues that instructors will focus on trivial learner behaviors because these types of behavior are the easiest to operationalize. Careful consideration of the expected level of students' cognitive performance within the course should assist in avoiding this potential pitfall.

The Affective Domain

The affective domain deals with how students "feel" about an issue, material, occurrences, and circumstances. The affective domain involves interest, appreciation, attitudes, values, and adjustments. Affective performance objectives require the identification of acceptable or desirable student behaviors drawn from five possible categories of complexity.

Category One: Receiving

Receiving deals with the student's willingness to attend (listen) to a stimuli or phenomenon. Receiving performance objectives measure the student's awareness that an issue or certain materials exists.

The following terms are examples of those that may be used to write measurable receiving level affective objectives:

- follow
- hold
- select
- sit erect

Category Two: Responding

Responding affective objectives require the student to actively participate in the presentation of a phenomenon, issue, or material. The observed behavior conveys the student's interest and involvement.

The following terms are examples of those that may be used to write measurable responding level affective objectives:

- answer
- discuss
- present
- recite

Category Three: Valuing

Valuing affective objectives require the students to internalize the significance of an object, phenomenon, or material that results in displaying behavior that is consistent and stable with regard to the object, phenomenon, or material.

The following terms are examples of those that may be used to write measurable valuing affective objectives:

- differentiate
- justify
- propose
- report
- share

Category Four: Organization

Organization affective objectives focus on bringing together different values, resolving conflicts, and building an internally consistent value system within the student. This level of objective requires students to conceptualize how identified values translate into personal responsibilities. For example, students would be expected to demonstrate behavior consistent with the philosophy of the selected profession or the world or work.

The following terms are examples of those that may be used to write measurable organization affective objectives:

- adhere to
- defend
- integrate
- modify
- synthesize

Category Five: Characterization by Value Concepts

At this level, the expectation of behavior becomes the incorporation of the value system into the "life style" of students. The behavior becomes pervasive, consistent, and predictable with regard to the student response to the selected value.

The following terms are examples of those that may be used to write measurable characterization by value concepts affective objectives:

discriminate
qualify
verify

Most instructors find writing performance objectives in the affective domain to be a difficult undertaking. The affective domain objectives are likely to be more important to those instructors in the "people-oriented" technologies. Increasing diversification within our society and workforce suggests that all instructors consider the importance of including affective measurable objectives in upper level technology courses.

Bloom's Digital Taxonomy

Andrew Churches (2009) has created *Bloom's Digital Taxonomy* in order "to account for the new behaviors, actions, and learning opportunities emerging as technology advances and becomes more ubiquitous" (p. 3). The following terms are examples of those that may be used to write measurable cognitive objectives at the appropriate levels.

Knowledge: Googling, bookmarking, social networking

Comprehension: Boolean searching, blog journaling, annotating

Application: Uploading, sharing, hacking

Analysis: Linking, mind-mapping, mashing

Evaluation: (Alpha and beta) testing, posting, networking

Synthesis: Programming, animating, podcasting

Operational Procedures for Syllabus Construction and Revision

Syllabi may be written or revised by faculty, instructional or program coordinators, department chairpersons or instructional directors and must conform to the template in this appendix.

New or revised syllabi must be approved by the department chairperson/instructional director and the dean of instruction or her/his designee. For courses that are offered by the academic program/department at more than one campus, the approval of these same individuals must be obtained. A Catalog Course File Form (CCFF) must be submitted for all new course proposals and when revisions include changes to the course title, description, course hours/credits, schedule type/instructional method, pre-requisites, co-requisites, Core Course Performance Objectives, and/or Measurable Performance Objectives.

Syllabi should be reviewed annually and revised as appropriate. All syllabi must be reviewed, revised as appropriate, and approved at least every three years.

Core Course Performance Objectives must be coded to the Core Curriculum Competency(ies) and Program Graduate Competency(ies) they support. Core Course Performance Objectives and Measurable Performance Objectives are identical collegewide.

Syllabi must include the following Disabilities Support Statement

The College is committed to providing reasonable accommodations for students with disabilities. You are encouraged to schedule an appointment with your campus Disabilities Support Counselor if you feel that you may need an accommodation based on the impact of a disability. A listing of campus Disabilities Support Counselors and contact information can be found at go.dtcc.edu/DisabilityServices or visit the campus Advising Center.

The syllabus is the student/instructor contract for the course. Therefore, it must be posted in the Learning Management System no later than the first day of the course and be carefully followed. Instructors may also choose to provide students with a hard copy of the syllabus on the first day of class.

The following information must be provided to students as an attachment in a separate document:

- The type, number, and weight of specific evaluation measures that will be used to determine grading. A minimum of four evaluation measures should be used, preferably encompassing different types (e.g., examinations, papers, projects, demonstrations, portfolios, etc.)
- An outline of course topics, learning activities, and reading assignments.
- The schedule of course topics, meetings, learning activities, reading assignments, and evaluation measures
- Make-up policy for learning experiences or evaluation measures

Components of a Course Syllabus



Georgetown | Dover | Stanton | Wilmington

Campus Location: Georgetown, Dover, Stanton, Wilmington **Effective Date:** 20XX-5X

Course Number and Title: <<Course Number>> <<Course Title>>

Pre-requisite: <<Enter Prerequisites>>

Course Credits and Hours: X credits
X lecture hours/week
X lab hours/week

Course Description: <<Course Description>>

Required Text(s): Obtain current information at <https://www.dtcc.edu/student-resources/bookstores>, or visit the bookstore. (Check your course schedule for the course number and section.)

Additional Materials: <<Additional Materials>>

Method of Instruction: <<Method of Instruction>>

Disclaimer:

Core Course Performance Objectives (CCPOs):

1. <<CCPO #1>> (CCC ; PGC)
2. <<CCPO #2>> (CCC ; PGC)
3. <<CCPO #3>> (CCC ; PGC)
4. <<CCPO #4>> (CCC ; PGC)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

List each CCPO with the related MPOs embedded underneath. (Remove this line upon completion.)

1. <<CCPO #1>>
 - 1.1 <<MPO #1.1>>
2. <<CCPO #2>>
 - 2.1 <<MPO #2.1>>
3. <<CCPO #3>>
 - 3.1 <<MPO #3.1>>
4. <<CCPO #4>>
 - 4.1 <<MPO #4.1>>

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the DTCC grading system:

92 – 100 =	A
83 – 91 =	B
75 – 82 =	C
0 – 74 =	F

Students should refer to the Student Handbook (<https://www.dtcc.edu/academics/student-handbook>) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies: (CCCs are the competencies every graduate will develop)

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies: (PGCs are the competencies every graduate will develop specific to his or her major):

1. <<PGC #1>>
2. <<PGC #2>>
3. <<PGC #3>>

Disabilities Support Statement

The College is committed to providing reasonable accommodations for students with disabilities. You are encouraged to schedule an appointment with your campus Disabilities Support Counselor if you feel that you may need an accommodation based on the impact of a disability. A listing of campus Disabilities Support Counselors and contact information can be found at go.dtcc.edu/DisabilityServices or visit the campus Advising Center.

Sample Course Syllabus



Georgetown | Dover | Stanton | Wilmington

Campus Location: Georgetown, Dover, Stanton, Wilmington **Effective Date:** 2018-51

Course Number and Title: ACC 162 Computerized Accounting

Pre-requisite: ACC 101, CIS 107 or OAT 152, SSC 100 or concurrent

Course Credits and Hours: 3 credits
2 lecture hours/week
2 lab hours/week

Course Description: This course prepares students with the workplace skills necessary to use automated accounting software. Topics include data entry by interpreting accounting information, creating financial statements and other financial reports, creating payroll and the related payroll reporting requirements, and creating and managing customer invoices and vendors' bills. This course reinforces the concepts learned in Accounting I and applies these concepts to computer software used to make business decisions.

Required Text(s): Obtain current information at <https://www.dtcc.edu/student-resources/bookstores>, or visit the bookstore. (Check your course schedule for the course number and section.)

Additional Materials: None

Method of Instruction: Classroom, Hybrid

Disclaimer:

Core Course Performance Objectives (CCPOs):

1. Create a business's account system using automated accounting software. (CCC 2, 5, 6; PGC ACT 2, 4, 5; GBT 1, 5; OAT 1)

2. Create a balance sheet, an income statement, and supporting reports, and modify the presentation. (CCC 5, 6; PGC ACT 1, 2, 4; GBT 5; OAT 1)
3. Set up and reconcile a company bank account and a company credit card for the recording of financial transactions. (CCC 2, 6; PGC ACT 1, 2, 4; GBT 5; OAT 1)
4. Create payroll for a business using Excel and appropriate government-provided instructions. (CCC 2, 5, 6; PGC ACT 1, 2, 4; GBT 1, 3, 5; OAT 1)
5. Create payroll for a business using automated accounting software, and prepare the appropriate quarterly and annual payroll reports. (CCC 2, 5, 6; PGC ACT 1, 2, 4; GBT 1, 3, 5; OAT 1)
6. Create and manage customer invoices, record payments, and make deposits. (CCC 2, 6; PGC ACT 1, 2, 4; GBT 1, 4, 5; OAT 1)
7. Create and manage vendors' bills and credits, and pay bills. (CCC 2, 6; PGC ACT 1, 2, 4; GBT 1, 4, 5; OAT 1)

See Core Curriculum Competencies (CCC) and Program Graduate Competencies (PGC) at the end of the syllabus. Course objectives are coded to the competency(ies) they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Create a business's account system using automated accounting software.
 - 1.1 Create a new company file using automated accounting software.
 - 1.2 Set up company preferences within the new company file.
 - 1.3 Set up customers, vendors, and accounts within the new company file.
 - 1.4 Record business transactions classified as financing, investing, and operating activities within the new company file.
2. Create a balance sheet, an income statement, and supporting reports, and modify the presentation.
 - 2.1 After financial transactions are entered, create a balance sheet, income statement, and supporting reports using automated accounting software reporting features.
 - 2.2 Use the reporting features to modify the financial statement presentation (e.g., modify specific dates, include comparative data, or change report titles).
3. Set up and reconcile a company bank account and a company credit card for the recording of financial transactions.
 - 3.1 Create a bank account for use with operating funds from within the company file.
 - 3.2 Create a credit card account for recording financing activities from within the company file.
 - 3.3 Reconcile the company bank account using the automated accounting software reconciliation features, and print the appropriate report to support the transactions.

- 3.4 Reconcile the company credit card account using the automated accounting software reconciliation features, and print the appropriate report to support the transactions.
4. Create payroll for a business using Excel and appropriate government-provided instructions.
 - 4.1 Use Excel software to create payroll records for employees of a business.
 - 4.2 Expand the payroll spreadsheet to include the calculations for monthly, quarterly, and annual payroll deposits and related reporting.
 - 4.3 Explain the reporting requirements for federal and Delaware payroll cycles.
5. Create payroll for a business using automated accounting software, and prepare the appropriate quarterly and annual payroll reports.
 - 5.1 Use automated accounting software to set up payroll for a business.
 - 5.2 Print weekly paychecks for employees using automated accounting software.
 - 5.3 Compute the monthly, quarterly, and annual payroll deposits and related reporting requirements using automated accounting software.
 - 5.4 Print monthly, quarterly, and annual payroll reports using automated accounting software.
6. Create and manage customer invoices, record payments, and make deposits.
 - 6.1 Record sales on account using the Create Invoices window in automated accounting software.
 - 6.2 Record collections of accounts receivable using the Receive Payments window in automated accounting software.
 - 6.3 Record cash sales using the Enter Sales Receipt window in automated accounting software.
 - 6.4 Record deposits in the Make Deposits window in automated accounting software.
 - 6.5 Create customer-related reports.
7. Create and manage vendors' bills and credits, and pay bills.
 - 7.1 Record purchases on an account in the Enter Bills window of automated accounting software.
 - 7.2 Create credit memos in the Enter Bills window of automated accounting software.
 - 7.3 Record payments of accounts payable in the Pay Bills window of automated accounting software.
 - 7.4 Record cash purchases in the Write Checks window of automated accounting software.
 - 7.5 Create vendor-related reports.

Evaluation Criteria/Policies:

Students will demonstrate proficiency on all Core Course Performance Objectives at least to the 75 percent level to successfully complete the course. The grade will be determined using the College Grading System:

92 – 100	=	A
83 – 91	=	B
75 – 82	=	C
0 – 74	=	F

Students should refer to the Student Handbook (<https://www.dtcc.edu/academics/student-handbook>) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies: (CCCs are the competencies every graduate will develop)

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies: (The competencies every graduate will develop specific to his/her major.)

Accounting

1. Prepare and analyze financial statements in accordance with Generally Accepted Accounting Principles.
2. Analyze data to process information for decision-making under a product and job costing system.
3. Apply tax laws to the preparations of tax returns and to tax plans.
4. Integrate professional, ethical and legal standards into business practice.
5. Employ the various theories of management and marketing in a business.

General Business

1. Integrate professional, ethical and legal standards into business practice.
2. Employ the various theories of management and marketing in a business.
3. Apply the principles of human resource management to organizations.
4. Evaluate the actions taken to acquire and retain customers.
5. Measure and track financial performance of an organization.
6. Analyze and apply the strategic management process to organizations.

Office Administration

1. Produce the documents necessary for a functioning business office.
2. Exhibit the skills to produce a keyboarding timing that meets the minimum State requirements.
3. Integrate office-related skills to function in a professional manner within the workplace.
4. Use diverse research methods and information sources to complete a variety of business documents.

Disabilities Support Statement

The College is committed to providing reasonable accommodations for students with disabilities. You are encouraged to schedule an appointment with your campus Disabilities Support Counselor if you feel that you may need an accommodation based on the impact of a disability. A listing of campus Disabilities Support Counselors and contact information can be found at go.dtcc.edu/DisabilityServices or visit the campus Advising Center.

Sample Course Syllabus



Georgetown | Dover | Stanton | Wilmington

Campus Location:	Georgetown, Wilmington	Effective Date: 2018-51
Course Number and Title:	OTA 220 Pediatric Health Conditions	
Pre-requisite:	OTA 110, BIO 121, PSY 127	
Course Credits and Hours:	3 credits 3 lecture hours/week 0 lab hours/week	
Course Description:	This course provides information related to the study of medical conditions, diseases, and dysfunctions of individuals from birth to 21 years of age.	
Required Text(s):	Obtain current information at https://www.dtcc.edu/student-resources/bookstores , or visit the bookstore. (Check your course schedule for the course number and section.)	
Additional Materials:	Campus program and policy manuals	
Method of Instruction:	Classroom	
Disclaimer:		

Core Course Performance Objectives (CCPOs):

1. Demonstrate professional behaviors during the study of medical conditions, diseases, and dysfunction in the pediatric population. (CCC 4; PGC 2)
2. Explain how human development influences occupational performance in the pediatric population. (CCC 1; PGC 1)
3. Differentiate the roles among the various professionals who provide services to children and adolescents with disabilities. (CCC 2; PGC 1)
4. Describe the nature of diversity in the family structure and strategies to work with families who have special needs. (CCC 3; PGC 1)

5. Identify key concepts, specific characteristics, special considerations, and precautions associated with pediatric conditions. (CCC 5; PGC 1)
6. Given specific pediatric conditions, compare and contrast differences and similarities in presentation, limitations in performance of skills, and client factors and their influence on performance in areas of occupations, performance patterns, and activity demands influenced by contexts. (CCC 2; PGC 1, 4)
7. Compare and contrast medical treatment, treatment services for rehabilitation, and implications for occupational therapy (OT) for specified conditions. (CCC 2; PGC 1)
8. Select and determine relevancy of resources in researching specified conditions. (CCC 5; PGC 1, 4)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Demonstrate professional behaviors during the study of medical conditions, diseases, and dysfunction in the pediatric population.
 - 1.1 Demonstrate appropriate professional behaviors in the classroom.
 - 1.2 Respond appropriately to constructive feedback.
2. Explain how human development influences occupational performance in the pediatric population.
 - 2.1 Describe the five developmental stages of childhood: neonatal, infancy, early childhood, middle childhood, and adolescence.
 - 2.2 Describe the general principles of development.
 - 2.3 Identify the sequence of fine motor and gross motor skills development.
 - 2.4 Discuss the relationship among typical development, areas of performance, and contexts.
3. Differentiate the roles among the various professionals who provide services to children and adolescents with disabilities.
 - 3.1 Describe the roles of the various professionals who provide services for children and adolescents with disabilities.
 - 3.2 Discuss the importance and process of referral to specialists for consultation and intervention.
 - 3.3 Explain the difference between the medical model treatment team and the educational model treatment team.
 - 3.4 Discuss the importance of professional collaboration with occupational therapists and other professionals on therapeutic interventions.
4. Describe the nature of diversity in the family structure and strategies to work with families who have special needs.

- 4.1 Identify the nature of diversity in the family structure.
 - 4.2 Describe the potential impact of a child with special needs on the family system.
 - 4.3 List complex issues that may be present when working with families.
 - 4.4 Explain the ways families can participate in intervention services and ways to promote therapeutic relationships with families who have special needs.
5. Identify key concepts, specific characteristics, special considerations, and precautions associated with pediatric conditions.
 - 5.1 Describe the incidences, signs, symptoms, causes, and complications of covered conditions and pathologies in the first half of the life span.
 - 5.2 Explain precautions and special considerations for working with children and young adults who have specific conditions and pathologies.
6. Given specific pediatric conditions, compare and contrast differences and similarities in presentation, limitations in performance skills, and client factors and their influence on performance in areas of occupations, performance patterns, and activity demands influenced by contexts.
 - 6.1 Discuss the impact of the health condition on performance skills, performance patterns, and areas of occupation within the context of family and society.
 - 6.2 Describe the relationship between various health conditions and client functions (i.e. body functions and body structures).
 - 6.3 Identify how specific health conditions may influence activity demands for a child.
 - 6.4 Discuss the effects a health condition has on an individual's physical and mental health and occupational performance within the context of family and society.
7. Compare and contrast medical treatment, treatment services for rehabilitation, and implications for occupational therapy (OT) for specified conditions.
 - 7.1 List medical treatments that may be used for a specific diagnosis.
 - 7.2 Identify treatment interventions that may be used by related therapeutic services for a specific diagnosis.
 - 7.3 Describe OT treatment interventions used by OT practitioners for specific conditions.
8. Select and determine relevancy of resources in researching conditions.
 - 8.1 Locate appropriate resources reflective of evidence-based practice for specified conditions and pathologies.
 - 8.2 Discuss the importance of professional literature in clinical reasoning in collaboration with the registered occupational therapist (OTR).
 - 8.3 Locate and use relevant resources for assigned condition adhering to guidelines for effective oral and written communication.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the DTCC grading system:

92 – 100	=	A
83 – 91	=	B
75 – 82	=	C
0 – 74	=	F

Students should refer to the Student Handbook (<https://www.dtcc.edu/academics/student-handbook>) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies: (CCCs are the competencies every graduate will develop)

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies: (PGCs are the competencies every graduate will develop specific to his or her major):

1. Demonstrate knowledge related to the occupational therapy assistant including patient/client interactions, therapeutic treatments, activity analysis, documentation, safety techniques, and therapeutic equipment.
2. Exhibit effective nonverbal, verbal and written communication in patient/client and family interventions and education and in professional relationships.
3. Perform competently a full range of occupational therapy skills with patients/clients and various populations as occupational beings.
4. Exercise independent judgment and critical thinking in performance of occupational therapy, according to the profession's standards of practice.
5. Demonstrate professional patterns of behavior consistent with the profession's code of ethics.

Disabilities Support Statement

The College is committed to providing reasonable accommodations for students with disabilities. You are encouraged to schedule an appointment with your campus Disabilities Support Counselor if you feel that you may need an accommodation based on the impact of a disability. A listing of campus Disabilities Support Counselors and contact information can be found at go.dtcc.edu/DisabilityServices or visit the campus Advising Center.

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APPENDIX T – Academic Amnesty Procedure and Application Form

Academic Amnesty Procedure and Application Form

The following criteria and application has been created to aid currently enrolled students who began their studies at Delaware Technical Community College prior to the conversion to a Semester system in the Fall of 1993 (94-1). To qualify, a student must complete *The Petition for Academic Amnesty* form and submit the form to the Dean of Instruction or his/her designee.

The following conditions apply:

1. Any student who has an R (Recycle) or U (Unofficial Withdrawal) in a course prior to the Fall of 1993 (94-1) or has an enrollment date prior to 94-1 and has successfully repeated the course(s) (A, B, C grade) or the semester equivalent may petition the Dean of Instruction or his/her designee to eliminate the non-completion grade from their CUM grade point average calculation. Each non-completion grade in the same course will be eliminated from the CUM GPA grade point average calculation.
2. The student must submit a written application for Academic Amnesty to the Dean of Instruction or his/her designee.
3. If the request for Academic Amnesty is approved, the non-completion grade (R, U) will be replaced with an administrative grade (AR, AU). The administrative grade (AR, AU) will not be included in the students new CUM Grade Point Average.
4. All students are cautioned that many undergraduate professional programs, graduate and professional schools consider all grades listed on a transcript when considering applications for admission and scholarship.
5. Academic Amnesty does not change accumulated Financial Aid history. Accumulated term and award limits include all terms of enrollment.

APPROVED BY PRESIDENT'S COUNCIL 4/20/99; Revised by Deans of Instruction 4/5/04; 9/15/05

Delaware Technical Community College

Petition for Academic Amnesty

A Delaware Technical Community College student who is currently enrolled may petition the Dean of Instruction or his/her designee for Academic Amnesty. Any student who has an R (Recycle) or U (Unofficial Withdrawal) in a course prior to fall of 1993 (94-1) and has successfully repeated the courses or the semester equivalent may petition the Dean of Instruction or his/her designee to eliminate non-completion grades (R, U) from the cumulative grade point average computation.

Student Name _____ Student ID _____

Program/Major _____

Address _____ Phone Number _____

I hereby request academic amnesty and petition to have the following grades removed from my cumulative grade point average:

Course No.	Course Title	Credit	Year/Term	Grade

(Additional Courses may be listed on reverse side)

I understand that my academic record (transcript of credits) will not be physically altered except for the recompilation of my Cumulative Grade Point average and the replacement of the non-completion grade (R, U) with an administrative grade (AR, AU).

(Student's Signature)

Dean of Instruction Approval Section

Approved

Denied

Dean of Instruction Signature and Date)

(Vice President for Academic Affairs Signature and Date)

Revised: DOI approval 6/13/08

APPENDIX U- Lab Fee Policy and Procedure and Pass Through Fee Process

Lab Fee Policy Overview

Many courses offered by the college require specialized lab space, equipment, instructional supplies and support which is covered at least in part by lab fees. The Board of Trustees approves all lab fees, including exceptions to standard hourly base rate. Rules and their application include the following which are effective with the fall 2015 semester.

- A standard lab fee of \$12 will be applied for each lab hour that is used in the calculation of course credits. For example, ACC 101 is composed of 3 lecture hours and 2 lab hours (per week in a sixteen week semester) for a total of 4 credits. The lab fee is based on 2 lab hours x \$12 = \$24.
- The maximum lab hours per course for which a lab fee is charged is six (6) or \$72 per course.
- Lab fees may not be applied to courses taught off campus such as clinical courses, field work, internships, and directed practice. This includes similar course delivery modes such as cooperative education and practicum courses.
 - Special attention must be paid to clinical courses taught off campus. Lab fees may be charged for the subset of clinical hours taught in the specialized nursing labs on-campus. For example, NUR 170 officially has 9 “lab” hours, but actually 3 are taught in on-campus lab and 6 are taught in the clinical setting off campus. Therefore, in this case, 3 hours x \$12 or \$36 would be the approved lab fee.
- Exceptions to this policy require prior approval of the Board of Trustees. The Board has approved the exceptions for the fee per lab hour for the following courses:
 - Air Conditioning & Refrigeration \$30
 - Airframe Maintenance \$500 per course up to \$2,000 for program
 - Automotive \$30
 - Biology, Biotechnology, and Science \$17.50
 - Computer Information Systems, Computer and Information Security, Computer Networking Engineering, and Computing and Information Science \$12.50
 - Commercial Transportation \$2000 per program
 - Culinary Arts and Food Service Management \$65
 - Dental Hygiene \$20
 - Early Childhood Education \$12.50
 - English, English as a Second Language, English for Academic Purposes, and Reading \$12 (flat fee for materials even when the specific course has 0 lab hours)
 - Mathematics \$12 (flat fee for materials even when the specific course has 0 lab hours)
 - Medical Assistant Studies \$35
 - Mechanical Engineering \$ \$ 12.50
 - Powerplant Maintenance \$500 per course up to \$1,000 for program
 - Surgical Technology \$75
 - Visual Communications \$15

Procedures

To ensure lab fees are accurately and consistently applied, the following procedure has been established:

1. Requests for approval of new exceptions to the standard hourly base rate for lab fees must be agreed upon collegewide and submitted to the Vice President for Finance for approval. The Vice President for Finance will

request Board of Trustees approval for appropriate requests for lab fee exceptions. The Vice President for Finance will notify the Curriculum Analyst of requests that are approved by the Board. Approval will also be documented in Board minutes.

2. Faculty/Department Chairpersons/Coordinators submitting a new course for approval or a course revision for approval will indicate on the Course File Form the number of hours the course will provide in lab (on campus), internship, cooperative education, field work, directed practice, practicum, and/or clinical. The form will also indicate if the lab fee requested is based on the standard hourly base rate or if the Board has approved an exception fee. Documentation of Board approval for lab fee exceptions must be attached to the Course File Form.

3. The Curriculum Analyst will ensure that the form is completed to accurately document the number of hours for which a lab fee should be charged. The Curriculum Committee will review and approve the request if it complies with lab fee policy.

4. The Curriculum Analyst will document Board approval on the Course File Form and forward a copy to the Registrar at the campus that submitted the Course File Form. The Registrar will enter the appropriate lab fee, if any, into Banner.

The fee will roll into every section of the course.

5. Prior to registration opening for the summer/fall and spring semesters, Institutional Research will provide a report of all courses with lab fees to the Curriculum Analyst and the Registrars who will check the reports to ensure accurate application of the policy.

6. Requests for reports on lab fees assigned to courses must be sent to the Director of Institutional Research.

Pass Through Fee Process

Students will be responsible for reimbursing the College for payments made to third parties on their behalf for charges such as online access for distance education courses, telecourse rental fees, student malpractice insurance, etc. (<https://www.dtcc.edu/admissions-financial-aid/tuition-fees>)

To add or change a pass through fee to a course:

1. Collegewide instructional directors or department chairs identify need for a new pass through fee or a change to a current pass through fee. Program lead completes and signs [Pass Through Fee Request Form](#) verifying collegewide approval to request the new fee or fee change.

2. Program lead submits form to their dean of instruction. Dean circulates form to all deans of instruction. Deans where the course and/or program is offered provide approval by signing this form; where the course and/or program is not offered, deans sign and check Check here if not applicable. The signed form is sent to the assistant to the vice president for academic affairs.

3. The vice president for academic affairs reviews the information. If approved, the signed form is sent to the vice president for finance for review and final approval.

4. If approved, the assistant to the vice president for academic affairs notifies the directors of business services, registrars, data manager assigned to pass through fees, curriculum analyst, and all deans of instruction that the fee is approved. These departments record, apply, communicate, and verify the fee according to their respective processes.

Deadlines

Submit pass through fee requests in accordance with the following schedule to allow time for all approvals and to include pass through fees in the required systems prior to registration.

Form must be submitted by program lead to their campus dean of instruction by: January 1 for summer or fall semester and by August 1 for spring semester.

Form must be submitted by dean of instruction to the assistant to the vice president for academic affairs by: February 1 for summer or fall semester and September 15 for spring semester.

Questions

Questions about pass through fees should be directed to your campus dean of instruction's office.

Location of Pass Through Fee Request Form

The form is housed on [E-files](#) in the Curriculum Forms folder. Downloading the form will activate the digital signature fields.

APPENDIX V-

APPENDIX W- Financial Aid Satisfactory Academic Progress Policy

Financial Aid Satisfactory Academic Progress Policy

(Revised 12/8/11)

Effective July 1, 2011, financial aid recipients at the College are required to maintain Financial Aid Satisfactory Academic Progress (FASAP) in accordance with this policy. This policy supersedes all previous satisfactory academic progress eligibility requirements. Federal financial aid regulations require the College to consider the student's entire academic history, including any periods of enrollment in which the student did not receive federal/state financial aid, under this FASAP policy.

FASAP includes Cumulative Grade Point Average (CGPA), completion rate, and maximum time frame requirements (referred to as Maximum Credits Allowed (MCA), as set forth below, that a student must meet in order to be eligible to receive federal/state financial aid. FASAP is just one of the financial aid award conditions that must be met. Students should see <http://www.dtcc.edu/financialaid/> for a complete list of financial aid eligibility requirements. This FASAP policy is limited to the determination of federal/state financial aid eligibility and is separate from and in addition to the Delaware Tech Academic Standing Policy and any other academic policy at the College.

The College's Financial Aid Office shall review academic progress and compliance with any existing academic plan at the end of the fall, spring and summer semesters, each of which is a financial aid payment period.

As a condition of receiving federal/state financial aid, each student at the College must make satisfactory academic progress toward the attainment of his or her degree according to the following three requirements that comprise FASAP. (Other award requirements also apply.)

1. Minimum Cumulative Grade Point Average:

The table below represents the minimum CGPA needed to be eligible for federal/state financial aid. Official withdrawal grades are not calculated in this CGPA calculation. The CGPA is calculated using all courses taken.

<u>Credits Attempted</u>	<u>CGPA</u>
1-15	≥1.5
16-30	≥1.6
31-45	≥1.8
46+	≥2.0

2. Completion Rate:

Students at the College must successfully complete, on a cumulative basis, 67 percent of all credits attempted. All non-completion grades ("W," "U," "R," "F," "S," and "I") are used in the calculation of completion rates. As an example, the following table shows the minimum number of credits a student must successfully complete (with an "A," "B," "C," or "S") on a cumulative basis to be eligible for federal/state financial aid.

Completed Credits Required To Achieve Satisfactory Completion Rate

<u>Attempted Credits</u>	<u>Completed Credits</u>	<u>Attempted Credits</u>	<u>Completed Credits</u>
1	1	16	11
2	2	17	11
3	2	18	12
4	3	19	13
5	3	20	13
6	4	21	14
7	5	22	15
8	5	23	15
9	6	24	16
10	7	25	17
11	7	26	17
12	8	27	18
13	9	28	19
14	9	29	19
15	10	30	20

3. Maximum Credits Allowed (MCA) for a Degree/Diploma or Previous Associate Degree:

A financial aid recipient is restricted to a maximum number of credits for which he/she can receive financial aid. The maximum credits allowed (MCA) is 150% of the published length of the eligible educational program in which the student is currently enrolled. For example, if 60 credits are required for a specific degree, the MCA for the degree program would be 90 credits ($60 \times 150\% = 90$). The published program lengths are available on the College web site and in the Catalog.

In addition, the credits from a previous diploma or degree program earned at Delaware Tech or elsewhere that are applied to a new degree program at Delaware Tech will be counted toward the MCA for the new degree program.

Maximum Credits Allowed (MCA) for Remedial Courses:

Basic and Pre-technical classes are considered remedial courses. Basic classes are not eligible for federal financial aid payment, but are used in calculating the remedial MCA.

The MCA for a student enrolled in remedial courses is 30 semester hours. This MCA value is separate from the degree or diploma MCA value. No extension is permitted for a student who exceeds the 30-credit remedial limit.

Repeat Coursework:

Repeating failed coursework may be funded by financial aid. In addition, one repetition of previously passed coursework is eligible for federal financial aid. However, a previously passed course is not eligible for financial aid if it is being repeated because the student failed other coursework (e.g., must repeat the course again because of co-requisite requirements).

Repeating a course may improve CGPA, but each attempt impacts the completion rate and maximum time frame.

Transfer Students:

Coursework completed at another institution that is officially accepted as transfer credit by the College counts toward MCA and the cumulative completion rate. However, the grades from other institutions do not transfer to the College and are not considered under the minimum CGPA component of FASAP.

FASAP Process

End of Semester Review

The Financial Aid Office will review the academic record of each financial aid recipient at the end of each semester to determine if she/he is making satisfactory academic progress for program completion. Students who do not meet one or more of the CGPA, completion rate, or MCA requirements listed above are not considered to be making satisfactory academic progress and are subject to the following:

Financial Aid Warning

Beginning with the Fall 2011 semester, the first time the student has not met the CGPA or the completion rate, the student will be notified that he/she has been placed on *Financial Aid Warning* status. A *Financial Aid Warning* allows a student to continue to receive financial aid for only the next semester. A *Financial Aid Warning* will be assigned automatically and does not require an appeal or other action by the student. At the end of the *Financial Aid Warning* semester, the student who does not meet the FASAP requirements is ineligible to receive further federal/state financial aid unless the student makes a successful *Financial Aid Appeal* as described below. In the absence of a successful *Financial Aid Appeal*, the student may only regain eligibility for federal/state financial aid by meeting the College's FASAP requirements at his or her own expense.

A student who exceeds MCA requirements is not eligible to be placed on *Financial Aid Warning* status. Instead, beginning with the Fall 2011 semester, the first time the student has not met MCA the student must make a successful *Financial Aid Appeal* in order to be eligible for further federal/state financial aid.

Financial Aid Appeal and Probation

A student who does not meet FASAP requirements after the *Financial Aid Warning* semester, or a student who exceeds MCA for the first time, may appeal to have financial aid eligibility reinstated if extenuating circumstances prevented the student from meeting FASAP. Such circumstances include:

- Medical condition, illness or injury, to the student or an immediate family member (*Provide documentation*)
- Death of an immediate family member (*Provide documentation*)
- Change or loss of employment for you or an immediate family member (*Provide documentation*)
- Other special circumstance (*Be Specific*)

The *Financial Aid Appeal* process requires the student to complete a Delaware Tech Financial Aid Appeal Form. The student must explain on the Appeal Form the reason(s) the student failed to make FASAP and what has changed in the student's situation that would allow the student to make FASAP at the next evaluation. Relevant documentation must be attached.

In addition, the *Financial Aid Appeal* process requires the student to submit an academic plan signed by an Academic Advisor with the completed Financial Aid Appeal Form to the Financial Aid Office by the appeal deadline for that semester. The academic plan sets forth the requirements the student must meet to make FASAP. The academic plan must include the maximum number of credits recommended by the Academic Advisor for the time period of the academic plan. Please note that if a student registers for additional credits beyond the number approved in the academic plan, then the student is responsible for the cost of those additional credits. However, a student *may* receive financial aid for additional credits beyond those approved in the academic plan only if a new academic plan signed by an Academic Advisor and Dean of Instruction authorizing these additional credits is submitted by the student to the Financial Aid Office by the appeal deadline for that semester.

The Financial Aid Office will respond in writing with the results of the appeal and explain what the student must do to reestablish eligibility for federal/state financial aid. Submitting an appeal does not guarantee that the student will regain financial aid eligibility. The decision of the Financial Aid Office regarding the *Financial Aid Appeal* is final.

If a FASAP appeal is not approved, then the student is ineligible for financial aid until satisfactory academic progress is achieved at his/her own expense.

If the appeal is approved by the Financial Aid Office, the student is then placed on *Financial Aid Probation*. A student placed on *Financial Aid Probation* may receive federal/state financial aid as long as the student is satisfying the requirements of an approved academic plan.

Financial Aid Probation

If after the one semester of *Financial Aid Probation*, the College determines that the student achieved FASAP, he/she will have his/her financial aid eligibility reinstated for the next semester of attendance. Thereafter, such student's academic progress will be evaluated in accordance with this FASAP policy.

If after the one semester of *Financial Aid Probation*, the College determines that the student met all the requirements of his/her academic plan, but did not achieve FASAP, he/she will be permitted to continue

to receive financial aid for the next semester and subsequent semesters of attendance provided that the student continues to meet all of the requirements of the academic plan.

If after the one semester of *Financial Aid Probation*, the College determines that the student did not meet all the requirements of the academic plan nor successfully achieved FASAP, the student will lose financial aid eligibility until the student achieves FASAP at his or her own expense. Students may make another appeal for financial aid eligibility by submitting a new Financial Aid Appeal Form and providing a new academic plan. However, students are advised that Financial Aid Appeals for academic plan deficiencies will only be approved for changes to the student's major and required courses – or in the most extenuating of circumstances- as determined by the Financial Aid Office.

All information is subject to change based on revisions to federal laws, regulations, or college policies and procedures. Students are required to abide by any such revision

Financial Aid Appeal for Unsatisfactory Academic Progress

___ OWENS CAMPUS ___ TERRY CAMPUS ___ STANTON/WILMINGTON CAMPUS

Student's Name

Student ID Number

I am making a Financial Aid Appeal to have my federal/state financial aid reinstated for the

Fall 20___ Spring 20___ Summer 20___ Semester.

Federal regulations require financial aid recipients to maintain Satisfactory Academic Progress in accordance with Delaware Technical & Community College's Financial Aid Satisfactory Academic Progress ("FASAP") Policy. FASAP includes Cumulative Grade Point Average, Completion Rate, and Maximum Credits Allowed requirements that a student must meet in order to be eligible for federal/state financial aid. For more information regarding the College's FASAP Policy, please visit <http://www.dtcc.edu/financialaid/>.

A student who does not meet FASAP requirements after a semester on Financial Aid Warning status, or a student who exceeds Maximum Credits Allowed for the first time including those who have received a previous associate degree at Delaware Tech, is ineligible to receive further federal/state financial aid. However, a student may appeal to have his or her eligibility to receive federal/state financial aid reinstated by completing this Financial Aid Appeal and submitting an academic plan by the appeal deadline specified by the Financial Aid Office. The Financial Aid Office will notify the student in writing of the outcome of the Financial Aid Appeal as soon as possible.

A Financial Aid Appeal requires the completion of the following steps:

1. Review the College's FASAP Policy at <http://www.dtcc.edu/financialaid/>.
2. Meet with your Academic Advisor to develop an Academic Plan. **Failure to attach a copy of the Academic Plan signed by your Academic Advisor to this Financial Aid Appeal will result in the denial of your Appeal.**
3. Please check all of the following applicable reasons why you are not eligible for state/federal financial aid:
 - Cumulative Grade Point Average is below the College's FASAP requirements.
 - Completion Rate is less than the College's FASAP requirements.
 - Exceeded the College's FASAP requirements for Maximum Credits Allowed for a Degree/Diploma or Received a Previous Associate Degree at Delaware Tech.
4. Please check all of the following applicable reasons why you did not meet the FASAP and are thus appealing your ineligibility to receive further federal/state financial aid:
 - A member of my immediate family died.
 - I, or an immediate family member, had a medical condition, injury, or illness.
 - I, or an immediate family member, had a change or loss of employment.
 - Other circumstances.

You must provide documentation attached to this Financial Appeal for the box(es) you have selected in Step 4. In addition, you must explain how those circumstances you have selected impacted your FASAP. All answers must be as specific as possible. You may type or print your answer below or on a separate document that must be attached to this Financial Aid Appeal. Failure to provide a specific explanation or failure to provide adequate documentation will result in a denial of this Financial Aid Appeal.

Please explain why you failed to meet the College's FASAP. For students who have received a previous associate degree at Delaware Tech, please explain why you are seeking financial aid for another associate degree program at Delaware Tech.

Please explain what has changed in your circumstances that will allow you to meet your academic plan. You may type or print your answer below or on a separate document that must be attached to this Financial Aid Appeal. Failure to provide a specific explanation will result in a denial of this Financial Aid Appeal.

- 5. Read, sign, and return this Financial Aid Appeal to the Financial Aid Office. All Financial Aid Appeals must be received by the deadlines set forth by the Financial Aid Office.

I have read the College’s FASAP Policy and understand all of the provisions contained therein. I recognize that I am ineligible for federal/state financial aid because I do not meet the College’s FASAP requirements. I further acknowledge that my submission of this Financial Aid Appeal does not guarantee that I will have my eligibility for federal/state financial aid reinstated and, and I understand that any classes that I have registered for now and in the future at the College may not be eligible for federal/state financial aid. I recognize that if my Financial Aid Appeal is denied, or if my Financial Aid Appeal is granted at less than my enrollment, then I am responsible for the payment of any remaining balance.

I certify that my answers to this Financial Aid Appeal, as well as all documentation or supplemental information attached hereto, are true and correct. I recognize that the reasons by which the Financial Aid Office may deny my Financial Aid Appeal include, but are not limited to, failure to provide the Financial Aid Office with a complete Financial Aid Appeal by the specified deadline; untruthful answers, documentation, or supplemental information; inadequate explanation, documentation, or supplementation; or failure to attach an Academic Plan signed by my Academic Advisor with this Financial Aid Appeal. I understand that the decision of the Financial Aid Office regarding my Financial Aid Appeal, including any and all stipulations or conditions of an approved Financial Aid Appeal, is final. Should this Financial Aid Appeal be approved, I recognize that I must meet all of the conditions of my academic plan at all times in order to remain eligible to receive financial aid at the College.

Student’s Signature

Student ID Number

Date

Reference Guide for Financial Aid Satisfactory Academic Progress Information (FASAP) on the Student Educational Plan (SEP).

The student's current cumulative GPA, completion rate, attempted credits, earned credits, and maximum credits allowed appear in Section A. A quick glance can help you to assess how a student is progressing.

The student's FASAP status along with the academic standing status will display in Section D. For easy reference, the advisors can view the student's history by term, and a table provides the FASAP code and status. As you become accustomed to looking at this field, we hope that you will become familiar with the different statuses. However, we also wanted to provide a reference guide because we understand this is a new process. As we move forward, we plan to provide a link with FASAP explaining status codes/instructions on the SEP.

All FAW Codes – Student is on Financial Aid Warning. Student does not need an Appeal. If student has a restricted credit load due to academic standing (look at the academic standing information in Section D) and the student wishes to exceed the maximum number of credits, the student WILL NEED an Academic Plan. This plan needs to be signed by the student, advisor, and Dean of Instruction. The student must submit the signed plan to the Office of the Registrar and if the student is receiving financial aid, the student must take the plan to the Financial Aid Office after the Registrar.

All FAP and FP Codes – Student is on Financial Aid Probation. Student MUST complete an Appeal and Academic Plan if s/he wishes to be considered for financial aid. The reason for the probation will be indicated next in status field. Students may be on probation for multiple reasons. For those students not planning to apply for financial aid, an Academic Plan may be required if student does not have satisfactory academic standing (see instructions above).

MCA/MCA2 Codes – Student has reached/exceeded the Maximum Credits Allowed for his/her program. Student MUST complete an Appeal and Academic Plan if s/he wishes to be considered for financial aid. Advisor must complete Academic Plan with student and attach a Course Sequence Sheet or Degree Evaluation (WebCAPP) clearly indicating which classes are remaining. The Academic Plan must also indicate the total number of credits for the degree and the remaining credits needed for the degree. Remember, students may have other FASAP issues in addition to MCA (advisors need to complete all appropriate columns).

OK - Students Satisfactory Academic Progress is okay.

Once a student submits an Appeal and an Academic Plan, the Financial Aid Office will review and make a decision. The decision will also display in this table:

F – Appeal approved for full time financial aid (12+ credits).

3/4 - Appeal approved for three-quarters time financial aid (9-11 credits).

H - Appeal approved for half time financial aid (6-8 credits).

L – Appeal approved for less-than-half time financial aid (< 5 credits).

Denied – Appeal was not approved for financial aid.

DEFAULT – FASAP status cannot be calculated.

APPENDIX X-Articulation Procedures

Articulation Procedures

Requests or ideas for the development of new articulation agreements can come from any source and are forwarded to the Collegewide Deans of Instruction and Vice President for Academic Affairs for planning and prioritization.

Articulation agreements are established from a collegewide perspective. The agreements are program-to-program and may be based on course-to-course, block-to-block, and/or competency-to competency matches.

The articulation process with senior institutions includes the following steps:

1. Prepare the technology department curricula, as needed, for the articulation process.
2. Identify the exact courses/credits/competencies required for graduation in the specific associate degree program.
3. Identify the exact courses/credits/competencies required for graduation in the specific bachelor's degree program.
4. Identify the courses/credits/competencies that are equivalent in the associate and bachelor's degree programs. Identify the courses/credits/competencies that are not equivalent, and actions necessary to achieve junior status transfer in regard to bachelor's program requirements.
5. Complete any equivalency actions noted in step 5 above.
6. Identify the exact courses/credits/competencies remaining for completion at the baccalaureate level after Delaware Tech graduation and transfer.
7. Secure agreement to steps 4, 5, and 6, and by the Department Chairpersons, Deans, Vice Presidents of Academic Affairs, and the President of Delaware Tech and the senior institution.

For block-to-block agreements or for agreements to a bachelor's degree completion program in which the curriculum guideline of achieving junior status has been clearly met:

1. Prepare the technology department curricula, as needed, for the articulation process.
2. Identify the exact courses/credits/competencies required for graduation in the specific associate degree program.
3. Identify the exact courses/credits/competencies required for graduation in the specific bachelor's degree program.
4. Identify the exact courses/credits/competencies remaining for completion at the baccalaureate level after Delaware Tech graduation and transfer. Confirm that no more than 55% of credits remain for bachelor's degree completion.
5. Secure agreement to step 4 by the designated Department Chairpersons, Deans of Instruction, Vice President of Academic Affairs and the President of Delaware Tech and the senior institution or their designee.

(Revision approved by: Dr. George, 6/10/2008)

Multicampus programs are represented in the articulation process by one designated chairperson who provides input on behalf of all the involved campuses. The Collegewide Articulation Coordinator manages the articulation process and helps the chairperson designee create articulation proposals that maximize transfer of credit and resolve obstacles. The activity of the Articulation Coordinator varies with the type of articulation process.

There are two types of articulation processes: coordinator-led and chairperson-led. The difference between the two processes is the level of active direction the coordinator provides. In the coordinator-led process, the Articulation Coordinator initiates each step and provides direction and over-sight throughout the process. In the chairperson-led process, the chairperson receives articulation training from the Articulation Coordinator and then follows through on the process with periodic consultation and approval from the Articulation Coordinator at designated points.

Articulation agreements are based on the present curricula for the College and senior institution and are effective for a three- to five-year period. The College or the senior institution at any time may initiate changes to articulation agreements. Both institutions reserve the right to modify their curricula and inform the other institution as deemed necessary. The senior institution will make good faith effort to honor the articulation agreement in effect at the time a student is admitted to a specific Delaware Tech Connected Degree Program.

APPENDIX Y-Service Learning

SERVICE LEARNING

Service Learning at Delaware Tech

At Delaware Tech, service-learning refers to a mode of teaching in which students, as part of their course work, provide a service in or for the community and then formally reflect on their experiences in light of the academic theories, information, and skills that are being taught in the course.

When service learning is appropriate

Faculty members are not required to utilize service-learning. It is a pedagogical approach that is encouraged only when faculty members believe that course content lends itself to service and that students' theoretical learning can be supplemented by hands-on practice. For example, a Visual Communications Instructor teaching a web design course could ask students to design a web site for a nonprofit group that cannot afford to hire a professional web designer. Or a Human Services Instructor teaching a substance abuse course could ask students to design a presentation on substance abuse for use at a local middle school. In short, service-learning is a way to make student learning experiential, active, and collaborative while also meeting a community need.

Benefits of service learning

Many faculty wonder if offering service-learning is additional work, and quite honestly, it often is in the beginning. Community needs and/or projects must be identified and new lesson plans developed; however, the benefits outweigh the costs. There has been extensive research conducted on service-learning over the past twenty years, and results indicate that not only do students prefer the approach to traditional lecture style courses, but they also learn and retain the material better. Additionally, service-learning has been shown to help students:

- Develop critical thinking and problem solving skills.
- Work with diverse groups of people.
- Clarify personal values and dedication to a degree program.
- Gain career knowledge and experience.
- Develop socially and personally.
- Make connections to civic and community partners.

Use of reflection in service learning

A critical component of service-learning is reflection. Once students participate in a service activity, it is important that they reflect on the activity to gain a further understanding of course content, a broader appreciation of the discipline, a greater sense of personal responsibility and clarified values, and an opportunity for civic engagement. Reflection can be assigned through group discussion, journals, papers, portfolios, and presentations. More detailed information about providing structured reflection opportunities is available.

Service Learning vs. Volunteerism vs. Internships

Many faculty new to service learning wonder about the differences between regular community service, service learning, and internships. While there are similarities among the three activities, there are several major differences outlined in the following table.

	Community Service service	Service Learning service & learning	Internship learning
primary intended beneficiary	recipient	recipient and provider	provider
primary focus	service	service and learning	learning
intended educational purposes	civic and ethical development	academic and civic development	career and academic development
integration with curriculum	peripheral	integrated	co-curricular / supplemental
nature of service activity	based on social cause	based on academic discipline	based on industry or career

Note: Delaware Tech Internships are integrated with curriculum.

Service Learning Models

There are many different service learning models faculty can use to engage students in community service. Students may work alone, in pairs, in small groups, or with their entire class. It is important to note that service learning does not have to be a continuous project throughout the entire course. It can be a one-time field trip or activity followed by an assignment. For example, an English Composition instructor could take his or her class to a local food bank to tour the facility, hear a presentation on hunger and poverty, and then sort canned goods for an hour. Then the students could be assigned a paper where they are asked to research hunger and poverty and write about their experience.

For service learning that is more than a one-time project, whether it is scheduled throughout the entire course or for a time period during the course, the most commonly used models are:

Placement model: Similar to an internship, students choose from among several placements that faculty have chosen for their courses and usually work at these sites for 2-3 hours per week throughout the semester. The service they provide is the conduit to their learning. They gain access to populations or issues related to their courses and, in return, provide needed assistance to the organizations and/or their clientele.

Presentation model: Students in certain courses (e.g. Physics) take material they are learning in class and create presentations for audiences in the community, usually young people. The service learners work in small groups and choose from among several sites, which have been set up by the faculty member. Sometimes instructors require students to do their presentations more than once (to give them a chance to evaluate and make adjustments); others have them present in class before going into the community.

Product model: In some courses, students—working alone or in groups—produce a tangible result for their agencies. For example, students in a graphic design course might produce posters for various charity events or students in a database management course might develop or modify databases for a nonprofit agency.

Project model: Working in groups, service learners collaborate with community members to devise and implement a project. Students from an engineering course might partner with an elementary school group to design a pumpkin chunkin’ device to demonstrate physics. Students from a community health or

nursing course might visit a senior center and teach the elderly how to regularly check their blood pressure and their glucose levels.

Important considerations

Faculty are encouraged to carefully consider course content and to select the service learning model that best supports identified student learning outcomes. Of all the models, the placement model is the most difficult to implement and the one that presents the greatest liability. Most of our students have full-time jobs and family responsibilities in addition to coursework. Also, they may not have access to regular transportation to get to and from the site. Therefore, the simplest approach is to plan the service project during class time at Delaware Tech or as a field trip to the service site during the normally scheduled class time. Faculty cannot REQUIRE that students complete a service project that occurs at a specific time that is not the normally scheduled course meeting time.

Faculty who arrange an on-site visit during class time should either ask the students to drive themselves and meet at the site, or faculty can transport the students in a fleet vehicle. Faculty should NEVER transport students in their personal vehicles.

Safety and community partnerships

Faculty are responsible for ensuring the safety of their students at all times during a service project. Instructors must carefully select the agencies and/or groups their students are serving. Faculty should never send students to a place that they have not visited themselves. The agencies and or groups should be serving a positive purpose in the local community. Schools are usually a very safe site and great service partner, however, sometimes they require fingerprinting if students work one-on-one with the children.

Faculty should always directly speak to the executive director of the agency or the principal of the school prior to arranging a project. Faculty should approach it as a partnership between the class and the agency/school and should make every effort to be organized and prepared. Communication is critical to ensure that everyone's expectations are met and that there is reciprocity between partners.

Waiver and Release

There is a waiver and release form that all students must sign if they visit a service site. It is the faculty members' responsibility to make sure that the project name and date is filled in on the form prior to the students signing. Faculty should keep the signed forms on file for 2 years. The form is located in Appendix Y.

Recognition and celebration

Students and faculty who complete service learning projects are usually very proud of their service and rightfully so. Faculty are encouraged to take photos during the service projects, save positive student reflection statements, and brag about their students' service accomplishments and contributions at every opportunity.

Service-Learning

Three Levels of Student Reflection

The Mirror (a clear reflection of the self)

- Who am I?
- What are my values?
- What have I learned about myself through this experience?
- Do I have more/less understanding or empathy than I did before volunteering?
- In what ways, if any, has your sense of self, your values, your sense of “community,” your willingness to serve others, and your self-confidence/self esteem been impacted or altered through this experience?
- Have your motivations for volunteering changed? In what ways?
- How has this experience challenged stereotypes or prejudices you have/had?
- Any realizations, insights, or especially strong lessons learned or half-glimpsed?
- Will these experiences change the way you act or think in the future?
- Have you given enough, opened up enough, cared enough?
- How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?

The Microscope (makes the small experience large)

- What happened? Describe your experience.
- What would you change about this situation if you were in charge?
- What have you learned about this agency, these people, or the community?
- Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.
- Do you feel your actions had any impact? What more needs to be done?
- Does this experience compliment or contrast with what you are learning in class? How?
- Has learning through experience taught you more, less, or the same as learning in the classroom? In what ways?

The Binoculars (makes what appears distant, appear closer)

- From your service experience, are you able to identify any underlying or overarching issues, which influence the problem?
- What could be done to change the situation?
- How will this alter your future behaviors, attitudes, and career?
- How is the issue or agency you are serving impacted by what is going on in the larger political/social sphere?
- What does the future hold? What can be done?

From Cooper Mark, "Reflection: Getting Learning Out of Serving, The Big Dummy's Guide to Service-Learning."

SERVICE LEARNING
Waiver and Release
DELAWARE TECHNICAL COMMUNITY COLLEGE

Service Project Name: _____

Date(s) of Project: _____

Faculty Member: _____

I hereby acknowledge that prior to my choosing to participate in a service-learning project, I became aware of the requirements and/or pre-requisites for participating and I am aware of the level of health and/or knowledge which is required to do so. I agree to assume all risks associated with my participation. I agree that I will comply completely with any and all policies and regulations set forth by the instructor and/or agency representative and will follow the directions and instructions provided. I will use any equipment only in the manner and for the particular purpose for which the equipment was designed.

I understand and acknowledge that Delaware Technical Community College's policies on Alcohol, Drug Use, Sexual Harassment, and the Student Rights and Standards of Student Conduct policies apply whether I am on-campus or off-campus in connection with college service-learning activities. I agree to abide by these policies.

As partial consideration for my participation in and travel in connection with a service-learning project, I hereby indemnify and hold harmless and release Delaware Technical Community College, its directors, trustees, officers, employees, agents and representatives from any and all liability and claims for any injuries to my person or property or damage to my health, whatsoever, which occur directly or indirectly as a result of my participation in service-learning.

MY SIGNATURE INDICATES THAT I HAVE READ AND UNDERSTOOD THIS AGREEMENT AND THAT I AGREE TO EVERYTHING STATED IN IT. MY SIGNATURE ALSO INDICATES THAT I AM AWARE OF ANY SPECIAL RISKS, DANGERS, AND HAZARDS INVOLVED IN THE PROGRAM.

Participant's Name (printed)

Participant's Name (signature)

Date

Service-Learning Reflection

Frequently Asked Questions

How important is reflection?

Reflection is a critical component of Service-Learning. It is, in fact, what turns volunteer work into a learning opportunity. If the students aren't provided with opportunities to reflect on their experience, they are not making the connection between their work in the classroom and that in the community.

The following list of frequently asked questions about reflection, compiled by National Campus Compact, can help guide instructors.

What is structured reflection?

Effective Service-Learning programs provide opportunities for people to reflect critically on their service experience. Service-Learning projects can be used to reinforce course content and to develop a variety of competencies including critical thinking, communication skills, leadership, a sense of civic responsibility and multicultural understanding. Structured reflection can help students make meaningful connections between their service experience and course content, and in the process develop various skills.

The term structured reflection is used to refer to a thoughtfully constructed process that challenges and guides students in (1) examining critical issues related to their Service-Learning project, (2) connecting the service experience to coursework, (3) enhancing the development of civic skills and values, and (4) assisting students in finding personal relevance in the work.

Why is structured reflection critical to effective Service-Learning?

Reflection is a critical component of all experience-based pedagogies. However, a well-designed reflection process is particularly important in Service-Learning for the following reasons:

1. Textbooks and lectures use techniques such as highlighting key points, examples, clarifying common misconceptions, and summaries to facilitate student learning. In contrast, experience provides few explicit guides to learning. Students need to be challenged,

encouraged, and supported in reflecting on service projects and in connecting these experiences to coursework.

2. Experience is unstructured and messy. Real-world projects are not simple applications of concepts and rules learned in the classroom. The tasks of collecting information, framing the problems, identifying alternatives and recommending and justifying solutions appropriate to specific contexts are challenging tasks. Reflection activities, such as project logs and journals, provide opportunities for students to share project progress and concerns on an ongoing basis. Project effectiveness and student learning can both be enhanced by reviewing student reflection and providing guidance.

3. The importance of structured reflection is underscored by the realization that a significant portion of the learning experience cannot be observed or controlled by the instructor. Faculty may not be privileged to the complexity of detail in a service project, yet faculty are expected to provide guidance to students in addressing problems. Further, different students/teams can be involved in different projects. Thus, unlike textbook problems/cases, it may be difficult to integrate discussion of project details in classroom discussion. A carefully structured reflection process can facilitate the exchange of relevant information between students, faculty, and the community in a timely manner.

4. Reflection is also important because students need a safe space for grappling with the range of emotions that arise from a service experience.

When should reflection occur?

Effective service learning requires more than a report or presentation at the end of the semester. Faculty should provide numerous opportunities for reflection before, during, and after the service experience. An ongoing process of reflection enhances student faculty communication and provides faculty with a better understanding of student projects, problem-solving efforts, and progress. Such communication can help in improving project effectiveness as well as student learning.

The role of reflection varies according to the stage of the project. Reflection before the project can be used to prepare students for the Service-Learning experience. Reflective preparation is key to the effectiveness of Service-Learning. At this stage, reflection can be used to teach students concepts/theories required for the project, orient them towards the community organization needs, and offer them problem-solving skills to address the challenges that will arise in the community setting.

What are the different types of reflective activities that can be used in Service-Learning projects?

A variety of activities can be used to facilitate student reflection. Faculty can require students to keep journals, organize presentations by community leaders, encourage students to publicly discuss their service experiences and the learning that ensued, and require students to prepare reports to demonstrate their learning. When constructing the reflection activities faculty should consider the following:

1. Reflection activities should involve individual learners and address interactions with peers, community members, and staff of community agencies.
2. Students with different learning styles may prefer different types of activities. Faculty should select a range of reflective activities to meet the needs of different learners.
3. Different types of reflection activities may be appropriate at different stages of the service experience. For example, case studies and readings can help students prepare for the service experience.
4. Reflection activities can involve reading, writing, doing, and telling. Some examples of reflective activities follow:
 - Class/group discussions
 - Oral reports to class
 - Discussions with community members or experts on the issue
 - Public speaking on the project
 - Teaching material to younger students
 - Testimony before policymaking bodies, such as school boards.
 - Essay, research paper, or final paper
 - Personal narratives
 - Journal or log

- Case study or history
- Narrative for a video, film, or slide show
- Newspaper, magazine, and other published articles
- Photo, slide, or video essay
- Paintings, drawings, or collages
- Dance, music, or theater presentations

Source: Campus Compact, Leeward Community College, Service-Learning Faculty Handbook, December, 2002

INTERNSHIP WAIVER, RELEASE, INDEMNIFICATION

I, _____, the undersigned, understand that participating in the following internship at Delaware Technical and Community College (the "College"):

Program:

Internship with:

may expose me to certain risks to my personal safety. I understand that following the instructions of the internship supervisor will aid in minimizing those risks. I agree to comply with the instructions and directions of all instructors and supervisors during my training at the College. I believe that I have no physical or psychological problems that would prohibit my safe participation in this training, and believe myself to be in good physical condition. I understand, too, that although the College has taken precautions to provide proper equipment and qualified supervision, it is impossible to guarantee my absolute safety. I understand that I share in the responsibility for my safety, and I assume that responsibility of my own free will. I recognize that there are risks of injury that may arise due to my participation in this internship even though the College has made every effort to make this experience as safe as possible. It is not possible to specifically list each and every possible injury. However, knowing the material risks involved, and reasonably anticipating that injuries and even death are a possibility, I hereby expressly assume all possible risks of injury and even risk of death, which could occur by reason of my participation in the above-referenced internship.

In consideration of, and as part payment for my participation in the internship, I assume all of the above risks and shall hold harmless, indemnify, and defend the College, its trustees, employees, and agents, from any and all liability including negligence actions, claims, debts and demands of every kind whatsoever which occur directly or indirectly as a result of my participation in this internship. The terms of this release and assumption of risk serve as a release and assumption of risk for my heirs, executors and administrators. By signing my name below, I certify that I have reached 18 years of age and I have read, understand, and enter into this agreement freely and voluntarily.

Participant's Name (printed)

Participant's Name (signature) Date

Signature of parent or guardian if participant is under 18 years of age:

Guardian/Parent's Name (printed)

Guardian/Parent's Name (signature) Date

APPENDIX Z- ADVISORY COMMITTEE MEETING AGENDA TEMPLATE

This template is to serve as a guideline for developing meeting agendas. Program-specific information should be presented at each program's discretion. 5/14/12

DELAWARE TECHNICAL COMMUNITY COLLEGE

Program Title **Advisory Committee** **Meeting Agenda**

Date Time

Attendance:

- I. **Program Mission Statement:**
- II. **Program Goals:** (Program Graduate Competencies – PGC's)
- III. **Program Effectiveness:** *Review data, improvement actions and solicit feedback*
 1. **Program completion rate:** (Student retention rate and graduation rate)
 2. **Credentialing examination pass rate:** (if applicable)
 3. **Job placement rate:**
 4. **Graduate satisfaction:** (if applicable)
 5. **Employer satisfaction:** (if applicable)
- IV. **Curriculum:** (changes identified if applicable)
- V. **SLOA:** *Review plans, results, improvement actions and solicit feedback*
- VI. **Program Policy / Protocol changes:** (if applicable)
- VII. **Accreditation Standards:** *(All accredited programs should include the program's standards as a guideline for review during the Advisory Committee meeting)*
- VIII. **Internships/Co-ops/Clinicals/Directed Practice:** (if applicable)
- IX. **Program Marketing:**
- X. **Industry Changes / Program Impact:**
- XI. **College Policy Changes:** information that is of interest to our stakeholders
- XII. **Miscellaneous / Comments:**

NOTE: *In the assigned Program Review year, results are reported to the committee for their input and documented in the minutes and Program Review document. Discussion of items III and V are mandatory and must be reflected in committee minutes.*