



FORM

Federal Compliance Filing by Institutions

Effective September 1, 2016 – August 31, 2017

This document outlines the information institutions should provide in a separate federal compliance section of their Assurance Argument or Comprehensive Quality Review. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document.

The information requested in this document should be uploaded in the Assurance System in a separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the *Federal Compliance Overview: Information for Institutions and Peer Reviewers* in completing this template. This guide identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Institution name: Arapahoe Community College

Main contact in the financial aid office: Darcy Briggs-Jackson

Number of staff members in the financial aid office: 9

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: Gainful Employment Completer's List - June 2, 2016

Federal Student Aid Conference - December 1 - 3, 2015

Assignment of Credits, Program Length and Tuition

1. Complete the [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#). Submit the worksheet and the attachments listed in it as **Appendix A**.
2. What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions offering programs at a single degree level may be able to identify a specific number of semester or quarter hours to which all their programs conform; institutions with programs at different degree levels may need to expand their answer, and if so should include a list in Part A, Section 1 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours* (Appendix A).

Certificate programs vary between 4 and 60 credits; degree programs vary between 60 and 88 credits. A complete list of certificate and degree programs has been provided in Part A, Section 1 of the Worksheet for Institutions on the Assignment of Credit Hours (Appendix A).

3. Are there any differences in tuition for specific programs?

Yes

No

If so, please identify the programs and explain the rationale for the difference in tuition.

The tuition and fee schedule for all Colorado Community College System (CCCS) institutions is approved by the State Board for Community Colleges and Occupational Education (SBCCOE). CCCS has determined that six programs offered at various CCCS institutions, because of their unique instructional requirements, will charge a tuition differential, resulting in an increased cost of the program. The only approved higher-cost program offered at ACC is the Associate of Applied Science in Nursing degree. Each course in this program charges an additional \$57.95 per credit during Academic Year 2015-2016.

For more information see Federal Requirements 34 CFR §602.16(a)(1)(viii), 34 CFR §602.24(f), 34 CFR §600.2, and 34 CFR §668.8(k) and (l).

Institutional Records of Student Complaints

4. What is the institution's process for handling student complaints?

ACC encourages students to resolve problems informally by discussing situations, concerns or problems with their instructor, fellow students or other college offices, as applicable. If this is not successful, the concerned party can complete either the Complaint Form – Civil Rights or the Student Grievance Form – Non Civil Rights, depending on the nature of the student's complaint.

The Student Grievance Procedure is intended to allow students an opportunity to present an issue which they feel warrants action, including the right to secure educational benefits and services. The Student Grievance Procedure was revised in 2012, and at that time an additional informal complaint mechanism, the Instructional Feedback Form, was removed.

If the basis of the claim is discrimination and/ or harassment based on federal or state civil rights laws, the student files a grievance under the current Civil Rights Grievance and Investigation Process and completes a Complaint Incident Report Form, Civil Rights.

Complaints received related to CCCOnline courses are directed to CCCOnline. In these instances ACC staff can serve as an informal advocate.

The investigation process relating to formal student complaints is initiated and processed by the Student Life office. Student Life staff involves appropriate campus employees during the investigation process.

5. Provide the institution's complaint policy and procedure and the web address where the public can find this information:

Attached as Appendix B or attach as **Appendix B**.

6. Provide an aggregated report of the number and type of complaints received since the last comprehensive evaluation by HLC and explain their resolutions. Attach as **Appendix C**.

7. How does the institution integrate what it has learned from the complaint process into improvements in services or in teaching and learning?

ACC monitors closely the formal and informal complaints brought to the Student Life office by students. Complaints are reviewed and resolved as College staff are made aware of the complaint. Trends in complaints and complaints of note are discussed by the Behavioral Intervention Team (BIT) and college College Administration on an as-needed basis. Through the Campus Outreach and Support Team (COST) the College is able to analyze student complaints and behaviors in an effort to identify trends that need to be addressed. The Team's role is to determine effective strategies for addressing concerns and identifying the responsible parties for enacting those strategies.

The COST also benefits from the collection of student academic early alerts in the same database as student behavioral concerns and complaints in order to respond to student issues and concerns in a holistic manner. Professional development opportunities provided to staff across campus to educate on trends and educational campaigns targeting students based on increases in actions or behaviors are examples of the responsiveness of COST and Student Life to the analysis of student behavior and complaints.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(ix).

Related HLC Requirement: Assumed Practice A.4.

Publication of Transfer Policies

8. Where are the institution's transfer policies published?

Information regarding Transfer Transcripts and Credit Evaluations, including evaluation of credits from non-U.S. institutions, is published in the catalog and on the ACC website:

- Catalog: <http://www.arapahoe.edu/catalog/student-academic-records.htm#o7972>
- Website: <http://www.arapahoe.edu/admissions/transfer-college-credit/transfer-credit-evaluations>

Additionally, ACC evaluates credits from non-college sources; information regarding Credit for Prior Learning, to include military experience, is published in the catalog and on the ACC website:

- Catalog: <https://www.arapahoe.edu/catalog/credit-completion-progress-standard.htm#o8075>
- Website: <https://www.arapahoe.edu/admissions/transfer-college-credit/credit-prior-learning>

Provide copies of the published transfer policies (such as those included in the institution's catalog, on the website or in other appropriate publications) as **Appendix D**.

9. How does the institution disclose articulation agreements, at both the institutional level and the program level, to current and prospective students? (Ensure that the disclosures clearly identify whether the institution 1) accepts credits from the other institution(s) through the articulation agreement; 2) sends credits to the other institution(s) through the articulation agreement; 3) both offers and accepts credits with the institution(s) in the articulation agreement; and 4) what specific credits articulate through the agreement [e.g., general education only; pre-professional nursing courses only; etc.]?)

Articulation agreements and all accompanying information regarding the transfer process at ACC are found on the Career and Transfer Center webpage. This includes all process steps for transfer including acceptance of credits from our institution, or from other institutions to ours. Additionally, Colorado has a unique arrangement of Statewide Transfer Articulation Agreements and Institutional Transfer Guides as well as related Colorado statutes and CCHE policies that guide the transfer process at the state level. Statewide program articulation agreements are listed within the ACC Transfer Agreements webpage, which provides a searchable database of programs. ACC also participates in reverse transfer of degrees

in cooperation with four-year institutions in Colorado. This opportunity combines credits earned at a four-year institution with credits earned while at the community college. Information regarding Degree within Reach – Colorado’s reverse transfer program, is available on ACC’s website.

Students are encouraged to meet with a Transfer Advisor or Academic Advisor to assist students with the transfer process and to better understand the specific details of all articulation agreements.

Provide a list of articulation agreements as **Appendix E** and the web address where the public can access this list. Note that you do not need to provide the full articulation agreements, only the list of agreements that you make public.

10. What is the process implemented by the institution to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions?

ACC has a business process that guides the daily practice of transfer credit evaluations. This document is reviewed regularly and ensures that ACC’s actual practice regarding transfer credit evaluation decisions align with the information made available to the public on the ACC website and in the catalog.

Provide evidence (e.g., charts, data, etc.) that institutional decisions regarding transfer of academic credit align with the policy:

Attached as Appendix F or attach as **Appendix F**.

For more information see Federal Requirement 34 CFR §602.249(e).

Related HLC Requirement: Assumed Practice A.5.

Practices for Verification of Student Identity

11. Does the institution have students enrolled in distance or correspondence courses, as defined in federal definitions?

Yes

No

12. How does the institution verify the identity of students enrolled in these courses?

When a student submits an application for admission, the student information system goes through a number of quality-control checks to ensure that the information provided does not match an existing student in the database. If there are partial matches, the application is not processed and a staff member must manually review the application and potential matches before making a determination about whether or not the applicant is a new student, or an existing student in the database.

Once the application is processed, each student is provided with a unique Student Identification Number. This number is provided to the student in their acceptance letter to the email or mailing address provided by the student.

Students may conduct registration activity (add / drop / withdraw) online via the student portal, which is a secure system. To access the system, students utilize their unique Student Identification Number, along with a unique password established by the student. Students also access their online courses via the student portal, so the same unique login credentials are required to gain access to the online learning environment.

13. Are there any additional costs (e.g., fees associated with test proctoring) charged directly to the student because of this method?

Yes

No

14. What are these additional costs?

Online courses have a higher tuition rate than traditional course delivery for resident students. In Academic Year 2015/2016, online resident tuition was an additional \$98.46 per credit hour.

15. How are the additional costs disclosed to students prior to enrollment in a distance or correspondence course?

Tuition and Fees are posted to the ACC website as soon as possible after approval by SBCCOE each year. Tuition differential for online courses are clearly identified on the tuition and fee schedule.

Provide copies of the disclosures and the web address where the public can access such information as **Appendix G**.

16. How does the method of verification make reasonable efforts to protect student privacy?

Requiring authentication into the registration system and online learning environment (D2L) by way of a unique Student Identification Number and password serves both to protect the privacy of student information, and to verify the identity of the student enrolling in the course.

For more information see Federal Requirement 34 CFR §602.17(g).

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller. For more information see Federal Requirement 34 CFR §602.16(a)(1)(x).

17. General Program Responsibilities

- a. What is the current status of the institution's Title IV program (e.g., recertified on date x, provisionally certified on date x, etc.)?

ACC is an eligible institution; most recent approval letter from the U.S. Department of Education dated March 10, 2015.

- b. When was the institution's most recent Title IV program review?

December 12, 2005

- c. Has the institution been audited or inspected by the Office of the Inspector General of the U.S. Department of Education since the last comprehensive evaluation by HLC?

Yes

No

- d. Attach the most recent Title IV program review, or other inspection or audit reports since the last comprehensive evaluation by HLC, as **Appendix H**.

- e. List any limitation, suspension or termination actions imposed on the institution by the U.S. Department of Education (hereafter referred to as "the Department") since the last comprehensive evaluation by HLC and the reason for such actions.

None

- f. List any fines, letters of credit or heightened monitoring imposed on the institution by the Department since the last comprehensive evaluation by HLC and the reason for such actions.

None

- g. What response and corrective actions has the institution taken in regard to these Department actions?

Not applicable.

- h. What are the consequences of these challenges for the institution's short- and long-term financial health?

Not applicable.

- i. What are the findings from the OMB Circular A-133 portion of the institution's three most recent audited financial statements, which identifies material weaknesses in the processing of financial aid?

During the most recent A-133 audit, there were two findings related to ACC financial aid operations. The first finding indicated that stronger letter retention practices were needed related to the direct loan disbursement notifications ACC sent to students. To address this finding, ACC now retains a copy of the loan disbursement email notification sent to each student.

The second finding was related to enrollment reporting. ACC utilizes the National Student Clearinghouse (NSC) as a third party vendor to report student enrollment to the National Student Loan Data System (NSLDS). The A-133 audit reviewed files from the 2014/2015 aid year and found that ACC did not report some student enrollment changes in a timely manner. This lack of compliance resulted primarily from a technology issue related to our student information system and a lack of understanding about the flow and timing of information between ACC, NSC and NSLDS.

During the 2014/2015 aid year, institutions were required to begin reporting additional data elements as part of the enrollment reporting process; unfortunately, Ellucian (the parent company of our student information system) did not have the Banner student information system software updated in a timely manner. This lack of update was the cause of some of the enrollment reporting issues.

Additionally, we believed that reporting to NSC every two weeks would help ensure that we would be in compliance with timely reporting of enrollment. Unfortunately, we have learned that since NSC only provides enrollment information to NSLDS monthly, our semi-monthly reporting was actually causing problems by creating excessive records. Finally, NSC had not notified us that error reports were available for the institutions to review related to rejected records from NSLDS.

Nonetheless, it is ultimately ACC's responsibility to ensure full compliance with enrollment reporting. As such, ACC staff have engaged more closely with the NSC to better understand the flow of information between ACC, NSC and NSLDS. Based on our more detailed understanding of the information flow between NSC and NSLDS, we have altered our enrollment reporting practices. Starting with the Summer, 2016 semester, we are reporting monthly and submitting the enrollment information just in time for NSC to respond to the enrollment roster they receive from NSLDS and we are receiving the NSLDS error report each month from NSC, which allows us to review and research any enrollment reporting files that were rejected by NSLDS.

- j. In which of the following Title IV federal financial aid programs does the institution participate? Select all that apply:

- Pell Grant
- Federal Family Education Loan
- Federal Direct Stafford Loan
- Direct PLUS Loan
- Federal Supplemental Educational Opportunity Grant

- Federal Work Study
- Perkins Loans
- Academic Competitiveness Grant

Provide all correspondence with the Department and other documents that explain the above responses as **Appendix I**.

For more information see Federal Requirement 34 CFR §668.16.

18. Financial Responsibility Requirements

- a. What were the outcomes of the three most recent Department reviews of the institution's composite ratios and financial audits?

No concerns have been raised regarding ACC's financial health. Financial Ratios for the last three years are provided in the following table.

Primary Reserve Ratio	FY2015	FY2014	FY2013
Ratio	0.64	0.6	0.57
Strength	4.78	4.52	4.27
Weight	0.35	0.35	0.35
CFI	1.67	1.58	1.49

Net Operating Revenue Ratio	FY2015	FY2014	FY2013
Ratio	0.09	0.09	0.12
Strength	7.22	6.84	8.91
Weight	0.1	0.1	0.1
CFI	0.72	0.68	0.89

Viability Ratio	FY2015	FY2014	FY2013
Ratio	15.38	13.84	12.24
Strength	10	10	10
Weight	0.35	0.35	0.35
CFI	3.5	3.5	3.5

Composite Financial Indicator	FY2015	FY2014	FY2013
Total Composite Financial Indicator Score	6.4	5.8	6.1

- b. Have there been any fines, penalties, letters of credit or other requirements imposed by the Department as a result of these reviews?

No

Note: HLC also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The peer review team checks with the institution and the HLC staff to determine whether HLC or the Department has previously raised concerns about the institution's finances based on these ratios.

- c. What actions has the institution taken or does it plan to take in response to any concerns raised by HLC or the Department? (*Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.1.*)

Not applicable.

Provide all correspondence with the Department and other documents that explain the above actions as **Appendix J**.

For more information see Federal Requirements 34 CFR 668.15, 34 CFR 668.23, 34 CFR 668.171, 34 CFR 668.173, and 34 CFR 668.174.

Related HLC Requirements: Criterion 5, Core Components A (resources) and B (administrative capacity).

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

Institutions and teams should use the three-year default rate to complete this section.

- a. What are the student loan default rates as provided by the Department for the three years leading up to the visit? (Institutions with evaluations after September must include the most recent cohort default rate in the Federal Compliance Filing or ensure that the most recent rate is provided to the team on-site if the rate was not available when the Federal Compliance Filing was submitted.)

Year 1: 2011 - 20.5%

Year 2: 2012 - 14.4%

Year 3: 2013 -TBD (Draft is 13.8%)

- b. If the institution's default rates are higher than those of its peer institutions, if the institution's rates are rising, or if the rates have exceeded Departmental thresholds or triggered a Department review, what actions has the institution taken in response?

Not applicable. ACC's default rates are lower than the average rates of the Colorado Community College System:

2011 - 24.02% (CCCS)

2012 - 17.81% (CCCS)

2013- TBD (Draft is 17.58% - CCCS)

Provide any correspondence with the Department related to default rates and any default rate management plan required by the Department as **Appendix K**.

- c. Does the institution participate in private loan programs or any loan services that it provides to students directly or that a related corporation provides to its students?

Yes

No

If yes, provide a list of companies that provide loan services to the institution's students and explain the relationship of these companies to the institution.

Provide samples of the loan agreements and disclosure information as **Appendix L**.

For more information see Federal Requirements 34 CFR §668.201, §668.204, and §668.217.

Related HLC Requirements: HLC Criterion 2, Core Component A (integrity); Criterion 5, Core Components A (resources) and B (administrative capacity); Assumed Practices D.1–5.

20. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and financial aid.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

The Director of Financial Aid

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 20?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

Explain any findings related to any of the required disclosures listed in question 20 and corrective action plans the institution may have put together to remedy the findings.

Not applicable

- d. Provide copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix M**.

For more information see Federal Requirements 34 CFR §668.40, 668.41, 668.42, 668.43, 668.44, 668.46, and 668.49.

21. Student Right to Know/Equity in Athletics. Title IV responsibilities require that institutions provide to students and the public graduation/completion rates for the student body by gender, ethnicity, receipt of Pell grants and other data as well as information about the process for withdrawing as a student, cost of attendance, policies on refund and return of Title IV financial aid, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate. Also, institutions with athletic programs are required to disclose athletic participation rates and financial support data.

- a. What administrator or office on campus is responsible for ensuring that these disclosures are regularly compiled and published and that the data are accurate?

The Director of Financial Aid

- b. Has the institution been the subject of any federal investigation related to any of the required disclosures listed in question 21?

Yes

No

- c. Does the institution have any findings from the Department regarding these disclosures?

Yes

No

- d. Explain any findings related to any of the required disclosures listed in question 21 and corrective action plans the institution may have put together to remedy the findings.
Not applicable
- e. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix N**.

For more information see Federal Requirements 34 CFR §668.41, 668.45, 668.48, and 668.8.

Related HLC Requirement: Assumed Practice A.6.

22. Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program.

- a. Are these policies readily available to students?
 Yes
 No
- b. Do they satisfy state or federal requirements?
 Yes
 No
- c. Does the institution have any findings from the Department regarding these disclosures?
 Yes
 No

Explain any findings related to any of the required disclosures listed in question 22 and corrective actions that may have been required by the Department related to these findings.
Not applicable

- d. Attach copies of the information disclosed to students and provide the web address where this information is made available to the public as **Appendix O**.
- e. Are the policies being appropriately applied by the institution in individual student situations?

Note: HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies provide information to students about attendance at the institution.

- Yes
- No

For more information see Federal Requirement 34 CFR §668.34.

Related HLC Requirements: Criterion 3, Core Component A; Assumed Practice A.5.

23. Contractual Relationships. List any contracts related to academic programs with third-party entities not accredited by a federally recognized accrediting agency. Attach as **Appendix P**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing contracts and received approval for those contracts as required by HLC policy. Institutions can see the list of HLC-approved contractual arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new contracts for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any contract for 25 to 50 percent of a program, and that HLC approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirements 34 CFR §668.5 and 602.22(a)(2)(vii).

Related HLC Requirements: Assumed Practices A.10–11.

24. Consortial Relationships. List any consortial relationships with other entities accredited by a federally recognized accrediting agency. Attach as **Appendix Q**. Include the name of the provider, the name of the relevant academic program, what the provider does, the dates when the relationship starts and ends, and the date it was approved by HLC if required.

(The institution should have previously disclosed to HLC all existing consortiums and received approval for those consortial arrangements as required by HLC policy. Institutions can see the list of HLC-approved consortial arrangements on its *Institutional Status and Requirements (ISR) Report*. HLC's substantive change policy requires that the institution notify HLC of any new consortiums for up to 25 percent of an academic program, that the institution obtain prior HLC approval before initiating any consortiums for 25 to 50 percent of a program, and that HLC approve consortiums for more than 50 percent of a program only in exceptional circumstances under strict scrutiny.)

For more information see Federal Requirement 34 CFR §668.5.

Related HLC Requirements: Assumed Practices A.10–11.

Required Information for Students and the Public

25. Provide course catalogs and student handbooks. Attach as **Appendix R**.
26. Which sections of the institution's website include required disclosure information? Provide the webpage name and link for each.
1. Legal Notices and Consumer Information - <https://www.arapahoe.edu/about-acc/legal-notices>
 2. Gainful Employment - <https://www.arapahoe.edu/departments-and-programs/gainful-employment-disclosure-information>
 3. Campus Crime and Safety Information - <https://www.arapahoe.edu/about-acc/legal-notices#clery>
 4. Academic Calendar- <https://www.arapahoe.edu/departments-and-programs/academic-calendars>
 5. Grading -<https://www.arapahoe.edu/catalog/credit-completion-progress-standard.htm#o7932>
 6. Admissions - Institution - <https://www.ccs.edu/wp-content/uploads/2012/08/BP4-10.pdf>
 7. Admissions - Programs
 - Automotive - <https://www.arapahoe.edu/catalog/automotive-service-technology-aas.htm>
 - Paramedicine - <https://www.arapahoe.edu/catalog/emergency-medical-services--paramedicine-aas.htm>
 - HIT - <https://www.arapahoe.edu/catalog/health-information-technology-medical-records-aas.htm>
 - Exercise Health Science - <https://www.arapahoe.edu/catalog/human-performanceexercise-health-science-aas.htm>
 - Interior Design - <https://www.arapahoe.edu/catalog/human-performanceexercise-health-science-aas.htm>
 - MLT - <https://www.arapahoe.edu/catalog/medical-laboratory-technology-aas.htm>

- Nursing - <https://www.arapahoe.edu/catalog/nursing-aas.htm>
 - Paralegal - <https://www.arapahoe.edu/catalog/paralegal-aas.htm>
 - Physical Therapy Assistant - <https://www.arapahoe.edu/catalog/physical-therapist-assistant-aas.htm>
 - Law Enforcement Academy - <https://www.arapahoe.edu/catalog/law-enforcement-academy-certificate.htm>
 - Broadband Technology - <https://www.arapahoe.edu/catalog/broadband-technology-certificate.htm>
 - Broadband Customer Care - <https://www.arapahoe.edu/catalog/broadband-customer-care-certificate.htm>
 - Cosmetology - <https://www.arapahoe.edu/catalog/cosmetology-certificate.htm>
 - Phlebotomy - <https://www.arapahoe.edu/catalog/phlebotomy-certificate.htm>
 - Nurse Aide - <https://www.arapahoe.edu/departments-and-programs/a-z-programs/nurse-aide>
8. Academic Program Requirements - <https://www.arapahoe.edu/catalog/academic-programs.htm>
9. Tuition and Fees - <https://www.arapahoe.edu/tuition-and-financial-aid/tuition-and-fees>
10. Refund Policies - <https://www.arapahoe.edu/tuition-and-financial-aid/tuition-and-fees/refunds>
11. Retention & Graduation - <https://www.arapahoe.edu/more-about-acc/legal-notice/graduation-and-retention-information>
27. What policies and processes does the institution have in place to ensure required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely and appropriate? Attach copies of these policies and procedures as **Appendix S**.

For more information see Federal Requirement 34 CFR §602.16(a)(1)(vii).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

28. Do the institution’s advertisements and recruiting materials provide accurate, timely and appropriately detailed information to current and prospective students, and is information about the institution’s accreditation status with HLC and other accrediting agencies clear and accurate? If the institution has been placed on a sanction or its programmatic accreditation has been withdrawn, do the disclosures accurately explain this information?

- Yes
- No

Provide copies of these advertising and recruiting materials as **Appendix T**.

29. Which sections of the institution’s website include advertising and recruiting information? Provide the webpage name and link for each.

All areas of our website are used for advertising to the public and for the recruitment of students and future staff.

Homepage - <https://www.arapahoe.edu/>

Future Students page - <https://www.arapahoe.edu/future-students>

Alumni page - <https://www.arapahoe.edu/alumni-and-friends>

Community page - <https://www.arapahoe.edu/acc-community>

Business and Industry Partnerships page - <https://www.arapahoe.edu/business>

Admissions page - <https://www.arapahoe.edu/admissions>

Student Recruitment and Outreach page - <https://www.arapahoe.edu/admissions/student-recruitment-and-outreach>

30. What policies and processes does the institution have in place to ensure advertising and recruiting information to current and prospective students about its programs, locations and policies is accurate, timely and appropriate? Provide copies of these policies and procedures as **Appendix U**.
31. What webpage displays the Mark of Affiliation on the institution's website? Provide a link.

Our Mark of Affiliation appears under About Us and under information from the President's Office.
<https://www.arapahoe.edu/about-acc/programs/accreditation>

For more information see Federal Requirements 34 CFR §602.16(a)(1)(vii) and 602.23(d).

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Review of Student Outcome Data

Institutions in their program review and institutional improvement processes are required to consider student outcome or performance data on the full range of their offerings where such data are available. Data can be at the institutional or the program level. Student achievement data typically include retention rates, graduation rates, licensure exam pass rates, employment rates, acceptance to further study or other similar information.

32. How does the institution gather or receive information about student outcomes from academic programs across the institution?

Student outcome data is available in the following forms: pass rates of licensure and professional examinations (for certain programs), graduation survey, retention rates, graduation rates, employment rates (for certain programs), and through assessment of student learning at the program level.

33. List the types of student outcome data available to the institution:

See attached or attach as **Appendix V**.

34. Explain how information about student outcomes informs planning, academic program review, assessment of student learning, consideration of institutional effectiveness, and other topics.

Student outcome information is utilized across the institution. The Strategic Enrollment Management Team has evaluated existing data regarding retention and graduation rates. This evaluation is part of ongoing discussions by the SEM Team to develop strategies to improve the retention and graduation outcomes at the institution.

Student outcome data informs the strategic planning process at ACC. Student Success is one of the Strategic Directions in the 2015 - 2020 ACC Strategic Plan. Within this Strategic Direction are established goals and outcomes, including increasing the graduation rate, transfer rate and fall-to-fall retention rate. The 2015 - 2020 ACC Strategic Plan may be found online at <https://www.arapahoe.edu/sites/default/files/shared/images-pdf/aboutacc/acc-strategic-planning-handbook.pdf>.

Additionally, ACC has a robust assessment plan and all areas of the institution including instruction and Academic and Educational Support Units (AESU) participate in the assessment of common learning outcomes. Information about assessment at ACC, including the six common learning outcomes, goals of assessment, and assessment cycle / timeline may be found on the ACC Assessment website at <https://www.arapahoe.edu/about-acc/presidents-office/assessment>. As a participant in the HLC Assessment Academy, ACC submitted an Impact Report for the Results Forum held in June, 2015; below is an example of how the Academic Advising Office (an AESU) utilized student outcome data as part of their assessment:

Example 1: Academic Advising: Tracked students' semester GPA while engaged in the Academic Probation Success (APS) program. The benchmark for success of engaging these students through information provided by the APS program (Communication Learning Outcome) to the point of increasing their GPA was that 50% of students in the program would raise their GPA. The benchmark was exceeded in that 65% of students in the program during the fall of 2014 improved their GPA. Based upon this information, Academic Advising will pay close attention to what impacts the GPA of students on probation in an effort to support students' positive momentum to achieve good academic standing, return to ACC from one semester to the next, and eventually complete a degree or certificate.

Finally, the Instructional division relies on a variety of student outcomes data as part of the Annual Program Evaluation and Five-year Program Evaluation processes. Additionally, a long-standing and robust process of assessment within instructional disciplines has existed at ACC for more than ten years and is referred to Program Level Assessment. Arapahoe Procedure 9-20: Instructional Program Evaluation Plan (<http://campus.arapahoe.edu/Policies/AP9-20.pdf>) provides detailed information about the five-year program evaluation process and the ACC website has information regarding program level assessment. Examples of how assessment results were utilized to impact student learning and program planning were highlighted in that document and are listed below:

Example 1: Early Childhood Education Discipline: The learning outcome goal is: Students will demonstrate personal and social accountability by recognizing ethical issues, acknowledging their responsibility to a variety of people, and balance personal freedom with the interest of the community. Students will research and write a paper about an ethical dilemma in Early Childhood Education. The Early Childhood Education department established a benchmark of each students earning no less than 70% of the maximum possible score in each of three assignment assessment components: identifying the core values that applied to the ethical dilemma, identify to whom the student has an responsibility, and support their opinion of the most ethically defensible course of action. During the prior year assessment of this learning outcome, students met the benchmark on the last two assessment components but did not meet the benchmark on the first assessment component. In advance of the next year, the Early Childhood Education department altered the course curriculum to include more in-class discussions and case studies to help students understand core values and to whom they have ethical responsibilities. Following the alteration of the curriculum, the learning outcome assessment results for that subsequent year indicated that the benchmark was met for all three assessment components.

Example 2: Associate of Applied Science – Medial Laboratory Technology: Based on feedback from the MLT Advisory Board as well as a limitation of internship space / clinical sites, the MLT Department Chair changed the curriculum to require fewer hours for the Microbiology internship and to conduct the internship on-campus at ACC. The ASCP – BOC national board exam scores are assessed yearly in the MLT program and Microbiology scores were always above passing but not always above the national average. When the decision was made to reduce the internship hours and bring the internship on-campus, the MLT Department Chair continued to assess the Microbiology subsection scores of the ASCP-BOC exam. After the curriculum change, the student scores actually improved based on the new on-campus simulated internship.

By moving the internship on campus, ACC provides two dedicated Instructors for the experience. These two Instructors are able to provide students with more attention and training than they likely had received when the internship was held at a clinical site.

Medical Laboratory Technology Subsection Scores of ASCP-BOC Exam:

Year:	2007	2009	2011	2013	2015
Microbiology Mean Score:	496	488	583	555	612

35. The federal government is increasingly concerned that institutions and accreditors are taking into account federal metrics in the review of student outcome data. These metrics are best found in the [College Scorecard](#).

Explain how information from the Scorecard is incorporated in the institution's review of its student outcome data. Please note the loan repayment rate identified on the Scorecard and explain how the institution uses this metric in its review of its own data.

The College Scorecard identifies the broad categories of costs, financial aid and debt, graduation and retention, earnings after school, student body, SAT / ACT scores, and academic programs. The sections addressing financial aid and debt, graduation and retention, and earnings after school are all key metrics related to student outcomes. As discussed previously in Question 34, ACC utilizes student outcome data to inform the development of initiatives and strategies through the Strategic Enrollment Management Team, the Strategic Planning process, Instructional Program Review process, and institution-wide student learning assessment.

Moving forward, ACC plans to more specifically include a review of information from sources such as the College Scorecard, College Navigator information, and the College Affordability and Transparency Center as part of our review of student outcome data. To that end, we felt it important to increase our awareness and understanding of how the institutional data is obtained for these sites. Recently, two ACC staff members attended an all-day pre-conference session sponsored by the Association for Institutional Research in advance of the NASPA Assessment and Persistence Conference. This conference educated attendees on the variety of ways IPEDS data is utilized and displayed in various sources, including those aforementioned sites. This increased knowledge will undoubtedly assist us as we plan for the future and commit to continuously improving student outcomes.

The College Scorecard identifies the loan repayment rate of ACC students as 64% with is in line with the national average of 66%. ACC has contracted with ECMC to provide default prevention services. ECMC provides numerous services to students to help them understand their repayment options and avoid default. We continue to monitor our default and loan repayment rates as we evaluate the renewal of our ECMC contract each year. Moving forward, we will utilize the information from these sources to develop and inform our financial literacy efforts.

For more information see Federal Requirement 34 CFR 602.16(a)(1)(i).

Related HLC Requirements: Criterion 4, Core Components A–C; Assumed Practice C.7.

Publication of Student Outcome Data

Student outcome data should be made available to the public through the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

36. Are student outcome data published on the institution's website following the specifications above?

Yes

No

37. How does the institution ensure that the publication of these data accurately reflects the range of programs at the institution?

The primary responsibility for publishing student outcome data resides with the Office of Institutional Research and the Office of Institutional Effectiveness. Each of those offices regularly reviews and updates the student outcome information made available on the website.

38. Provide a link to the webpage(s) that contains the student outcome data.

ACC Assessment - <https://www.arapahoe.edu/about-acc/presidents-office/assessment>

ACC Graduation Survey - <https://www.arapahoe.edu/about-acc/institutional-research/surveys>

ACC Learning Outcomes for Student Enrichment and Process Improvement -

<https://www.arapahoe.edu/about-acc/presidents-office/assessment/assessment-student-learning-program-level>

ACC Gainful Employment Disclosure Information - <https://www.arapahoe.edu/departments-and-programs/gainful-employment-disclosure-information>

For more information see Council for Higher Education Accreditation (CHEA) Recognition Standard 12B.1.

Standing With State and Other Accrediting Agencies

39. List any relationships the institution has with a specialized, professional or institutional accreditor or with any governing or coordinating bodies in states in which the institution has a presence. Note whether the institution or any of its programs is on a sanction, is provisionally approved or has lost status with any state agency or accrediting body.

Arapahoe Community College was formed in 1965. Colorado Revised Statutes 23-60-205 established the Colorado Community College System, which includes ACC. The Colorado Commission on Higher Education (CCHE) is the coordinating board for all higher education institutions in Colorado, and as a public two-year institution, ACC is governed by the State Board for Community Colleges and Occupational Education (SBCCOE).

ACC is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools. Additionally, some programs at ACC hold specialized accreditation and / or approval; those programs and their accrediting body / approval information is published on the Accreditation page of ACC's website.

ACC does have several programs that possess specialized accreditation. All programs with specialized accreditation are in good standing with their respective accrediting agencies. The ACC programs possessing specialized accreditation are:

ACC PROGRAM	ACCREDITING BODY
Automotive Service Technology:	National Automotive Technician Education Foundation Inc. (NATEF)
Certified Nursing Assistant:	Colorado State Board of Nursing
Early Childhood Education:	National Association for the Education of Young Children (NAEYC)
Emergency Medical Technician:	Colorado State Department of Health, Emergency Medical Services Division
Health Information Technology:	American Health Information Management Association

Interior Design:	National Kitchen and Bath Association (NKBA)
Law Enforcement Academy:	Colorado P.O.S.T. (Peace Officer Standard and Training Board)
Paralegal:	American Bar Association
Medical Laboratory Technology:	National Accrediting Agency for Clinical Laboratory Sciences
Mortuary Science:	American Board of Funeral Service Education
Nursing (Registered):	The Accreditation Commission for Education in Nursing, Inc. and The Colorado State Board of Nursing
Pharmacy Technician:	American Society of Health-Systems Pharmacists (ASHP)
Physical Therapist Assistant:	Commission on Accreditation in Physical Therapy Education

Provide the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency. Attach as **Appendix W**.

40. Explain how the institution makes its standing with state agencies and accrediting bodies available to students. Provide samples of those disclosures as **Appendix X** and indicate the web address where students and the public can find these disclosures.

For more information see Federal Requirements 34 CFR §602.28, 34 CFR 668.41, and 668.43.

Related HLC Requirements: Criterion 2, Core Component B; Assumed Practices A.5, A.7.

Public Notification of Opportunity to Comment

Local newspapers, institutional websites and alumni magazines are appropriate choices of media in which to solicit public comments. Notices of the opportunity to comment should reach all constituencies but should not unduly burden the institution. Notices of the visit should be published following the format prescribed in the [Procedure on Third-Party Comments](#).

Notices should include:

- The purpose and dates of the visit.
- The institution's accreditation status with HLC.
- An invitation to send written, signed comments directly to HLC.
- Contact information for HLC.

Notices should specify that comments must be sent to HLC no later than four weeks before the start of the visit.

In cases where comments are of a sensitive nature, HLC ensures that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, HLC may redact the identifying information of the commenter or summarize the comment.

41. Submit a list of constituencies that have received the notice of opportunity to comment. (These groups may include students, parents, alumni, taxpayers, donors, community groups and local businesses.)

A public notification regarding opportunity to comment was linked to the ACC website homepage so that that the information could be accessed by all constituencies (students, parents, alumni, taxpayers, donors, community groups and local businesses).

Finally, notification of opportunity for public comment was shared at ACC's Foundation Board meeting, College Advisory Council meeting, Summit Day (faculty and staff professional development, and with various campus groups including Campus Leadership Team).

42. What media did the institution use to solicit comments?

Community Newspapers, Community Digital Newspaper Area News, Facebook, LinkedIn, Twitter, Google+, Television Monitors on all campuses, Posters throughout all Campuses, Alumni Newsletter, Student Newsletter, Arapahoe.edu website.

43. Copies of the institution's notices must be sent in PDF format to HLC (legalaffairs@hlcommission.org) at least one month before the comprehensive evaluation visit. The comments and notices are compiled by HLC staff members and sent to the evaluation team and the institution three weeks prior to the visit. As third-party comments are an important part of the comprehensive evaluation, HLC also reviews and forwards comments received after the deadline lapses and even during the visit. Attach a copy of the notices as **Appendix Y**.

Competency-Based Programs Including Direct Assessment Programs / Faculty-Student Engagement

44. Does the institution offer any direct assessment programs, as defined in 34 CFR §668.10?

Yes

No

Note: HLC policy and federal regulations require that direct assessment programs be reviewed and approved by the accrediting agency before they are initiated. Contact your HLC liaison if the institution offers direct assessment programs that have not been approved by HLC.

45. Does the institution offer any competency-based programs?

Yes

No

Note: The definition of competency-based and direct assessment programs (as taken from 34 CFR §668.10) can be found on the substantive change application for new competency-based or direct assessment programs.

46. Provide a list of direct assessment or competency-based programs offered by the institution.

Not applicable

47. How does the institution ensure that faculty in these programs regularly engage with students?

Please respond to the following questions:

- a. Do the faculty members initiate communication on some regular basis with the students in the course(s)? If yes, provide examples of how and when this occurs in each program.

Not applicable

- b. Do the students have a responsibility to initiate communication with the faculty members on some regular basis that is at least equivalent to contact in a traditional classroom? If yes, provide examples of how and when this occurs.

Not applicable

- c. Describe the manner in which faculty respond to questions from students about the academic content of the program. Describe the interaction between faculty and students about demonstrating competencies in the program material.

Not applicable

- d. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, written and oral communication abilities, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Not applicable

- e. Demonstrate that in the tasks mastered to assure competency, faculty and students interact about core ideas, important theories, current knowledge, etc., in the context of the course(s) in question with appropriate guidance by faculty.

Not applicable

List of Appendixes

Please read each section of this document carefully for instructions on the information and material to be included in these appendixes. Appendixes displayed in italics are optional; the institution may provide the required information either by entering it into this form or by attaching it as an appendix.

Assignment of Credits, Program Length and Tuition

Appendix A..... [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

Institutional Records of Student Complaints

Appendix B..... *Institutional complaint policy and procedure, and web address*

Appendix C Complaints received since last comprehensive evaluation and their resolutions

Publication of Transfer Policies

Appendix D Published transfer policies

Appendix E..... List of articulation agreements, and web address

Appendix F..... *Evidence that decisions regarding transfer align with disclosed policy*

Practices for Verification of Student Identity

Appendix G Disclosures of additional costs related to verification, and web address

Title IV Program Responsibilities

Appendix H Most recent program review or other inspection or audit reports since last comprehensive evaluation

Appendix I Correspondence with the Department and other documents explaining the institution's general program responsibilities

- Appendix J Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements
- Appendix K..... Correspondence with the Department related to default rates and any required default rate management plan
- Appendix L Samples of loan agreements and disclosure information
- Appendix M Disclosures to students about campus crime information, athletic participation and financial aid, and web address
- Appendix N Disclosures to students required by student right to know/equity in athletics responsibilities, and web address
- Appendix O Disclosures to students about satisfactory academic progress and attendance policies, and web address
- Appendix P..... List of contractual relationships
- Appendix Q List of consortial relationships

Required Information for Students and the Public

- Appendix R Course catalogs and student handbooks
- Appendix S..... Policies and procedures to ensure required information is accurate, timely and appropriate

Advertising and Recruitment Materials and Other Public Information

- Appendix T Advertising and recruiting materials
- Appendix U Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate

Review of Student Outcome Data

- Appendix V..... Types of student outcome data available to the institution*

Standing With State and Other Accrediting Agencies

- Appendix W..... Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies
- Appendix X..... Sample disclosures of institution's standing with state agencies and accrediting bodies, and web address

Public Notification of Opportunity to Comment

- Appendix Y..... Notices of opportunity to comment



FORM

Appendix A: Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours

Instructions

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

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

- Report on academic terms and credit for courses that support the institution's certificate and degree programs.
- When appropriate, include in the form brief explanations of the allocation of credit hours.
- Estimate or round off where appropriate.
- **Not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

Part A. Assignment of Credits and Program Length. All institutions must complete Part A. Institutions that use multiple calendars may need to complete more than one area of Section 1.

Part A includes:

Section 1. Institutional Calendar, Term Length and Type of Credit

Section 2. Format of Courses and Number of Credits Awarded

Section 3. Policy on Credit Hours

Section 4. Total Credit Hour Generation

Section 5. Clock Hours

Clock Hour Worksheet. Institutions should complete this worksheet only if they offer clock hour courses/programs or are required by the Department to report certain courses/programs to the Department in clock hours for Title IV purposes.

Part B. Supplemental Materials

Part A: Assignment of Credits and Program Length

Section 1: Institutional Calendar, Term Length and Type of Credit

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

Institution name: Arapahoe Community College

Calendar	Term	Column 1 Term Length: Number of Weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14 to 17 week term	15	3
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	10	3
		8	4
		6	7
Summer Term	10	2	
	8	2	
	2	1	
Quarter Calendar	Standard Format: 10 to 12 week term		
	Compressed Formats: 2, 5 or other week terms within the quarter calendar ¹		
		Summer Term	

¹If an institution offers a summer term that is different in length than the typical fall semester, it should report summer term information in this section.

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

Calendar	Term	Column 1 Term Length: Number of Weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-standard Term Calendar	Term One			
	Term Two			

	Term Three			
	Summer Term			

Degree Programs (Optional)

What is the length in semester or quarter hours or other applicable units of each of the institution's degree programs? Institutions with programs at different degree levels may include a list here if an expanded answer is required (see question 2 in the *Federal Compliance Filing by Institutions*.)

Description	Total Credits
Associate of Arts	60
Associate of Arts - Anthropology	60
Associate of Arts - Art History	60
Associate of Arts - Business Transfer	60
Associate of Arts - Communication	60
Associate of Arts - Criminal Justice	60
Associate of Arts - Elementary Education	60
Associate of Arts - Early Childhood Education	60
Associate of Arts - Economics	60
Associate of Arts - English	60
Associate of Arts - French	60
Associate of Arts - Geography	60
Associate of Arts - History	60
Associate of Arts - Music	60
Associate of Arts - Philosophy	60
Associate of Arts - Political Science	60
Associate of Arts - Psychology	60
Associate of Arts - Studio Art	60
Associate of Arts - Spanish	60
Associate of Arts - Sociology	60

Associate of Arts - Creative Writing	60
Associate of General Studies	60
Associate of Science	60
Associate of Science - Biology	60
Associate of Science - Chemistry	60
Associate of Science - Engineering Agmt	60
Associate of Science - Fermentation	60
Associate of Science - Geology	60
Associate of Science - Mathematics	60
Associate of Science - Physics	60
Associate of Science - Psychology	60
Associate of Applied Science - Accounting	61
Associate of Applied Science -Applied Technology	60
Associate of Applied Science -Architectural Engeneering: Pre-Architectural Engineer	61
Associate of Applied Science -Architectural Engineering: Architectural Engineer Technician	61
Associate of Applied Science -Automotive Service Technology	88
Associate of Applied Science -Business Administration: General Business	60
Associate of Applied Science -Business Administration: International Business & Foreign Language	60
Associate of Applied Science -Business Administration: Management	60
Associate of Applied Science -Business Administration: Marketing	60
Associate of Applied Science -Business Administration: Entrepreneurship	60
Associate of Applied Science -Computer Information Systems: Business	60
Associate of Applied Science -Computer Information Systems: Computer Support	61
Associate of Applied Science -Computer Information Systems: Programming	61
Associate of Applied Science -Compter Network Technology: CISCO	62
Associate of Applied Science -Computer Network Technology: Cyber Security	60

Associate of Applied Science -Computer Network Technology: MCSA	60
Associate of Applied Science -Computer Network Technology: Unix/Linux	60
Associate of Applied Science -Construction Management	66
Associate of Applied Science -Journalism and Contemporary Media: Writing & Reporting	60
Associate of Applied Science -Journalism and Contemporary Media: Advertising & Marketing	60
Associate of Applied Science -Journalism and Contemporary Media: Multimedia	60
Associate of Applied Science -Criminal Justice	60
Associate of Applied Science -Engineering Technology: Mechanical	61
Associate of Applied Science -Game Design & Development	60
Associate of Applied Science -Health Information Technology	66
Associate of Applied Science -Exercise Health Science: Fitness Administration	60
Associate of Applied Science -Exercise Health Science: Health/Wellness Coach	60
Associate of Applied Science -Exercies Health Science: Personal Trainer/Fitness Instructor	60
Associate of Applied Science -Interior Design	75
Associate of Applied Science -Law Enforcement	62
Associate of Applied Science -Medical Laboratory Technology	63
Associate of Applied Science -Mortuary Science	66
Associate of Applied Science -Multimedia/Graphic Design & Illustration	60
Associate of Applied Science -Nursing	71.5
Associate of Applied Science -Paralegal	60
Associate of Applied Science -PN to RN	75.5
Associate of Applied Science -Paramedicine	66
Associate of Applied Science -Physical Therapist Assistant	75
Associate of Applied Science -Retail Management	60
Associate of Applied Science -Music Audio Technology	60
Associate of Applied Science -Broadband Tech & Communication: Broadband Technology	60

Associate of Applied Science -Broadband Tech & Communication: Broadband Leadership	60
Associate of Applied Science -Broadband Tech & Communication: Cust Care	60

Section 2. Format of Courses and Number of Credits Awarded

Guide to Completing This Section

Purpose

In this section, the institution provides an overview of the pattern of instructional hours required for the credit hours it awards. The sample form provides a suggested approach for conveying that information to the peer review team. The institution may make modifications to the chart's format or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed-format classes.

If the institution offers multiple types of terms, such as a compressed-format term and a regular semester term, it should **complete a separate form for each type of term identified in Section 1**. Separate forms will help the peer review team understand how instructional time is related to credit hour awards in each term. The information in this section need not be extensive as long as it explains how credit hours are awarded across various formats at the institution.

This section should not be used to demonstrate that the institution assigns credit hours appropriately in regard to non-contact-hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and may be evaluated by the peer review team in the sample of institutional programs it examines during the visit.

Period Reported

An institution may use any recent term that appropriately depicts its credit hour allocations as the basis for completing the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* below.

Key to Rows

- Number of Courses—Count each course offered by the institution in the row corresponding to the number of credits awarded and the column or columns representing the format of delivery through which the course or a section of the course is offered. Do not count sections of the same course if the sections are offered in the same delivery format.
- Number of Meetings—Enter the total number of class meetings (or equivalent) provided in each course with each credit award during the term reported; if the number of class meetings varies, enter a range. For distance, correspondence or other formats, report on instructional time. Do not include study or other time during which students work independently or with other students even though such time may be provided to replace time with a faculty member. Instructional time need not be limited to time spent with all students in the class in a single format.
- Include labs or discussions in the number of meetings if they are a required element of the course, if they do not have a separate course number or credit hour allocation, and if the presence of a lab or

discussion is considered significant when the institution assigns credit hours to the course. If a lab or discussion does not meet these considerations, it need not be reflected in this chart.

- **Meeting Length**—Enter the range (shortest to longest) of meeting times in each category. (*Note:* One hour may be 50 minutes of actual instructional time.)

Key to Columns

- **FTF (face-to-face):** Courses in which instructors interact with students in the same physical space for approximately 75 percent or more of the instructional time.
- **Mixed FTF:** Courses in which instructors interact with students in the same physical space for less than 75 percent of the instructional time, with the remainder of the instructional time provided through distance or correspondence education.

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

- **Distance:** Courses in which instructors interact with students through one or more forms of distance delivery.
- **Correspondence:** Courses in which instructors interact with students through mail or electronic interface, typically according to a self-paced schedule.

Federal Definitions of Distance/Correspondence Education:

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

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

- **Independent/Directed Study:** Courses in which instructors interact with students through a flexible format.
- **Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day. If courses are offered in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day, the institution need not report evening or weekend courses in this category.

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

Examples

- If the institution offers Calculus 210, a three credit-hour course, in FTF and distance formats as well as through the Weekend College, the course should be reported in the row for 3 credits and once in each column corresponding to each course format offered.
- If the institution offers that course in a full 14–17-week standard format as well as in a compressed format, the course should be reported on one form for the standard format and on a separate form for the compressed format.
- If in the FTF format instructors meet with students two times per week for 1.5 hours per meeting for the 14 weeks of the term, the number of meetings should be reported as 28 meetings, and the length of each meeting as 1.5 hours.

NEW: Direct Assessment or Competency-Based Credit Hour Equivalencies

Complete the questions following the chart with regard to direct assessment or competency-based programs.

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Using the above instructions and the following sample as a guide, create a form that provides an overview of the pattern of instructional hours required for the credit hours the institution awards. Complete a separate form for each term length specified in Section 1, Columns 1 and 2, above. Attach the form(s) as **Supplement A1**.

Note: Institutions offering courses with **six or more credits awarded** should include those courses in this form. Identify the number of credits awarded in the first column. In addition, identify the course(s) and explain the reasoning behind the credit allocated to those courses in a narrative attached to the form.

SAMPLE—NOT FOR COMPLETION

Term and Length (e.g., Spring 2011, 16 weeks OR Spring 2011, 5 weeks):

Number of Credits Awarded	Instructional Time	Course Formats						
		FTF	Mixed FTF	Distance	Corresp.	Independent/Directed Study	Weekend College	Internship or Practica
1 Credit	Number of courses							
	Number of meetings							
	Meeting length							
2 Credits	Number of courses							
	Number of meetings							
	Meeting length							
3 Credits (Example)	Number of courses	119	24	57	14	2	20	4
	Number of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
4 Credits	Number of courses							
	Number of meetings							
	Meeting length							
5 Credits	Number of courses							
	Number of meetings							
	Meeting length							

Other Courses Not Reported

List below any other courses that were not included in the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses*. Identify the course names, the number of credits allocated, a brief description of how instruction takes place in these courses and how many hours of

instruction are provided. (Such courses might include travel, summer term or other courses that do not fit in the columns above because they have a different delivery format.)

Direct Assessment or Competency-Based Programs

An institution must demonstrate that any direct assessment or competency-based programs that it offers have appropriate credit hour equivalencies.

1. Provide a list of the academic programs available in direct assessment or competency-based format and the required credit hours for each program. Identify the learning objectives for each such program.
ACC does not offer any Direct Assessment or Competency-Based programs.
2. Explain how the institution sets credit hour equivalencies for these courses and programs and otherwise ensures that students have sufficient instructional time and out-of-class work to justify the credit allocations for the courses and programs.
3. How does the institution's credit hour policy explain credit hour allocations or equivalencies established by the institution for these types of offerings?
4. Identify aggregate learning outcomes information the institution has collected for direct assessment and competency-based programs and explain how the institution reviewed this information and considered it in academic program review and its improvement processes.

Section 5: Clock Hours

This worksheet does not apply to all institutions.

This worksheet is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

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

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

Does the institution report clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes?

Yes

No

If the answer is Yes, complete the Clock Hour Worksheet.

Clock Hour Worksheet

Only certain institutions must complete this worksheet.

Please review the following instructions.

Complete this worksheet **only if** the institution answered “Yes” in Section 5, indicating that the institution offers programs in clock hours OR programs that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.

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

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

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

Institution name:

Attach as **Supplement A3** a list of the academic programs that are reportable in clock hours based on the information above.

Does the list in Supplement A3 match the list submitted to the U.S. Department of Education?

Yes

No

What is the institution's credit-to-clock-hour conversion policy?

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

Attach the institution's last E-App as **Supplement A4**.

Attach the institution's ECAR as **Supplement A5**.

Attach the institution's most recent program review as **Supplement A6**.

Part B: Supplemental Materials

The institution must include with this document the following supplements as PDF documents.

- Attach a copy of the catalog or other document that contains course descriptions and applicable credit hour assignments as **Supplement B1**.
- Attach the catalog or other document in which the institution has marked or highlighted any course provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog. Attach this document as **Supplement B2**.
- Attach as **Supplement B3** the course schedule for the most recently completed fall and spring terms, including times and meeting dates for all classes at all locations and in all delivery formats. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

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

Supplement A1
Arapahoe Community College
Credit Hour Allocation & Instructional Time for Courses

Term and Length: Summer 2015, 10 weeks (lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses			7				
	# of meetings			10				
	Meeting length			1.5 hrs				
2 Credits	# of courses	1	1	5		2		
	# of meetings	10	20	10		10		
	Meeting length	3	1.5 hrs	3		3		
3 Credits	# of courses	19	2	181		5		
	# of meetings	10-20	20	10		10		
	Meeting length	2.25-4.5 hrs	2.25 hrs	4.5		4.5		
4 Credits	# of courses	1		35				
	# of meetings	20		10				
	Meeting length	3		6				
5 Credits	# of courses	3		16				
	# of meetings	20-50		10				
	Meeting length	1.5-3.75 hrs		7.5				
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Summer 2015, 8 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses					5		
	# of meetings					8		
	Meeting length					1.88 hrs		
2 Credits	# of courses		1					
	# of meetings		8					
	Meeting length		3.75 hrs					
3 Credits	# of courses	44		42		2		
	# of meetings	8-16		8		8		
	Meeting length	2.82-5.63 hrs		5.63 hrs		5.63 hrs		
4 Credits	# of courses	18		8				
	# of meetings	16-24		8				
	Meeting length	2.5-3.75		7.5 hrs				
5 Credits	# of courses	5		1				
	# of meetings	24		8				
	Meeting length	3.13 hrs		9.38 hrs				
6 Credits	# of courses	1						
	# of meetings	16						
	Meeting length	5.63 hrs						
Credits	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Summer 2015, 2 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses							
	# of meetings							
	Meeting length							
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	3		3				
	# of meetings	6-10		10				
	Meeting length	4.5-7.5 hrs		4.5 hrs				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Spring 2016, 15 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses	3	2	3		1		
	# of meetings	15	9-15	15		15		
	Meeting length	1 hr	1-1.67 hrs	1 hr		1 hr		
2 Credits	# of courses	3	5	7				
	# of meetings	15	15-21	15				
	Meeting length	2 hrs	1.43-2 hrs	2 hrs				
3 Credits	# of courses	301	3	254		21		
	# of meetings	15-30	30	15		15		
	Meeting length	1.3-3 hrs	1.5 hrs	3 hrs		3 hrs		
4 Credits	# of courses	58		49				
	# of meetings	15-30		15				
	Meeting length	2-4hrs		4 hrs				
5 Credits	# of courses	15		5				
	# of meetings	30-45	1	15				
	Meeting length	1.67-2.5 hrs	30	5 hrs				
6 Credits	# of courses	1	2.5 hrs					
	# of meetings	15						
	Meeting length	6						
— Credits	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Spring 2016, 10 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses			7				
	# of meetings			10				
	Meeting length			1.5 hrs				
2 Credits	# of courses			2		4		
	# of meetings			10		10		
	Meeting length			3 hrs		3 hrs		
3 Credits	# of courses	11	³	135				
	# of meetings	10-20	20	10				
	Meeting length	2.25-4.5 hrs	2.25 hrs	4.5 hrs				
4 Credits	# of courses	1		16				
	# of meetings	20		10				
	Meeting length	3 hrs		6 hrs				
5 Credits	# of courses			11				
	# of meetings			10				
	Meeting length			7.5 hrs				
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							
— Credits ¹	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Spring 2016, 8 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses		1			14		
	# of meetings		9			8		
	Meeting length		1.67 hrs			1.88 hrs		
2 Credits	# of courses		1	1				
	# of meetings		9	8				
	Meeting length		3.34 hrs	3.75 hrs				
3 Credits	# of courses	9	3	1				
	# of meetings	8-16	9-16	8				
	Meeting length	2.82-5.63 hrs	2.82-5 hrs	5.63 hrs				
4 Credits	# of courses	3						
	# of meetings	8						
	Meeting length	7.5 hrs						
5 Credits	# of courses	5						
	# of meetings	8-16						
	Meeting length	4.69-9.38 hrs						
7 Credits	# of courses	1						
	# of meetings	16						
	Meeting length	6.57 hrs						
Credits	# of courses							
	# of meetings							
	Meeting length							

Term and Length: Spring 2016, 6 weeks (Lecture-based)

# Credits Awarded	Instructional Time	Course Formats						
		FTF Courses	Mixed FTF Courses	Distance Courses	Corresp Courses	Independent / Directed Study Courses	Weekend College	Internship/ Practica Courses
1 Credit	# of courses			5				
	# of meetings			6				
	Meeting length			2.5 hrs				
2 Credits	# of courses	1	2					
	# of meetings	6	12					
	Meeting length	5 hrs	2.5 hrs					
3 Credits	# of courses			32				
	# of meetings			6				
	Meeting length			7.5 hrs				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

Supplement A2
Arapahoe Community College
Assignment of Credit



AP 9-12 Curriculum
Development.pdf

Arapahoe Procedure 9-12: Curriculum Development

Supplement B1
Arapahoe Community College
Catalog



2016-2017
Catalog.pdf

Supplement B2
Arapahoe Community College
Compressed Course List

Term	Subject	Number	Title	Credits	Length
Spring 2016	COM	115	Public Speaking	3	10 weeks
Spring 2016	COM	115	Public Speaking	3	10 weeks
Spring 2016	ECE	127	Music/Movement for Children	1	10 weeks
Spring 2016	AAA	99	Active Learning Skills	1	10 weeks
Spring 2016	HPR	108	Dietary Nutrition	1	10 weeks
Spring 2016	HWE	108	Weight Loss	1	10 weeks
Spring 2016	PED	100	Fitness Concepts	1	10 weeks
Spring 2016	MAN	117	Time Management	1	10 weeks
Spring 2016	EDU	288	Practicum II	1	10 weeks
Spring 2016	ECE	126	Art and the Young Child	2	10 weeks
Spring 2016	PTA	205	Psychosocial Issue Health Care	2	10 weeks
Spring 2016	ANT	101	Cultural Anthropology : SS3	3	10 weeks
Spring 2016	ART	110	Art Appreciation: AH1	3	10 weeks
Spring 2016	ART	111	Art Hist Ancient/Mediev: AH1	3	10 weeks
Spring 2016	BUS	115	Introduction to Business	3	10 weeks
Spring 2016	BUS	216	Legal Environment of Business	3	10 weeks
Spring 2016	BUS	217	Bus Communication/Rept Write	3	10 weeks
Spring 2016	BUS	226	Business Statistics	3	10 weeks
Spring 2016	CIS	115	Intro to Computer Info Sys	3	10 weeks
Spring 2016	CIS	118	Intro PC Applications	3	10 weeks
Spring 2016	CWB	110	Cmplt Web Author: (HTML)	3	10 weeks
Spring 2016	ECE	101	Intro to Early Childhood Educ	3	10 weeks
Spring 2016	ECE	205	Nutrition, Health and Safety	3	10 weeks
Spring 2016	ECE	220	Curriculum Methods Techniques	3	10 weeks
Spring 2016	ECE	226	Creativity and the Young Child	3	10 weeks
Spring 2016	ECO	201	Prin of Macroeconomics: SS1	3	10 weeks
Spring 2016	ECO	202	Prin of Microeconomics: SS1	3	10 weeks
Spring 2016	ENG	121	English Composition I : CO1	3	10 weeks
Spring 2016	ENG	122	English Composition II: CO2	3	10 weeks
Spring 2016	ENG	131	Technical Writing I	3	10 weeks
Spring 2016	ENG	221	Creative Writing I	3	10 weeks
Spring 2016	GEO	105	World Regional Geography: SS2	3	10 weeks
Spring 2016	HIS	101	Western Civ:Antiquity-1650 HI1	3	10 weeks
Spring 2016	HIS	102	Western Civ: 1650-Present: HI1	3	10 weeks
Spring 2016	HUM	121	Humanities: Early Civ: GT-AH2	3	10 weeks
Spring 2016	HWE	100	Human Nutrition	3	10 weeks

Spring 2016	LIT	115	Intro to Literature I: AH2	3	10 weeks
Spring 2016	LIT	255	Children`s Literature	3	10 weeks
Spring 2016	MAN	216	Small Business Management	3	10 weeks
Spring 2016	MAN	226	Principles of Management	3	10 weeks
Spring 2016	MAT	135	Intro to Statistics: MA1	3	10 weeks
Spring 2016	MUS	120	Music Appreciation: AH1	3	10 weeks
Spring 2016	MUS	122	Music Hist Romantic-Prsnt: AH1	3	10 weeks
Spring 2016	PHI	111	Intro to Philosophy: AH3	3	10 weeks
Spring 2016	PHI	112	Ethics: AH3	3	10 weeks
Spring 2016	POS	105	Intro to Political Science:SS1	3	10 weeks
Spring 2016	POS	111	American Government : SS1	3	10 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	10 weeks
Spring 2016	PSY	102	General Psychology II : SS3	3	10 weeks
Spring 2016	PSY	235	Human Growth & Developmnt: SS3	3	10 weeks
Spring 2016	PSY	249	Abnormal Psychology: SS3	3	10 weeks
Spring 2016	SOC	101	Intro to Sociology I : SS3	3	10 weeks
Spring 2016	SOC	102	Intro to Sociology II: SS3	3	10 weeks
Spring 2016	SPA	211	Spanish Language III: AH4	3	10 weeks
Spring 2016	SOC	231	Sociology-Deviant Behavior:SS3	3	10 weeks
Spring 2016	BUS	120	Introduction to E-Commerce	3	10 weeks
Spring 2016	CNG	102	Local Area Networks	3	10 weeks
Spring 2016	CSC	240	Java Programming	3	10 weeks
Spring 2016	ECE	103	Guidance Strategies Yng Child	3	10 weeks
Spring 2016	HIS	225	Colorado History: HI1	3	10 weeks
Spring 2016	MAN	200	Human Resource Management I	3	10 weeks
Spring 2016	MAR	216	Principles of Marketing	3	10 weeks
Spring 2016	PSY	237	Child & Adolescent Psychology	3	10 weeks
Spring 2016	CWB	130	Web Editing Tools:(Dreamweavr)	3	10 weeks
Spring 2016	PSY	226	Social Psychology: SS3	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	ACC	101	Fundamentals of Accounting	3	10 weeks
Spring 2016	ART	112	Art Hist Renaiss/1900:GT-AH1	3	10 weeks
Spring 2016	HUM	123	Humanities: Modern Wrld:GT-AH2	3	10 weeks
Spring 2016	PHI	113	Logic: AH3	3	10 weeks
Spring 2016	MGD	102	Introduction To Multimedia	3	10 weeks
Spring 2016	MGD	112	Adobe Illustrator I	3	10 weeks
Spring 2016	ECE	260	The Exceptional Child	3	10 weeks
Spring 2016	ECE	225	Language & Cognition	3	10 weeks
Spring 2016	MGD	111	Adobe Photoshop I	3	10 weeks
Spring 2016	MAR	111	Principles of Sales	3	10 weeks
Spring 2016	GEO	106	Human Geography: SS2	3	10 weeks
Spring 2016	POS	205	International Relations: SS1	3	10 weeks

Spring 2016	PSY	238	Child Development: SS3	3	10 weeks
Spring 2016	HIS	111	The World: Antiquity-1500: HI1	3	10 weeks
Spring 2016	HIS	112	The World: 1500-Present: HI1	3	10 weeks
Spring 2016	CIS	135	Complete PC Word Processing	3	10 weeks
Spring 2016	CIS	145	Complete PC Database	3	10 weeks
Spring 2016	CIS	155	PC Spreadsheet Concepts	3	10 weeks
Spring 2016	ECE	238	Child Growth and Development	3	10 weeks
Spring 2016	ECE	111	Infant/Toddler Theory/Practice	3	10 weeks
Spring 2016	CRJ	110	Intro to Criminal Justice SS3	3	10 weeks
Spring 2016	CRJ	145	Correctional Process	3	10 weeks
Spring 2016	CRJ	125	Policing Systems	3	10 weeks
Spring 2016	HUM	115	World Mythology: GT-AH2	3	10 weeks
Spring 2016	ACC	115	Payroll Accounting	3	10 weeks
Spring 2016	MAT	103	Math for Clinical Calculations	3	10 weeks
Spring 2016	HIS	122	US History since Civil War:HI1	3	10 weeks
Spring 2016	PHI	114	Comparative Religions: AH3	3	10 weeks
Spring 2016	HIS	121	US History to Reconst: HI1	3	10 weeks
Spring 2016	CNG	211	Windows Configuration: (OS)	3	10 weeks
Spring 2016	ANT	225	Anth of Religion: GT-SS3	3	10 weeks
Spring 2016	PSY	217	Human Sexuality: GT-SS3	3	10 weeks
Spring 2016	EDU	221	Introduction to Education	3	10 weeks
Spring 2016	ANT	107	Intro to Archaeology: GT-SS3	3	10 weeks
Spring 2016	MAR	160	Customer Service	3	10 weeks
Spring 2016	MOT	125	Basic Medical Sciences I	3	10 weeks
Spring 2016	MOT	133	Basic Medical Sciences II	3	10 weeks
Spring 2016	MAT	103	Math for Clinical Calculations	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	COM	220	Intercultural Comm: SS3	3	10 weeks
Spring 2016	MAT	103	Math for Clinical Calculations	3	10 weeks
Spring 2016	MAT	103	Math for Clinical Calculations	3	10 weeks
Spring 2016	ACC	115	Payroll Accounting	3	10 weeks
Spring 2016	MOT	135	Basic Medical Sciences III	3	10 weeks
Spring 2016	BUS	241	Cultural Diversity in Business	3	10 weeks
Spring 2016	MAN	200	Human Resource Management I	3	10 weeks
Spring 2016	MAN	224	Leadership	3	10 weeks
Spring 2016	ENG	121	English Composition I : CO1	3	10 weeks
Spring 2016	ENG	122	English Composition II: CO2	3	10 weeks
Spring 2016	SOC	101	Intro to Sociology I : SS3	3	10 weeks
Spring 2016	PHI	112	Ethics: AH3	3	10 weeks
Spring 2016	GEO	105	World Regional Geography: SS2	3	10 weeks
Spring 2016	POS	105	Intro to Political Science:SS1	3	10 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	10 weeks

Spring 2016	ENG	122	English Composition II: CO2	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	MAN	243	Project Management in Action	3	10 weeks
Spring 2016	ENG	131	Technical Writing I	3	10 weeks
Spring 2016	PSY	116	Stress Management	3	10 weeks
Spring 2016	CIS	118	Intro PC Applications	3	10 weeks
Spring 2016	EDU	263	Teaching and Learning Online	3	10 weeks
Spring 2016	CRJ	110	Intro to Criminal Justice SS3	3	10 weeks
Spring 2016	PSY	102	General Psychology II : SS3	3	10 weeks
Spring 2016	PSY	235	Human Growth & Developmnt: SS3	3	10 weeks
Spring 2016	MAT	135	Intro to Statistics: MA1	3	10 weeks
Spring 2016	BUS	216	Legal Environment of Business	3	10 weeks
Spring 2016	MAR	117	Principles of Retailing	3	10 weeks
Spring 2016	BUS	115	Introduction to Business	3	10 weeks
Spring 2016	INV	115	Investments/Stocks & Bonds	3	10 weeks
Spring 2016	CRJ	230	Criminology	3	10 weeks
Spring 2016	EDU	251	Secondary CTE Capstone	3	10 weeks
Spring 2016	MAN	128	Human Relation-Organizations	3	10 weeks
Spring 2016	ENP	205	Marketing for the Entrepreneur	3	10 weeks
Spring 2016	MAN	225	Managerial Finance	3	10 weeks
Spring 2016	MAR	220	Principles of Advertising	3	10 weeks
Spring 2016	HIS	121	US History to Reconst: HI1	3	10 weeks
Spring 2016	MAR	106	Marketing Your Image	3	10 weeks
Spring 2016	ANT	101	Cultural Anthropology : SS3	3	10 weeks
Spring 2016	COM	217	Group Communication	3	10 weeks
Spring 2016	BUS	217	Bus Communication/Rept Write	3	10 weeks
Spring 2016	ACC	121	Accounting Principles I	4	10 weeks
Spring 2016	ACC	122	Accounting Principles II	4	10 weeks
Spring 2016	AST	101	Astronomy I w/Lab: SC1	4	10 weeks
Spring 2016	BIO	105	Science of Biology w/Lab: SC1	4	10 weeks
Spring 2016	BIO	204	Microbiology w/Lab: SC1	4	10 weeks
Spring 2016	GEY	111	Physical Geology w/Lab: SC1	4	10 weeks
Spring 2016	MAT	121	College Algebra : MA1	4	10 weeks
Spring 2016	PHY	105	Conceptual Physics w/Lab: SC1	4	10 weeks
Spring 2016	AST	102	Astronomy II w/Lab: SC1	4	10 weeks
Spring 2016	MAT	50	Quantitative Literacy	4	10 weeks
Spring 2016	ANT	111	Bio Anthrplgy W/Lab: GT - SC1	4	10 weeks
Spring 2016	MAT	55	Algebraic Literacy	4	10 weeks
Spring 2016	MAT	108	Technical Mathematics	4	10 weeks
Spring 2016	MAT	121	College Algebra : MA1	4	10 weeks
Spring 2016	MAT	55	Algebraic Literacy	4	10 weeks
Spring 2016	MAT	50	Quantitative Literacy	4	10 weeks

Spring 2016	BIO	111	Gen College Biology I/Lab: SC1	5	10 weeks
Spring 2016	CHE	101	Intro to Chemistry I/Lab: SC1	5	10 weeks
Spring 2016	CHE	111	Gen College Chem I/Lab: SC1	5	10 weeks
Spring 2016	FRE	111	French Language I	5	10 weeks
Spring 2016	SPA	111	Spanish Language I	5	10 weeks
Spring 2016	SPA	112	Spanish Language II	5	10 weeks
Spring 2016	PHY	111	Physics Alg-Based I/Lab: SC1	5	10 weeks
Spring 2016	CHE	112	Gen College Chem II/Lab: SC1	5	10 weeks
Spring 2016	GER	111	German Language I	5	10 weeks
Spring 2016	CCR	92	Composition & Reading	5	10 weeks
Spring 2016	MAT	201	Calculus I: MA1	5	10 weeks
Spring 2016	BTE	102	Keyboarding Applications I	2	10 weeks
Spring 2016	BTE	111	Keyboarding Speedbuilding I	2	10 weeks
Spring 2016	BTE	102	Keyboarding Applications I	2	10 weeks
Spring 2016	BTE	111	Keyboarding Speedbuilding I	2	10 weeks
Spring 2016	ENG	131	Technical Writing I	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	BUS	216	Legal Environment of Business	3	10 weeks
Spring 2016	BUS	217	Bus Communication/Rept Write	3	10 weeks
Spring 2016	MAR	106	Marketing Your Image	3	10 weeks
Spring 2016	MAR	216	Principles of Marketing	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	COM	125	Interpersonal Communication	3	10 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	10 weeks
Spring 2016	PHI	114	Comparative Religions: AH3	3	10 weeks
Spring 2016	COM	115	Public Speaking	3	10 weeks
Spring 2016	MAT	108	Technical Mathematics	4	10 weeks
Spring 2016	PHT	117	Comm for Pharm Techs	1	8 weeks
Spring 2016	PHT	112	Pharmacy Law	2	8 weeks
Spring 2016	PHT	115	Pharmacology I	3	8 weeks
Spring 2016	PHT	118	Pharmacology II	3	8 weeks
Spring 2016	ECO	202	Prin of Microeconomics: SS1	3	8 weeks
Spring 2016	HIT	251	Vocabularies & Terminologies	2	8 weeks
Spring 2016	GEO	106	Human Geography: SS2	3	8 weeks
Spring 2016	CIS	103	Learning Windows	1	8 weeks
Spring 2016	CIS	161	Presentn Graphics: PPT	1	8 weeks
Spring 2016	CIS	161	Presentn Graphics: PPT	1	8 weeks
Spring 2016	BTE	100	Computer Keyboarding	1	8 weeks
Spring 2016	BTE	108	Ten-Key by Touch	1	8 weeks
Spring 2016	CIS	130	Introduction to Internet	1	8 weeks
Spring 2016	CIS	130	Introduction to Internet	1	8 weeks
Spring 2016	CIS	103	Learning Windows	1	8 weeks

Spring 2016	BTE	100	Computer Keyboarding	1	8 weeks
Spring 2016	BTE	108	Ten-Key by Touch	1	8 weeks
Spring 2016	CIS	161	Presentn Graphics: PPT	1	8 weeks
Spring 2016	CIS	161	Presentn Graphics: PPT	1	8 weeks
Spring 2016	CIS	130	Introduction to Internet	1	8 weeks
Spring 2016	CIS	130	Introduction to Internet	1	8 weeks
Spring 2016	BUS	115	Introduction to Business	3	8 weeks
Spring 2016	CIS	220	Fundamentals of Unix	3	8 weeks
Spring 2016	BUS	115	Introduction to Business	3	8 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	8 weeks
Spring 2016	BUS	216	Legal Environment of Business	3	8 weeks
Spring 2016	BUS	216	Legal Environment of Business	3	8 weeks
Spring 2016	BUS	115	Introduction to Business	3	8 weeks
Spring 2016	PSY	235	Human Growth & Developmnt: SS3	3	8 weeks
Spring 2016	CIS	232	Unix Shell Programming	3	8 weeks
Spring 2016	CNG	122	Computer Technician II: A+	4	8 weeks
Spring 2016	CNG	122	Computer Technician II: A+	4	8 weeks
Spring 2016	CNG	120	A+ Certification Preparation	4	8 weeks
Spring 2016	ARA	111	Arabic Language I	5	8 weeks
Spring 2016	CNG	260	CISCO Network Associate I	5	8 weeks
Spring 2016	CNG	262	CISCO Network Associate III	5	8 weeks
Spring 2016	CNG	261	CISCO Network Associate II	5	8 weeks
Spring 2016	CNG	263	CISCO Network Associate IV	5	8 weeks
Spring 2016	NUR	106	Med-Surg Nursing Concepts	7	8 weeks
Spring 2016	CCN	230	Basic ECG Interpretation	2	6 weeks
Spring 2016	CCN	230	Basic ECG Interpretation	2	6 weeks
Spring 2016	NUR	101	Pharmacology Calculations	1	6 weeks
Spring 2016	EDU	222	Effective Teaching	1	6 weeks
Spring 2016	EDU	222	Effective Teaching	1	6 weeks
Spring 2016	MOT	289	Capstone	1	6 weeks
Spring 2016	MOT	289	Capstone	1	6 weeks
Spring 2016	ART	110	Art Appreciation: AH1	3	6 weeks
Spring 2016	BUS	115	Introduction to Business	3	6 weeks
Spring 2016	COM	115	Public Speaking	3	6 weeks
Spring 2016	COM	125	Interpersonal Communication	3	6 weeks
Spring 2016	ENG	121	English Composition I : CO1	3	6 weeks
Spring 2016	ENG	122	English Composition II: CO2	3	6 weeks
Spring 2016	HIS	121	US History to Reconst: HI1	3	6 weeks
Spring 2016	HIS	225	Colorado History: HI1	3	6 weeks
Spring 2016	HWE	100	Human Nutrition	3	6 weeks
Spring 2016	PHI	111	Intro to Philosophy: AH3	3	6 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	6 weeks

Spring 2016	PSY	235	Human Growth & Developmnt: SS3	3	6 weeks
Spring 2016	SOC	101	Intro to Sociology I : SS3	3	6 weeks
Spring 2016	MAT	107	Career Math	3	6 weeks
Spring 2016	LIT	115	Intro to Literature I: AH2	3	6 weeks
Spring 2016	HUM	115	World Mythology: GT-AH2	3	6 weeks
Spring 2016	ART	110	Art Appreciation: AH1	3	6 weeks
Spring 2016	BUS	115	Introduction to Business	3	6 weeks
Spring 2016	COM	115	Public Speaking	3	6 weeks
Spring 2016	COM	125	Interpersonal Communication	3	6 weeks
Spring 2016	ENG	121	English Composition I : CO1	3	6 weeks
Spring 2016	ENG	122	English Composition II: CO2	3	6 weeks
Spring 2016	HIS	121	US History to Reconst: HI1	3	6 weeks
Spring 2016	HIS	225	Colorado History: HI1	3	6 weeks
Spring 2016	HWE	100	Human Nutrition	3	6 weeks
Spring 2016	PHI	111	Intro to Philosophy: AH3	3	6 weeks
Spring 2016	PSY	101	General Psychology I: SS3	3	6 weeks
Spring 2016	PSY	235	Human Growth & Developmnt: SS3	3	6 weeks
Spring 2016	SOC	101	Intro to Sociology I : SS3	3	6 weeks
Spring 2016	MAT	107	Career Math	3	6 weeks
Spring 2016	LIT	115	Intro to Literature I: AH2	3	6 weeks
Spring 2016	HUM	115	World Mythology: GT-AH2	3	6 weeks
Spring 2016	EMS	126	EMT Basic Refresher	2	6 weeks

Term	Subject	Number	Title	Credits	Length
Summer 2015	NUR	212	Pharmacology II	2	10 weeks
Summer 2015	COM	115	Public Speaking	3	10 weeks
Summer 2015	COM	115	Public Speaking	3	10 weeks
Summer 2015	AAA	99	Active Learning Skills	1	10 weeks
Summer 2015	MAT	25	Algebraic Literacy Lab	1	10 weeks
Summer 2015	BUS	117	Business Writing	1	10 weeks
Summer 2015	CTC	108	Cable Network Overview	1	10 weeks
Summer 2015	HPR	108	Dietary Nutrition	1	10 weeks
Summer 2015	MLT	253	Seminar/Comprehensive Exams	1	10 weeks
Summer 2015	MOR	260	National Board Exam Review	1	10 weeks
Summer 2015	CTC	125	High Speed Data Cust Service	2	10 weeks
Summer 2015	CTC	127	Testing/Maint for Fiber Techs	2	10 weeks
Summer 2015	CTC	128	Fiber Installation/Activation	2	10 weeks
Summer 2015	PTA	115	Principles of Physical Therapy	2	10 weeks
Summer 2015	PTA	134	Rehab Principles of Medical II	2	10 weeks
Summer 2015	ACC	101	Fundamentals of Accounting	3	10 weeks
Summer 2015	ACC	115	Payroll Accounting	3	10 weeks

Summer 2015	ACC	125	Computerized Accounting	3	10 weeks
Summer 2015	ACC	131	Income Tax	3	10 weeks
Summer 2015	ACC	135	Spreadsheet Apps/ Accounting	3	10 weeks
Summer 2015	ACC	226	Cost Accounting	3	10 weeks
Summer 2015	ANT	101	Cultural Anthropology : SS3	3	10 weeks
Summer 2015	ANT	225	Anth of Religion: GT-SS3	3	10 weeks
Summer 2015	ART	110	Art Appreciation: AH1	3	10 weeks
Summer 2015	ART	111	Art Hist Ancient/ MedievGT-AH1	3	10 weeks
Summer 2015	ART	112	Art Hist Renaiss/1900:GT-AH1	3	10 weeks
Summer 2015	BUS	115	Introduction to Business	3	10 weeks
Summer 2015	BUS	120	Introduction to E-Commerce	3	10 weeks
Summer 2015	BUS	216	Legal Environment of Business	3	10 weeks
Summer 2015	BUS	217	Bus Communication/Rept Write	3	10 weeks
Summer 2015	BUS	226	Business Statistics	3	10 weeks
Summer 2015	CCR	94	Studio 121	3	10 weeks
Summer 2015	CIS	115	Intro to Computer Info Sys	3	10 weeks
Summer 2015	CIS	118	Intro PC Applications	3	10 weeks
Summer 2015	CIS	135	Complete PC Word Processing	3	10 weeks
Summer 2015	CIS	145	Complete PC Database	3	10 weeks
Summer 2015	CIS	155	PC Spreadsheet Concepts	3	10 weeks
Summer 2015	CIS	267	Mgmt of Information Systems	3	10 weeks
Summer 2015	CNG	101	Networking Fundamentals	3	10 weeks
Summer 2015	CNG	211	Windows Configuration: (OS)	3	10 weeks
Summer 2015	COM	115	Public Speaking	3	10 weeks
Summer 2015	COM	125	Interpersonal Communication	3	10 weeks
Summer 2015	CRJ	110	Intro to Criminal Justice SS3	3	10 weeks
Summer 2015	CRJ	125	Policing Systems	3	10 weeks
Summer 2015	CRJ	135	Judicial Function	3	10 weeks
Summer 2015	CRJ	145	Correctional Process	3	10 weeks
Summer 2015	CRJ	205	Principles of Criminal Law	3	10 weeks
Summer 2015	CRJ	210	Constitutional Law	3	10 weeks
Summer 2015	CRJ	230	Criminology	3	10 weeks
Summer 2015	CRJ	236	CRJ Research Methods	3	10 weeks
Summer 2015	CRJ	257	Victimology	3	10 weeks
Summer 2015	CSC	105	Computer Literacy	3	10 weeks
Summer 2015	CSC	119	Introduction to Programming	3	10 weeks
Summer 2015	CSC	240	Java Programming	3	10 weeks
Summer 2015	CWB	130	Web Editing Tools: (Editor)	3	10 weeks
Summer 2015	ECE	101	Intro to Early Childhood Educ	3	10 weeks
Summer 2015	ECE	102	Intro to ECE Lab Techniques	3	10 weeks
Summer 2015	ECE	103	Guidance Strategies Yng Child	3	10 weeks
Summer 2015	ECE	111	Infant/Toddler Theory/Practice	3	10 weeks

Summer 2015	ECE	205	Nutrition, Health and Safety	3	10 weeks
Summer 2015	ECE	220	Curriculum Methods Techniques	3	10 weeks
Summer 2015	ECE	226	Creativity and the Young Child	3	10 weeks
Summer 2015	ECE	238	Child Growth and Development	3	10 weeks
Summer 2015	ECE	240	Admin of ECE Programs	3	10 weeks
Summer 2015	ECE	241	Admin:Human Relations ECE	3	10 weeks
Summer 2015	ECE	260	The Exceptional Child	3	10 weeks
Summer 2015	ECO	201	Prin of Macroeconomics: SS1	3	10 weeks
Summer 2015	ECO	202	Prin of Microeconomics: SS1	3	10 weeks
Summer 2015	EDU	221	Introduction to Education	3	10 weeks
Summer 2015	ENG	121	English Composition I : CO1	3	10 weeks
Summer 2015	ENG	121	English Composition I : CO1	3	10 weeks
Summer 2015	ENG	122	English Composition II: CO2	3	10 weeks
Summer 2015	ENG	131	Technical Writing I	3	10 weeks
Summer 2015	ENG	201	English Composition III: CO3	3	10 weeks
Summer 2015	ENG	221	Creative Writing I	3	10 weeks
Summer 2015	ENG	222	Creative Writing II	3	10 weeks
Summer 2015	FRE	211	French Language III: AH4	3	10 weeks
Summer 2015	FRE	212	French Language IV: AH4	3	10 weeks
Summer 2015	GEO	105	World Regional Geography: SS2	3	10 weeks
Summer 2015	GEO	106	Human Geography: SS2	3	10 weeks
Summer 2015	HIS	101	Western Civ:Antiquity-1650 HI1	3	10 weeks
Summer 2015	HIS	102	Western Civ: 1650-Present HI1	3	10 weeks
Summer 2015	HIS	111	The World: Antiquity-1500: HI1	3	10 weeks
Summer 2015	HIS	112	The World: 1500-Present: HI1	3	10 weeks
Summer 2015	HIS	121	US History to Reconst: HI1	3	10 weeks
Summer 2015	HIS	122	US History since Civil War:HI1	3	10 weeks
Summer 2015	HIS	225	Colorado History: HI1	3	10 weeks
Summer 2015	HUM	115	World Mythology: GT-AH2	3	10 weeks
Summer 2015	HUM	121	Humanities: Early Civ: GT-AH2	3	10 weeks
Summer 2015	HUM	122	Humanities: Mediev-Mod: GT-AH2	3	10 weeks
Summer 2015	HUM	123	Humanities: Modern Wrld:GT-AH2	3	10 weeks
Summer 2015	HWE	100	Human Nutrition	3	10 weeks
Summer 2015	JOU	225	New Media	3	10 weeks
Summer 2015	LIT	115	Intro to Literature I: AH2	3	10 weeks
Summer 2015	LIT	201	Wrld Literature to 1600:GT-AH2	3	10 weeks
Summer 2015	LIT	202	World Lit After 1600:GT-AH2	3	10 weeks
Summer 2015	LIT	211	Amer Lit to Civil War: GT-AH2	3	10 weeks
Summer 2015	LIT	212	Amer Lit Aft Civil War:GT-AH2	3	10 weeks
Summer 2015	LIT	225	Intro to Shakespeare: AH2	3	10 weeks
Summer 2015	LIT	255	Children`s Literature	3	10 weeks
Summer 2015	MAN	200	Human Resource Management I	3	10 weeks

Summer 2015	MAN	216	Small Business Management	3	10 weeks
Summer 2015	MAN	226	Principles of Management	3	10 weeks
Summer 2015	MAR	111	Principles of Sales	3	10 weeks
Summer 2015	MAR	216	Principles of Marketing	3	10 weeks
Summer 2015	MAT	103	Math for Clinical Calculations	3	10 weeks
Summer 2015	MAT	107	Career Math	3	10 weeks
Summer 2015	MAT	112	Financial Mathematics	3	10 weeks
Summer 2015	MAT	122	College Trigonometry: MA1	3	10 weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	10 weeks
Summer 2015	MAT	155	Integrated Math I	3	10 weeks
Summer 2015	MAT	156	Integrated Math II	3	10 weeks
Summer 2015	MGD	102	Introduction To Multimedia	3	10 weeks
Summer 2015	MGD	111	Adobe Photoshop I	3	10 weeks
Summer 2015	MGD	112	Adobe Illustrator I	3	10 weeks
Summer 2015	MGD	114	Adobe InDesign	3	10 weeks
Summer 2015	MUS	100	Intro to Music Theory I	3	10 weeks
Summer 2015	MUS	120	Music Appreciation: AH1	3	10 weeks
Summer 2015	MUS	125	History of Jazz: GT-AH1	3	10 weeks
Summer 2015	PHI	111	Intro to Philosophy: AH3	3	10 weeks
Summer 2015	PHI	112	Ethics: AH3	3	10 weeks
Summer 2015	PHI	113	Logic: AH3	3	10 weeks
Summer 2015	PHI	114	Comparative Religions: AH3	3	10 weeks
Summer 2015	PHI	115	World Religions-West: AH3	3	10 weeks
Summer 2015	PHI	116	World Religions-East: AH3	3	10 weeks
Summer 2015	PHI	205	Business Ethics: GT-AH3	3	10 weeks
Summer 2015	POS	105	Intro to Political Science:SS1	3	10 weeks
Summer 2015	POS	111	American Government : SS1	3	10 weeks
Summer 2015	POS	125	Amer.State/Local Govt: GT-SS1	3	10 weeks
Summer 2015	POS	205	International Relations: SS1	3	10 weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	10 weeks
Summer 2015	PSY	102	General Psychology II : SS3	3	10 weeks
Summer 2015	PSY	226	Social Psychology: SS3	3	10 weeks
Summer 2015	PSY	235	Human Growth & Developmnt: SS3	3	10 weeks
Summer 2015	PSY	237	Child & Adolescent Psychology	3	10 weeks
Summer 2015	PSY	238	Child Development: SS3	3	10 weeks
Summer 2015	PSY	249	Abnormal Psychology: SS3	3	10 weeks
Summer 2015	SOC	101	Intro to Sociology I : SS3	3	10 weeks
Summer 2015	SOC	102	Intro to Sociology II: SS3	3	10 weeks
Summer 2015	SOC	231	Sociology-Deviant Behavior:SS3	3	10 weeks
Summer 2015	SPA	211	Spanish Language III: AH4	3	10 weeks
Summer 2015	SPA	212	Spanish Language IV : AH4	3	10 weeks
Summer 2015	AAA	109	Advanced Academic Achievement	3	10 weeks

Summer 2015	ANT	101	Cultural Anthropology : SS3	3	10 weeks
Summer 2015	BIO	116	Intro to Human Disease: SC2	3	10 weeks
Summer 2015	BUS	115	Introduction to Business	3	10 weeks
Summer 2015	BUS	216	Legal Environment of Business	3	10 weeks
Summer 2015	BUS	217	Bus Communication/Rept Write	3	10 weeks
Summer 2015	BUS	226	Business Statistics	3	10 weeks
Summer 2015	BUS	241	Cultural Diversity in Business	3	10 weeks
Summer 2015	CIS	118	Intro PC Applications	3	10 weeks
Summer 2015	CIS	118	Intro PC Applications	3	10 weeks
Summer 2015	CIS	118	Intro PC Applications	3	10 weeks
Summer 2015	CIS	220	Fundamentals of Unix	3	10 weeks
Summer 2015	CNG	101	Networking Fundamentals	3	10 weeks
Summer 2015	CNG	102	Local Area Networks	3	10 weeks
Summer 2015	CNG	103	Wide Area Networks	3	10 weeks
Summer 2015	CNG	104	Intro to TCP/IP	3	10 weeks
Summer 2015	CNG	124	Networking I: Network +	3	10 weeks
Summer 2015	COM	125	Interpersonal Communication	3	10 weeks
Summer 2015	COM	125	Interpersonal Communication	3	10 weeks
Summer 2015	CSC	119	Introduction to Programming	3	10 weeks
Summer 2015	CSC	119	Introduction to Programming	3	10 weeks
Summer 2015	CTC	107	Installer	3	10 weeks
Summer 2015	CTC	117	Computers and Broadband Modems	3	10 weeks
Summer 2015	CTC	118	Broadband Digital Installer	3	10 weeks
Summer 2015	CTC	119	DSL Installation	3	10 weeks
Summer 2015	CTC	120	Understand Voice/Data Netwrks	3	10 weeks
Summer 2015	CTC	121	Delivering Cable Services	3	10 weeks
Summer 2015	CTC	123	Basic Tblshoot Broadband Tech	3	10 weeks
Summer 2015	CTC	124	Troubleshooting Adv Services	3	10 weeks
Summer 2015	CTC	126	Adv High Speed Data Cust Serv	3	10 weeks
Summer 2015	CTC	129	Digital Technician	3	10 weeks
Summer 2015	CTC	161	Voice Communications	3	10 weeks
Summer 2015	ECE	101	Intro to Early Childhood Educ	3	10 weeks
Summer 2015	GEO	105	World Regional Geography: SS2	3	10 weeks
Summer 2015	HIS	101	Western Civ:Antiquity-1650 HI1	3	10 weeks
Summer 2015	HIS	122	US History since Civil War:HI1	3	10 weeks
Summer 2015	HIS	225	Colorado History: HI1	3	10 weeks
Summer 2015	HPR	178	Medical Terminology	3	10 weeks
Summer 2015	HPR	178	Medical Terminology	3	10 weeks
Summer 2015	HWE	100	Human Nutrition	3	10 weeks
Summer 2015	LIT	115	Intro to Literature I: AH2	3	10 weeks
Summer 2015	MAN	116	Principles of Supervision	3	10 weeks
Summer 2015	MAN	226	Principles of Management	3	10 weeks

Summer 2015	MAR	160	Customer Service	3	10 weeks
Summer 2015	MAR	216	Principles of Marketing	3	10 weeks
Summer 2015	MAT	103	Math for Clinical Calculations	3	10 weeks
Summer 2015	MOT	125	Basic Medical Sciences I	3	10 weeks
Summer 2015	MOT	133	Basic Medical Sciences II	3	10 weeks
Summer 2015	MOT	135	Basic Medical Sciences III	3	10 weeks
Summer 2015	MUS	120	Music Appreciation: AH1	3	10 weeks
Summer 2015	PHI	111	Intro to Philosophy: AH3	3	10 weeks
Summer 2015	PHI	112	Ethics: AH3	3	10 weeks
Summer 2015	POS	105	Intro to Political Science:SS1	3	10 weeks
Summer 2015	PSY	116	Stress Management	3	10 weeks
Summer 2015	ACC	121	Accounting Principles I	4	10 weeks
Summer 2015	ACC	122	Accounting Principles II	4	10 weeks
Summer 2015	AST	101	Astronomy I w/Lab: SC1	4	10 weeks
Summer 2015	AST	102	Astronomy II w/Lab: SC1	4	10 weeks
Summer 2015	BIO	105	Science of Biology w/Lab: SC1	4	10 weeks
Summer 2015	BIO	106	Basic Anatomy And Physiology	4	10 weeks
Summer 2015	BIO	201	Human Anatomy&Phys w/Lab I:SC1	4	10 weeks
Summer 2015	BIO	202	Human Anatomy&Phys II/Lab :SC1	4	10 weeks
Summer 2015	BIO	204	Microbiology w/Lab: SC1	4	10 weeks
Summer 2015	BIO	216	Pathophysiology	4	10 weeks
Summer 2015	CSC	160	Computer Science I: (C++)	4	10 weeks
Summer 2015	CSC	161	Computer Sci II: (Language)	4	10 weeks
Summer 2015	ENV	101	Environmental Sci w/Lab: SC1	4	10 weeks
Summer 2015	GEY	111	Physical Geology w/Lab: SC1	4	10 weeks
Summer 2015	GEY	112	Historical Geology w/Lab: SC1	4	10 weeks
Summer 2015	MAT	50	Quantitative Literacy	4	10 weeks
Summer 2015	MAT	55	Algebraic Literacy	4	10 weeks
Summer 2015	MAT	55	Algebraic Literacy	4	10 weeks
Summer 2015	MAT	120	Math for Liberal Arts: MA1	4	10 weeks
Summer 2015	MAT	121	College Algebra : MA1	4	10 weeks
Summer 2015	MAT	123	Finite Mathematics: MA1	4	10 weeks
Summer 2015	MAT	125	Survey of Calculus: MA1	4	10 weeks
Summer 2015	MAT	203	Calculus III: MA1	4	10 weeks
Summer 2015	PHY	105	Conceptual Physics w/Lab: SC1	4	10 weeks
Summer 2015	SCI	155	Integrated Sci I w/Lab: SC1	4	10 weeks
Summer 2015	SCI	156	Integrated Sci II w/Lab: SC1	4	10 weeks
Summer 2015	ACC	121	Accounting Principles I	4	10 weeks
Summer 2015	ACC	121	Accounting Principles I	4	10 weeks
Summer 2015	ACC	122	Accounting Principles II	4	10 weeks
Summer 2015	CTC	109	Installer Technician	4	10 weeks
Summer 2015	CTC	111	Service Technician	4	10 weeks

Summer 2015	CTC	113	System Technician	4	10 weeks
Summer 2015	CTC	165	Advanced Technician	4	10 weeks
Summer 2015	MAT	108	Technical Mathematics	4	10 weeks
Summer 2015	MAT	121	College Algebra : MA1	4	10 weeks
Summer 2015	BIO	111	Gen College Biology I/Lab: SC1	5	10 weeks
Summer 2015	CCR	92	Composition & Reading	5	10 weeks
Summer 2015	CHE	101	Intro to Chemistry I/Lab: SC1	5	10 weeks
Summer 2015	CHE	102	Intro to Chemistry II/Lab: SC1	5	10 weeks
Summer 2015	CHE	111	Gen College Chem I/Lab: SC1	5	10 weeks
Summer 2015	CHE	112	Gen College Chem II/Lab: SC1	5	10 weeks
Summer 2015	FRE	111	French Language I	5	10 weeks
Summer 2015	GER	111	German Language I	5	10 weeks
Summer 2015	MAT	166	Pre-Calculus: MA1	5	10 weeks
Summer 2015	MAT	201	Calculus I: MA1	5	10 weeks
Summer 2015	MAT	202	Calculus II : MA1	5	10 weeks
Summer 2015	PHY	111	Physics Alg-Based I/Lab: SC1	5	10 weeks
Summer 2015	PHY	112	Physics Alg-Based II/Lab: SC1	5	10 weeks
Summer 2015	RUS	111	Russian Language I	5	10 weeks
Summer 2015	SPA	111	Spanish Language I	5	10 weeks
Summer 2015	SPA	112	Spanish Language II	5	10 weeks
Summer 2015	BTE	102	Keyboarding Applications I	2	10 weeks
Summer 2015	BTE	111	Keyboarding Speedbuilding I	2	10 weeks
Summer 2015	CIS	118	Intro PC Applications	3	10 weeks
Summer 2015	CIS	124	Intro to Operating Systems	3	10 weeks
Summer 2015	CIS	135	Complete PC Word Processing	3	10 weeks
Summer 2015	CIS	145	Complete PC Database	3	10 weeks
Summer 2015	CIS	155	PC Spreadsheet Concepts	3	10 weeks
Summer 2015	HIT	289	HIT Capstone Course	2	10 weeks
Summer 2015	AAA	109	Advanced Academic Achievement	3	10 weeks
Summer 2015	BUS	226	Business Statistics	3	10 weeks
Summer 2015	CCR	93	Studio D	3	10 weeks
Summer 2015	CCR	94	Studio 121	3	10 weeks
Summer 2015	CCR	94	Studio 121	3	10 weeks
Summer 2015	COM	125	Interpersonal Communication	3	10 weeks
Summer 2015	ECE	101	Intro to Early Childhood Educ	3	10 weeks
Summer 2015	ECE	101	Intro to Early Childhood Educ	3	10 weeks
Summer 2015	ECE	103	Guidance Strategies Yng Child	3	10 weeks
Summer 2015	ECE	238	Child Growth and Development	3	10 weeks
Summer 2015	ENG	121	English Composition I: CO1	3	10 weeks
Summer 2015	ENG	121	English Composition I: CO1	3	10 weeks
Summer 2015	ENG	121	English Composition I: CO1	3	10 weeks
Summer 2015	ENG	121	English Composition I: CO1	3	10 weeks

Summer 2015	HIS	101	Western Civ:Antiquity-1650 HI1	3	10 weeks
Summer 2015	MUS	120	Music Appreciation: AH1	3	10 weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	10 weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	10 weeks
Summer 2015	PSY	235	Human Growth & Developmnt: SS3	3	10 weeks
Summer 2015	ACC	121	Accounting Principles I	4	10 weeks
Summer 2015	CCR	92	Composition & Reading	5	10 weeks
Summer 2015	MAT	201	Calculus I: MA1	5	10 weeks
Summer 2015	SPA	111	Spanish Language I	5	10 weeks
Summer 2015	CCN	230	Basic ECG Interpretation	2	8 Weeks
Summer 2015	BUS	115	Introduction to Business	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	ENG	131	Technical Writing I	3	8 Weeks
Summer 2015	BUS	116	Personal Finance	3	8 Weeks
Summer 2015	SOC	101	Intro to Sociology I: SS3	3	8 Weeks
Summer 2015	MAR	216	Principles of Marketing	3	8 Weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	8 Weeks
Summer 2015	PSY	235	Human Growth & Developmnt: SS3	3	8 Weeks
Summer 2015	PSY	235	Human Growth & Developmnt: SS3	3	8 Weeks
Summer 2015	ART	110	Art Appreciation: AH1	3	8 Weeks
Summer 2015	ART	111	Art Hist Ancient/Mediev AH1	3	8 Weeks
Summer 2015	ECO	201	Prin of Macroeconomics: SS1	3	8 Weeks
Summer 2015	ECO	202	Prin of Microeconomics: SS1	3	8 Weeks
Summer 2015	ART	112	Art Hist Renaiss/1900: AH1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	SOC	101	Intro to Sociology I: SS3	3	8 Weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	8 Weeks
Summer 2015	CRJ	110	Intro to Criminal Justice SS3	3	8 Weeks
Summer 2015	BUS	216	Legal Environment of Business	3	8 Weeks
Summer 2015	MAN	224	Leadership	3	8 Weeks
Summer 2015	MAN	128	Human Relation-Organizations	3	8 Weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	8 Weeks
Summer 2015	ART	110	Art Appreciation: AH1	3	8 Weeks
Summer 2015	MAN	226	Principles of Management	3	8 Weeks
Summer 2015	BUS	115	Introduction to Business	3	8 Weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	8 Weeks
Summer 2015	MAT	122	College Trigonometry: MA1	3	8 Weeks
Summer 2015	PSY	102	General Psychology II : SS3	3	8 Weeks
Summer 2015	FIN	101	Introduction to Finance	3	8 Weeks

Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	CIS	202	Automat Prjt Man: MS Project	3	8 Weeks
Summer 2015	HUM	115	World Mythology: AH2	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	8 Weeks
Summer 2015	MAN	116	Principles of Supervision	3	8 Weeks
Summer 2015	PHI	114	Comparative Religions: AH3	3	8 Weeks
Summer 2015	HIS	247	20th Century World History:HI1	3	8 Weeks
Summer 2015	HUM	103	Introduction to Film Art: AH2	3	8 Weeks
Summer 2015	EDU	265	Instructional Design	3	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	120	Math for Liberal Arts: MA1	4	8 Weeks
Summer 2015	MAT	125	Survey of Calculus: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	55	Algebraic Literacy	4	8 Weeks
Summer 2015	MAT	201	Calculus I: MA1	5	8 Weeks
Summer 2015	CIS	161	Presentn Graphics I:Powerpoint	1	8 Weeks
Summer 2015	BTE	100	Computer Keyboarding	1	8 Weeks
Summer 2015	BTE	108	Ten-Key by Touch	1	8 Weeks
Summer 2015	CIS	103	Learning Windows	1	8 Weeks
Summer 2015	CIS	130	Introduction to Internet	1	8 Weeks
Summer 2015	CIS	118	Intro PC Applications	3	8 Weeks
Summer 2015	CIS	155	PC Spreadsheet Concepts	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	SOC	101	Intro to Sociology I: SS3	3	8 Weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	8 Weeks
Summer 2015	PSY	101	General Psychology I: SS3	3	8 Weeks
Summer 2015	PSY	235	Human Growth & Developmnt: SS3	3	8 Weeks
Summer 2015	PAR	115	Introduction to Law	3	8 Weeks
Summer 2015	MAT	122	College Trigonometry: MA1	3	8 Weeks
Summer 2015	MAT	122	College Trigonometry: MA1	3	8 Weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	8 Weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	8 Weeks
Summer 2015	ECO	201	Prin of Macroeconomics: SS1	3	8 Weeks
Summer 2015	ECO	202	Prin of Microeconomics: SS1	3	8 Weeks

Summer 2015	COM	115	Public Speaking	3	8 Weeks
Summer 2015	COM	115	Public Speaking	3	8 Weeks
Summer 2015	BUS	217	Bus Communication/Rept Write	3	8 Weeks
Summer 2015	HUM	115	World Mythology: AH2	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	BUS	115	Introduction to Business	3	8 Weeks
Summer 2015	BUS	115	Introduction to Business	3	8 Weeks
Summer 2015	PHI	111	Intro to Philosophy: AH3	3	8 Weeks
Summer 2015	PAR	208	Probate and Estates	3	8 Weeks
Summer 2015	LIT	115	Intro to Literature I: AH2	3	8 Weeks
Summer 2015	HIS	101	Western Civ:Antiquity-1650 HI1	3	8 Weeks
Summer 2015	PAR	117	Family Law	3	8 Weeks
Summer 2015	PHI	111	Intro to Philosophy: AH3	3	8 Weeks
Summer 2015	ENG	121	English Composition I: CO1	3	8 Weeks
Summer 2015	ENG	122	English Composition II: CO2	3	8 Weeks
Summer 2015	MAT	135	Intro to Statistics: MA1	3	8 Weeks
Summer 2015	BUS	115	Introduction to Business	3	8 Weeks
Summer 2015	BUS	216	Legal Environment of Business	3	8 Weeks
Summer 2015	HUM	103	Introduction to Film Art: AH2	3	8 Weeks
Summer 2015	PHI	114	Comparative Religions: AH3	3	8 Weeks
Summer 2015	PAR	275	Entertainment Law	3	8 Weeks
Summer 2015	ECO	202	Prin of Microeconomics: SS1	3	8 Weeks
Summer 2015	HUM	115	World Mythology: AH2	3	8 Weeks
Summer 2015	PAR	126	Administrative Law	3	8 Weeks
Summer 2015	ECO	201	Prin of Macroeconomics: SS1	3	8 Weeks
Summer 2015	ACC	121	Accounting Principles I	4	8 Weeks
Summer 2015	ACC	122	Accounting Principles II	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	121	College Algebra: MA1	4	8 Weeks
Summer 2015	MAT	125	Survey of Calculus: MA1	4	8 Weeks
Summer 2015	CNG	121	Computer Technician I: A+	4	8 Weeks
Summer 2015	MAT	120	Math for Liberal Arts: MA1	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks

Summer 2015	MAT	50	Quantitative Literacy	4	8 Weeks
Summer 2015	MAT	55	Algebraic Literacy	4	8 Weeks
Summer 2015	MAT	55	Algebraic Literacy	4	8 Weeks
Summer 2015	MAT	55	Algebraic Literacy	4	8 Weeks
Summer 2015	MAT	201	Calculus I: MA1	5	8 Weeks
Summer 2015	MAT	202	Calculus II: MA1	5	8 Weeks
Summer 2015	MAT	201	Calculus I: MA1	5	8 Weeks
Summer 2015	MAT	201	Calculus I: MA1	5	8 Weeks
Summer 2015	MAT	204	Calculus III/Engineer App: MA1	5	8 Weeks
Summer 2015	BUS	275	Special Topics:Semester Abroad	6	8 Weeks
Summer 2015	BIO	103	Principles of Animal Bio SC2	3	2 Weeks
Summer 2015	BIO	115	Human Genetics	3	2 Weeks
Summer 2015	GEO	106	Human Geography: SS2	3	2 Weeks
Summer 2015	COM	115	Public Speaking	3	2 Weeks
Summer 2015	COM	125	Interpersonal Communication	3	2 Weeks
Summer 2015	POS	111	American Government: SS1	3	2 Weeks

Supplement B3
Arapahoe Community College
Course Schedule – Fall 2015 and Spring 2016

Fall 2015 Course

Schedule: https://erpdnssb.cccs.edu/PRODACC/bwckschd.p_disp_dyn_sched

In the “Search by Term” field, select Fall 2015

Spring 2016 Course

Schedule: https://erpdnssb.cccs.edu/PRODACC/bwckschd.p_disp_dyn_sched

In the “Search by Term” field, select Spring 2016