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# **MAINE COMMUNITY COLLEGE SYSTEM**

## **SECTION 1:**

**Response to Questions from  
Joint Standing Committee on Education & Cultural Affairs  
during MCCS Governmental Evaluation Act Review  
on January 21, 2010**

## **SECTION 2:**

**Information prepared for  
Joint Standing Committee on Education & Cultural Affairs  
as a Response to Government Oversight Committee Letter  
and OPEGA Audit Request**

**Presented  
March 3, 2010  
Dr. John Fitzsimmons, President**

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SECTION I

APR 1 2010

# MAINE COMMUNITY COLLEGE SYSTEM

## Response to Questions from Government Evaluation Act Review before the Joint Standing Committee on Education & Cultural Affairs on January 21, 2010

### What is the percentage breakdown of students by age category enrolled in remedial courses at a community college?

The MCCS does not collect remediation data broken down by demographic subgroups. MCCS only recently began collecting system-wide data on first-time matriculated students enrolled in remedial courses. That information, which is collected as part of the Board of Trustees' Strategic Plan annual reporting, is broken down by math and English. The breakdown of data that is available for those students enrolled in Fall 2009 is below.

College	Total	% of Total	Total	Math	% Math	Reading	% Reading	Writing	% Writing	ESL	% ESL
CMCC	769	46%	353	251	33%	136	18%	68	9%	15	2%
EMCC	485	76%	370	354	73%	4	1%	52	11%	11	2%
KVCC	309	12%	37	25	8%	0	0%	12	4%	0	0%
NMCC	595	13%	77	70	12%	7	1%	9	2%	0	0%
SMCC	1332	59%	782	716	54%	190	14%	185	14%	26	2%
WCCC	237	49%	117	117	49%	0	0%	0	0%	0	0%
YCCC	490	54%	264	286	58%	56	11%	0	0%	0	0%
<b>MCCS</b>	<b>4217</b>	<b>47%</b>	<b>2000</b>	<b>1819</b>	<b>43%</b>	<b>393</b>	<b>9%</b>	<b>326</b>	<b>8%</b>	<b>52</b>	<b>1%</b>

While we do not have a breakdown of all traditional age students enrolled in our colleges, the MCCS does run a program that serves students who enroll in our colleges directly from high school. Our Early College for ME (ECforME) Program enrolled 255 students in Fall 2009. They are included in the above chart, however, of those 255 students, 123 or 48% required remediation, 42% in math and 16% in English (reading and writing combined). The breakdown by math and English may be duplicated, since students may require remediation in both areas.

### How many community college students go on to pursue a four-year degree?

Outcome success in higher education is currently measured at 150% of the normal completion time for the credential the student sought when they first matriculated in their cohort. For an associate degree it is 3 years; for a baccalaureate degree it is 6 years.

The chart that follows provides information regarding the number of MCCS students who transferred to a campus of the University of Maine System specifically from 2001 to 2007.

*Ave age: 27  
8% work then not-Ave  
in Math*

*Everyone takes  
calculator test*

*MCCS know that  
2 applications from some H.S.  
are suspect.*

*MCCS would participate  
in a feedback loop*

*high school doing  
poorly.*

*over 50% of students are 1st time students in family*

*if that is timing ya  
partly to fix it!  
says it amount of  
what it will cost  
to take remedial  
courses in college*



MCCS Students Transferring to UMS 2001-2007

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
UM	240	319	348	421	430	487	561
UMA	400	443	461	486	527	571	558
UMF	76	88	72	75	95	106	115
UMFK	38	44	55	70	85	96	98
UMM	59	63	73	69	66	59	58
UMPI	123	138	128	129	128	134	134
USM	504	579	608	690	759	883	961
<b>Total</b>	<b>1,440</b>	<b>1,674</b>	<b>1,745</b>	<b>1,940</b>	<b>2,090</b>	<b>2,336</b>	<b>2,485</b>

In addition, we have provided information from the National Student Clearinghouse, which provides a snapshot of one cohort of MCCS students (2006) who transferred on to any four-year institution (including UMS.)

Total in Fall 2006 Cohort: 4,074

	Total	To UMS	To Other Maine 4-year	To Out of State 4-year	Total to 4-year
Transferred	742	313	62	92	467
Continuing Education	172	115	25	17	157
<b>Total Transferred or Continuing Education</b>	<b>914</b>	<b>428</b>	<b>87</b>	<b>109</b>	<b>624</b>

85% of students past time

85% of colleges at MCCS are for minor -> meaning students go to work!

290 went for other 2-yr. university

**Provide a list of program specific specialized accreditations broken down by college.**

Each of Maine's seven community colleges is regionally accredited by the New England Association of Schools and Colleges Commission on Institutions of Higher Education (CIHE.) Within the past two years each college has undergone a comprehensive five-year evaluation by CIHE. Six colleges have received continuing decennial accreditation which is the highest level of continuing accreditation that can be achieved at any one time. The seventh, YCCC, received its accreditation visit in November 2009, the results of which will be acted upon by the Commission at its April 2010 meeting. In addition, numerous programs of study throughout the system have achieved specialized national and/or regional accreditations. A list of those programs by college is provided below. York County Community College in Wells does not have any programs currently with specialized accreditations.

**Central Maine Community College – Auburn**

Total Number of Programs: 26

Number of Programs with Specialized Accreditation: 6

PROGRAM OF STUDY	ACCREDITING AGENCY
Architectural and Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board of Engineering and Technology, Inc.
Automotive Technology	National Institute for Automotive Service Excellence
Ford ASSET	National Institute for Automotive Service Excellence
Graphic Arts	Printing Industries of America
Nursing	National League for Nursing Maine State Board of Nursing
Machine Tool Technology	National Institute of Metalworking Skills

**Eastern Maine Community College – Bangor**

Total Number of Programs: 32

Number of Programs with Specialized Accreditation: 6

PROGRAM OF STUDY	ACCREDITING AGENCY
Radiology Technology	Joint Review Committee on Education in Radiologic Technology
Nursing	National League for Nursing Maine State Board of Nursing
Welding Technology	American Welding Society
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Automotive Technology	National Institute for Automotive Service Excellence
Medical Assisting	National Medical Assisting Education Review Board

**Kennebec Valley Community College – Fairfield**

Total Number of Programs: 35

Number of Programs with Specialized Accreditation: 10

PROGRAM	ACCREDITING AGENCY
Advanced Emergency Care	Authorized as a Maine EMS ALS Training Center by the Maine EMS Board
Business Administration	Association of Collegiate Business Schools and Programs

Occupational Therapy	Accreditation Council for Occupational Therapy Education
Nursing	National League for Nursing Maine State Board of Nursing
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
Radiologic Technology	Joint Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation for Respiratory Care
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education
Medical Assisting	Commission on Accreditation of Allied Health Education Programs on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment
Applied Electronics and Computer Technology	A+ Computer/Network+ Certification International Society Electronics Technicians

**Northern Maine Community College – Presque Isle**

Total Number of Programs: 35

Number of Programs with Specialized Accreditation: 9

PROGRAM	ACCREDITING AGENCY
Accounting Information Systems	Association of Collegiate Business Schools and Programs
Business Administration	Association of Collegiate Business Schools and Programs
Medical Office Administration	Association of Collegiate Business Schools and Programs
Automotive Technology	National Automotive Technicians Foundation
Auto Body Collision Repair	National Automotive Technicians Foundation
Diesel Hydraulics	National Automotive Technicians Foundation
Precision Metals Manufacturing	National Institute of Metalworking Skills
Nursing	National League for Nursing Maine State Board of Nursing
Emergency Medical Technician	Authorized as a Maine EMS ALS Training Center by the Maine EMS Board

**Southern Maine Community College – South Portland**

Total Number of Programs: 30

Number of Programs with Specialized Accreditation: 14

PROGRAM	ACCREDITING AGENCY
Automotive Technology	National Automotive Technicians Foundation
Cardiovascular Technology	Joint Review Committee for Cardiovascular Technology
Culinary Arts	American Culinary Federation Educational Foundation
Dietetic Technology	Commission on Accreditation of Dietetics Education of the American Dietetic Association
Early Childhood Education	National Association for the Education of Young Children
Heavy Equipment Operations	National Center for Construction Education and Research
Integrated Manufacturing Technology	National Institute for Metalworking Skills
Welding	National Center for Construction Education and Research
Medical Assisting	Commission on Accreditation of Allied Health Education Programs
Nursing	National League for Nursing Maine State Board of Nursing
Paramedicine	Commission on Accreditation of Allied Health Education Programs
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Radiography	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Care

**Washington County Community College – Calais**

Total Number of Programs: 19

Number of Programs with Specialized Accreditation: 3

PROGRAM	ACCREDITING AGENCY
Automotive Technology	National Automotive Technicians Foundation
Building Construction	National Center for Construction Education and Research
Welding	American Welding Society





# Maine Community College System

Response to Joint Standing Committee on Education and Cultural Affairs regarding  
Government Oversight Committee Letter and OPEGA Audit Request

March 3, 2010

ACCURACY, COMPLETENESS, RELIABILITY, AND RELEVANCE OF PUBLICLY AVAILABLE FINANCIAL AND PERFORMANCE DATA, INCLUDING STUDENT OUTCOMES, THAT MAY BE USED BY POLICY AND DECISION MAKERS WITHIN STATE GOVERNMENT AND/OR STUDENTS IN MAKING COLLEGE CHOICES.

## **Financial Audits**

As a component unit of the State of Maine, the Maine Community College System (MCCS) is required to annually undergo a comprehensive independent audit in accordance with auditing standards generally accepted in the US and Government Auditing Standards issued by the Comptroller General of the United States. The MCCS Board of Trustees, who serve by gubernatorial appointment, and System management take very seriously their fiduciary responsibilities. The Board's Finance and Facilities Committee is responsible for oversight of financial management systems and meets regularly throughout the year to review financial standings at given points during the year.

The System is proud that for the past ten years it has experienced clean audits without exceptions. The auditing firms with which the MCCS has contracted during this time period – PricewaterhouseCoopers, and in more recent years Baker, Newman, Noyes – present the results of their review to the Finance and Facilities Committee of the MCCS Board of Trustees each fall, and also to the full Board of Trustees prior to its formal acceptance of the annual audited financial statements.

Statements are published annually and copies are made available upon request to the MCCS Chief Financial Officer. In addition, each year in accordance with 5 M.R.S.A. § 1547 MCCS must submit audited financial statements to the Office of the State Controller for inclusion in the State's Comprehensive Annual Financial Report.

A copy of the Independent Auditor Reports of the MCCS for the past ten years is included under Tab 1.

## **Accreditation**

The seven colleges of the MCCS are accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges. The colleges achieved initial accreditation in CIHE following the MCCS transition from technical to community colleges. Prior to that time the colleges were accredited by the Commission on Technical and Career Education of the New England Association of Schools and Colleges. Each

of the colleges within the last two years received scheduled comprehensive evaluation team visits, the last and most recent having been in November 2009 at York County Community College in Wells. Following their respective comprehensive reviews, the Commission voted to award continuing accreditation to six colleges having completed reviews with comprehensive visits scheduled in ten years. YCCC's review will be considered by the Commission at its April 2010 meeting. Each colleges' letter of accreditation is provided under Tab 2.

Accreditation is a non-governmental, non-profit, self-regulatory, peer review process based on rigorous standards. Colleges and universities are evaluated on how well they meet these standards in light of their missions. Because accreditation is a process of self-evaluation, it requires that institutions engage in a comprehensive and candid self-study of their own strengths and weaknesses at least every ten years. Self-study is at the heart of accreditation, serving both external and internal purposes: quality assurance and institutional improvement through rigorous self-analysis based on the Commission's *Standards for Accreditation*.

The *Standards for Accreditation* represent the Commission's articulation of the membership's expectations for quality in a system of self-regulation. There are eleven separate standards which the colleges must address. The *Standards* set goals which the institutions are expected to strive toward and cover the following areas:

Standard One	Mission and Purpose
Standard Two	Planning and Evaluation
Standard Three	Organization and Governance
Standard Four	The Academic Program
Standard Five	Faculty
Standard Six	Students
Standard Seven	Library and Other Information Resources
Standard Eight	Physical and Technological Resources
Standard Nine	Financial Resources
Standard Ten	Public Disclosure
Standard Eleven	Integrity

A copy of the standards is provided under Tab 3. A copy of the comprehensive evaluation guidelines is included under Tab 4. In addition to the self-study, institutions are required to provide materials on-site during a visiting team evaluation which address in a comprehensive way documents that support the information provided in the self-study. A list of Supportive Materials is provided under Tab 5 to further validate the extensiveness of the accreditation process.

In addition to NEASC accreditation, there are numerous programs of study across the colleges which have achieved specialized national and/or regional accreditations. A list of those programs by college is provided under Tab 6.

### **Student Outcomes**

As further evidence of the accuracy, completeness, reliability and relevancy of publicly available financial and performance data the colleges of the MCCS must comply with The Student Right

to Know and Campus Security Act which requires that institutions of higher education throughout the country produce statistics and/or provide information which includes retention and graduation rates, financial assistance available to students, and crime statistics on campus. This information is made available in various ways including online, in brochures, college catalogues, and student handbooks. As an example of the ways in which information is made available publicly to both current and prospective students as well as the general public is the Kennebec Valley Community College Student Handbook which can be found under Tab 7. Also, under Tab 8 are selected pages from the college's web site which provide further examples of the information available to students/public and directions for how information may be accessed.

### **COMPLIANCE WITH REGULATIONS AND ESTABLISHED POLICIES AND PROCEDURES.**

The MCCS ensures compliance with all federal and state regulations, as well as policies and procedures established by the MCCS Board of Trustees, through a variety of means. The most obvious is compliance with regulations governing financial management systems. Please refer to the section on Auditing on page 1.

Another avenue to ensure the System remains in compliance is the Legislature's oversight through the Governmental Evaluation Act Review process. The MCCS' most recent review was conducted in fall 2009 and is currently before the Joint Standing Committee on Education and Cultural Affairs for consideration.

An internal compliance checkpoint is the MCCS Board of Trustees annual review of the results of the System's strategic plan efforts. The strategic plan is used to monitor the progress of the colleges in achieving key goals and objectives. The Board is active in the development of the plan and its priorities and uses the plan as a primary means of assessing the performances of the colleges and the System as a whole. The colleges, in turn, use the plan as a foundation for the development of their own strategic plans.

In addition, recently, the MCCS Board of Trustees conducted a comprehensive review of and adopted a revised policy manual. The policy manual, which totals in excess of 250 pages, provides guidance to the colleges and offices of the MCCS in the following areas:

- Section 100: Organization and Governance
- Section 200: General Administration
- Section 300: Academic Affairs
- Section 400: Personnel and Employee Relations
- Section 500: Student Affairs
- Section 600: Public Relations
- Section 700: Financial Affairs
- Section 800: Health and Safety



## OPPORTUNITIES TO IMPROVE STUDENT OUTCOMES

### **Retention**

The retention of students, particularly from first year to second year, has been and continues to be a major focus of the colleges and System. In fact, under goal number one of the MCCS Board of Trustees' Strategic Plan which is to increase enrollment through increased capacity, accessibility and affordability, is a measure to improve student advancement and retention. The Board annually reviews results of its Strategic Plan measures. The retention and advancement of students has been among the top priorities of the MCCS since before 1997 when the Board adopted recommendations of the Student Retention Benchmarking Committee which outlined the definitions and methodologies to be used when calculating advancement and retention success. In addition, while not similarly named or titled, each of the colleges have deans responsible for the retention and advising of students be it through their campus centers for career counseling, transfer, or academic success including tutorial services. Also, nearly all of the colleges now include First Year Experience efforts which often include a course which is designed to help new students adjust to college and learn techniques to help them be successful. The courses typically provide students with study skills, an orientation to the College community, information on connecting with student organizations, transfer information and research and library skills. An example of the kind of student support services available is KVCC's Student Success Team newsletter under Tab 9. Also enclosed, under Tab 10, is an example of one college's efforts (Eastern Maine Community College in Bangor) regarding its focus on student retention.

### **Graduate and Employer Surveys**

Each college conducts a survey of recent graduates within nine months of graduation to determine whether they are employed and/or continuing their education, and whether, if employed, their work is related to their program of study and is in Maine. The colleges use this data to review their overall student results and as part of their review of individual program effectiveness. MCCS has consistently exceeded its target of 94% of graduates being employed and/or continuing their education.

A separate survey conducted of employers also helps to inform the colleges of student outcomes. The surveys are designed to gauge employer satisfaction with student preparation for employment. Their input is used not only as a means of validating currency and relevancy of program curriculum, it also is used as part of the comprehensive review process employed by the MCCS Board of Trustees Educational Policy Committee. Every program of study must, by Board policy, be reviewed every five years. A copy of one college's review schedule can be found under Tab 11 as an example.

### **College Program of Study Advisory Committees**

Still another method to validate the currency and relevancy of program curriculum to ensure student and employer satisfaction is that each program of study has a Program Advisory

Committee comprised of business leaders within the field. Members assist the colleges by providing feedback on curriculum, assist in the development of long-range program goals, recommend improvements to instruction and facilities, ensure the program is meeting the needs of the business and industry, etc.

### **Graduate Licensing/Certification Requirements**

Another measure used to inform improvement of student outcomes is the results of licensing and certification examinations. For some occupations (e.g. Nursing) these exams are required in order to practice the profession. For other occupations, Culinary Arts for example, they may not be. However, it should also be noted that specialized certifications are encouraged and taught in order that students upon completion of their program of study are looked on favorably by employers not only as an indicator of their success in school but how successful they may be as employees.

### **Student Surveys**

There are also nationally benchmarked surveys in the areas of student engagement and satisfaction which the colleges and System subscribe to. The *Community College Survey of Student Engagement*, using the latest research on good educational practices that are directly related to retention and other desired student outcomes, offers a survey that provides information to the colleges directly from their students in five benchmark areas of engagement, such as active and collaborative learning, and academic challenge. The *Noel Levitz Survey of Student Satisfaction* measure student satisfaction and priorities in 12 benchmark areas, such as campus climate, and service excellence. The results indicate both how satisfied students are and what issues are important to them. The colleges and Board of Trustees find that the different, though complimentary, information from these surveys provide valuable guidance on where to focus their attention and resources in improving student satisfaction and success.

## **OPPORTUNITIES TO USE STATE FUNDING MORE EFFICIENTLY**

The MCCS and its seven colleges strive to be effective, efficient and relevant with its resources. Evidence of this can be found throughout much of the information provided elsewhere in this report and in our recent Government Evaluation Act Report.

### **Effective**

The second fastest growing community college system in the nation, the MCCS is a comprehensive two-year college system with a mission, as stated in Maine law, to provide career programs tied directly to the Maine economy and to prepare students for transfer on to a four-year institution. We are proud that 94% of our graduates are working or continuing their education, and 91% of employed graduates are working right here in Maine. Enrollment across the MCCS has increased by 62% since 2003 when the then technical colleges transitioned to comprehensive community colleges. During this time, the number of MCCS students that have

transferred on to a university has increase by 50%. Now, nearly 2,500 community college students have enrolled in our university system. But even more so, we are also very proud of the fact that over the last three years alone our graduates have been placed in 170 different institutions (including UMS) in 40 states.

### **Efficient**

Offering the lowest tuition in Maine at \$2,520 per year for 30 credit hours (or \$84 per credit hour), the MCCS has added over 6,000 new students to its population since 2003. Our employees, the number of which has remained relatively static, have stepped forward time and again to ensure that Maine people and businesses are served.

One true measure of efficiency is the subsidy received from the State. Over the last decade, state subsidy per student has dropped from \$4,350 to \$3,150 – a decrease of nearly 30%. Another key measure of efficiency is the ratio of non-instructional costs to instructional costs. Nationally, \$2 is spent on non-instructional costs and \$1 on instruction. For the MCCS, 66 cents is spent on non-instructional costs and \$1 on instructional. And still another measure of efficiency is the size and scope of operations of the MCCS System Office. In 1999, the system office employed 29 people to serve 3,300 students. Today, the MCCS serves in excess of 16,300 students and the system office employs 20.

The MCCS continually seeks opportunities to increase its available financial resources through both public and private grant opportunities. The MCCS Rural Initiative, launched in 2008 to address the educational attainment goals of some of the state's most rural citizens, raised \$6.6 million without asking for any additional state support. Because of this initiative, the colleges were able to offer selected full degree programs in rural communities across Maine. This is one example of how the MCCS works to address the needs of Maine's business and people.

In addition, while our missions and academic programs are largely distinct from one another, the MCCS works closely with its higher education partners to strengthen educational opportunities for the people of Maine, find additional economies of scale, and streamline delivery of services. Now more than ever we are striving to strengthen our existing strategic collaborations and undertake new ones among our institutions. The MCCS, University of Maine System and Maine Maritime Academy recently submitted a joint report (January 2010) to the Joint Standing Committee on Education and Cultural Affairs. That report provides more in depth information in this area.

### **Relevant**

The MCCS takes great pride in the quality of the education provided by our colleges and our ability to connect our students to the Maine economy. Nearly 300 program options are available to students throughout the state in a variety of technical and career fields. Of that, about 85% of programs offered are the only ones of their kind in Maine.

Each year the MCCS graduates over 500 health care professionals – nurses, occupational therapist assistants, surgical technologists, cardiovascular technicians, medical assistants and

over 25 other health care professions. Over 300 students graduate each year from programs in tourism and become prize-winning chefs, restaurant owners and hotel managers. Nationally, 80% of all first responders receive their education at a community college. In 2009, M CCS graduated 523 students for positions as police officers, EMTs and firefighters.

We recognize that price matters to our students. Even at \$2,520 per year, over 76 percent of full-time students receive financial aid, a clear indication that the majority of our students are low to moderate-income and depend on the System's low tuition to make college feasible. If we are to remain relevant for our constituencies – students and businesses alike - it is our belief that the key to increasing college enrollment in Maine is affordability. The M CCS will always be the low cost option in higher education.

#### TRANSFER STUDENTS FROM M CCS TO UMS

As noted in the Government Evaluation Act Report, M CCS works closely with the University of Maine System to ensure high quality educational opportunities for students. It should be noted at the outset that about 85% of M CCS programs are not designed to transfer. While not designed to transfer, articulation agreements on a program to program basis do exist for many of these programs. To help students achieve their educational goals, the M CCS and University of Maine System have created more than 70 transfer agreements among its universities and community colleges. A list of the transfer agreements from the UMS website is provided as information under Tab 12.

In fact, only about 17% of M CCS programs – 34 of 197 – are similar to those offered by a university within their respective regions, and of those programs, 31 do in fact articulate into baccalaureate level programs at the university in the region. Two other programs articulate to a university elsewhere within Maine, and one is not designed to articulate at this time. A copy of the Similar Program Analysis was provided as Appendix 10 in the M CCS GEA Report and is provided here under Tab 13. Also included is an example of the information that is available online to students, college transfer advisors, and others through the university system's MaineStreet. Courses from more than 700 colleges and universities, including Maine's community colleges, have been evaluated for transfer equivalency. Under Tab 14 is a list of Eastern Maine Community College courses that transfer to the University of Maine.

On the other hand is Advantage U, originally established in 2005, as a guaranteed admissions agreement between the M CCS and UMS. Through Advantage U qualified M CCS students upon completion of an associate degree in Liberal Studies from an M CCS college are guaranteed admission with advance standing to any institution of the University of Maine System. Upon joining the Advantage U program, among the benefits for students is the ability to receive early advising, a streamlined university application process with no university application fee, and advanced course registration with continuing university students. Pages from the Advantage U web site are available under Tab 15 to further inform the reader.



As noted earlier in this report (page 4, Retention), each of the colleges have transfer counselors and/or advisors responsible for assisting students with matters related to transfer in order to ensure that they are made aware of and able to access the information required for transferring and/or continuing their education at a campus of the University of Maine System as well as any other institution of higher education. This information is made available to current and prospective students through a variety of means both online and in print as well as during orientation meetings and activities.

The processes that one college uses, Central Maine Community College (CMCC) for example, is indicative of efforts that are taking place throughout the MCCS. CMCC provides high school counselors with written summaries of transfer information so that the advising of students can begin as early as possible. College admissions personnel provide prospective students with written guides that provide information on specific transfer opportunities and processes. The college web site provides information to both prospective and current students. Academic and retention advisors provide basic transfer information to students during course selection processes and also refer more complicated transfer questions to the full-time Director of Transfer Services who works with the Assistant Dean for Retention and Transfer. A permanent Transfer Resource Station is located in the Learning and Advising Center. Posters, emails and standing signs are used to inform students of transfer opportunities and processes. Frequent “transfer fairs” are held in prominent locations so that students can meet with admissions officers from colleges to which they are considering transfer.

<p><b>EXCESSIVE STUDENT DEBT WHEN LEAVING MCCS IS PREVENTING ENROLLMENT IN FOUR-YEAR INSTITUTIONS</b></p>
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The premise of this statement is difficult to understand and a bit confusing because community college tuition is at least half the cost of attending a university and is being raised a time when the number of students transferring from the community colleges to a university is at an all time high.

The MCCS has no direct data available to address the specific statement that excessive student debt incurred by community college students is preventing their enrollment in four-year institutions. However, if we are to interpret the data that we do have, when looking at the past five cohorts (Fall 2002 to Fall 2006), the number of students transferring has increased every year and almost doubled, from 376 in the 2002 cohort to 742 in the 2006 cohort. The percentage of the cohort transferring has also increased, from 11.5% to 18.2%. In the past two years, roughly two-thirds of all transfers have moved to four-year institutions, with two-thirds of those transfers going to Maine’s universities. This data appears to indicate that students are not inhibited by their debt from community college from transferring to four-year institutions.

If the question is whether or not some students take more credits than they need to in order to transfer, the answer is yes. In dealing with an adult population, students will sometimes change majors and consequently graduate with more than the minimum credits needed to earn a degree. While we offer advising and transfer counseling to our students, and provide information in our printed materials and online to students interested in transferring, this situation will continue to

occur. It is not unlike the community colleges enrolling students who already have a baccalaureate degree who have recognized that they need to enroll in one of our colleges in order to find employment in our state. The MCCS would not consider that a failure on the part of the University of Maine System, but rather as a choice the adult student is making with regard to their future plans.

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**MAINE TECHNICAL COLLEGE SYSTEM**  
**(a component unit of the State of Maine)**

**COMBINED FINANCIAL STATEMENTS**

**June 30, 2000**

**REPORT OF INDEPENDENT ACCOUNTANTS**

To Board of Trustees of the  
Maine Technical College System:

In our opinion, the accompanying combined balance sheet and the related combined statements of changes in fund balances, and current fund revenues, expenditures and other changes present fairly, in all material respects, the combined financial position of the Maine Technical College System (the MTCS), a component unit of the State of Maine, and Maine Career Advantage (MCA) as of June 30, 2000, and the changes in their fund balances, and their current fund revenues, expenditures and other changes for the year then ended, in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the management of the MTCS; our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit of these statements in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for the opinion expressed above.

*PricewaterhouseCoopers LLP*

October 2, 2000



# **Maine Technical College System**

(a component unit of the State of Maine)

**Financial Statements**

**For the Year Ended June 30, 2001**

**Report of Independent Accountants**

To the Board of Trustees of the  
Maine Technical College System:

In our opinion, the accompanying balance sheet and the related statements of changes in fund balances, and current fund revenues, expenditures and other changes present fairly, in all material respects, the financial position of Maine Technical College System (the System), a component unit of the State of Maine, as of June 30, 2001, and the changes in its fund balances, and its current fund revenues, expenditures and other changes for the year then ended, in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the management of the System; our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit of these statements in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

*PricewaterhouseCoopers LLP*

October 5, 2001





# **Maine Technical College System**

(a component unit of the State of Maine)

**Financial Statements**

**For the Year Ended June 30, 2002**

PricewaterhouseCoopers LLP  
130 Middle Street  
P.O. Box 9741  
Portland ME 04104-5059  
Telephone (207) 791 5200  
Facsimile (207) 774 1297

**Report of Independent Accountants**

To the Board of Trustees of the  
Maine Technical College System:

In our opinion, the accompanying balance sheet and the related statement of revenues, expenses and changes in net assets and cash flows, present fairly, in all material respects, the financial position of Maine Technical College System (the System), a component unit of the State of Maine, as of June 30, 2002, and its revenues, expenses and changes in net assets and cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the System's management; our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit of these statements in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, as of July 1, 2001, the System adopted Governmental Accounting Standards Board Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*, an amendment to Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, as well as Statement No. 37, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments: Omnibus*, and Statement No. 38, *Certain Financial Statement Note Disclosures*.

The Management's Discussion and Analysis on pages 9 through 15 is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consist principally of inquiries of management regarding the presentation of the supplementary information. However, we did not audit the information and express no opinion on it.



December 27, 2002

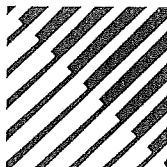




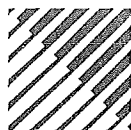
**Maine Community College System**  
(Formerly Maine Technical College System)  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2003 and 2002*  
*With Independent Auditors' Report*



**BAKER NEWMAN & NOYES**  
LIMITED LIABILITY COMPANY



**BAKER NEWMAN & NOYES**  
LIMITED LIABILITY COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheet of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2003, and the related statements of revenues, expenses and changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of Maine Community College System for the year ended June 30, 2002 were audited by other auditors whose report, dated December 27, 2002, expressed an unqualified opinion on those statements.

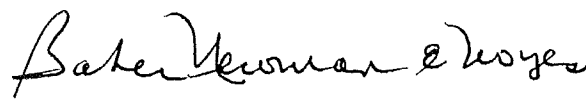
We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System (A Component Unit of the State of Maine) at June 30, 2003, and the results of its operations and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 3, 2003 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

The Management's Discussion and Analysis on pages 9 through 14 is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. The supplementary information is the responsibility of the System's management. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
October 3, 2003

  
Limited Liability Company



**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2004 and 2003*  
*With Independent Auditors' Report*

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2004 and 2003, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheet of the Maine Community College System's aggregate discretely presented component units as of June 30, 2004, and the related statement of activities for the year then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System (A Component Unit of the State of Maine) at June 30, 2004 and 2003, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2004 and the changes in their financial position for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

As described in note 1 to the financial statements, the system adopted the provisions of Governmental Accounting Standards Board No. 39, *Determining Whether Certain Organizations are Component Units* during 2004.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 1, 2004 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 11 is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
October 1, 2004

*Baker Newman & Noyes*  
Limited Liability Company





**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2005 and 2004*  
*With Independent Auditors' Report*

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2005 and 2004, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheets of the Maine Community College System's aggregate discretely presented component units as of June 30, 2005 and 2004, and the related statements of activities for the years then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System (A Component Unit of the State of Maine) at June 30, 2005 and 2004, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2005 and 2004 and the changes in their financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 27, 2005 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 11 is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
September 27, 2005

*Baker Newman & Noyes*  
Limited Liability Company

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**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2006 and 2005*  
*With Independent Auditors' Report*

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2006 and 2005, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheets of the Maine Community College System's aggregate discretely presented component units as of June 30, 2006 and 2005, and the related statements of activities for the years then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System at June 30, 2006 and 2005, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2006 and 2005 and the changes in their financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 21, 2006 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 11 is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
September 21, 2006

*Baker Newman & Noyes*  
Limited Liability Company





**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2007 and 2006*  
*With Independent Auditors' Report*

INDEPENDENT AUDITORS' REPORT

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2007 and 2006, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheets of the Maine Community College System's aggregate discretely presented component units as of June 30, 2007 and 2006, and the related statements of activities for the years then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System at June 30, 2007 and 2006, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2007 and 2006, and the changes in their financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

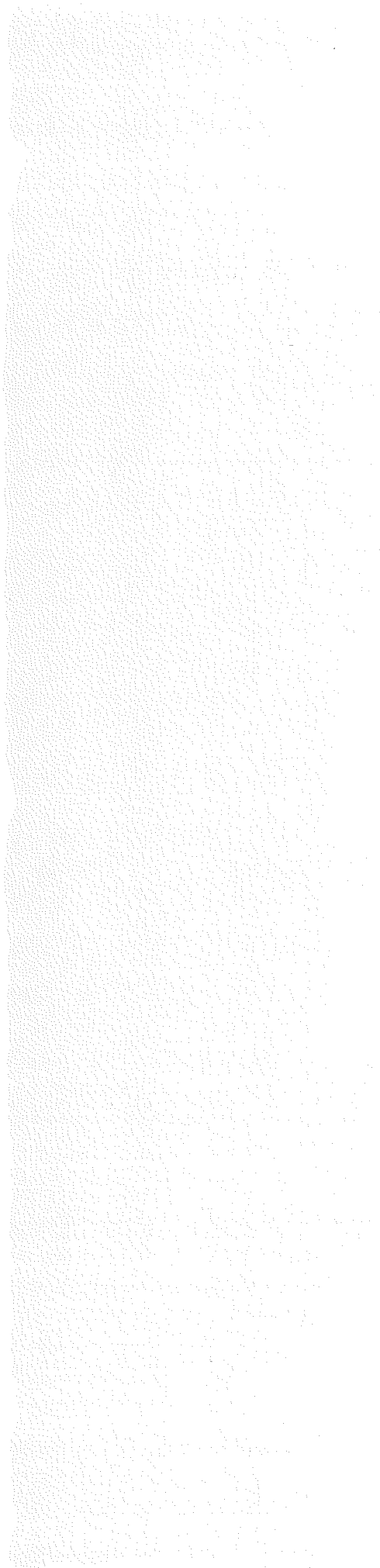
In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2007 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 12 is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
November 14, 2007

*Baker Newman & Noyes*  
Limited Liability Company



**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2008 and 2007*  
*With Independent Auditors' Report*

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying balance sheets of Maine Community College System (A Component Unit of the State of Maine) as of June 30, 2008 and 2007, and the related statements of revenues, expenses and changes in net assets and cash flows for the years then ended. We have also audited the balance sheets of the Maine Community College System's aggregate discretely presented component units as of June 30, 2008 and 2007, and the related statements of activities for the years then ended. Such statements collectively compose the System's basic financial statements. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Maine Community College System at June 30, 2008 and 2007, and the changes in its financial position and its cash flows for the years then ended, and the financial position of its aggregate discretely presented component units at June 30, 2008 and 2007, and the changes in their financial position for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

As described in note 6 to the financial statements, in 2008 the system adopted Governmental Accounting Standards Board Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 27, 2009 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 12 is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
January 27, 2009

*Baker Newman & Noyes*  
Limited Liability Company





**Maine Community College System**  
(A Component Unit of the State of Maine)

Audited Financial Statements

*Years Ended June 30, 2009 and 2008*  
*With Independent Auditors' Report*

**INDEPENDENT AUDITORS' REPORT**

The Board of Trustees  
Maine Community College System

We have audited the accompanying financial statements of the business-type activities, the aggregate discretely presented component units and the fiduciary fund of the Maine Community College System (A Component Unit of the State of Maine) (the System) as of and for the year ended June 30, 2009, and the accompanying financial statements of the business-type activities and the aggregate discretely presented component units as of and for the year ended June 30, 2008, which collectively comprise the System's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the System's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities, the aggregate discretely presented component units and the fiduciary fund for the Maine Community College System at June 30, 2009 and the changes in their financial position and, where applicable, cash flows thereof, for the year then ended, and the financial position of the business-type activities and the aggregate discretely presented component units at June 30, 2008, and the changes in financial position and, where applicable, cash flows thereof, for the year ended June 30, 2008, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2009 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Board of Trustees  
Maine Community College System

The Management's Discussion and Analysis on pages 3 through 13 is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures that consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Portland, Maine  
December 2, 2009

*Baker Newman & Noyes*  
Limited Liability Company





Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

January 12, 2009

Dr. Scott E. Knapp  
President  
Central Maine Community College  
1250 Turner Street  
Auburn, ME 04210-6498

Dear President Knapp:

I am pleased to inform you that at its meeting on November 20, 2008, the Commission on Institutions of Higher Education took the following action with respect to Central Maine Community College:

that Central Maine Community College be continued in accreditation;

that the College submit a report for consideration in Fall 2010 that gives emphasis to the institution's progress in:

1. implementing a new student information system;
2. institutionalizing student support positions currently funded through a Title III grant;

that the College submit a fifth-year interim report for consideration in Spring 2013;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. assuring the sufficiency of financial resources, faculty, and staff to support anticipated enrollment growth;
2. using assessment results for improvement;
3. increasing the diversity of faculty and staff, in keeping with the institution's own goals;
4. ensuring the effectiveness of advising for students in general studies;

that the next comprehensive evaluation be scheduled for Spring 2018.

ELSA M. NUNEZ (Chair (2010))  
Eastern Connecticut State University

MARY J.C. MAYDEW (Vice Chair (2011))  
Mount Holyoke College

DORIS B. APPINGTON (2009)  
Coastal Community College

ISA CAPPENIER (2009)  
Temple College

KIRK D. KOLENBRANDER (2009)  
Massachusetts Institute of Technology

JAMES P. LEHNEY (2009)  
University of Massachusetts Amherst

PETER NESSEN (2009)  
Boston, MA

KATHERINE H. SLOAN (2009)  
Massachusetts College of Art and Design

KATHRYN T. SPOHR (2009)  
Brown University

STACY L. SWERNEY (2009)  
The Art Institute

REV. JEFFREY B. VON ARF, S.J. (2009)  
Fairfield University

F. ROBERT HUTH (2010)  
Middlebury College

HUBERT D. MAULSBY (2010)  
Norwich University

RICHARD L. PATENAUDE (2010)  
University of Maine System

RONALD V. GALLO (2011)  
Cortland, NY

R. BRUCE HITCHNER (2011)  
CofC University

BRUCE J. MALLORY (2011)  
University of New Hampshire

ALFREDO RIEVES (2011)  
Middlesex Community College, CT

WALLACE NUTTING (2011)  
Bangor, ME

JAMES O. COYNE (2011)  
Southern Maine Community College

JILL N. REICH (2011)  
Bates College

CHRISTOPHER J. SULLIVAN (2011)  
Concord, NH

DEBRA M. FOWNSLEY (2011)  
Niagara College

**Director of the Commission**  
BARBARA E. BRITTINGHAM  
E-Mail: bbrittingham@neasc.org

**Deputy Director of the Commission**  
PATRICIA M. O'BRIEN, SNO  
E-Mail: pobrien@neasc.org

**Associate Director of the Commission**  
ROBERT C. FROCH  
E-Mail: rfroch@neasc.org

**Associate Director of the Commission**  
LOUISE A. ZAK  
E-Mail: lzak@neasc.org

**Assistant Director of the Commission**  
JULIE L. ALIG  
E-Mail: jalig@neasc.org

The Commission gives the following reasons for its action.

Central Maine Community College (CMCC) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*. We take favorable note of the College's many strengths including its clear commitment to student success, as evidenced by the dedication of its faculty and staff and the quality of the support services provided for students; its exemplary planning processes and rigorous academic review process; physical facilities that are attractive and well maintained; and sound fiscal practices, including the use of the strategic plan to determine budget priorities. We are pleased to learn of the College's success in securing grant support, including its receipt of a \$1.3 million NSF grant for the institution's machine tool program. We commend the College for its success in creating a culture of assessment on campus and for its reliance on data in planning and decision making. We concur with the visiting team that the College has made significant progress in its transition to becoming a comprehensive community college and is well positioned to meet the challenges of the future.

The items the institution is asked to report on in Fall 2010 are related to our standards on *Physical and Technological Resources* and *Students*.

As noted in both the self-study and team report, the College's lack of an integrated management information system has resulted in inefficiencies in financial management and student services. We are pleased to learn that the vendor for a new system for all of the Maine community colleges has been identified and that the College expects implementation of the new system to begin during this academic year. The Fall 2010 report will provide an opportunity for the College to update the Commission on the success of this implementation, in keeping with our standard on *Physical and Technological Resources*: "The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services" (7.11).

The Commission commends CMCC for the quality and breadth of academic services it provides to students. We understand, however, that many of these services are provided through the Center for Retention and Transfer, funded through a Title III grant that will finish in two years. We are gratified to learn of the College's commitment to seeking resources to ensure the continuation of these services after the external funding ceases and look forward to learning, through the Fall 2010 report, of the success of these and other efforts to assure that "[f]acilities, technology, and funding are adequate to implement the institution's student service policies and procedures" (6.14).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all fifth-year reports, the College is asked, in Spring 2013, to report on four matters related to our standards on *Financial Resources*, *Faculty*, and *The Academic Program*.

The Commission understands that Central Maine Community College experienced a 10% increase in enrollment from FY2007-2008 and anticipates enrollment increases of 5% per year for the next two years. While we recognize the current economic climate, we note that the overall increases in students over three years may exceed 20%; and we concur with the visiting team that these increases will strain the College's resources and that additional faculty and staff will be needed to support this growth and to avoid undue dependence on adjunct faculty. The Spring 2013 report will give the College the opportunity to provide evidence of its success in assuring the sufficiency of resources to support its mission, in keeping with our standards on *Financial Resources*, *Faculty*, and *The Academic Program*:

The institution preserves and enhances available financial resources sufficient to support its academic and other activities (9.1).

The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives (9.7).

There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes (5.3).

The institution provides sufficient resources to sustain and improve its academic programs (4.3).

The Commission is pleased to learn of CMCC's plans to strengthen its assessment activities by providing greater support to faculty in the use of assessment results, including offering in-service workshops and expanding its successful assessment conferences. We anticipate being apprized, through the Spring 2013 report, of the College's success in assuring that "[t]he institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty" (4.47) and that "[d]ata and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students" (4.45).

As noted in both the self-study and team report, while the College's student population has increased in both size and diversity, the institution has not been successful in achieving a similar diversity among its faculty and staff. We are pleased to learn that the College intends to expand its advertising efforts in non-traditional outlets to increase the diversity in its applicant pools. The 2013 report will provide an opportunity for the College to update the Commission on the success of these and other initiatives through which it "addresses its own goals for the achievement of diversity of race, gender, and ethnicity" (5.4) among its faculty and staff.

Finally, the Commission is gratified to learn of steps taken by CMCC to address concerns related to the effectiveness of advising for students in the general studies program. We understand that College has opened a new Learning and Assistance Center, hired six new part-time advisors, assigned advising responsibilities to professional employees of the Center for Retention and Transfer, and drafted an advising handbook. We look forward to learning, in Spring 2013, of the continuing success of the institution's efforts to assure the effectiveness of its advising system, in keeping with our standard on *Faculty*:

The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery" (5.17).

The scheduling of a comprehensive evaluation in Spring 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the

Dr. Scott E. Knapp  
January 12, 2009  
Page 4

Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

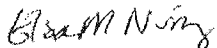
The Commission expressed appreciation for the self-study prepared by Central Maine Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Robert Pura, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Dennis King. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



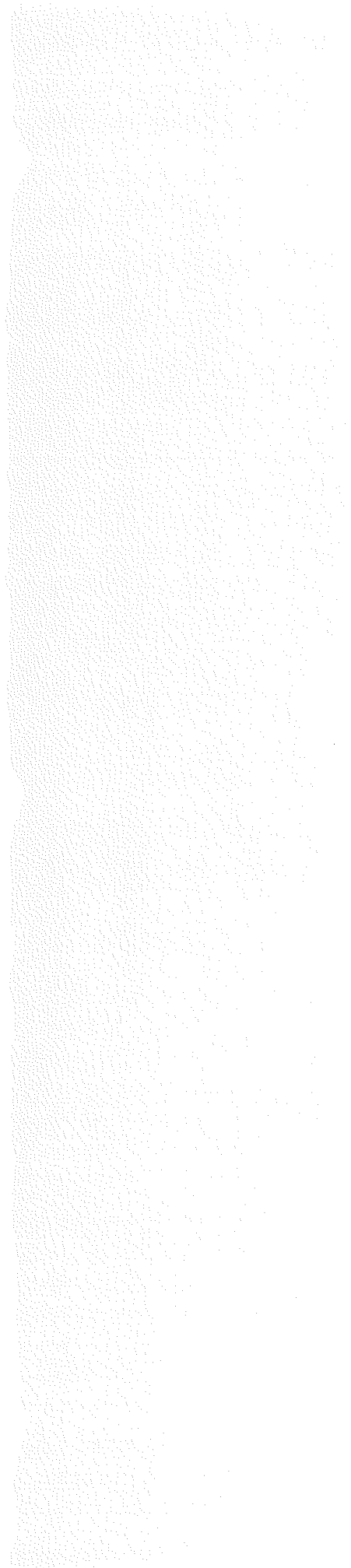
Elsa M. Nuñez

EMN/jm

Enclosure

cc: Mr. Dennis King  
Visiting Team







Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

ELSA M. NUNEZ, Chair (2010)  
Eastern Connecticut State University

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Mount Holyoke College

R. ROBERT HUTH (2010)  
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NEIL G. BUCKLEY (2012)  
Emmanuel College

DAVID E.A. CARSON (2012)  
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Bentley University

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Fairfield University

JEAN A. WYLD (2012)  
Springfield College

WILLIAM F. KENNEDY (2009)  
Boston, MA

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November 17, 2009

Dr. Joyce B. Hedlund  
President  
Eastern Maine Community College  
354 Hogan Road  
Bangor, ME 04401-4280

Dear President Hedlund:

I am pleased to inform you that at its meeting on September 17, 2009, the Commission on Institutions of Higher Education took the following action with respect to Eastern Maine Community College:

that Eastern Maine Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2011 describing its success in implementing its plans to assess outcomes in the general education program and to assess core competencies through program-specific capstone courses;

that the College submit a fifth-year interim report for consideration in Spring 2014;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. assuring sufficient support for the development of online courses and programs;
2. implementing its new student information system and using the enhanced data collection and analysis capacity provided by the system to support planning and decision-making;
3. assuring the effectiveness of student advising and support services;
4. maintaining financial stability;

that the College be reminded that any plans to offer programs where 50% or more of the credits can be earned online need to be submitted to the Commission for review, in keeping with the policy on Substantive Change;

that the next comprehensive evaluation be scheduled for Spring 2019.

The Commission gives the following reasons for its action.

Eastern Maine Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We commend the College for the substantial progress made in the transition from a technical college to a comprehensive community college and applaud the accomplishment of key initiatives such as the addition of an Associate of Arts degree, the inclusion of the transfer function as part of the College's mission, and the development of several new courses in liberal arts. We take favorable note of the College's inclusive, cohesive, mission-centered planning processes, which effectively integrate the institution's planning and budgeting functions. We concur with the visiting team that Eastern Maine Community College benefits from "dynamic and collaborative leadership" at all levels and from a dedicated faculty and staff that is committed to student success. The institution has been responsive to the needs of the local community in spite of fiscal constraints and is supported by active advisory and foundation boards.

The item the institution is asked to report on in Spring 2011 is related to our standard on *The Academic Program*.

The Commission is pleased to learn of progress made by Eastern Maine Community College in the development and implementation of a comprehensive approach to the assessment of student learning. We understand that institutional core competencies have been developed and that the College plans to assess student acquisition of these competencies through program-specific capstone courses. In addition, we note that the institution plans to finalize work on the articulation of outcomes for general education courses, the selection of evaluation methods to assess student learning, and the alignment of these course outcomes with program and institutional competencies. We look forward to learning, through the Spring 2011 report, of the institution's success in implementing these plans. Relevant here is our standard on *The Academic Program*:

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).

The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students. Inquiry may focus on a variety of perspectives, including understanding the process of learning, being able to describe student experiences and learning outcomes in normative terms, and gaining feedback from alumni, employers, and others situated to help in the description and assessment of student learning. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students (4.50).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all fifth-year reports the College is asked, in Spring 2014, to report on

four matters related to our standards on *The Academic Program, Planning and Evaluation, Library and Other Information Resources, Students, and Financial Resources*.

The Commission notes that while Eastern Maine Community College offers a number of online courses and is developing plans to offer programs fully online, the institution is not yet providing sufficient support for faculty and students who are involved in distance education. We agree with the visiting team that areas needing additional attention include support services for students, professional development for faculty, and technical infrastructure. We are pleased to learn of steps taken by the College to address these issues, including an assessment of the needs of online students and the hiring of an assistant dean to oversee distance education initiatives. We anticipate being apprised, through the Spring 2014 report, of the College's success in assuring that "courses and programs offered ... through technologically mediated instruction ... receive sufficient support for instructional and other needs" (4.38).

Relatedly, the Commission is pleased to learn that Eastern Maine Community College has recently selected a new student information system that will enhance the College's data collection and analysis capacity. We understand that the system is expected to be fully implemented by the end of calendar year 2010. The Spring 2014 report will provide an opportunity for the College to update the Commission on its success in implementing the new student information system and using the enhanced capacity provided by the system to support planning and decision-making. Relevant here are our standards on *Library and Other Information Resources* and *Planning and Evaluation*:

The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services (7.11).

The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods (2.4).

Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation (2.6).

The Commission takes favorable note of the array and quality of student services provided by Eastern Maine Community College. We concur with the visiting team, however, that increasing numbers of students, including those with a higher need for academic and support services, is straining the College's capacity in this area. We are pleased to learn that the College has reconfigured its Learning Assistance Center and has added staff to support advising, placement testing, and accommodations for students with disabilities. We anticipate being apprised, through the Spring 2014 report, of the institution's continued success in assuring "the appropriateness and effectiveness of its student services to advance institutional purposes" (6.18).

Finally, the Commission takes favorable note of the long-standing financial stability of Eastern Maine Community College and commends the institution for its consistent history of balanced budgets, sound fiscal management, and transparent budget process. We are gratified to learn of initiatives taken by the College to diversify sources of revenue, including funding from grants and revenue from training programs offered to local businesses. We look forward to learning, in

Dr. Joyce B. Hedlund  
November 17, 2009  
Page 4

Spring 2014, of the College's success in maintaining financial stability, in keeping with our standard on *Financial Resources*:

The institution preserves and enhances available financial resources sufficient to support its academic and other activities. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (9.1).

The Commission understands Eastern Maine Community College may develop academic programs for which 50% or more of the credits may be earned through online instruction. We remind you that, consistent with our policy on Substantive Change, such plans will need to be submitted to the Commission for approval at least six months prior to the implementation of the proposed program(s).

The scheduling of a comprehensive evaluation in Spring 2019 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

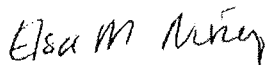
The Commission expressed appreciation for the self-study prepared by Eastern Maine Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Dr. Thomas F. Wylie, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to the Honorable Daniel E. Wathen. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Elsa M. Nuñez

EMN/jm

Enclosure

cc: Honorable Daniel E. Wathen  
Visiting Team





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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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January 12, 2009

Dr. Barbara W. Woodlee  
President  
Kennebec Valley Community College  
92 Western Avenue  
Fairfield, ME 04937-1367

Dear President Woodlee:

I am pleased to inform you that at its meeting on November 21, 2008, the Commission on Institutions of Higher Education took the following action with respect to Kennebec Valley Community College:

that Kennebec Valley Community College be continued in accreditation;

that the College submit a fifth-year interim report for consideration in Spring 2013;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

- 1) implementing the new formal evaluation process for adjunct faculty.
- 2) developing and implementing an evidence-based plan for the library that includes provision for a periodic assessment of library resources and services and a structured program for developing students' information literacy skills;
- 3) planning for staffing needs in anticipation of continuing enrollment growth and succession due to anticipated retirements among long-term administrators, faculty and staff;

that the next comprehensive evaluation be scheduled for Spring 2018.

The Commission gives the following reasons for its actions.

Kennebec Valley Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We are gratified to note that Kennebec Valley Community College is effectively achieving its mission through its academic program and services for students. The College operates in an atmosphere of mutual respect, trust, and open communication among the members of its community. Through its well-developed process for integrated strategic planning, it has successfully made the transition to a comprehensive community college that is responsive to the needs of the area it serves. We commend the institution for its progress in gathering data that promises to be useful in decision-making.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all fifth-year reports the College is asked, in Spring 2013, to report on three matters related to our standards on *Faculty, Library and Other Information Resources, and Planning and Evaluation*.

At the time of the visit, there was no system in place for the evaluation of adjunct faculty; we are pleased to learn that since the visit, the College has developed such a system, a particularly important need given the increasing reliance on adjunct faculty to meet instructional needs. The fifth-year report will afford the College an opportunity to assess the effectiveness of the newly designed evaluation system, consistent with our standard on *Faculty*:

Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process (5.10).

We understand that the Lunder Library and the library website serve the institution well in terms of physical space and electronic access. However, we note that staffing is limited, not having kept up with recent enrollment growth; and the College's plans to hire an additional librarian and two staff members to complement the library director and two full-time assistants by 2015 may be in jeopardy due to the current economic situation. Thus, the development of an evidence-based library plan that provides for a periodic review of library resources and services along with a structured program of information literacy is particularly timely. We look forward to learning of the College's success in this regard at the time of the interim report, as informed by our standard on *Library and Other Information Resources*:

The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision (7.1).



Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology (7.5).

The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study. The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources (7.8).

Finally, we ask that the interim report provide information on the institution's success in developing useful plans for staffing, given enrollment increases, anticipated turnover as long-term administrators, faculty, and staff approach retirement, and economic uncertainty. Our standard on *Planning and Evaluation* provides this framework:

The institution undertakes short- and long-term planning, including realistic analyses of internal and external opportunities and constraints. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.2).

The scheduling of a comprehensive evaluation in Spring 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Kennebec Valley Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Karen White, Vice President/Academic Dean, and Dr. Martha McLeod, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to the Honorable Daniel E. Wathen. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

Dr. Barbara W. Woodlee  
January 12, 2009  
Page 4

If you have any questions about the Commission's action, please contact Barbara Brittingham,  
Director of the Commission.

Sincerely,



Elsa M. Nuñez

EMN/slo

Enclosure

cc: Honorable Daniel E. Wathen  
Visiting Team





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November 5, 2008

Mr. Timothy D. Crowley  
President  
Northern Maine Community College  
33 Edgemont Drive  
Presque Isle, ME 04769

Dear President Crowley:

I am pleased to inform you that at its meeting on September 18, 2008, the Commission on Institutions of Higher Education took the following action with respect to Northern Maine Community College:

that Northern Maine Community College be continued in accreditation;

that the College submit a report for consideration in Fall 2010 that gives emphasis to the institution's progress in:

- 1) assuring that the institution's library and information resources are sufficient to support the curriculum;
- 2) maintaining financial stability;
- 3) implementing comprehensive plans for assessing institutional effectiveness, including student learning and retention;

that the College submit a fifth-year interim report for consideration in Spring 2013;

that the next comprehensive evaluation be scheduled for Spring 2018.

The Commission gives the following reasons for its actions.

Northern Maine Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*. We commend the institution for its continued progress in developing its mission as a comprehensive community college, especially in the expansion and promotion of the liberal arts. We take favorable note of the College's

success in developing learning partnerships with other colleges and universities in the region. The College has established an effective academic success center, and faculty and staff are clearly committed to student success. The College is equally committed to service to the region and the regard in which the institution is held in the region is evidenced in a concrete way by the College's success in fundraising. We concur with the visiting team that the College's planning processes are exemplary and, under the leadership of the president and his team, provide a strong foundation for future development.

The items the institution is asked to report on in Fall 2010 are related to our standards on *Library and Other Information Resources*, *Financial Resources*, *Planning and Evaluation*, and *The Academic Program*.

As noted above, Northern Maine Community College has made commendable progress in continuing its transition to a comprehensive community college and has expanded its offerings in liberal arts fields. We agree with the visiting team, however, that acquiring appropriate and sufficient library and information resources to support this revised curriculum is an area that needs further attention. We understand that the College's primary investment in the library during the past decade was the construction of a new facility, and we are gratified to learn that the institution acknowledges collection development as the next priority for the library. We anticipate being apprized, through the Fall 2010 report, of the College's success in assuring that its library and information resources are "sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings" (7.7).

The Commission commends the College for its prudent financial management and its success in consistently maintaining a positive fund balance. Both the self-study and team report, however, identify areas that have not been fully funded because of budget constraints, including the hiring of full-time faculty, faculty professional development, institutional research capacity, and library and information resources. We look forward to learning, in Fall 2010, of the institution's success in assuring that its financial resources are "sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future" (*Financial Resources*, statement of the Standard).

The Commission takes favorable note of the College's development of an assessment plan and its use of data from the CCSSE, SSI, ACT-CAAP, and program reviews to make changes to curriculum and to enhance student learning. We are pleased to learn that the enrollment study and retention initiatives recently undertaken by the College are generating useful data for the institution. We concur with the visiting team, however, that the College would benefit from a "more systematically integrated assessment and planning effort" that involves more thorough analysis of assessment data and more widespread communication about the results and the changes arising from the institution's evaluation efforts. The Fall 2010 report will provide an opportunity for the College to update the Commission on its success in this regard, consistent with our standards on *Planning and Evaluation* and *The Academic Program*:

Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation (2.6).

The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate,

Mr. Timothy D. Crowley  
November 5, 2008  
Page 3

through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities (4.44).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review.

The scheduling of a comprehensive evaluation in Spring 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Northern Maine Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you and Ms. Katharine Eneguess, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Dennis King. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Elsa Nuñez

EN/slo

Enclosure

cc: Mr. Dennis King  
Visiting Team





Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

ELSA M. NUNEZ, Chair (2010)  
Eastern Connecticut State University  
MARY JO MAYDEW, Vice Chair (2011)  
Mount Holyoke College

DORIS B. ARRINGTON (2009)  
Capital Community College

GAI CARPENTER (2009)  
Hampshire College

KIRK D. KOLENBRANDER (2009)  
Massachusetts Institute of Technology

JAMES P. LEHENY (2009)  
University of Massachusetts Amherst

PETER NESSEN (2009)  
Boston, MA

KATHERINE H. SLOAN (2009)  
Massachusetts College of Art and Design

KATHRYN T. SPOEHR (2009)  
Brown University

STACY L. SWEENEY (2009)  
The Art Institutes

REV. JEFFREY P. VON ARX, S.J. (2009)  
Fairfield University

F. ROBERT HUTH (2010)  
Middlebury College

HUBERT D. MAULTSBY (2010)  
Norwich University

RICHARD L. PATTENAUDE (2010)  
University of Maine System

RONALD V. GALLO (2011)  
Cronston, RI

R. BRUCE HITCHNER (2011)  
Tufts University

BRUCE L. MALLORY (2011)  
University of New Hampshire

WILFREDO NIEVES (2011)  
Middlesex Community College, CT

WALLACE NUTTING (2011)  
Saco, ME

JAMES O. ORTIZ (2011)  
Southern Maine Community College

JILL N. REICH (2011)  
Bates College

CHRISTOPHER J. SULLIVAN (2011)  
Concord, NH

DEBRA M. TOWNSLEY (2011)  
Nichols College

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**Assistant Director of the Commission**  
JULIE L. ALIG  
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October 31, 2008

Dr. James O. Ortiz  
President  
Southern Maine Community College  
2 Fort Road  
South Portland, ME 04106

Dear President Ortiz:

I am pleased to inform you that at its meeting on September 19, 2008, the Commission on Institutions of Higher Education took the following action with respect to Southern Maine Community College:

that Southern Maine Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2011 that gives emphasis to the institution's progress in:

1. developing realistic plans to support the increased student enrollment and the growing residential student body with the facilities, technology, faculty, library, and student support appropriate to the institution's expanded mission;
2. ensuring that the size and organization of the executive and management team staff are sufficient to support the increased enrollment;

that the College submit a fifth-year interim report for consideration in Spring 2013;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. addressing the matters identified for the Spring 2011 report;
2. improving the faculty advising system;
3. ensuring that students attending off-campus locations receive an appropriate level of student services;

that the next comprehensive evaluation be scheduled for Spring 2018.



The Commission gives the following reasons for its action.

Southern Maine Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

Southern Maine Community College is commended for its considerable successes since its initial accreditation by this Commission in 2003. The culture of the institution has transitioned from its earlier technical focus to that of a comprehensive community college. The strategic planning process has been inclusive and useful to the institution, and we are pleased to note the link between the plan and the institution's budget process. Enrollment has increased 79% between 2002 and 2007, and the institution has enjoyed considerable success in attracting outside support for a growing institution. While much remains to be done, the Commission is gratified to note that many of the College's most pressing problems are a result of its success in implementing its expanded mission and attracting a dramatically increased student body.

The items the institution is asked to report on in Spring 2011 are related to our standards on *Planning and Evaluation* and *Organization and Governance*.

As noted above, Southern Maine Community College (SMCC) has experienced a dramatic increase in the size of the student body in the past five years. While it has enjoyed additional state support accompanying an enrollment increase and has had considerable success in attracting external funding, the Commission concurs with the team's observations that in many cases, individuals have too many job responsibilities that are often too diverse to provide long-term effectiveness, and a significant number of campus facilities are in need of repair, maintenance, and upgrading due to age, weather-related conditions, and expanded capacity needs. The team noted significant challenges among the faculty, in student services, in the library, and with technology. The Commission notes the current economic conditions do not forecast substantial increases in state support. At the same time, so that the resource issues identified do not lead to weaknesses in the academic program and services for students, the Commission asks that the College develop realistic plans to address its needs for aligning its resources with enrollment, as informed by our standard on *Planning and Evaluation*:

The institution undertakes short- and long-term planning, including realistic analyses of internal and external opportunities and constraints. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.2).

The Commission was gratified to note the supportive and collegial relationship with the Maine Community College System. At the same time, we share the team's concern that the rapid growth of SMCC and its current size of more than twice the next largest college means that system-wide regularities, naturally desirable, may not provide the administrative capacity to oversee the smooth functioning of the institution. We specify that the report due in Spring 2011 include an update on how the institution is ensuring that the size and organization of the executive and management team staff are sufficient to support the size of the student body. This area of focus is informed by the statement of the standard on *Organization and Governance*:

Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the information included in all fifth-year reports the College is asked, in Spring 2013, to report on three matters related to our standards on *Planning and Evaluation, Organization and Governance, Faculty, Students, and Library and Other Information Resources*.

Realizing that the matters specified for the report in Spring 2011 are matters that will take considerable time to address, we ask that the fifth-year interim report provide an update on these two items relating to institutional support. As explained above, these issues are pertinent to our standards on *Planning and Evaluation* and *Organization and Governance*.

We commend the institution for identifying faculty advising as a key area for improvement and are heartened to learn that faculty responsibility in this area has received official recognition in the collective bargaining agreement. We look forward to an update on the improvements made in faculty advising in the interim report and note that our standard on *Faculty* provides this guidance:

The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery (5.17).

Finally, the Commission shares the concern of the team that the student services staff are serving multiple roles, a particular challenge given that the institution has eight off-campus sites where students are enrolled. In the interim report, we ask that SMCC pay particular attention to ensuring that students at all locations are receiving an appropriate array of services, consistent with our standards on *Students* and *Library and Other Information Resources*:

In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems (6.8).

The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery (7.9).

The scheduling of a comprehensive evaluation in Spring 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

Dr. James O. Ortiz  
October 31, 2008  
Page 4

The Commission expressed appreciation for the self-study prepared by Southern Maine Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Dr. Janet Sortor, Vice President and Dean of Academic Affairs, and Dr. Dorsey Kendrick, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Robert Lynch. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

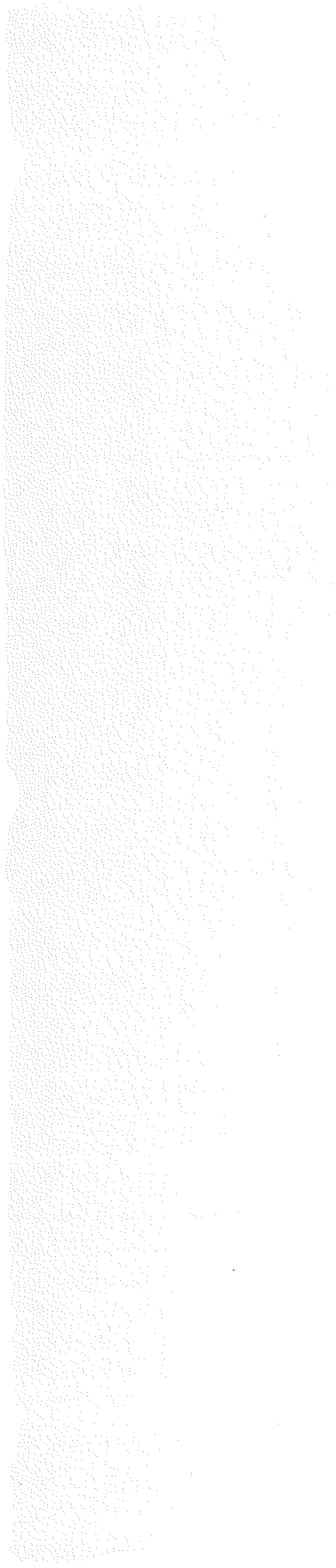


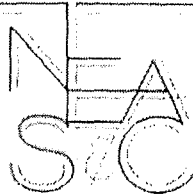
Elsa M. Nuñez

EMN/jm

Enclosure

cc: Mr. Robert Lynch  
Visiting Team





Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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JEAN A. WYLD (2012)  
Springfield College

WILLIAM F. KENNEDY (2009)  
Boston, MA

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January 8, 2010

Dr. William H. Cassidy  
President  
Washington County Community College  
One College Drive  
Calais, ME 04619

Dear President Cassidy:

I am pleased to inform you that at its meeting on November 20, 2009, the Commission on Institutions of Higher Education took the following action with respect to Washington County Community College:

that Washington County Community College be continued in accreditation;

that the College submit a report for consideration in Fall 2011 that gives emphasis to the institution's success in:

1. implementing its new MIS system to enhance planning, institutional effectiveness and assessment of student learning;
2. developing learning outcomes and implementing assessment measures for general education and the Liberal Studies degree program;
3. completing its review of developmental education courses;
4. revising the College's mission statement to reflect its expanded county-wide role and assuring that the allocation of resources is aligned with the mission;
5. assuring an appropriate level of support for student services;

that the College submit a fifth-year interim report for consideration in Spring 2014;

that, in addition to the information included in all interim reports, the College give emphasis to its continued success in addressing the areas identified for attention in the Fall 2011 report;

that the College be reminded that any plans to offer programs where 50% or more of the credits can be earned online need to be submitted to the Commission for review, in keeping with the policy on Substantive Change;

that the next comprehensive evaluation be scheduled for Spring 2019.

The Commission gives the following reasons for its action.

Washington County Community College (WCCC) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*. We commend the College for the progress it has made in making the transition from a technical college to a comprehensive community college and in adapting its organizational structure and decision-making processes to reflect this transition. We are pleased to learn that WCCC has begun to assess the performance of its academic programs through a formal review process that involves the College's many constituencies. We concur with the visiting team that the faculty and staff of the College are "passionate" about their responsibilities to students and that the dedicated leadership of the president and his senior team is a major factor in the College's success. We note with favor the College's prudent stewardship of financial resources, which has enabled it to build up its reserves, and its strategic use of stimulus funds. We commend the College for its responsiveness to the needs of its local community and agree with the visiting team that it is, indeed, an "anchor in the community."

The items the institution is asked to report on in Fall 2011 are related to our standards on *Planning and Evaluation*, *The Academic Program*, *Mission and Purposes*, and *Students*.

As noted in both the self-study and the team report, an outdated MIS system has hampered the College's ability to use data, including data about student learning, effectively for planning and decision-making. The Commission is pleased to learn that WCCC has recently purchased a new MIS system, Jenzabar, and expects the system to be operational in Fall 2010. We look forward to learning, through the Fall 2011 report, of the College's success in migrating to the system and of the resulting enhancement to the ways in which the institution "systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness" (2.2).

The Commission is gratified to learn that WCCC has established a goal to complete a review of its Liberal Studies curriculum by 2011 and has initiated a two-year project to develop outcomes for its general education program and to identify measures through which student achievement of those outcomes can be assessed. We anticipate being apprized, through the Fall 2011 report, of the success of these initiatives and other efforts to "demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom" (2.6). Our standard on *The Academic Program* provides additional guidance here:

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.18).

The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a

clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities (4.44).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.45).

The Commission understands that WCCC is engaged in a review of its developmental education courses, to be sure that courses are appropriately numbered and that no credit toward graduation is given for work that is not at the collegiate level. The Fall 2011 report will provide an opportunity for the College to update the Commission on the status of this review, in keeping with our standard on *The Academic Program*:

The award of credit is based on policies developed and overseen by the faculty and academic administration .... Credit awards are consistent with the course content, appropriate to the field of study, and reflect the level and amount of student learning. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study (4.33).

We are pleased to learn that WCCC is undertaking a review of its mission statement, with the goal of articulating more clearly in that statement the College's role in promoting the economic, social, and cultural health of the County, as well as the mission of the College to prepare students for transfer to baccalaureate institutions. Through the Fall 2011 report, we anticipate being apprized of the College's success in developing a statement of mission that "defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future" (1.1).

The Commission takes favorable note of the array and quality of services WCCC provides to its students. As noted in the team report, however, many of these services are provided through grant support from TRIO. The Fall 2011 report will afford an opportunity for the College to provide information about its plans to ensure the continuity of student services in the future, even if grant funding is not available. We remind you of our standard on *Students*:

The institution offers an array of student services appropriate to its mission and the needs and goals of its students .... In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity (6.8).

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the policy on Periodic Review. In addition to the

Dr. William H. Cassidy  
January 8, 2010  
Page 4

information included in all fifth-year reports, we look forward in Spring 2014 to receiving evidence that additional progress has been made in addressing the matters identified for attention in the 2011 report. We recognize that these issues do not lend themselves to rapid resolution and will require the institution's continued attention over time; thus we ask that further information be provided in the interim report.

The Commission understands that Washington County Community College may develop academic programs for which 50% or more of the credits may be earned through online instruction. We remind you that, consistent with our policy on Substantive Change, such plans will need to be submitted to the Commission for approval at least six months prior to the implementation of the proposed program(s).

The scheduling of a comprehensive evaluation in Spring 2019 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

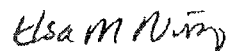
The Commission expressed appreciation for the self-study prepared by Washington County Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, David Markow, Dean of Academic and Student Affairs, and David Levinson, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Daniel E. Wathen. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,



Elsa M. Nuñez

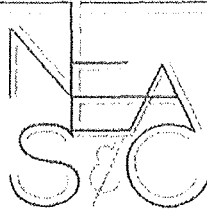
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Enclosure

cc: Mr. Daniel E. Wathen  
Visiting Team







Founded In 1885

Received  
5/17/05

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
OFFICERS

**President**

DOROTHY GALO  
Superintendent of Schools  
Hingham Public Schools  
Hingham, MA 02043

May 12, 2005

**President-Elect**

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Dr. Patricia M. Ryan  
President  
York County Community College  
112 College Drive  
Wells, ME 04090-5341

**Secretary-Treasurer**

WILLIAM DURGIN  
Vice President for Business  
Affairs and Treasurer  
College of the Holy Cross  
Worcester, MA 01610

Dear President Ryan:

**Immediate Past President**

STEVEN K. INGRAM  
President  
Andover College  
Portland, ME 04103

It is my pleasure to inform you that at its meeting on May 12, 2005, the Board of Trustees of the New England Association of Schools and Colleges voted to grant York County Community College initial accreditation with the Commission on Institutions of Higher Education effective November 10, 2004.

**Executive Director and**

**Chief Executive Officer**  
JACOB LUDS III  
jluds@neasc.org

The membership of the Association joins me in congratulating you and your colleagues in the achievement of this important distinction.

Sincerely,

Dorothy Galo

DG/scf



## STATEMENTS OF THE STANDARDS

### **Standard One Mission and Purposes**

*The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.*

### **Standard Two Planning and Evaluation**

*The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.*

### **Standard Three Organization and Governance**

*The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.*

### **Standard Four The Academic Program**

*The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.*

### **Standard Five Faculty**

*The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.*

### **Standard Six Students**

*Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.*

**Standard Seven Library and Other Information Resources**

*The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.*

**Standard Eight Physical and Technological Resources**

*The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.*

**Standard Nine Financial Resources**

*The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.*

**Standard Ten Public Disclosure**

*In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.*

**Standard Eleven Integrity**

*The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.*

The full text of the *Standards for Accreditation* can be found on the Commission website <http://cihe.neasc.org>.

**New England Association of Schools and Colleges**  
Commission on Institutions of Higher Education (CIHE)

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**Standards (HTML version)**

**PREAMBLE**

The New England Association of Schools and Colleges, Inc., one of six regional accrediting bodies in the United States, is a voluntary, non-profit, self-governing organization having as its primary purpose the accreditation of educational institutions. Through its evaluation activities, carried out by six commissions, the Association provides public assurance about the educational quality of those schools and colleges that seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from the New England Association through its Commission on Institutions of Higher Education by demonstrating they meet the Commission's Standards for Accreditation and comply with its policies. The Standards for Accreditation establish criteria for institutional quality. In addition, the Commission adopts policies that elucidate the Standards and relate to their application. Moreover, the Commission expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination about the effectiveness of the institution as a whole. The institution that meets the Standards:

- has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes;
- has the ability to continue to achieve its purposes.

The Commission recognizes that some aspects of an institution are always stronger than others. Meeting the Standards does not guarantee the quality of individual programs, courses, or graduates, but serious weaknesses in a particular area may threaten the institution's accreditation.

The Commission deals with institutional differences in ways designed to protect both educational quality and individual philosophy and practice. The Standards are essentially qualitative criteria that measure the institution's current state of educational effectiveness. They allow the Commission to appraise a wide variety of collegiate institutions, differing in purpose, size, organization, scope of program, clientele served, support, and control. By design, the Standards as explicated do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education.

Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are appropriate to higher education, consistent with institution mission and purposes, and effective in meeting the intent of the Commission's Standards. The existence of collective bargaining agreements, in and of themselves, does not abrogate institutional or faculty obligations to comply with the Standards for Accreditation.

Self-regulation is an essential element in the success of accreditation. Thus, the Standards for Accreditation were developed through a lengthy participatory process involving the membership in articulating the dimensions of quality required of institutions of higher education deserving of the public trust. Indeed the public as well was invited to participate in this process in recognition of the importance of higher education to the individual and collective well being of our citizenry and for our economy. Thus, the Standards represent the accrued wisdom of over 200 colleges and universities and interested others about the essential elements of institutional quality, and they offer a perspective that stresses the public purposes of higher education. The Commission continually evaluates the effectiveness of its Standards and its processes for applying them, and makes such changes as conditions warrant.

Self-regulation obliges institutions to adhere to the Standards as a condition of their accredited status; accredited colleges and universities demonstrate their integrity through their continued voluntary compliance to these criteria. Adherence to the Standards is periodically reviewed through peer evaluations that are preceded by self-studies directed toward demonstrating that the institution meets the Standards and that it has effective means to ensure institutional improvement. This system of accreditation is based on institutions agreeing to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses.

Each of the eleven dimensions of institutional quality has a Statement of the Standard set forth in bold type. The considerations in determining the fulfillment of the Standard are articulated in numbered paragraphs below the Statement of the Standard, including in each case a final paragraph directing the institution's attention toward institutional effectiveness; these considerations provide a basis for institutions to undertake self-study as well as a basis for institutional evaluation by visiting teams and the Commission. Because the eleven Standards represent dimensions of institutional quality, they are necessarily inter-related. Thus, considerations found in one Standard may also have application for another; for example, while there is a Standard on Integrity, considerations related to integrity may also be found in several of the other Standards.

January 12, 2005

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### **STANDARD ONE: MISSION AND PURPOSES**

**The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.**

1.1 The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.

1.2 The institution's mission is set forth in a concise statement that is formally adopted by the governing board and appears in appropriate institutional publications.

1.3 The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.

1.4 The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

### **Institutional Effectiveness**

1.5 The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.

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## **STANDARD TWO: PLANNING AND EVALUATION**

**The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.**

2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.

### **Planning**

2.2 The institution undertakes short- and long-term planning, including realistic analyses of internal and external opportunities and constraints. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.

2.3 The institution has a demonstrable record of success in implementing the results of its planning.

### **Evaluation**

2.4 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.5 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

2.6 Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

### **Institutional Effectiveness**

2.7 The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.

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## **STANDARD THREE: ORGANIZATION AND GOVERNANCE**

**The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and**



**where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.**

3.1 The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles. The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.2 The governing board is the legally constituted body ultimately responsible for the institution's quality and integrity. The board demonstrates sufficient independence to ensure it can act in the institution's best interest. The composition of the board includes representation of the public interest and reflects the areas of competence needed to fulfill its responsibilities. Fewer than one-half of the board members have any financial interest in the institution, including as employee, stock-holder, or corporate director. Members of the governing board understand, accept, and fulfill their responsibilities as fiduciaries to act honestly and in good faith in the best interest of the institution toward the achievement of its purposes in a manner free from conflicts of interest.

3.3 The board has a clear understanding of the institution's distinctive mission and purposes. It exercises the authority to ensure the realization of institutional mission and purposes. The board sets and reviews institutional policies; monitors the institution's fiscal solvency; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.

3.4 The board systematically develops and ensures its own effectiveness. The board enhances its effectiveness through periodic evaluation.

3.5 Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through appropriate committees and meetings.

3.6 The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution. The board delegates to the chief executive officer and, as appropriate, to other constituencies the requisite authority and autonomy to manage the institution compatible with the board's intentions and the institutional mission.

3.7 The chief executive officer through an appropriate administrative structure effectively manages the institution so as to fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution. The chief executive officer manages and allocates resources in keeping with institutional purpose and objectives and assesses the effectiveness of the institution. In accordance with established institutional mechanisms and procedures, the chief executive officer and the administration consult with faculty, students, other administrators and staff, and are appropriately responsive to their concerns, needs, and initiatives.

3.8 The institution's academic leadership is directly responsible to the chief executive officer, and in concert with the faculty is responsible for the quality of the academic program. The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, international, evening, and week-end programs are clearly integrated and incorporated into the policy formation, and academic oversight, and evaluation system of the institution.

3.9 In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered.

3.10 Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

3.11 The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.

### **Institutional Effectiveness**

3.12 The effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review.

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## **STANDARD FOUR: THE ACADEMIC PROGRAM**

**The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.**

4.1 The institution's programs are consistent with and serve to fulfill its mission and purposes. The institution offers collegiate-level programs consisting of a curriculum of studies that leads to a degree in a recognized field of study and requires at least one year to complete. The institution for which the associate's degree is the highest awarded offers at least one program in liberal studies or another area of study widely available at the baccalaureate level of regionally accredited colleges and universities.

4.2 Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.

4.3 Each educational program demonstrates coherence through its goals, structure, and content; policies and procedures for admission and retention; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement. The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. The institution provides sufficient resources to sustain and improve its academic programs.

4.4 The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

4.5 Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.6 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of

these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study.

4.7 Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.

4.8 The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.

4.9 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.

4.10 Institutions undertaking the initiation of degrees at a higher level, off-campus programs, programs that substantially broaden the scope of the academic offerings, distance learning programs, academic programs overseas, or other substantive change demonstrate their capacity to undertake such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies. The Institution recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level.

4.11 When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.

4.12 If the institution depends on resources outside its direct control (for example, classrooms, information resources, information technology, testing sites), provision is made for a clear, fixed understanding of that relationship that ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them.

## **Undergraduate Degree Programs**

4.13 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

4.14 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

## **General Education**

4.15 The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

4.16 The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.17 The institution ensures that all undergraduate students complete at least the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program in general education.

4.18 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

### **The Major or Concentration**

4.19 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

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### **Graduate Degree Programs**

4.20 Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the demonstrated learning experiences of graduates. Learning objectives reflect a high level of complexity, specialization, and generalization.

4.21 Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field. Information resources, information technology, and as appropriate physical resources should exceed those required for an undergraduate program in a similar field.

4.22 Institutions offering graduate degrees have an adequate staff of full-time faculty in areas appropriate to the degree offered. Faculty responsible for graduate programs are sufficient by credentials, experience, number, and time commitment for the successful accomplishment of program objectives and program improvement. The scholarly expectations of faculty exceed those expected for faculty working at the undergraduate level. Research-oriented graduate programs have a preponderance of active research scholars on their faculties. Professionally-oriented programs include faculty who are experienced professionals making scholarly contributions to the development of the field.

4.23 Students admitted to graduate degree programs are demonstrably qualified for advanced academic study.

4.24 The institution's graduate programs have cohesive curricula and require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program. The demands made by the institution's graduate programs on students' intellectual and creative capacities are also significantly greater than those expected at the undergraduate level; graduate programs build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level. The institution offering both undergraduate and graduate degree programs assesses the relationship and interdependence of the two levels and utilizes the results for their individual and collective improvement.

4.25 Degree requirements of the institution's graduate programs take into account specific program purposes. Research-oriented doctoral programs, including the Ph.D., and disciplinary master's degree programs are designed to prepare students for scholarly careers; they emphasize the acquisition, organization, utilization, and dissemination of knowledge. Doctoral degree programs afford the student substantial mastery of the subject matter, theory, literature, and methodology of a significant field of study. They include a sequential development of research skills leading to the attainment of an independent research capacity. Students undertake original research that contributes to new knowledge in the chosen field of study. Disciplinary master's programs have many of the same objectives but require less sophisticated levels of mastery in the chosen field of study than does the research doctorate. While they need not require students to engage in original research, they do provide an understanding of research appropriate to the discipline and the manner in which it is conducted.

4.26 Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills that will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.

4.27 Programs encompassing both research activities and professional practice define their relative emphases in program objectives that are reflected in curricular, scholarly, and program requirements.

4.28 Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

### **Integrity in the Award of Academic Credit**

4.29 The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American institutions of higher education in terms of both length and content of the programs.

4.30 The institution offers required and elective courses as described in publicly available print and electronic formats with sufficient availability to provide students with the opportunity to graduate within the published program length.

4.31 The institution demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. These responsibilities include course content and the delivery of the instructional program; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention

of students; evaluation of prior learning; and evaluation of student progress, including the awarding and recording of credit. The institution retains, even with contractual or other arrangements, responsibility for the design, content, and delivery of courses for which academic credit or degrees are awarded. The institution awarding a joint degree demonstrates that the student learning outcomes meet the institution's own standards and those of the Commission, and that graduates are suitably prepared for employment and for further study in regionally accredited institutions.

4.32 The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied.

4.33 The award of credit is based on policies developed and overseen by the faculty and academic administration. There is demonstrable academic content for all experiences for which credit is awarded, including study abroad, internships, independent study, and service learning. Credit awards are consistent with the course content, appropriate to the field of study, and reflect the level and amount of student learning. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

4.34 Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level with appropriate oversight by faculty and academic administration. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.35 The institution publishes requirements for continuation in, termination from, or re-admission to its academic programs that are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate electronic and print publications and are consistently applied in the degree certification process. The degrees awarded accurately reflect student attainments.

4.36 Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur.

4.37 The institution offering programs and courses for abbreviated or concentrated time periods or via distance learning demonstrates that students completing these programs or courses acquire levels of knowledge, understanding, and competencies equivalent to those achieved in similar programs offered in more traditional time periods and modalities. Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter and the identification, analysis and evaluation of information resources beyond those provided directly for the course.

4.38 Courses and programs offered for credit off campus, through technologically mediated instruction, or through continuing education, evening or week-end divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. (See also 3.8)

4.39 On-campus faculty have a substantive role in the design and implementation of off-campus programs. Students enrolled in off-campus courses and/or distance learning courses have sufficient opportunities to interact with faculty regarding course content and related academic matters.

4.40 Institutions offering certificates based on courses offered for credit ensure the coherence and level of academic quality are consistent with its degree programs.

4.41 In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution's policies for considering the transfer of credit are easily available to students and prospective students. The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them.

4.42 Students complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program.

4.43 The institution accepts graduate credit in transfer on a strictly limited basis to preserve the integrity of the degree awarded.

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### **Assessment of Student Learning**

4.44 The institution implements and supports a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding what and how students are learning through their academic program and, as appropriate, through experiences outside the classroom. This approach is based on a clear statement or statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The approach provides useful information to help the institution understand what and how students are learning, improve the experiences provided for students, and assure that the level of student achievement is appropriate for the degree awarded. Institutional support is provided for these activities.

4.45 The institution's approach to understanding student learning focuses on the course, program, and institutional level. Data and other evidence generated through this approach are considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.

4.46 Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate. (See also 1.4 and 2.6)

4.47 The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty. (See also 3.10)

4.48 The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program. (See also 2.5, 4.8 and 4.9.)

4.49 The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.

4.50 The institution uses a variety of quantitative and qualitative methods to understand the experiences and learning outcomes of its students. Inquiry may focus on a variety of perspectives, including understanding the process of learning, being able to describe student experiences and

learning outcomes in normative terms, and gaining feedback from alumni, employers, and others situated to help in the description and assessment of student learning. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.

### **Institutional Effectiveness**

4.51 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings and student learning.

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## **STANDARD FIVE: FACULTY**

**The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.**

5.1 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and purposes. Should part-time or adjunct faculty be utilized, the institution has in place policies governing their role compatible with its mission and purposes and the Standards of the Commission.

5.2 The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials. (See 4.22)

5.3 There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.

5.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for new members of the instructional staff. The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity of race, gender, and ethnicity. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

5.5 Where graduate teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them.

5.6 Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission. Salaries and benefits are set at levels that ensure the institution's continued ability to attract and maintain an appropriately qualified instructional staff whose profile is consistent with the institution's mission and purposes.



5.7 Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

5.8 The institution avoids undue dependence on part-time faculty, adjuncts, and graduate assistants to conduct classroom instruction. Institutions that employ a significant proportion of part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.

5.9 In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.

5.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

5.11 Faculty accept the responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations, and that considerations of program improvement are informed by a shared understanding of what and how students are learning in the program.

5.12 The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.

5.13 The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.

5.14 The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.

## **Teaching and Advising**

5.15 Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed. Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints.

5.16 The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve

instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task. (See also 8.2)

5.17 The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.

5.18 With the administration, the faculty work systematically to ensure an environment supportive of academic integrity.

### **Scholarship, Research, and Creative Activity**

5.19 All faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Scholarship and instruction are integrated and mutually supportive.

5.20 Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.

5.21 Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.

### **Institutional Effectiveness**

5.22 The institution periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

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## **STANDARD SIX: STUDENTS**

**Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.**

### **Admissions**

6.1 Consistent with its mission, the institution enrolls a student body that is broadly representative of the population the institution wishes to serve. The institution has an orderly and ethical program of

admission that complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

6.2 Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.

6.3 The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted. (For admission of graduate students, see 4.23.)

## **Retention and Graduation**

6.4 The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.

6.5 Decisions about the continuing academic standing of enrolled students are based on clearly stated policies and applied by faculty and academic administrators.

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services. Rates of retention and graduation are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students.

## **Student Services**

6.7 The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.

6.8 The institution offers an array of student services appropriate to its mission and the needs and goals of its students. The Commission recognizes the variations in services that are appropriate at branch campuses, remote instructional locations, and for programs delivered electronically. The Commission also recognizes the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body, takes reasonable steps to ensure the safety of students while on campus or at another physical instructional location, and provides available and responsive information resources and services, information technology, academic advising and career services and complaint and appeal mechanisms. It assists students to resolve educational and technological problems in using institutional software. Where appropriate, it assists students regarding their personal and physical problems. In providing services,

in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity.

6.9 Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution.

6.10 A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.

6.11 Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria.

6.12 As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.

6.13 If the institution offers recreational and athletic programs, they are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution has responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.

6.14 The institution ensures that individuals responsible for student services are qualified by formal training and work experience to represent and address the needs of students effectively. Facilities, technology, and funding are adequate to implement the institution's student service policies and procedures.

6.15 The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student services. Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.

6.16 The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of individual privacy, the confidentiality of records, and the best interests of students and the institution.

6.17 Institutions with stated goals for students' co-curricular learning systematically assess their achievement.

### **Institutional Effectiveness**

6.18 Through a program of regular and systematic evaluation, the institution assesses its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement.

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## **STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES**

**The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.**

7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision.

7.2 Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program. The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology.

7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.

7.4 Professionally qualified and numerically adequate staff administer the institution's library, information resources and services, and instructional and information technology support functions.

7.5 Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.

7.6 The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources.

7.7 Through ownership or guaranteed access, the Institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.

7.8 The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study. The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work, and that throughout their program students gain increasingly sophisticated skills in evaluating the quality of information sources. (See also 4.6)

7.9 The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery.

7.10 The institution's physical and electronic environments provide an atmosphere conducive to study and research.

7.11 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.

## **Institutional Effectiveness**

7.12 The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.

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## **STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES**

**The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.**

8.1 The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.

8.2 Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (See also 5.16)

8.3 Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

8.4 The institution undertakes physical resource planning linked to academic and student services, support functions, and financial planning. It determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

8.5 The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of the systems, the integrity and security of data, and the privacy of individuals.

## **Institutional Effectiveness**

8.6 The institution's ongoing evaluation of its physical and technological resources in light of its mission, current needs and plans for the future is a basis of realistic planning and budget allocation.

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## **STANDARD NINE: FINANCIAL RESOURCES**

**The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution**

**administers its financial resources with integrity.**

9.1 The institution preserves and enhances available financial resources sufficient to support its academic and other activities. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.

9.2 The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. The institution's governing board retains appropriate autonomy in all budget and finance matters; this includes institutions that depend on financial support from an external agency (state, church, or other private or public entity).

9.3 The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans.

9.4 All or substantially all of the institution's revenue is devoted to the support of its academic purposes and programs. The institution's financial records clearly relate to its educational activities.

9.5 The institution and its governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve.

9.6 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting, providing a basis for sound financial decision-making.

9.7 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives.

9.8 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit.

9.9 Opportunities identified for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's Standards.

9.10 Institutional and board leadership ensure the institution's ethical oversight of its financial resources and practices.

9.11 The institution's financial resources and transactions are audited annually by an external auditor in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. Board policies and institutional practices ensure the independence and objectivity of the auditor and the appropriate consideration of the audit by the governing board. For public and independent institutions part of a larger system or corporation, the audit provides sufficient information about the institution's finances to support a determination regarding the sufficiency and stability of the institution's financial resources. In all cases, the audit

and management letter are appropriately reviewed by the institution's administration and governing board who take appropriate action on resulting recommendations or conclusions.

9.12 The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

9.13 All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, transfers and inter-fund borrowing, fund-raising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

### **Institutional Effectiveness**

9.14 The institution has in place appropriate internal and external mechanisms to evaluate its fiscal condition and financial management and to maintain its integrity. The institution uses the results of these activities for improvement.

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## **STANDARD TEN: PUBLIC DISCLOSURE**

**In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.**

10.1 The information published by the institution on its website is sufficient to allow students and prospective students to make informed decisions about their education. The institution's website includes the information specified elsewhere in this Standard (10.2 – 10.13).

10.2 The institution informs the public of the information available about itself and how inquiries can be addressed. It is also responsive to reasonable requests for information about itself. The institution provides notice as to the availability upon request of its publications and its most recent audited financial statement or a fair summary thereof.

10.3 The institution's current catalogue describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. The catalogue or other authoritative publications present information relative to admission and attendance. Institutions relying on electronic catalogues ensure the availability of archival editions sufficient to serve the needs of alumni and former and returning students.

10.4 All institutional publications, print and electronic, and communications are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.

10.5 The institution publishes its mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.

10.6 The institution publishes a list of its current faculty, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, showing degrees held



and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also included.

10.7 The institution publishes the locations and programs available at branch campuses, other instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.

10.8 The institution clearly indicates those programs, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years that will not be taught during the third consecutive year.

10.9 The institution publishes a description of the size and characteristics of the student body, the campus setting, the availability of academic and other support services, the range of co-curricular and non-academic opportunities available to students; and those institutional learning and physical resources from which a student can reasonably be expected to benefit.

10.10 The institution publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission. As appropriate, recent information on passage rates for licensure examinations is also published.

10.11 The institution publishes information about the total cost of education, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation is provided to help students and prospective students make informed decisions.

10.12 The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

10.13 The institution's statements about its current accredited status are accurately and explicitly worded. An institution placed on probation by the New England Association discloses this status in its catalogue and recruitment materials and in any other publication, print or electronic, in which the institution's accreditation is mentioned, as well as the availability of additional information on its probationary status.

### **Institutional Effectiveness**

10.14 Through a systematic process of periodic review, the institution ensures that its print and electronic publications are complete, accurate, available, and current. The results of the review are used for improvement.

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### **STANDARD ELEVEN: INTEGRITY**

**The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.**

11.1 The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly and with integrity; and it systematically provides support in the pursuit thereof. Institutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity.

11.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty. Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are applicable and equitably applied to all its students.

11.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

11.4 The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority.

11.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

11.6 The institution manages its academic, research and service programs, administrative operations, responsibilities for students and interactions with prospective students with honesty and integrity.

11.7 The institution is responsible for conferences, institutes, workshops, or other instructional or enrichment activities that are sponsored by the institution or carry its name. These activities are compatible with the institution's purposes and are administered within its organizational structure. The institution assumes responsibility for the appropriateness and integrity of such activities.

11.8 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.

11.9 In its relationships with the Commission on Institutions of Higher Education, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, Requirements of Affiliation, and requests.

11.10 In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other Commission Standards.

### **Institutional Effectiveness**

11.11 The pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community.

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**New England Association of Schools and Colleges**  
Commission on Institutions of Higher Education (CIHE)

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## Comprehensive Evaluation

The Commission requires institutions to undergo a comprehensive evaluation at least every ten years. The comprehensive evaluation process has three components:

- an institutional **self-study**, in which the institution evaluates how and how well it meets the Commission's *Standards for Accreditation*;
- an **on-site evaluation** by a group of peers;
- a **review and decision** by the Commission.

**Self-study:** Self-study is at the heart of accreditation. Both a product and a process, effective self-study serves accreditation's dual purposes: quality assurance and institutional improvement. The self-study presents a concise picture of the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future. By clearly identifying strengths and challenges, the institution demonstrates its ability to use analysis for improvement.

Commission staff provide assistance to institutions preparing for their comprehensive evaluations through an annual fall workshop and individual campus visits. Institutions are strongly encouraged to submit a rough draft of the self-study for review by Commission staff. For help with self-study preparation, email Louise Zak or call 781-541-5413.

### PRINTED GUIDELINES AND OTHER RESOURCES

- *Self-Study Guide 2008*
- *Commission Policy Statement on Institutional Effectiveness*
- *Commission Policy Statement on Student Achievement and Success*
- *Focusing on Outcomes: Some Examples*
- *Supportive Materials for the Team Workroom*
- "DATA FIRST" Initiative and forms required for self-studies due in Spring 2010 and beyond.  
*Data First forms (.xls)*  
*Data First forms [formatted so instructions print] (.xls)*

### COMPONENTS OF THE SELF-STUDY

1. **Cover page**
2. **Table of Contents**
3. *Institutional Characteristics Form*
4. **Introduction** (brief summary of self-study process, participants, and goals, and identification of areas the institution was asked to focus on)
5. **Institutional overview** (including summary of principal self-study findings)
6. **Narrative** (100-page response to 11 Standards in Description, Appraisal, Projection format)
7. **Data First forms** bound into the relevant chapters.  
*Data First forms (.xls)*  
*Data First forms [formatted so instructions print] (.xls)*
8. **Appendix**
  - Student Success Data Forms (E series and S series)  
*Student Achievement and Success (.pdf version)*  
*Student Success E series (Word version of form)*  
*Student Success S series (Word version of form)*
  - Preliminary list of workroom exhibits and URLs
  - Most recent year's audit and management letter (auditor's recommendations)

9. Copy of each institutional **catalog**

The self-study and catalog are sent to each member of the visiting team approximately 6 weeks before the evaluation is to take place. At the same time, an electronic version of the entire document (in pdf format) and 4 paper copies and 4 catalogs are sent to the Commission office.

**On-site Evaluation:** The on-site evaluation by a group of faculty and administrators provides the institution and the Commission with a valuable external perspective. Team members are selected because of their experience at an institution comparable to the one being evaluated. They are trained by Commission staff to validate the self-study in light of the institution's mission. The Evaluation Manual may be a helpful resource to understand the approach and perspective of the visiting team.

**Commission Review and Decision:** The Commission meets four times a year to consider institutional reports. Ordinarily, reports are reviewed and acted upon during the next Commission meeting after they are received. Institutional self-studies are considered in the semester following the campus visit, in order to allow time for the team report to be written and for the institution to respond.

The Commission reviews the self-study, the team report, and any response an institution may make to its report. The Commission also meets with the chief executive officer of the visited institution and the team chair. In addition, in keeping with federal regulations, the Commission seeks and considers *Third Party Comment* regarding each evaluated institution.

The *Range and Meaning of Commission Actions Affecting Institutional Status* outlines the actions the Commission may take with regard to an institution's accreditation status. In addition, the Commission specifies areas where an institution should endeavor to improve its effectiveness. Official written notification of the Commission decision is provided to the institution shortly after the Commission meeting.

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**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

209 Burlington Road, Bedford, MA 01730

Voice: (781) 271-0022 Fax: (781) 271-0950 Web: <http://cihe.neasc.org>

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**Supportive Materials  
for the Team Workroom**

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The institution is asked to make available a workroom for the evaluation team while it is on campus. Apart from providing a convenient and comfortable place to work and consult with other team members, it should contain documents which will assist the evaluators in understanding the institution by in effect supplementing the self-study report.

Institutions are encouraged to provide supporting documents electronically to the team prior to the campus visit, if possible, either on a flashdrive or through secure access to an online site. Teams find it useful to have early access to this “electronic workroom” in order to use their time on campus more effectively.

Given below are those specific or types of documents which should be placed in the workroom, organized by standard in a manner suitable for convenient use. In addition to those materials listed, all the documents referred to in the self-study should be in the workroom. Moreover, some institutions may have special reports, studies, or other relevant materials, not listed here, which should be included for the evaluation team. Institutions are asked to use their own discretion in determining which additional materials should be made available guided by the question: Would the visiting team's overall grasp and appreciation of the college or university be enhanced through the availability of this document?

**CIHE STANDARDS**

**AVAILABLE IN TEAM WORKROOM**

<b>MISSION AND PURPOSES</b>	■ Documents in which mission and purposes are published.
<b>PLANNING AND EVALUATION</b>	■ Institutional planning documents. ■ Documents pertaining to assessment and institutional effectiveness.
<b>ORGANIZATION AND GOVERNANCE</b>	■ Board of trustees' by-laws, rules, policies. ■ Faculty manual and/or collective bargaining agreement. ■ Administrative manual with job descriptions. ■ Handbook or manual for support staff. ■ For colleges/universities in a central system, a manual of system policies.

**THE ACADEMIC PROGRAM**

- Description of degree programs including objectives and requirements.
- Reports of grade distribution, student evaluation of instruction, student success in the institution and in occupations and professions, and similar indirect indications of teaching effectiveness.
- Recent course outlines for each course should be available either in the workroom or in departmental offices.
- Examples of institutional studies of learning outcomes.
- Published statements on research policies and practices of the institution.
- Where applicable, documents illustrative of funded research activities.
- Samples of brochures, schedules, or handouts describing public-service activities of the college.

**FACULTY**

- The constitution of any faculty academic organization or senate, and copies of the minutes of several meetings.
- Personnel policies for full-time and part-time faculty.

**STUDENTS**

- Copies of the charter or constitution of the student association, statement of student rights and responsibilities, student fees, student handbook, student newspaper, and other publications.
- Enrollment data for most recent fall semester, if compiled and after self-study was completed.

**LIBRARY AND OTHER  
INFORMATION RESOURCES**

- Brochures describing the library and learning center services available to students.
- Information on staff, such as the number of professionally trained personnel, number of classified staff, full-time-equivalents of student workers, and how the time of each group is divided among administrative, technical and public activities.
- Information on library utilization.

**PHYSICAL AND  
TECHNOLOGICAL RESOURCES**

- Information about facilities such as: campus master plan and accompanying maps, instructional equipment replacement schedules, space utilization studies, sample contracts for leased space.

**FINANCIAL RESOURCES**

- Most recent audited financial statement, if prepared after the self-study was completed.

**PUBLIC DISCLOSURE**

- Samples of recruiting materials and other publications aimed at attracting students to the institution.
- Copies of college publications other than the catalog.

**INTEGRITY**

- Documents pertaining to equal opportunity, affirmative action, protection of individual rights, grievance policies, and academic freedom.

*January, 2006  
Revised June 2008*





# MAINE COMMUNITY COLLEGE SYSTEM

## Programs of Study with Specialized Accreditation

February 2010

### Central Maine Community College – Auburn

*Total Number of Programs: 26*

*Number of Programs with Specialized Accreditation: 6*

PROGRAM OF STUDY	ACCREDITING AGENCY
Architectural and Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board of Engineering and Technology, Inc.
Automotive Technology	National Institute for Automotive Service Excellence
Ford ASSET	National Institute for Automotive Service Excellence
Graphic Arts	Printing Industries of America
Nursing	National League for Nursing Maine State Board of Nursing
Machine Tool Technology	National Institute of Metalworking Skills

### Eastern Maine Community College – Bangor

*Total Number of Programs: 32*

*Number of Programs with Specialized Accreditation: 6*

PROGRAM OF STUDY	ACCREDITING AGENCY
Radiology Technology	Joint Review Committee on Education in Radiologic Technology
Nursing	National League for Nursing Maine State Board of Nursing
Welding Technology	American Welding Society
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Automotive Technology	National Institute for Automotive Service Excellence
Medical Assisting	National Medical Assisting Education Review Board

### Kennebec Valley Community College – Fairfield

*Total Number of Programs: 35*

*Number of Programs with Specialized Accreditation: 10*

PROGRAM	ACCREDITING AGENCY
Advanced Emergency Care	Authorized as a Maine EMS ALS Training Center by the Maine EMS Board

Business Administration	Association of Collegiate Business Schools and Programs
Occupational Therapy	Accreditation Council for Occupational Therapy Education
Nursing	National League for Nursing Maine State Board of Nursing
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association
Radiologic Technology	Joint Committee on Education in Radiologic Technology
Respiratory Therapy	Commission on Accreditation for Respiratory Care
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education
Medical Assisting	Commission on Accreditation of Allied Health Education Programs on recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment
Applied Electronics and Computer Technology	A+ Computer/Network+ Certification International Society Electronics Technicians

**Northern Maine Community College – Presque Isle**

Total Number of Programs: 35

Number of Programs with Specialized Accreditation: 9

PROGRAM	ACCREDITING AGENCY
Accounting Information Systems	Association of Collegiate Business Schools and Programs
Business Administration	Association of Collegiate Business Schools and Programs
Medical Office Administration	Association of Collegiate Business Schools and Programs
Automotive Technology	National Automotive Technicians Foundation
Auto Body Collision Repair	National Automotive Technicians Foundation
Diesel Hydraulics	National Automotive Technicians Foundation
Precision Metals Manufacturing	National Institute of Metalworking Skills
Nursing	National League for Nursing Maine State Board of Nursing
Emergency Medical Technician	Authorized as a Maine EMS ALS Training Center by the Maine EMS Board

**Southern Maine Community College – South Portland**

Total Number of Programs: 30

Number of Programs with Specialized Accreditation: 14

PROGRAM	ACCREDITING AGENCY
Automotive Technology	National Automotive Technicians Foundation
Cardiovascular Technology	Joint Review Committee for Cardiovascular Technology
Culinary Arts	American Culinary Federation Educational Foundation
Dietetic Technology	Commission on Accreditation of Dietetics Education of the American Dietetic Association
Early Childhood Education	National Association for the Education of Young Children
Heavy Equipment Operations	National Center for Construction Education and Research
Integrated Manufacturing Technology	National Institute for Metalworking Skills
Welding	National Center for Construction Education and Research
Medical Assisting	Commission on Accreditation of Allied Health Education Programs
Nursing	National League for Nursing Maine State Board of Nursing
Paramedicine	Commission on Accreditation of Allied Health Education Programs
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology
Radiography	Joint Review Committee on Education in Radiologic Technology
Respiratory Therapy	Committee on Accreditation for Respiratory Care

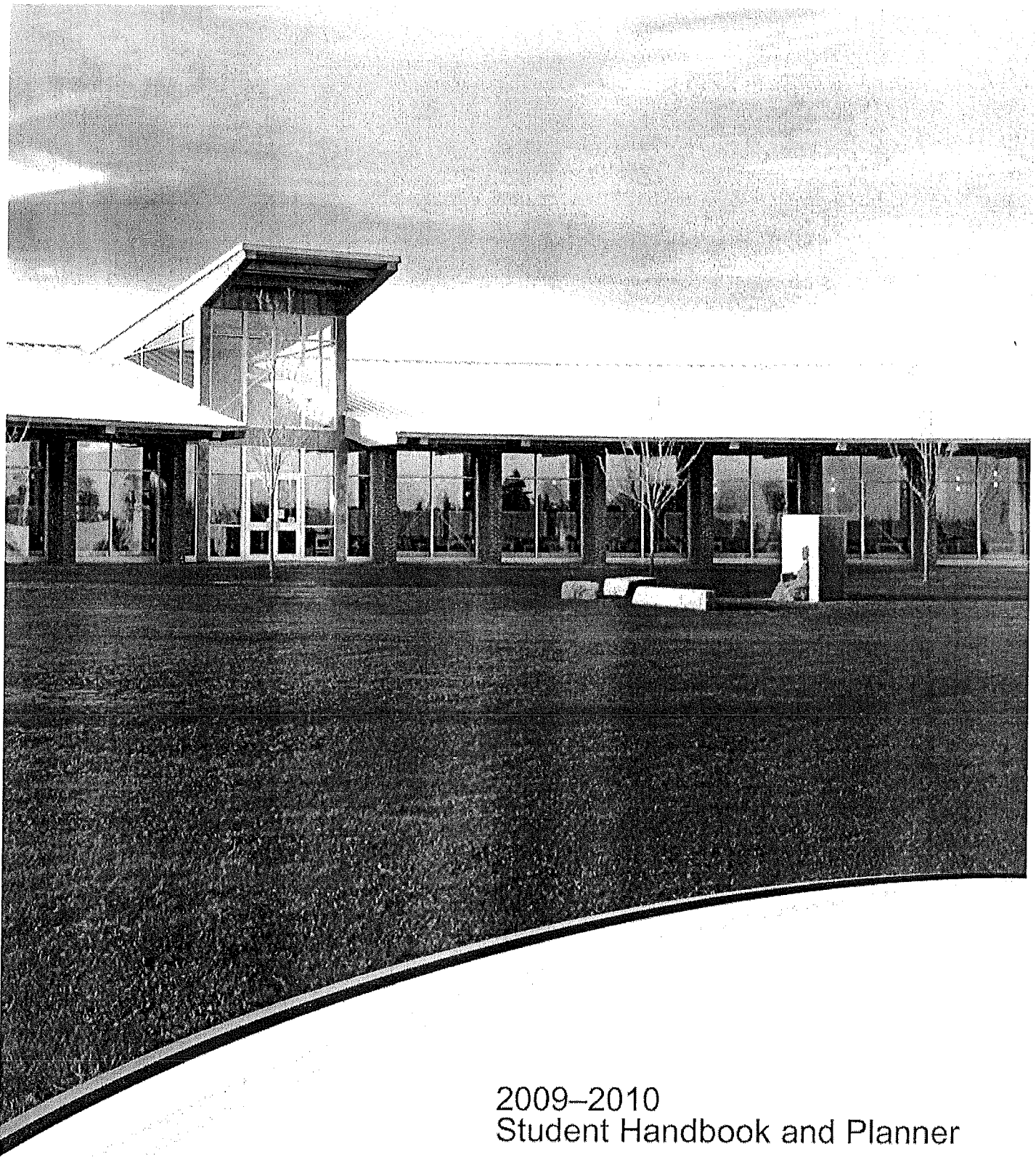
**Washington County Community College – Calais**

Total Number of Programs: 19

Number of Programs with Specialized Accreditation: 3

PROGRAM	ACCREDITING AGENCY
Automotive Technology	National Automotive Technicians Foundation
Building Construction	National Center for Construction Education and Research
Welding	American Welding Society





2009–2010  
Student Handbook and Planner

**Kennebec Valley**  
COMMUNITY COLLEGE

*Your Path to Success*

[www.kvcc.me.edu](http://www.kvcc.me.edu)

# Academic Calendar 2009-2010

## FALL SEMESTER 2009

### August

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 20 First Year Community Day  
 August 24 Semester Begins  
 August 28 End of Add Period

### September

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 4 End of Drop Period  
 September 7 Labor Day (No classes)  
 September 23 Attendance Due

### October

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 12 Columbus Day (No classes)  
 October 30 Midterm Warnings Due

### November

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 2 Pre-Registration Begins for Spring  
 November 11 Veteran's Day - (No classes)  
 November 13 Last Day to Withdraw from classes  
 November 17 - 18 Jostens - Order cap and gown  
 November 26 - 27 Thanksgiving Recess

### December

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 12 Last Day of Classes  
 December 16 Final Grades Due

## SPRING SEMESTER 2010

### January

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 11 Semester Begins  
 January 15 End of Add Period  
 January 18 Martin Luther King, J. Day (No classes)  
 January 25 End of Drop Period  
 January 31 Graduation Applications Due

### February

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February 5 Attendance Due  
 February 15 President's Day (No classes)  
 February 16 Professional Development Day for Staff & Faculty (No classes)

### March

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 8 -13 Spring Break  
 March 26 Midterm Warnings Due  
 March 29 Pre-Registration Begins for Summer & Fall

### April

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 8 Phi Theta Kappa Induction  
 April 9 Last Day to Withdraw from Classes  
 April 19 Patriot's Day (No Classes)  
 April 20 Professional Development Day (No Classes)  
 April 28 Student Leadership Ceremony

### May

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May 5 Last Day of Classes  
 May 7 Final Grades Due  
 May 15 Commencement at the Augusta Civic Center  
 May 17 Summer Session Begins  
 May 24 Memorial Day (No classes)

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## Our Community Commitment

The success of Kennebec Valley Community College is based on a commitment from all members of the community to abide by policies of the College, to respect each other, to act ethically, and to take responsibility for our own behavior.

Each student is responsible for knowing and understanding College policies because observance of rules and regulations is a shared responsibility among members of a community. The College community expects each member to act in a manner that ensures the rights, welfare, and security of all members.

The Student Handbook is published every year as a reference guide. While this information is accurate at the time of publication, the College may make necessary changes from time to time; students will be informed electronically by e-mail or on the College website. Additional College Policies and Procedures may be found in the College catalog and on the College's website.

This handbook is provided to students for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the College's discretion.



# Welcome to Kennebec Valley Community College!

## Mission Statement

The mission of Kennebec Valley Community College is to prepare students to achieve their educational, professional, and personal goals in a supportive environment inspired by shared values of responsibility, integrity, and respect.

## The Educated Person

An educated person possesses knowledge about self, about the world we live in, and the history that has led us to where we are. Beyond this knowledge, the educated person is a lifelong learner, seeking new knowledge wherever and whenever possible. This individual practices the skills of his or her profession in a conscientious, responsible, and accountable manner. In addition, this person possesses the communication and interpersonal skills necessary to speak and write clearly, effectively, and persuasively.

An educated person listens to others' ideas respectfully and thoughtfully and accepts or rejects them on the basis of clear and logical thinking. This person utilizes resources and technology to find information both personally and professionally. He or she possesses the analytical skills needed to solve problems and make decisions. As an involved member of the community, this person possesses values that enable him or her to show tolerance and respect for cultural, ethnic, and intellectual diversity.

Based upon the College's mission and its belief regarding educated people, Kennebec Valley Community College expects that its graduates will:

- function competently and responsibly as entry level members of their respective professions and trades;
- communicate clearly, effectively, and persuasively in both written and spoken word;
- utilize resources and technology as lifelong learners in pursuit of both their personal and professional goals;
- recognize opportunities for career advancement through transfer programs with other colleges and universities;
- solve problems and make decisions based upon logical thinking and analytical skills;
- respect cultural, ethnic, and intellectual diversity as involved members of their community.

## Accreditation Information

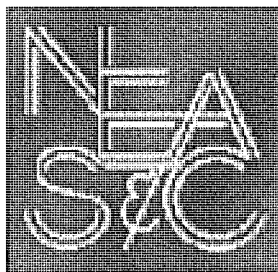
Kennebec Valley Community College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
Phone: (781) 271-0022  
E-mail: [cihe@neasc.org](mailto:cihe@neasc.org)



# Semester Checklist

*Start your semester on the right foot!*

## HAVE YOU...

- learned who your advisor is?**  
*Check your Student Access System (SAS).*
- checked your KVCC e-mail?**  
*This e-mail account is the official means of communication used by the College.*
- viewed your class schedule on the SAS?**  
*Need help logging into the system? Visit I.T. in Room 103, King Hall.*
- purchased your books?**  
*The Bookstore is open Monday-Wednesday 7:30 a.m. to 4:00 p.m., Thursday 9:00 a.m. to 6:00 p.m. and Friday, 9:00 a.m. to 3:00 p.m.*
- picked up your student ID?**  
*Visit I.T. in Room 103, King Hall.*
- picked up your parking sticker?**  
*You may pick up a parking sticker at the Reception Desk in the Frye Building. You will need your vehicle information.*
- viewed your financial aid folder in the Student Access System?**  
*Need help logging into the system? Visit I.T. in Room 103, King Hall.*
- viewed your student account (bill) in the Student Access System?**  
*Need help logging into the system? Visit I.T. in Room 103, King Hall.*
- waived your student health insurance with the College or purchased the College's Health Insurance Plan?**  
*If you already have health insurance, you must sign a waiver form at the Business Office in the Frye Building.*
- provided the College with your immunization records?**  
*Visit Admissions in Carter Hall.*
- thought of ways to get involved on campus?**  
*Check out the website for the Office of Student Development [www.kvcc.me.edu/sa](http://www.kvcc.me.edu/sa)*
- found all 4 buildings on campus?**



**Stop by the information table in King Hall during the first week of school.**

**Show us your completed checklist and we will enter you in a drawing for one of two \$25.00 gas cards.**

## Tips for a Great Year!

### **Believe in Yourself!**

Having a “can-do” attitude and surrounding yourself with positive people will go a long way to helping you be successful in the classroom.

### **Attend Class**

A missed class results in missed notes, announcements, scheduled quizzes or exams. Attending class also includes your online classes. Set aside time each day to “attend” your online class.

### **Know Expectations and Classroom Policies**

Each class will be different, and your syllabus will outline expectations, classroom policies and grading practices for each class. Keep your syllabus handy for quick reference.

### **Use a Planner**

Keep track of due dates for exams, quizzes, homework assignments, papers, and projects. A planner will help to keep you organized!

### **Be an Active Learner**

Come to class prepared with reading and homework assignments complete. While in class, take notes, participate in class discussion, and ask questions.

### **Communication is Key**

If you are struggling with class material, or have been absent, talk to your teachers.

### **Study Smart**

Create a study space at home, find a quiet place on campus to study, and organize your study time with a plan for what needs to be accomplished. Use time between classes; always allow more time than you think you will need to complete a task, and remember to tackle difficult subjects first!

### **Seek Help**

Seek guidance from your teacher or advisor. Create your own study group, find a study partner, or seek help in the College’s academic support center: the Marden Center, Room 130, King Hall.

### **Know the College's Policies and Academic Requirements**

Familiarize yourself with College policies. Keep your Student Handbook and course syllabi handy so that you have important information available when needed. The College’s catalog and website contain additional information regarding College policies.

### **Make Wise Choices**

Making a wise choice means looking at the consequences of your decisions. What will the outcome be if you miss class for a week, come unprepared to class, or wait until the last minute to start a paper?

### **Make a Friend**

You may have a day when you miss class and need notes, need an answer to a question, a ride to school, or just need someone to talk to!

### **Set a Goal**

Setting goals for a particular class or for the semester will keep you on track.

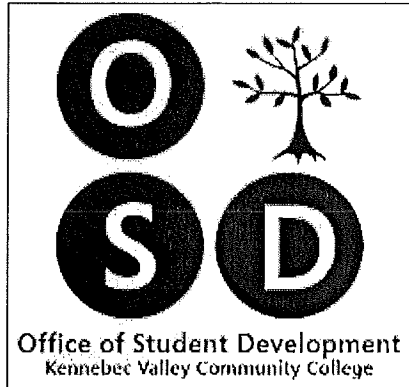
### **Sleep, Exercise, and Eat Well**

It’s easy to forget about taking care of yourself, but it is critical to your academic success. Park in the lower lot and walk to your building. Bring healthy snacks for between classes.

### **Get Involved**

Student Senate, Campus Activities Board, Student Clubs, Sports, and Service Learning offer great ways to meet other students. There are also a number of planned events and activities that occur throughout the year designed just for you!

# Office of Student Development



The Office of Student Development (OSD) provides programs, services, activities, and events that encourage students to participate and be involved in co-curricular opportunities outside of their classroom experience.

Office of Student Development,  
Room 113 A, 453-5040  
King Hall  
[www.kvcc.me.edu/sa](http://www.kvcc.me.edu/sa)

**Branch Out!**  
**Get involved today!**

---

## Campus Center in King Hall

The Campus Center is where students may relax between classes, participate in a variety of activities, or just meet up with friends to have lunch. The Campus Center, which is being renovated in the summer of 2009, will offer comfortable seating, an e-mail kiosk, student photocopier, the Nautilus Center, ping pong and pool tables, a collection of card and board games, tables and chairs for studying and eating, and a projection screen for activities and presentations. The Campus Center is open from 7:00 a.m. to 9:00 p.m., Monday through Friday, and Saturday until 2:00 p.m.



*2009 "Can Due" Project  
sponsored by Student Senate*

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## Fitness Center

KVCC's fitness room offers cardio equipment to all students. There is no cost involved. Liability waiver forms are available on the website, and student IDs for access may be programmed at I.T. The hours for this facility are the same as those for the Campus Center.

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## Campus Activities Board

The Campus Activities Board (CAB) plans free and low cost events both on and off campus. This is a great opportunity for students to develop leadership skills and do some social networking!

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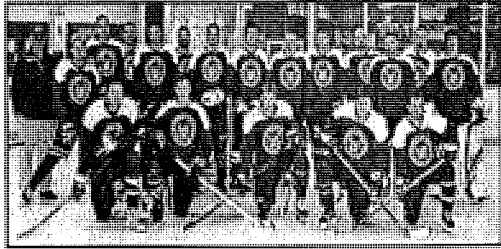
## Student Senate

Student Senate is the voice of the student body. The Senate brings student ideas, concerns, and issues to the College's Leadership. Elections for officers occur in the spring for the next academic year. General members are welcome to join any time.

*Students are welcome to join any time!*

---

**Experience is what you get when you didn't get what you wanted.**  
~Randy Pausch~



### **Intramurals/Club Sports**

In the winter of 2009, KVCC had its first club sport hockey team! We had a great season and look forward to next year!

Co-ed softball, basketball and golf club sports are also a great way for students to get involved. If you have a sport interest for something new, let us know!

Carter Gymnasium, also known as the Multi Purpose Room, is host to a variety of pick-up games and intramurals as well.

**GO LYNX!!!**

### **Leadership Opportunities**

Are you interested in attending a student leadership conference, participating in a community service project, or in developing your leadership skills? If you responded "yes" to any of these questions, e-mail the office to learn more [mgayne@kvcc.me.edu](mailto:mgayne@kvcc.me.edu)



*KVCC Students at the University of Maine's Student Leadership Conference*

### **Leadership Development (SOC108)**

A new course offering this fall (SOC108) will offer an exciting look into leadership theories and styles. The course will serve as a general, social science, or general education elective. Check it out!



### **Blood Drives**

Two community blood drives are sponsored by the Student Senate each academic year in the Carter Hall Multi-Purpose Room.

### **Student Clubs**

Student Clubs include many interests ranging from academic to social to spiritual. For a current list stop by the office, or ask about how to start a new student club!

### **Discounted Tickets**

Tickets for local shows and movies are available at a student discount rate. When available, a campus-wide e-mail will be sent to students. Check your KVCC e-mail often!

Chamber Advantage Discount Cards which offer discounts at local businesses are also available for students. Pick one up in the Office of Student Development in 113A, King Hall!

### **KVCC in the Community**

Whether it's Bowling For Kids Sake, the Polar Bear Dip, or lending a hand on campus and in the community, this is the office where you can find out about area projects. This office works with the Center for Civic Engagement to provide a database of available community resources where you can learn about volunteer or service learning projects.

### **New Student Orientation (NSO)**

NSO sessions are held each summer and winter for new students. Orientation Leaders (OLs) are always needed to help guide and mentor new students. Ask about these leadership opportunities.



*2008-09 OL Erin Corey*

Michelle Gayne, Director  
Office of Student Development  
King Hall, Room 113A, 453-5040, [mgayne@kvcc.me.edu](mailto:mgayne@kvcc.me.edu)

**August 2009**  
*Welcome to a new school year!*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	24	25	26	27	28	29
23	24				28	29
	24				28	29
30	31	<p><i>A "Welcome Table" will be set up in the King Hall lobby area from 8 a.m. to 6 p.m., Monday through Thursday, August 24 - August 27.</i></p> <p><i>Do you have a question? Having a tough time finding your way around? Faculty and staff are here to answer your questions!</i></p>				
	24				28	29
	24				28	29

**NOTES**

## Week of August 3

Monday, August 3		Thursday, August 6	
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		
Tuesday, August 4		Friday, August 7	
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		
Wednesday, August 5		Sat, Aug 8	Sun, Aug 9
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		

The person who gets the farthest is generally the one who is willing to do and dare.  
The sure-thing boat never gets far from shore. ~Dale Carnegie



## Week of August 10

Monday, August 10		Thursday, August 13	
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		
Tuesday, August 11		Friday, August 14	
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		
Wednesday, August 12		Sat, Aug 15	Sun, Aug 16
	8:00		
	9:00		
	10:00		
	11:00		
	Noon		
	1:00		
	2:00		
	3:00		
	4:00		
	5:00		
	6:00		

Everyone who got where he is has had to begin where he was.  
 – Robert Louis Stevenson

## Code of Conduct Highlights

*A complete copy of the Student Code of Conduct policy and procedures  
Is available on the KVCC website under Student Resources.*

To ensure a safe environment, students should be familiar with the Code of Conduct. The Code contains a set of principles and guidelines that define how students are expected to interact with one another on campus.

The purpose of the Code of Conduct is to establish an atmosphere of mutual respect for one another in the college community. The Code specifically applies to students and student clubs/organizations.



The Code applies to a wide range of behaviors including:

### **Fraudulent Conduct**

- Plagiarism
- Cheating
- Supplying false information to the College personnel

### **Conduct that disregards the welfare, health, or safety of the College community**

- Assault
- Harassment or intimidation
- False reports of fire or other dangerous conditions
- Possession or unauthorized use of weapons or other harmful devices
- Use, possession, sale, or distribution of alcoholic beverages or drugs
- Actions that produce mental or physical discomfort, embarrassment, or ridicule to any member of the College community
- Intentionally placing a person in reasonable fear of physical harm
- Loud or indecent behavior
- Parking violations

### **Improper use of property**

- Misuse, destruction, or unauthorized use of College property
- Unauthorized presence on College community property
- Violation of College computer use policies

**Students who violate this Code may be subject to one or more sanctions, (consequences) including:**

- Reprimand
- Probation
- Work or service
- Restitution
- Suspension or dismissal from the program
- Suspension or dismissal from the College
- Referral for criminal prosecution

## Resources and Services for Students

### Academic Affairs

**Frye Building, Room 103, 453-5119**  
**Monday–Friday 8:00 a.m. to 5:00 p.m.**  
Students may obtain official copies of academic transcripts, have transfer credits from other institutions evaluated, and register for non-credit courses. Undeclared students may add or drop courses in this office.

### Admissions

**Carter Hall, Room 219, 453-5131**  
**Monday-Thursday 8:00 a.m. to 5:00 p.m.**  
**Friday 8:00 a.m. to 4:00 p.m.**  
Immunization records are collected in the Admissions Office. Students may inquire about pre-requisites for admission to academic programs and dates for placement and admission tests such as the HESI, HOBET, and Accuplacer. Admission staff also advise undeclared students.

### Advising Services

**Advising, Career, and Transfer Center**  
**Carter Hall, Room 119, 453-5118**  
**Monday-Thursday 8:00 a.m. to 5:00 p.m.**  
**Friday, 8:00 a.m. to 4:30 p.m.**



Academic advising is a collaborative relationship between a student and an academic advisor who work together to develop meaningful educational goals. An advisor will assist with course selection and program planning.

### Assistive Technology

**King Hall, Room 130, 453-5084**  
**Monday-Thursday 8:00 a.m. to 7:00 p.m.**  
**Friday, 8:00 a.m. to 4:00 p.m.**  
The Mickey Marden Center for Student Success has several computers equipped with Assistive Technology:

- **Alphasmart Keyboard**  
A portable word processing keyboard.
- **Dragon Naturally Speaking**  
Turns voice into text on the screen.
- **Inspiration**  
Helps you brainstorm ideas, organize

thoughts, and create outlines.

- **Kurzweil 3000**  
Reads printed materials.
- **Plato**  
Enhances math, writing, science skills.
- **Soothsayer**  
Predicts words!

### ATM

An ATM is located in the lobby of King Hall.

### Bookstore

**King Hall, 453-5135**  
**Monday-Wednesday 7:30 a.m. to 4:00 p.m., Thursday 9:00 a.m. to 6:00 p.m. Friday, 9:00 a.m. to 3:00 p.m.**  
In addition to textbooks, study guides, and reference materials, the Campus Bookstore offers clothing, computer software, school supplies, and gift items. Other services available include UPS, FedEx, U.S. outgoing mail, fax and photocopies. The Bookstore remains open for extended evening hours at the beginning of each new semester.

### Bookstore Buy Back

The Bookstore has a continuous buyback, which is accessible online. A daily in-store buyback is also available. The best return for money spent is the end of each semester. The Bookstore may purchase textbooks to be re-used for the following semester at half of the new book price.

### Buker Center

**22 Armory Road, Augusta**  
**453-5800**

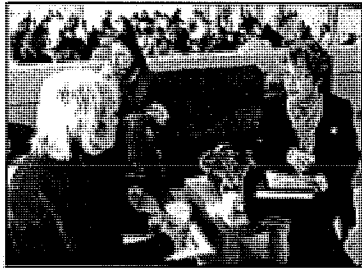
Buker Center is a satellite location in Augusta offering students the convenience to complete courses around a busy schedule and to perhaps travel less!

Students may check the credit course offerings listed on the website. You may refine your search to location, and select "Buker" to review the courses offered at the Buker Center.



**Business Office/Cashier**  
**Frye Building, Room 106, 453-5140**  
**Monday - Friday 8:00 a.m. to 5:00 p.m.**  
The Business Office is responsible for maintaining student financial accounts, billing, preparing financial aid refund checks, and answering any financial questions concerning a student's bill. A Business Office hold may be placed on a student's record if payment has not been received. Inquiries concerning specific information regarding the hold should be directed to this office.

**Café**  
**Frye Annex, 453-5181**  
**Monday-Thursday 7:00 a.m. to 7:00 p.m.**  
**Friday, 7:00 a.m. to 1:00 p.m.**  
The *Food for Thought Café* offers hot and cold food items, homemade selections, a full breakfast menu, and daily specials. The Café is open during the academic semesters, and is closed during vacations and the summer season.



**Campus Center in King Hall**  
**Monday - Friday 7:00 a.m. to 9:00 p.m.**  
**Saturday, 7:30 a.m. to 2:00 p.m.**  
The Campus Center provides a place for students to relax, participate in activities and events, or meet with friends. The Center offers comfortable seating, an e-mail kiosk, a student photocopier, tables and chairs, a collection of games, and a projection screen for activities and presentations.

**Career Services**  
**Advising, Career, and Transfer Center**  
**Carter Hall, Room 119, 453-5118**  
**Monday-Thursday 8:00 a.m. to 5:00 p.m.**  
**Friday, 8:00 a.m. to 4:30 p.m.**  
Choosing a major can be a difficult process. Individual career counseling is available, however we encourage students to take our one-credit Career Decision Making course. CDM 010 offers students the opportunity to take an in-depth look at the personal interests, skills, and personality traits that can lead them to the

right major and/or career path. Besides taking interest, personality, and work value assessments, students also have access to occupational research on quality websites/software.

Assistance with resume development, interview skills, and job searching strategies are also provided.

**Center for Civic Engagement**  
**Mark Kavanaugh, Director. 453-5189**  
**[mkavanaugh@kvcc.me.edu](mailto:mkavanaugh@kvcc.me.edu)**

The Center for Civic Engagement promotes and supports the development of Community Service through volunteerism and Service-Learning opportunities on and off campus.

- **Community Service (volunteerism)**  
The Center maintains a database of community agencies, and serves as a clearinghouse for volunteer opportunities both on and off campus.
- **Service-Learning**  
"Service-Learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-Learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community."

Campus Compact National Center for Community Colleges

**Child Care**  
**Frye Annex, 453-5183**  
**Monday - Friday 7:00 a.m. to 5:00 p.m.**  
**Appointments are also welcomed!**

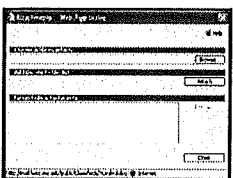
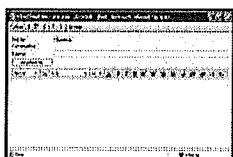
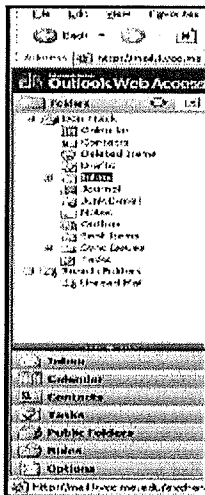
- **On-Campus Child Care Center**  
*Child care* is available for children ages 6 weeks to 3 years. The Center is located in the Annex and is open Monday through Friday, 7:00 a.m. to 5:00 p.m. The Center provides a safe, caring environment that integrates the components of nutrition, parental involvement, and family services. Contact the Center for an appointment.
- **Rural Child Care Initiative**  
Scholarships are available to assist with child care expenses. The awards are based on financial need and are awarded to students from specific rural locations. For further information contact the Financial Aid Office at 453-5160.

- **Child Care Subsidy Assistance**  
In some instances, students may be eligible to apply for child care subsidy assistance. Contact the Assistant Dean of Students at 453-5019 for further information.

#### Classified Ads

KVCC uses e-mail as its primary means of communication. In an effort to reduce unwanted mail, the College has a specific place for posting classified ads (selling books, etc.) for general community viewing. For selling books or posting to the KVCC community through the Classified Ads:

1. Log in to your e-mail.  
Click on folders in the left pane.
2. Click on Public Folders to expand its menu.
3. Click on "Classifieds."
4. Click on "New"
5. Type the details regarding your subject in the large textbox located under the Attachments button.
6. Type your topic name in the subject textbox.
7. If you have an image that you would like to attach click on the Attachments button.
8. Click on the Browse button.  
Find your file and double click on it.
9. Click the Attach button.
10. Click the Close button.
11. To complete the process, click the Post button.



#### Computer Labs and Kiosks

**King Hall, Room 106, 453-5001**

**Monday - Friday 7:00 a.m. to 9:00 p.m.**

**Saturday 7:30 a.m. to 3:30 p.m.**

- **Computer Labs**  
KVCC has one open computer lab with forty-four (44) computers located in Room 104, King Hall, a five (5) station computer lab located in the Marden Center in King Hall, and 24 computer

stations in Lunder Library. There are also instructional labs located in each building for specific programs of study.

- **Computer Kiosks**

Kiosk stations are located in each campus building, at the Teague Building, and at the Buker Center in Augusta for checking e-mail.

#### Disability Services

**King Hall, Room 130, 453-5084**

**Monday - Thursday 8:00 a.m. to 4 p.m.**

**Friday 8:00 a.m. to 3:00 p.m.**

Assistance with a documented disability is available to students who may require accommodations in order to access courses or campus events/activities. Students are encouraged to register in a timely manner with the Director of the Marden Center, Room 130, King Hall, 453-5084.

#### E-mail System

Each student is assigned a KVCC e-mail account which is the official means of communication on campus. Check your KVCC e-mail regularly for important dates and information. If you have difficulty logging into your e-mail, contact the Technology Department in Room 103, King Hall.

#### Emergency Medical Care

Twenty-four hour emergency medical care is available at MaineGeneral Medical Center and Inland Hospital in Waterville. These facilities are located within five miles of the campus.

#### Financial Aid

**Carter Hall, Room 221, 453-5160**

**Monday-Thursday 7:30 a.m. to 5:00 p.m.**

**Friday, 7:30 a.m. to 4:00 p.m.**

The Financial Aid Office processes federal and state financial aid. This includes grants, scholarships, loans, work-study, and Veterans' Educational Benefits. You may access your financial aid information by logging on to the Student Access System. For further information visit the website at [www.kvcc.me.edu/fa](http://www.kvcc.me.edu/fa)



### **Fitness Center**

**Campus Center, King Hall**

**Monday - Friday 7 a.m. to 9 p.m.**

KVCC's fitness room offers access to cardio equipment. Liability Waivers are available on the website, and IDs for access may be programmed at I.T.



### **Handbooks**

Students are expected to be familiar with the information contained in the Student Handbook as well as their program handbooks.

- **Student Handbook**  
The *Student Handbook* is printed each year. It contains the academic calendar and a yearly planner, outlines the Student Code of Conduct, and highlights important academic policies and procedures.
- **Program Handbooks**  
Several academic programs have additional program handbooks that outline policies and guidelines specific to a program of study.

### **Housing List**

A list of area apartments and room rentals is available online at [www.kvcc.me.edu](http://www.kvcc.me.edu). For further information, contact Admissions at 453-5160.

### **Library Services**

**Lunder Building, 453-5004**

**Monday-Thursday**

**8:00 a.m. to 9:00 p.m.**

**Friday 8:00 a.m. to 4 p.m.**

Lunder Library offers access to information resources and services in support of student academic work. Research assistance, online resources, and interlibrary loan services are available to all students. In addition to the 17,000-item collection housed on-site, students also have access via online requesting and courier van delivery service to 6 million additional items in the Minerva/MaineCat

consortium. Students may borrow materials from the three Colby College libraries, the Thomas College library, the Waterville Public Library, and the MaineGeneral Hospital library upon presentation of a valid KVCC student ID. Lunder Library offers for student use individual and group study areas, a 24 station computer lab (including printer), wireless internet access, and a student ID operated photocopy machine.

### **Loan Counselor**

**Carter Hall, Room 119, 453-5149**

**Tuesday, Wednesday, & Thursday**

**8:00 a.m. to 2:30 p.m.**

A loan counselor is available to provide information on all student loans and the required paperwork.

### **Lost and Found**

KVCC does not have an official lost and found location; however, if you have lost an item, contact maintenance in the building involved. If you are not able to locate the item, contact the Technology Department, Room 103, King Hall to place a campus wide e-mail.

### **Mail Services**

The Bookstore offers students the opportunity to purchase postage stamps and send outgoing mail. Mail leaves the campus daily. The Bookstore also processes inter-campus mail for students.

### **Mickey Marden Center for Student Success**

**King Hall, Room 130, 453-5084**

**Monday-Thursday 8:00 a.m. to 7:00 p.m.**

**Friday 8:00 a.m. to 4:00 p.m.**

The Marden Center is an integral part of the campus community and provides a range of free services for all students.

The Center provides peer tutoring in many subject areas and houses a small computer lab with assistive technology, and a lending cupboard provides the opportunity to borrow a calculator, tape recorder, or a word processing keyboard.



Contact the Marden Center at 453-5084 for further information.

### **Parking on Campus**

All student vehicles must display a parking sticker in the lower right hand corner of their windshield. The cost is \$25.00 per academic year; \$1.00 for additional stickers (up to 3 stickers per student). There are designated areas for student parking. Parking in fire lanes, parking for individuals with mobility impairments, or failure to display a parking sticker will result in a ticket with financial consequences. **See page 88 for the complete Vehicle Parking Policy.**

### **Personal Counseling**

Personal counseling is available through a referral process to a licensed practitioner in the Fairfield community, and is based on a student's insurance. Contact the Assistant Dean of Students at 453-5019 for further information.

### **Phones**

- **Courtesy phones** are located in each building and may be used to place **internal or local calls**. A list of internal campus phone numbers, and phone exchanges that may be accessed as local calls, are located near each courtesy phone. The Teague Building does not have a courtesy phone.
- **Emergency Phones** (red) are located in stairwells and elevators in Carter and King Hall with a direct link to the Fairfield Police Department.
- One **Pay Phone** is available on the first floor in King Hall.

### **Photocopying**

There is a photocopy machine in the Campus Center in King Hall that is a coin operated machine (\$.10 per copy).

Lunder Library also has a photocopy machine which may be used with a student ID. The cost is also \$.10 per page but is billed to your student account (bill).

### **Printing on Computers**

All student will be charged \$.10 per page for printing. Students can view their print count (pages printed) in the Student Access System (SAS) at any time during the semester. The SAS is updated every 15 minutes. Billing occurs the 15<sup>th</sup> of each month.

### **Research Mentors**

Tutors, who have received extra training from Lunder Library staff, are available to help with research-based writing assignments. A sign-up sheet is available at the circulation desk in the library.



### **Scholarship Information**

**Carter Hall, Room 221, 453-5121**

**Monday - Friday 8:00 a.m. to 4:00 p.m.**

A list of available scholarships and due dates may be found on the Financial Aid website [www.kvcc.me.edu/fa](http://www.kvcc.me.edu/fa)

### **Student ID Card**

**King Hall, Room 106, 453-5001**

KVCC students are issued a picture ID through the Technology Department at the beginning of their educational experience.

- A *student ID* is required to gain access to all computer labs, to borrow library materials, and to purchase select software from the Bookstore.
- There are discounts at local businesses for students with a valid ID.
- A student ID may be used to make photocopies in Lunder Library which will be charged to the student's account (bill).
- A replacement fee of \$5.00 must be paid at the time you receive your ID.
- As an undeclared student, a fee of \$5.00 is also due at the time you receive your ID.

### **Technology Help Desk**

**King Hall, Room 106**

**Monday - Friday, 5:00 a.m. to 11:00 p.m.**

**1-888-528-5822 or 453-5079**

Technology assistance with e-mail accounts, online courses, or accessing student information through the *Student Access System* is available.



### Transportation

- Through the **Student Access System**, you may access a car pool database which will allow you to either give a ride or get a ride! Contact IT for technical issues, or the Office of Student Development, Room 113A, King Hall, 453-5040, for further information.
- **KVCAP Transportation Program** has a fixed route public transportation program and the KV Van door-to-door program. Each service is designed to address the transportation needs of many community members and operates on a small fee basis. Contact 1-800-542-8227 for further information.



### Transfer Services

**Advising, Career, and Transfer Center**  
Carter Hall, Room 119, 453-5082  
Monday-Thursday 8:00 a.m. to 5:00 p.m.  
Friday 8:00 a.m. to 4:30 p.m.

Our Transfer Counselor can assist you in identifying colleges to attend, and support you in navigating the application process. Below are two programs unique to the Maine Community College System.

- **AdvantageU Program** is a statewide program that guarantees admission to Maine's public universities for students enrolled in the Liberal Studies degree at one of Maine's Community Colleges. With advising from the community college and the university, students are offered a seamless pathway to a baccalaureate degree.

Students should work closely with their KVCC academic advisor. For further information, contact 453-5082.

- **Exploring Transfer at Vassar College** offers a limited number of full scholarships to eligible students from Maine's community colleges for free five-week summer sessions. Experience liberal arts coursework in a stimulating environment with other community college students! For more information contact 453-5082.

### TRIO Student Support Services Program King Hall, 453-5013

TRIO - Student Support Services is a federal grant program that serves first generation, income eligible, and students with disabilities.



The TRiO Program at KVCC works with 180 students each year, helping them to:

- remain in college from semester to semester, and
- maintain good academic standing, and
- graduate and/or transfer to a 4 year college.

### Tutoring

**The Marden Center for Student Success,**  
King Hall, Room 130, 453-5084

Free peer tutoring is available in most subject areas. Students may register for tutoring or apply to be a tutor at [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas) Contact the Director of the Marden Center in King Hall for further information.



**You give 100% of yourself in the first half of the game,  
and if that isn't enough, in the second half of the game,  
you give what's left.**



## Communication Systems

### Blackboard

*Blackboard* is a software tool used in both online courses and as a means for enhancing course content. It is used in many courses as a means to conduct quizzing, supply course information, and to submit course work. Blackboard has a communication system (e-mail) which is a separate system from the official KVCC e-mail system.

### Campus Newsletters and Events Calendars

Newsletters and events calendars are created to provide students with important information, dates, and activities. These publications may be accessed in print or on the website at [www.kvcc.me.edu](http://www.kvcc.me.edu)

### E-mail Address

All students are issued a KVCC e-mail account. E-mail addresses consist of your first initial, your full last name, and [@kvcc.me.edu](mailto:jkvcc@kvcc.me.edu)

For example, Julie Hood's address would be [jhood@kvcc.me.edu](mailto:jhood@kvcc.me.edu). At times, you may be assigned a number with your name. If there are two (2) students with the same name, the second e-mail address will be [jhood2@kvcc.me.edu](mailto:jhood2@kvcc.me.edu)

### E-mail User Policy

The KVCC assigned e-mail account is the official means of communication with all students, faculty, and staff. All community members are responsible for all information sent via their KVCC assigned e-mail account.

Members who choose to manually forward mail from their College e-mail accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

All faculty, staff, and students are required to maintain an [@kvcc.me.edu](mailto:jkvcc@kvcc.me.edu) computer account. This account provides both an online identification key and a KVCC official e-mail address. ***KVCC sends much of its correspondence solely through e-mail.*** This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, and

correspondence between faculty, staff, and students. Such correspondence is mailed only to KVCC official e-mail addresses.

Faculty, staff, and students are expected to check their e-mail on a frequent and consistent basis in order to stay current with KVCC-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

### Emergency Messages

Please note that KVCC does not have a public address system. We are not able to page individuals. If there is a need to reach you for an emergency situation only, you may contact the Reception Desk in Frye at 453-5000. We will only be able to deliver messages to a scheduled classroom.

### School Cancellation & Text Blasting

KVCC has implemented a text messaging component for sending school cancellations and emergency messages. This reinforces the other means of communication on campus but is not meant to replace regularly checking the College website or your College e-mail for current messages. You may sign up for this service on the *Student Access System*, [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)

### Student Access System (SAS)

The Student Access System provides access to grades, class schedules, financial information, tutoring sign-up, and other important student information. Visit the College's website [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)



## Campus Safety

The College strives to maintain a safe and secure environment. There is bright lighting in parking areas, and there are emergency phones placed in the main areas of each campus building.

### **Campus Emergency Notification System**

In the event of a campus emergency, a wide variety of resources will be managed as one system in order to reach the largest collegiate and community audience concerning the nature of the event and the action required. These resources include text blasting, e-mail, public announcements in each space on campus, and tone alerts and public announcements to those exterior areas proximate to our buildings.

At the beginning of each semester emergency notification policies and procedures will be announced and reviewed with the campus community. These policies and procedures can be found posted in classrooms and on our website at [www.kvcc.me.edu/emergency](http://www.kvcc.me.edu/emergency)

### **Campus Crime Reporting**

All employees and students of KVCC are asked to report to a representative of the College any knowledge of crimes occurring on College property or property controlled (or used) by the College and/or student and employee organizations. Specific crimes covered by this policy include murder, rape, robbery, aggravated assault, burglary, motor vehicle theft, liquor law violations, drug abuse violations, and weapons possession. The College representative and/or student will report the crime to the Fairfield Police Department. The crimes listed above will be reported to and dealt with through standard police channels.

### **Campus Safety, Security & Crime Information**

The annual safety, security, and crime information document that complies with the Jeanne Clery Act is online at [www.kvcc.me.edu](http://www.kvcc.me.edu) This document contains information about statistics of reported crimes that occurred on campus

and on public property immediately adjacent and accessible to campus for the three previous calendar years.

It also has information about crime prevention, services, the Campus Sex Crime Prevention Act, disciplinary procedures, and reporting policies and procedures.

If you wish to receive a hard copy of the report, you may call the Office of Dean of Administration (207) 453-5123 the Muriel Frye administration building.

A federally mandated campus crime report is published annually through the KVCC e-mail system or may be obtained from the website.

### **Emergency (911)**

In an emergency, dial 9-911 from a campus phone or 911 from your own phone. State the nature of your emergency, your location, building, and your name.

### **General Assistance (660-2600)**

If you are in need of general assistance, would like an escort to your vehicle during evening hours, or need to report an unsafe situation, contact Maintenance at 660-2600.

### **Safety Whistles**

Safety whistles, with the general assistance contact number (660-2600), are available free of charge at the Bookstore.

### **Security Officer**

An evening security officer is available from 4:30 p.m. to 11:30 p.m., Monday through Thursday during the school year (September through May). ***Should you require assistance or need to report an incident or suspicious event, contact 660-2600. If the situation is an emergency, contact 911.***

The Security Officer is based out of the King Hall Lobby when he/she is not patrolling the campus.

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Phil Newcombe, Plant Engineer  
Room 132, King Hall  
660-2600

# College Policies and Procedures

*The following is a selection of College policies. The KVCC website contains a listing of College policies under Academic Information.*

## Academic Dishonesty

Students at KVCC are expected to be honest and forthright in their academic endeavors. Since the assignments, papers, computer programs, tests, and discussions of college course work are the core of the educational process, KVCC demands the strictest honesty of students in their various academic tasks. To ensure that the standards of honesty essential to meaningful academic accomplishment are maintained, the College set forth this policy that relates to all academic endeavors on or off campus (classrooms, clinical, and work sites). The College considers the following as types of academic dishonesty:

**Cheating** is an act of deception by which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered. Examples of cheating may include:

- Copying from another student's test paper
- Allowing another student to copy from a test paper
- Using the course textbook or other material such as a notebook brought to a class meeting, but not authorized for use during the test
- Collaborating during a test with any other person by receiving information without authority
- Using specifically prepared material during a test, (e.g. notes, formula lists, notes written on the student's clothing)

**Fabrication** is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include:

- Citing information not taken from the source indicated
- Listing sources in a bibliography not used in the academic exercise
- Inventing data or source information for research or other academic exercises
- Submitting as your own any academic exercises (written work, printing, sculpture, etc.) prepared totally or in part by another
- Taking a test for someone else or permitting someone else to take a test for you

**Plagiarism** is the presentation of someone else's words, ideas, or data as your own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific citation of sources in endnotes or footnotes. If verbatim statements are included, they must be set off by quotation marks. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.

## Academic Dishonesty Procedure

If a faculty member can reasonably demonstrate that a student violated the policy on academic dishonesty, the faculty member shall immediately inform the student and discuss the circumstances. The department chairperson shall determine that:

- no further action is necessary; *or*
- required work be resubmitted with appropriate changes; *or*
- the student will receive a failing grade on work submitted on the assignment.

In the case of a repeated offense, cheating on a final examination and/or plagiarism on a major project, faculty will notify the department chairperson, the Academic Dean, and the student of the intent to fail the student in the course for which the work was done. Documentation supporting the charge is to be available upon request by the parties concerned. The Academic Dean, having been informed of the case, may decide to suspend or expel the student. The Academic Dean will inform the student in writing of this decision.

## Academic Dishonesty Appeal Process

A student may appeal a decision of expulsion or suspension from the College. The student

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will have ten (10) days to appeal, in writing, a decision to suspend or expel. If the student decides to appeal the decision of the Academic Dean in cases dealing with suspension or expulsion from the College, the Academic Dean shall convene a review committee consisting of three (3) faculty members (two from the department involved) and two (2) students. The committee shall invite the student and the faculty member to address the suspension or expulsion but shall deliberate in private. If the review committee is convened, it shall make a written report to the Academic Dean. The report may recommend a sanction. The Academic Dean shall make the final decision regarding sanction and shall inform the student immediately.

### **Academic Dismissal**

Students will receive written notification of Academic Dismissal, and may appeal the dismissal decision, in writing, to the Vice President/ Academic Dean. The appeal will be presented to the Academic Standards Committee. If the appeal is granted, the student will be placed on **Academic Probation** for the next semester. If the appeal is not granted, the student may repeat failed courses as a non-matriculated student (not in a specific program of study). After successful completion of those courses, the student may reapply to their program. If dismissed, the student's permanent record will carry the words **Academic Dismissal**.

Matriculated students will be dismissed for failure to earn the minimum acceptable **cumulative grade point average**, as follows:

- GPA of 0.50 or less for 6 to 11 attempted credit hours;
- GPA of 1.50 or less for 12 to 23 attempted credit hours;
- GPA of 1.74 or less for 24 to 35 attempted credit hours;
- GPA of 1.90 or less for 36 to 47 attempted credit hours; *or*
- GPA of 1.99 or less for 48 attempted credit hours

### **Academic Probation**

Academic Probation is a means of alerting students who are in academic jeopardy that they must show academic improvement in order to remain matriculated in their current program of study. Any student placed on probation must receive a GPA of at least 2.0 during the next semester or risk academic dismissal. Probationary status is removed once a student earns grades of good standing. Students placed on probation will receive written notification of their probationary status. In addition, the student's permanent record will carry the words **Academic Probation**.

No student will be allow more than two consecutive semesters of probation.

Students are placed on academic probation if their **cumulative grade point average** falls into one of the following ranges:

- No probationary status assigned for 1-5 credit hours;
- GPA of 0.50 to 1.50 for 6 to 11 attempted credit hours;
- GPA of 1.51 to 1.74 for 12 to 23 attempted credit hours;
- GPA of 1.75 to 1.90 for 24 to 35 attempted credit hours; *or*
- GPA of 1.91 to 1.99 for 36 or more attempted credit hours.

### **Academic Warnings**

Grades will be reviewed at mid semester. ***This specific date for each semester is noted on the Academic Calendar located on page 2 of this handbook and on your monthly calendars.*** A student whose grade is less than a "C" or whose performance is unsatisfactory or incomplete may receive an academic warning. This is an official part of the student record. Students receiving an academic warning will receive a letter from the Academic Dean. Students are encouraged to meet with their academic advisor and the faculty member and who assigned the warning grade to discuss the difficulty in detail.

### **Accident and Health Insurance Plan**

KVCC offers all students enrolled in 9 or more credits basic insurance coverage. The plan provides students with 12 months of coverage for accidents and sickness up to \$8,000.00. The premium is serviced by Cross Insurance and underwritten by Commercial Travelers.

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Benefits such as annual physicals, mammograms, pap tests, mental health counseling, prescription drugs, as well as many types of surgery are covered. The usual coverage is 70%. In the case of surgery due to an accident, there is usually 80% coverage. Students in Health Programs may receive coverage for immunizations (up to \$500).

Enrollment is automatic and is included on your account. A waiver card must be completed at the Business Office by September 12th (fall semester) or January 30th (spring semester) to opt out of the coverage. Once enrolled, a student may not cancel the insurance. Coverage continues until the policy expires. Contact the Business Office at 453-5140 for further information.

### **Accident Reporting**

If a student is injured on College grounds, he/she must complete an Accident Report form, available in the Business Office. This is necessary before College insurance forms can be completed. All claim forms and bills must be coordinated with the insurance carrier as there are deadline requirements for processing claims and receiving benefits. Twenty-four hour emergency medical service is available at MaineGeneral Health Waterville Campus and/or Inland Hospital, both located within five miles of the campus. Contact the Business Office at 453-5140 in the Frye Building.

### **Adding, Dropping or Withdrawal from Courses**

There are specific times during a semester when a student may add, drop, or withdraw from a course. These dates are published in the College's Academic Calendar located on the front inside cover of this Handbook, and on the College's website.

Students who do not officially drop or withdraw from a course (s) assume all academic consequences and the financial obligation for tuition and fees. Non-attendance of classes is not considered a withdrawal and jeopardizes the student's academic record and eligibility for refunds or financial aid. Students who stop attending classes will receive a grade of "AF." This grade will be figured into the grade point average (GPA).

### **ADDING A COURSE:**

Courses may be added only during the first five (5) class days of a semester on a space available basis. To add a class, students are encouraged to see their academic advisor. Students who have completed 15 credits may add classes through the Student Access System ([www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)).

### **DROPPING A COURSE:**

During the first ten (10) business days of the fall or spring semester, courses may be dropped and no grade will appear on the student's transcript. Students may drop a course prior to a semester starting by logging into the Student Access System ([www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)). Once a semester begins, students must contact their Academic Advisor to drop a course.

### **WITHDRAWAL FROM A COURSE through the 12th week of a semester:**

The withdrawal period extends from the beginning of the third week (end of the drop period) in a semester through the 12th week of fall and spring semesters. Summer sessions vary in length and these dates are not applicable. Contact the Academic Affairs Office in the Frye Building for specific information regarding the appropriate withdrawal dates for summer sessions.

- A student may withdraw from a course only during the semester in which he/she is registered for a specific course.
- Students are encouraged to discuss a withdrawal with their academic advisor as it may impact their progression through an academic program.
- A grade of "W" will appear on a student's transcript and will not be used to calculate a student's grade point average (GPA).
- There will be financial consequences associated with withdrawing during this time frame. Students should contact the Financial Aid Office (if the student receives aid) and the Business Office for specific information regarding withdrawal.

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- A withdrawal from a course is counted as a course attempted but not completed, and will adversely impact your satisfactory progress as defined by Financial Aid. This, in turn, can have adverse financial aid consequences. When withdrawing from a course, students receiving aid should contact the Financial Aid Office to discuss the financial consequences and the impact this withdrawal will have on satisfactory academic progress.

**SPECIAL CIRCUMSTANCE WITHDRAWAL after the 12th week:**

In extraordinary circumstances, a withdrawal from a semester may be granted after the 12th week in a semester, and a grade of "W" will appear on the student's transcript. It will not impact the student's grade point average (GPA).

- An extraordinary circumstance may involve a serious medical condition, serious illness for student or student's family, or the death of a family member. Documentation must be provided.
- Students requesting withdrawal status after the 12th week in a semester will be referred to the Assistant Dean of Students, King Hall, Room 126B. A Special Request Form is completed, the last date of attendance is recorded, written documentation is gathered, and faculty is notified. The form and all accompanying documents will be forwarded to the Academic Dean for consideration.
- There will not be a refund of tuition or fees.
- **Grievance Procedure for Denial of a Request to Withdraw:**  
Should the request for withdrawal be denied, the student will be notified in writing by the Academic Dean. If a student receives a denial to their request to withdraw from a course(s) in a given semester, the student must, within 10 days, respond in writing to the Academic Dean. The Academic Dean will present the Special Request Form, supporting documentation, and the letter from the student to the Academic Standards Committee for consideration. The student may be asked to attend the Academic Standards Committee meeting to clarify information. The student will be notified in writing of the decision of this Committee. The findings of this Committee are final.

**Attendance in Class**

Students are expected to attend all classes, lab periods, and fieldwork regularly and to arrive promptly. The faculty and administration of KVCC believe that unauthorized, and excessive absenteeism or lateness reflects directly upon the reliability of a student and can be an indicator of how the student will perform on the job after graduation. The design of programs at the College renders lost time virtually impossible to make up. For these reasons, the College has adopted the following policy:

- Each faculty member takes attendance and keeps records.
- Faculty have individual attendance policies. Check each course syllabus.
- If absent, it is the student's obligation to check with the faculty member on the first day back for any work missed or to be made up.
- If a student experiences a major illness requiring an absence of several weeks, he/she may be unable to complete course(s). It is imperative that the student (or a designee) notify the faculty member.
- If the faculty member or a substitute is not present fifteen minutes after the scheduled beginning time, the class will be cancelled. When a faculty member is not present, students should report this absence to the Academic Affairs Office, Room 103, Frye Building.

**Building Evacuation**

At the sound of an alarm or other indication of emergency conditions, you must immediately leave the building.

1. Every classroom has a primary and secondary escape route posted on the wall near the doorway.
2. DO NOT use the elevators.

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3. Please evacuate in an orderly manner. Do not run. Do not return to your lockers or classroom. Take all personal belongings with you when leaving the building.
  4. If you are last to leave a classroom, turn off the lights and close the door.
  5. After leaving the building, join your class at the designated common collection point at least 200 feet away from the building. Please do not block roadways as emergency personnel will be arriving.
  6. Remain at the common collection area until all members of your class have been accounted for. Your faculty member will let you know when you may leave.
  7. If you are an individual requiring assistance, a faculty or staff member will assist you or escort you to a collection point where emergency personnel will assist you. The collection points for King Hall are located in the stairwells at the ends of hallways, and the collection point for Carter Hall is the stairwell leading to Admissions.
  8. Do not re-enter the building for any reason until cleared by official personnel.

### **Copyright Policy**

The Copyright Act limits the rights of the copyright holder by allowing students, researchers and faculty to use, without express permission, copyrighted materials "fairly." In determining whether the use of a work in any particular case is a fair use, you must consider the purpose and character of the use; the nature of the copyrighted work; the amount of the copyrighted work; and the impact of the use upon the potential market for or value of the copyrighted work. For a full viewing of this policy, or for further information/clarification, contact the Director of Library Services at 453-5162.

### **Cancellation of Classes**

- **Faculty Cancellation**

If a class is cancelled by a faculty member, an e-mail message will be sent to students in the specific class. Students may also receive a text message by registering their cell phone number and carrier on the **Student Access System** [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)

- **Inclement Weather**

During winter months, school may be cancelled as weather dictates by 6:00 a.m. for day classes, and 3:00 p.m. for evening classes. Announcements indicating cancellations will be made on local television, radio stations, the College website and will be noted on the main phone line, 1-800-528-5882 or 453-5000.

KVCC has implemented a text messaging component for sending school cancellations and emergency messages. This reinforces the other means of communication on campus but is not meant to replace regularly checking the College website, or your College e-mail for current messages. You may sign up for this service on the *Student Access System*, [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)

- **Off Campus Locations**

Cancellation of classes due to inclement weather is posted on the website and text messages are sent if cell phone information has been provided to the College on the Student Access System [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas) Locations affected will be contained within the postings.

If a KVCC course is hosted at another facility, their cancellation will take precedence over KVCC's. For example, should Skowhegan High School cancel evening classes, KVCC classes held on that evening at Skowhegan High School are cancelled.

### **Cell Phone Use**

Many faculty have adopted a policy on cell phone use in their classroom and outline their expectations in the course syllabus. In general, students are asked to NOT use cell phones in the classroom. If you are expecting an emergency call, place your phone on vibrate and leave the classroom to take your call. Playing games, checking your voice mail, text messaging, or accepting calls during class impacts the entire class.

### **Children on Campus**

Due to the concerns for the safety of children and for the quality of class sessions, the following policy concerning children on campus has been adopted:

- Children are not allowed in class sessions.
- Children must be supervised at all times while on campus.

- Children may not be left in the Library, Campus Center, Marden Center, Computer Labs, or in any other campus area while parents attend class.
- College personnel do not supervise children.

### Disciplinary Probation

Students may be placed on disciplinary probation by the decision of the disciplinary officer, or the Disciplinary Review Committee, when a flagrant disregard for school regulations occurs. If the conditions of the probation period are not met, or when there are additional disciplinary problems, dismissal from the College can result. A complete copy of the **Student Code of Conduct** is available on the website under *Student Resources*. The Code outlines the policy and procedures regarding disciplinary probation.

### Double Major

Students may matriculate in only one program at a time. Following completion of the program, students may be considered for admission to another program. Exception to this policy will be granted only with the approval of the Department Chair and the Vice/President/Academic Dean. Consultation with Financial Aid, if applicable, must also occur.

### Financial Aid Exit Interviews

Students receiving federal loans who graduate or drop below six (6) credits must complete a loan exit interview. For an appointment, students should contact 453-5149. Failure to complete the loan exit interview will result in a hold being placed on a student's transcripts.

### Financial Aid Satisfactory Academic Progress (SAP)

In order to continue receiving federal and state financial aid, students must make satisfactory academic progress (SAP). This is measured each semester by grade point average and by steady progress in earning credits toward a degree or certificate.

- Students must successfully complete 66% of the credits they attempt. Courses in which students receive grades of "W," "I," "AF" or "F" are not successfully completed.
- Students are allowed 150% of the normal time needed to complete their program. This is figured by computing one and one half times the number of credits needed for the degree, diploma, or certificate. For example, a student pursuing an Associate of Arts in Liberal Studies degree, which requires 62 credits to complete, can accrue 93 credits before running out of financial aid. The number of credits is computed based on the first degree/certificate program a student attempts, so switching degree programs will not increase the number of credits a student has before running out of financial aid, unless the student appeals. Satisfactory Academic Progress is calculated twice during the academic year. ***When it is clear that a student cannot mathematically complete an intended program within the 150% time with a SAP of 66%, financial aid may be suspended or cancelled.***
- Financial Aid awards are based on enrollment status for the courses needed within a specific degree or certificate program. In most cases, financial aid is not available for courses outside the intended program of study.

Students failing to make satisfactory academic progress may be placed on financial aid probation, or their eligibility could be cancelled, suspended, or restricted. Students have the right to appeal suspension of their financial aid based on extenuating circumstances such as illness, a death in the family, disability or other hardship. Appeal forms are available in the Financial Aid Office. Students are urged to read the entire Satisfactory Academic Progress Policy on the KVCC website, [www.kvcc.me.edu/fa](http://www.kvcc.me.edu/fa)

### Grading Letter System and Grade Reports

KVCC utilizes a grading system based on letter grades. Letter grades also have numerical values which are used to calculate your GPA (grade point average).

The usual scale used at KVCC is:

A	95 - 100	4.00 grade points per credit hour
A-	94 - 90	3.67 grade points per credit hour
B+	87 - 89	3.33 grade points per credit hour
B	83 - 86	3.00 grade points per credit hour
B-	80 - 82	2.67 grade points per credit hour
C+	77 - 79	2.33 grade points per credit hour



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C	73 -76	2.00 grade points per credit hour
C-	70- 72	1.67 grade points per credit hour
D+	65-69	1.33 grade points per credit hour
D	60 - 64	1.00 grade points per credit hour
F	Below 60	0.00 grade points per credit hour

**Your faculty may or may not use this system.** Departments, programs, and disciplines reserve the right to modify grading policies to best suit individual courses and programs. For this reason, it is essential that students refer to each course syllabus for the grading policies used by individual faculty.

Only letter grades are recorded and issued at the end of the semester. **Grades are NOT mailed** to the home of the student or reported over the phone. To access your grades, log on to the **Student Access System** located on the College's website, [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)

### **Graduation Requirements**

Students who have a 2.0 cumulative average and are within six (6) credits of meeting program graduation requirements may participate in graduation activities. Degrees, diplomas and certificates will not be released by the College until all obligations (academic and financial) are met.

#### ***To meet graduation requirements, students must:***

- successfully complete all courses in their associate degree, diploma or certificate program; and
- attain a 2.0 cumulative GPA; and
- complete at least 25% of their credit hours directly at KVCC.

### **Academic Grievance Procedure**

When a question or difference arises between a faculty member and a student concerning a final grade, the following procedure will be followed:

1. Within one week of receiving a grade, the student must make an appointment and meet with the faculty member involved to discuss the action, bringing any relevant materials such as course outline, originals, or copies of papers, lab reports, themes, and examination grades.
2. Within one week of meeting with the faculty member, if not satisfied at Step 1, the student must write a statement describing the exact nature of the appeal to the chair of the department responsible for the course in order to appeal the action. It is the student's responsibility to bring all relevant evidence in his or her possession to the Department Chair. If some materials needed as evidence have not been returned by the faculty member during the semester or are unavailable, it is incumbent upon the student to request that the Department Chair secure such evidence prior to the meeting. The Department Chair will meet with the student within three days of receipt of written statement.

If the grading faculty member is still employed by the College, the chair's authority is limited to reviewing the evidence and advising the faculty member (within three days of meeting with the student) that a grade change may be in order. The student will be notified on the following day. If the faculty member is no longer employed, the chair may recommend a change of grade. Such a recommendation is submitted and then reviewed by the Academic Standards Committee for final action within three days. The student will be informed that day.

3. Within one week of meeting with the Department Chair, if the student is not satisfied with the action of the Department Chair and still wishes to pursue the matter, then the student must make an appointment to discuss the action with the Academic Dean. The student and the Academic Dean will meet within three days of the student's request for an appointment.

The Academic Dean will meet within three days with at least one member of the Academic Standards Committee to decide whether or not there is enough evidence to call a meeting of the Committee for the purpose of holding a hearing. The Dean then advises the student and committee members the next day as to whether or not a hearing

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will be held. The Committee will meet within one week of notification to the student.

If such a hearing is to take place, all parties involved are notified at least one week in advance. In this notification, the student is advised as to the rules and procedures to be employed during the hearing. The student must be present and must bring all evidence pertaining to the grade to this meeting. The Committee may also request that the faculty member be present.

The Committee's decision is forwarded to the Academic Dean the following day. The Academic Dean informs the student in writing of the decision and all conditions within three days. The decision by the Committee is final.

## **Honors**

- **Dean's List**

The Dean's List is prepared at the end of fall and spring semester. The list is comprised of the names of matriculated students (students in a program of study) who are registered for nine (9) or more credits and whose GPA is 3.50 or higher for that semester. Students with incomplete grades are not included on the Dean's List.

- **Honor Cords**

Gold honor cords are worn at graduation when students meet the academic requirement:

- Students earning a GPA of 3.50 to 3.699 are designated as graduates with honors and receive a gold cord at graduation.
- Student earning a GPA of 3.70 and higher are designated as graduates with high honors and receive two gold cords.

- **Phi Theta Kappa National Honor Society**

Phi Theta Kappa recognizes and encourages scholarship and fellowship among two year college students through academic achievement and community service. An invitation to membership is extended by the College to students who have completed 12 semester credit hours of associate degree work, with a cumulative GPA of 3.5 or higher, and who adhere to the Student Code of Conduct, are invited to join this honor society. Contact 453-5013 or 453-5083 for further information.

## **Incomplete Grades**

Students should refer to the course syllabi for individual faculty policies regarding the use of incomplete grades in a particular course.

Students are expected to complete all prescribed course work during the semester in which the course is taken. In extenuating circumstances, a grade of "incomplete" may be given to a student who has nearly completed the requirements of the course. Students must first request prior approval from the faculty member. If granted, a student has two weeks into the next semester to complete the missing requirements. An appropriate grade will then be awarded.

In extenuating circumstances only, a student may petition the faculty member and Academic Dean for an extension to a time completion agreed upon by the student, faculty member and Academic Dean. If no arrangement is made and no activity is done, the graded will revert to an "F".

## **Individuals with Disabilities**

The College is committed to assisting qualified individuals with disabilities to achieve their educational goals, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. While the College is ready to provide reasonable accommodations, students are responsible to request accommodations as soon as they become aware of the need for the accommodations. Documentation of the disability and the need for the requested accommodation must be provided. For information regarding the required documentation, contact the Director of the Marden Center at 207-453-5084 or toll free 1-800-528-5882, extension 5084.

- **Course Accommodation Procedure**

As a student with a documented disability, you may request appropriate

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accommodations. A student must disclose the disability, provide appropriate documentation from a qualified professional, and make the request to the Director of the Marden Center, Linda Clutterbuck 453-5084, King Hall, Room 130.

- **Grievance Procedure**

When a question or concern regarding access or an accommodation arises and the student and the parties involved are unable to resolve the issue, the student may contact John Delile, the ADA Compliance Officer, at 453-5123, Frye Building.

**Internet Acceptable Use Policy**

All use of the Internet at Kennebec Valley Community College must be consistent with the Maine Community College System's (MCCS) "Acceptable Use Policy" regarding the use of computer networks. The primary goal of the MCCS policy is to "support and enhance the educational and research activities of MCCS by providing access to additional resources, both internal and external to the MCCS, and extending the opportunity for collaborative work."

Specifically, the KVCC Acceptable Use Policy stresses the following points:

- The use of the Internet is a privilege, not a right, and as such, all access must be consistent with the MCCS primary goals. It is the responsibility of every user to adhere to the Acceptable Use Policy of the MCCS.
- Any use of the Internet for unlawful purposes is prohibited, including transmission of any material in violation of any international, federal or state regulations such as threatening or obscene material, copyrighted material or trade secrets.
- It is not acceptable to use the Internet to interfere with or disrupt network users, services, or equipment, nor is it acceptable for an individual to access information or resources unless permission to do so has been granted by the owner or holders of rights to those resources.
- All individuals accessing the Internet must do so in accordance with the priority of use policy stated below.

The first priority for use of all computers is for academic purposes. A student using a computer to access the Internet for non-academic purposes may at any time be asked to stop if another student is waiting to use a computer for academic purposes. There is a one half hour, per session, limit on all computers. This will be strictly enforced when lab areas are full. Any for-profit use of this Internet connection is strictly prohibited. Any user who does not adhere to the Internet Acceptable Use Policy will have his/her access terminated.

**Intoxicating Beverages and Drugs**

The possession and/or use of alcohol and drugs is strictly prohibited on campus grounds. Violation of this rule may provide grounds for dismissal.

A pamphlet, developed in compliance with the Federal Drug Free Schools and Community Act and the Drug Free Workplace Act, provides information regarding substance abuse prevention. This pamphlet is intended to provide only general information regarding the nature and penalties under Maine law. This pamphlet is given to students at New Student Orientation and First Year Community Day and is also available on the KVCC website. The Maine Community College System encourages students to take the time to read and understand the information contained in this pamphlet and to do their part in helping to maintain a safe and drug free environment throughout the Maine Community College System.

**Library Policies**

Replacement cost for non-returned or damaged books is the replacement cost of the book plus a twenty dollar \$20 handling fee. Student transcripts and registration will be held until payment is received.

**Maximum Allowable Credits**

Students may register for a maximum of 18 credits in one semester without the prior permission of her/his Department Chairperson and the Vice President/Academic Dean.

**Online Registration**

Upon successful completion of 15 credit hours, students may register for classes utilizing the College's online registration system. Students may log on to the *Student Access System*

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to complete their registration. Students are strongly encouraged to confirm their class selections with an advisor prior to registering. Students who do not wish to use this online option may meet with their academic advisor to register for courses.

#### **Payment Plan**

The College offers a payment plan for those students enrolled in six (6) credit hours or more. There is a \$25.00 fee per semester. Contact the Cashier's Office in the Frye Building for further information.

#### **Payment of Student Account**

Payment of tuition and fees is expected prior to the start of a semester. The Fall 2009 date is August 10, 2009 and the Spring 2010 semester payment date is December 15, 2009.

Students who have not paid the balance of their bill, completed and been awarded financial aid, or made a payment plan with the Business Office will be dropped from scheduled courses five (5) days after receiving the final notice of billing. Being dropped from classes may result in a waitlisted status or an inability to take your original courses. For information concerning the appeal process, contact Mike Bouchard, Frye Building, 453-5132.

#### **Program Completion Requirements**

A two-year program must be completed within a six-year period or less. Programs of one year must be completed in three years or less. This policy is subject to review by the Academic Dean and Department Chairs.

#### **Student Confidentiality**

The Family Educational Rights and Privacy Act (FERPA) provides students with certain rights with respect to their education records. They are:

- The right to inspect and review the student's education record within 45 days from the day the College receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official written requests that identify the record (s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's educational records that the student believes to be inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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Family Policy Compliance Office,  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605.

### **Student Right-to-Know Policy**

As mandated by the Public Law 101-542, the Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, the Higher Education Technical Amendments of 1991, KVCC student completion information may be obtained in the Admissions Office, Carter Hall, 453-5131. Information concerning crimes on campus is available from the Dean of administration, Frye Building, 453-5123.

### **Technology Policy**

The Technology staff is committed to providing information, technology hardware, and software to support academic excellence and personal growth. To achieve this, ten (10) computer labs are utilized to deliver both general education and program specific course offerings. All classrooms are equipped with high resolution data projectors to enhance presentations created by faculty and/or students. In addition, a monitored open lab provides students with access to the College's networked resources six days and five evenings a week in Room 106, King Hall.

- **Access to computer labs** requires a valid student ID. For policies, procedures, and information regarding the use and availability of computer labs, please see the *KVCC Computer Lab and Library Handbook*.
- **NO FOOD OR DRINK is allowed in the computer labs.**
- **Technical support** is available for assistance with Blackboard, logon difficulties, or online courses. Assistance is available from 5:00 a.m. to 11 p.m. by contacting the Technology Department at 1-888-528-5822 or 453-5079.

### **Tobacco Policy**

Kennebec Valley Community College is a tobacco-free campus. The College joins with the American College Health Association (ACHA) in supporting the findings of the Surgeon General that tobacco use in any form, active and passive, is a significant health hazard. KVCC further recognizes that second-hand smoke has been classified as a Group A carcinogen by the United States Environmental Protection Agency. KVCC acknowledges the Centers for Disease Control and Prevention (CDC) statistics that 70% of all smokers report that they want to quit smoking completely.

The intent of this policy is to eliminate exposure to second-hand smoke, provide an environment supportive of tobacco-free lifestyles, eliminate the risk of accidental fire, eliminate the health risks associated with expectoration from smokeless tobacco, and eliminate the environmental impact of cigarette litter. **The use of tobacco products on this campus is strictly prohibited, except within the confines of personal vehicles.** The sale, distribution, or advertisement of tobacco products is prohibited.

### **Transfer Credit**

Transfer credit may be awarded for coursework completed at another college. A grade of "C" or better achieved in courses that are comparable to ones offered in a student's program of study may be transferred. For further information, contact the Registrar in the Academic Affairs Office in the Frye Building.

### **Vehicle Parking Policy**

#### **Parking on Campus**

- All student vehicles must be registered. Students must apply for a parking permit (sticker) on the Student Access System ([www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)) Once the registration process is complete, students may pick up their parking sticker at the main reception desk in Frye.
- The cost for an initial parking sticker is \$25.00 annually and is billed directly to the student's account. Additional stickers (students may request up to 2 additional stickers) are \$1.00 each which must be paid at the Cashier's Office in the Frye Building prior to picking up the sticker.

- The sticker must be affixed to the lower right windshield area making sure the information is visible.
- Parking areas on campus are posted and all students are asked to respect the designated areas.
- All vehicles should be locked to prevent theft or vandalism, and any such incident should be reported to local police.
- No vehicle should be left in a campus parking area overnight (without prior permission from the Plant Engineer - 453-5036). Any vehicle left due to mechanical problems must be removed within 24 hours.
- The College reserves the right to revoke the permit or tow the vehicle if the privilege is abused.

**Parking Spaces for Students with Disabilities**

Designated spaces are located throughout the campus for students who have a designated license plate or a hanging placard (available at your local City Hall or Town Office).

**Parking Violations**

Parking tickets will be issued for the violations noted below. The fourth violation in an academic year will result in the vehicle being towed at the owner's expense. Student violators will be referred to the Disciplinary Committee for action under the Student Code of Conduct

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|---|----------|
| • Failure to display a valid parking sticker        | \$10.00  |
| • Parking in a Space for Students with Disabilities | \$20.00* |
| • Parking in a restricted area                      | \$10.00  |
| • Parking in a fire lane                            | \$15.00  |
| • Blocking a driveway                               | \$15.00  |
| • Parking in a "No Parking" zone                    | \$10.00  |
| • Occupying two (2) parking spaces                  | \$10.00  |

*\*The fine for parking in a space designated for students with disability is \$10.00 if ticketed by KVCC. If ticketed by Fairfield Police, the fine is \$100.00.*

**Weapons on Campus**

To minimize the chance of violence on the campus of Kennebec Valley Community College, employees, students, and guests are not permitted to bring weapons onto College property. A weapon is defined as any item, or combination of items or instruments, used for offensive or defensive combat or other means of contending against another individual.

**Withdrawal from the College**

Students withdrawing from the College must complete a withdrawal form available in the Academic Affairs Office in the Frye Building and on the website. The form must be signed by the student, their academic advisor, and Department Chair. The student is responsible for submitting this form as soon as possible.

For the purposes of calculating tuition refunds, the attendance period begins on the opening day of scheduled classes and ends on the date the withdrawal form is submitted to the Office of Academic Affairs. Students who meet the established criteria are eligible to receive tuition refunds as follows:

<b>Fall and Spring Semesters</b>	
Course cancelled by the College	100%
Official withdrawal within 10 class days	80%
Official withdrawal within 11-20 class days	50%
Official withdrawal after 20 class days	No refund
<b>Summer Semester</b>	
Course cancelled by the College	100%
Official withdrawal within 5 class days	80%
Official withdrawal within 10 class days	50%
Official withdrawal after 10 class days	No refund

No refunds are given for termination resulting from academic, disciplinary, or financial dismissal. Students who feel that individual circumstances warrant exceptions from the published policy may appeal in writing to John Delile, the Dean of Finance and Administration, 453-5123.

# Glossary

## **Academic Advising**

A collaborative relationship between a student and an academic advisor who is assigned to assist in interpreting degree requirements, selecting appropriate credit courses, and referring students to available resources. **To find your advisor, check the Student Access System.**

## **Academic Dismissal**

Matriculated students will be dismissed for failure to earn a minimum acceptable cumulative grade point average depending on the number of credits taken. This dismissal may be appealed to the Academic Dean.

## **Add Period**

Number of days after the semester begins during which you can add a class to your schedule. This date is noted on the Academic Calendar.

## **Associate Degree**

A degree earned upon completion of a requisite number of credits, usually around 60, in a particular field of study.

## **Blackboard**

Blackboard is a software tool that is used in both online courses and as a means for enhancing course content. It is used in many courses to conduct quizzing/testing and to submit work.

## **Challenge Exam**

Challenge examinations offer students the chance to earn college credit by demonstrating their college-level knowledge in a variety of subject areas. Some selected KVCC courses may be challenged; however, challenge exams may not be available for all courses. When an appropriate standardized national exam exists (CLEP, DANTEs, ACT, PEP), this exam will be required. See page 15 in the College Catalog for applicable criteria.

## **Certificate**

This is a credential awarded for completion of a specific educational program on completion of a requisite number of credits, between 12 and 36.

## **Commencement**

A graduation ceremony which recognizes graduates. Degrees, diplomas, and/or certificates are not awarded until all degree requirements have been completed.

## **Core Requirements**

These are specific courses required for graduation in each degree program. **Students are required to earn a 'C' or better in core classes.** In many programs, **ALL** classes are considered to be "core" classes and a grade of "C" must be achieved.

## **Co-requisite Requirements**

These are courses that must be taken at the same time as another course. These are noted in the program guides for each program.

## **Credit**

This is a unit of value that colleges assign to courses based on the time and work required to complete the course. Most one-semester courses are worth three credits.

## **Curriculum**

The combination of courses that make up a particular area of study. Courses are typically arranged in a sequence to build on learning from previous courses.

## **Drop Period**

Number of days after the semester begins during which you can drop a class from your schedule. This date is noted on the Academic Calendar.

## **Elective Courses**

Courses that are in addition to the core requirements of a program. Please check with your advisor to be sure you are taking the proper elective. There are a variety of electives required in different programs. A complete description of electives may be found on the Advising Website: [www.kvcc.me.edu/advising](http://www.kvcc.me.edu/advising)

## **FAFSA**

The Free Application for Federal Student Aid (FAFSA) is a required form that must be completed as the first step in applying for many types of financial aid. This application can be found at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or obtained at the Financial Aid Office.

---

**Full-Time Student**

Students registered for twelve or more credit hours in a semester.

**GPA**

Grade Point Average is the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. See the Advising Website [www.kvcc.me.edu/advising](http://www.kvcc.me.edu/advising) for details on how to calculate.

**Hold**

Students who owe immunization records, fees, or fail to return materials will have a business, library, admissions, or administrative hold placed on their account. This hold must be resolved before a student is permitted to register for further classes. If a hold is placed on their account, students should see an advisor or the office which placed the hold on their records.

**Immunizations**

All matriculated students born after 1956 are required by Maine State Law to show proof of immunizations for measles, mumps, rubella, diphtheria/tetanus. Additional immunizations are required in the Allied Health programs in order to meet the requirements of the clinical facilities.

**Matriculated**

A matriculated student is enrolled in a program at a college or university after meeting the academic standards required to be accepted for a course of further education.

**Online Classes**

Online courses are delivered through internet access. Many have required meeting times which are noted on a student's schedule. KVCC uses Blackboard as the tool to deliver these courses.

**Part-time Student**

A student registered for fewer than twelve credit hours in a semester.

**Pre-requisite**

A pre-requisite is a required course that must be successfully completed before enrolling for another course.

**Probation**

Students may be placed on academic and/or financial aid probation if their academic record does not meet minimum grade requirements or academic progress.

**Registrar**

The college official responsible for keeping records of such things as student enrollments, grades, and graduation requirements.

**Satisfactory Academic Progress (SAP)**

SAP is a measure used by Financial Aid. Students need to successfully complete 2/3 or 66% of their classes to achieve Satisfactory Academic Progress and to continue to receive financial aid.

**Service Learning**

Service Learning seeks to engage students in activities that combine both community service and academic learning. Because service learning programs are typically rooted in formal courses, the service activities are based on particular curricular concepts.

**Student Access System (SAS)**

Provides access to grades, unofficial transcripts, class schedules, advisor, billing, and other student-related information. Visit the College's website at [www.kvcc.me.edu/sas](http://www.kvcc.me.edu/sas)

**Syllabus**

A syllabus includes course objectives, reading and exam schedules, requirements for attendance, and a summary of the main topics of a course of study or class.

**Transcript**

An official transcript is issued by the College and contains a master list of the courses a student has taken, the grade earned, and the cumulative grade point average. Official transcripts can be requested from the Academic Affairs Office in the Frye Building. There is a \$3.00 fee for a transcript. Same day service or faxed transcripts cost \$10.00. Students can also print or view unofficial transcripts online through the SAS.

**Undeclared Student**

An undeclared student is one who is taking a class or classes but is not matriculated into any college program.

**Work Study**

Work study positions are available both on and off campus for students who are eligible as defined by Financial Aid. Students may earn money by performing job responsibilities and must be enrolled and attending College.



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**Be the change you want to see in the world.**  
~ Mahatma Gandhi

## Campus Phone Directory

### Administrative Offices

Academic Affairs	103 Frye	453-5119
Academic Dean	102 Frye	453-5117
Assistant Academic Dean	103 Frye	453-5127
Assistant Dean of Students	126B King	453-5019
Admissions	219 Carter	453-5131
Advising & Career Center	119 Carter	453-5118
Bookstore	131 King	453-5135
Buker Center	Augusta	453-5800
Business Office/Cashier	106 Frye	453-5140
Childcare Center	Frye Annex	453-5183
Computer Help Desk	106 King	453-5079
Computer Help Desk Toll Free	King	1-888-528-5822
Dean of Finance and Administration	Frye	453-5123
Early College for ME	204 King	453-5031
Financial Aid	222 Carter	453-5160
Food for Thought Café	Frye Annex	453-5181
Loan Counselor	119 Carter	453-5149
Lunder Library		453-5004
Mickey Marden Center	130 King	453-5174
Physical Plant	135 King	660-2600
Pulp & Paper	Teague	453-5805
President	104 Frye	453-5129
Registrar	103 Frye	453-5119
Student Development	113A, King Hall	453-5040
Teague Building	Off Campus	453-5804
Technology Department	106 King	453-5001
TRIO Student Support Services	128 King	453-5013

### Faculty Members

Bolduc, Marie	Education	244 King	453-5170
Clifford, Alex	Business	303 Carter	453-5159
Coombs, Earl	Science	236 King	453-5105
Davis, Paul (Skip)	Industrial Electrical	107 Frye	453-5112
Davis, Ann	Nursing	118 Lunder	453-5193
Davis, Steve	Precision Machine	100 Frye	453-5151
Dolan, William (Bill)	Applied Electronics	108 Frye	453-5111
Duren, Steve	English/Humanities	308 Carter	453-5022
Elias, Jody	Nursing	306 Carter	453-5173

Englehart, Kathy*	Math/Science	108 King	453-5192
Finlay, Lila	Nursing	120 King	453-5190
Fletcher, Greg*	Trades & Technology	111 Frye	453-5115
Fredette, Toni	Math	236 King	453-5185
Greene, Jacquie	Respiratory Therapy	207 King	453-5006
Guilmette, Juliette*	English/Humanities	307 Carter	453-5091
Hamilton, Karen	Nursing	217 King	453-5024
Harris, Judy	Biological Sciences	236 King	453-5158
Harvey, Jared	Math	151 King	453-5145
Heikkinen, Greg	Electrical Lineworker	108 Frye	453-5109
Henderson, Monty	Pulp & Paper	Teague	453-5805
Hepfner, Linda	Physical Therapist	129 Lunder	453-5142
Hickman, Ann	Medical Assisting	207 King	453-5005
Hirschfelt, Evie	Nursing	217 King	453-5168
Holden, Nicole	Math	151 King	453-5186
Hood, Scott	Computer Science	117 Lunder	453-5002
Joy, Suzanne (Sue)	English/Humanities	308 Carter	453-5139
Kavanaugh, Mark*	Social Sciences	306 Carter	453-5189
Larouche, Julie	Occupational Therapy	130 Lunder	453-5023
Larsson, Barbara *	Respiratory Therapy	108 King	453-5161
Luciano, Michelle	Radiologic Technology	126 King	453-5043
McCafferty, Mark	Communication	307 Carter	453-5138
Naber, Martha	Education	244 King	453-5198
Parker, Marcia*	Nursing	119 King	453-5167
Perez, Jesus (Ruben)	Sonography	209 King	453-5148
Poulin, Elizabeth (Liz)	Education	244 King	453-5125
Priest, Betsy	Radiologic Technology	126 King	453-5143
Sauter-Davis, Diane	Occupational Therapy	130 Lunder	453-5172
Shelley, Suzanne	Respiratory Therapy	207 King	453-5175
Stevens, Gary	Business	303 Carter	453-5102
Thompson, Annie	Nursing	120 King	453-5133
Ubert, Verla	Physical Therapy	129 Lunder	453-5147
York, Marjorie (Marge)*	Business	305 Carter	453-5104

### \*Department Chairpersons

### Adjunct Faculty

To contact an adjunct faculty member students will need to check their course syllabus for the voicemail number. Dial the main line for the College, 453-5000 or 1-800-528-5882, and enter the

## **Notice of Non-Discrimination**

*The Non-Discrimination policy and procedures is available on the KVCC website under Student Resources.*

Kennebec Valley Community College does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation and/or preference, disability, age or marital, parental or veteran's status in its programs and activities. Inquiries about the College's compliance with and policies that prohibit discrimination on, these bases may be directed to:

### **Affirmative Action Officer**

John Delle, Dean of Finance and Administration, Frye Building  
Kennebec Valley Community College, 92 Western Avenue, Fairfield, Maine 4937-1367  
Telephone: 207-453-5123  
Fax: 207-453-5010  
E-mail: [jdelle@kvcc.me.edu](mailto:jdelle@kvcc.me.edu)  
Internet: [www.kvcc.me.edu](http://www.kvcc.me.edu)

*and/or*

### **United States Department of Education Office for Civil Rights**

33 Arch Street, Suite 900  
Boston, MA 02110  
Telephone: 617-289-0111  
TTY/TDD: 617-289-0063,  
Fax: :617-289-0150,  
E-mail: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)  
Internet: <http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

*and/or*

### **Maine Human Rights Commission (MHRC)**

51 State House Station, Augusta, ME 04333-0051  
Telephone: 207-624-6050  
TTY/TDD: 207-624-6064  
Fax: 207-624-6063  
Internet: <http://www.state.me.us/mhrc/index.shtml>

*and/or*

### **Equal Employment Opportunity Commission,**

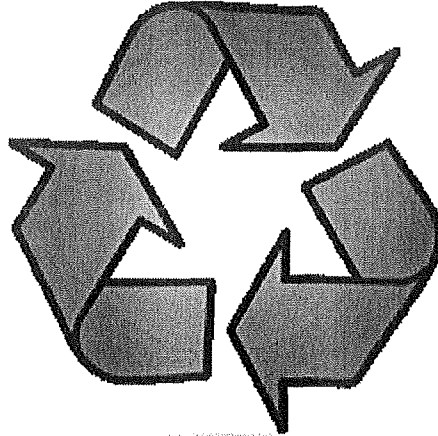
475 Government Center, Boston, MA 02203  
Telephone: 617-565-3200 or 1-800-669-4000  
TTY: 617-565-3204 or 1-800-669-6820,  
Fax: 617-565-3196  
Internet: <http://www.eeoc.gov/>

## **Notice to Students with Disabilities**

*The policy and procedures for Students with Disabilities is available on the KVCC website under Student Resources.*

In accordance with *Section 504 of the Rehabilitation Act of 1973* and *Title II of the Americans with Disabilities Act of 1990*, the College is committed to helping qualified students with disabilities achieve their individual educational goals. Upon receipt of documentation and a request for accommodation, the College provides to qualified students reasonable accommodations. Students with disabilities who are entitled to and are requesting reasonable accommodations must contact the Director of the Marden Center who coordinates disability services at (207) 453-5084 in accordance with College Policy and Procedure.

# Zero Sort Recycling



Zero Sort is a recycling program that makes recycling easier by allowing all material to go into one container. It encourages recycling by providing a means for you to place most common recyclables into one container.

While there are bins for returnable bottles and cans and food related items, you may put the following in one bin:

- Plastic containers that do not contain fuel products.
- Clean glass jars (Metal lids removed)
- Tin or aluminum cans (Lids removed)
- Cardboard
- Paper products

**We will do the rest!  
It's that simple!**

**Do your part to  
recycle, reduce and reuse.**





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## Student Right to Know

As mandated by the Public Law 101-542, the Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, the Higher Education Technical Amendments of 1991, KVCC student completion information may be obtained in the Admissions Office. Information concerning crimes on campus is available in the Dean of Student Affairs office.

### Get information

- Request Information
- Visit KVCC
- Admissions Prerequisite Chart
- Programs of Study
- Student Activities
- Admissions Step by Step
- Guidance Counselor Connection

### Applying

- Apply to KVCC
- Entrance Test
- Tuition and Fees
- Financial Aid
- Transferring to KVCC

### Helping you succeed

- Advising
- How to Choose a Major
- Student Resources & Support
- Transferring from KVCC
- Job Placement

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**Student Resources**

Kennebec Valley Community College offers many Web based and other resources. To go to the Student Access System click here. You may use these links to connect with your KVCC e-mail and your online courses in WebCT.

**Important Dates**

March 8-15 - Spring Break

**Course Offerings Schedule**

Credit Course Offerings

Professional Development

Course Offerings

**Cancellations**

Check here for class cancellations.

**Financial Aid**

Fill out your 2010-2011 FAFSA now!

Fill out your Enrollment Verification!

**college.gov**

Create your roadmap to college.

**Student Information**

- Publications and Academic Policies
- Dean's List
- Cancellations
- FERPA
- Student Right-To-Know
- Housing
- Maine Apprenticeship Program

**Student Support**

- Advising
- Bookstore
- TRIO Program
- Marden Learning Center
- Career Website
- Forms (Advising)
- Personal Support
- Student Development
- Disability Support Services

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**Publications and Academic Policies**

**Karen Normandin**

Dir. Educational Support Services  
 Student success is at the heart of our work here at KVCC. Learn more about the Marden Center for Student Success and our TRIO program today!

**TRiO**

**King Hall Room 126B**

Monday-Friday

8:00 am-5:00 pm

Ph: (207) 453-5019

(800) 528-5882 ext 5019

• [Campus Map](#)

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Check here for class cancellations.

**Financial Aid**

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**Student Information**

- [Code of Conduct](#)
- [Student Handbook \(PDF\)](#)
- [Alcohol & Drug Information \(PDF\)](#)
- [Computer Lab & Library Guide](#)
- [Student's Right to Know](#)
- [FERPA](#)
- [Disabilities Policy & Procedures](#)

**Student Support**

- [Request for Transcript \(PDF\)](#)
- [Request for Studies at Other Institutions \(PDF\)](#)
- [Request for Directed Study \(PDF\)](#)
- [Credit for Life \(Work\) Experience \(PDF\)](#)
- [Request for Change of Program \(PDF\)](#)
- [Withdrawal \(PDF\)](#)
- [Get Adobe Reader for PDF files](#)

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## Advising

The Advising & Career Center can be a great resource for students and faculty. Contact us directly if you need assistance at 1-800-528-5882 ext. 5118 (in state only) or 207-453-5118. We are located on the 1st floor of Carter Hall, Room 119.

### Jim Peacock

Director of Advising, Career & Transfer (A.C.T.) Center

Jim is available to assist you with developing an academic plan, and career or transfer advising.

### Advising, Career & Transfer (A.C.T.) Center

#### Carter Hall Room 119

Monday-Friday 8:30 am-4:30 pm

Ph: (207) 453-5118

(800) 528-5882 ext 5118

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### Cancellations

Check here for class cancellations.

### Financial Aid

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Fill out your Enrollment Verification!

[college.gov](http://college.gov)

Create your roadmap to college.

### Students & Advisors

- [Advising Guides](#)
- [Electives Defined](#)
- [Forms](#)
- [Frequently Asked Questions](#)
- [G.P.A. Calculator](#)
- [Programs - Description](#)
- [What is Advising?](#)
- [Meet our Advising Staff](#)
- [Advising Center Services](#)

### Advising Resources

- [Career Website](#)
- [Financial Aid FAQ's](#)
- [Study Skills Website](#)
- [Transfer Website](#)
- Allied Health & Nursing Admissions Requirements
  - [Nursing Degree](#)
  - [Occupational Therapy Assistant](#)
  - [Physical Therapist Assistant](#)
  - [Radiologic Technology](#)
  - [Respiratory Therapy](#)

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## Transfer

Transferring to another college may appear to be overwhelming. Here you will find information to assist you in this process and contact information for KVCC staff to assist you and resources at a number of the Maine Universities to help you through this process.

### Jim Peacock

Director of Advising, Career & Transfer (A.C.T.) Center

Jim is available to assist you with developing an academic plan, and career or transfer advising.

### Advising, Career & Transfer (A.C.T.) Center

**Carter Hall Room 119**

Monday-Friday 8:30 am-4:30 pm

Ph: (207) 453-5118

(800) 528-5882 ext 5118

· [Campus Map](#)

### Important Dates

March 8-15 - Spring Break

### Course Offerings Schedule

[Credit Course Offerings](#)

[Professional Development Course Offerings](#)

### Cancellations

Check here for class cancellations.

### Financial Aid

Fill out your 2010-2011 FAFSA now!

Fill out your Enrollment Verification!

### college.gov

Create your roadmap to college.

### KVCC Resources to Transfer

- [Easy steps to Transfer from KVCC](#)
- [Fill out a Transcript Request Form](#)
- [Transferring credits out](#)
- [Career advising](#)
- [Frequently Asked Questions](#)
- [Vassar College - Exploring Transfer](#)
- [Articulation Agreements \(PDF\)](#)

### KVCC Contacts

- [Your KVCC Transfer Counselor](#)
- [TRIO Students Transfer Counselor](#)

### AdvantageU

- [What is AdvantageU](#)
- [How to sign up for AdvantageU](#)
- [AdvantageU Enrollment Form](#)
- [AA Faculty Advisors](#)

### Maine Colleges & Universities

- [College contact information](#)
- [College representatives on KVCC campus](#)

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Online Learning

Alumni

**Future Students**

Take that first step toward a better future! Quality, affordable education in a variety of one and two-year Degree, Diploma, and Certificate Programs give you everything you need to continue your education and increase your earning potential.

**What kind of student are you?**

- **High School**
- **Adult**
- **Transferring**
- **Non-Credit Seeking**

**Get to know us**

- Request Information
- Visit KVCC
- Programs of Study
- Student Development
- Admission Step by Step

**Helping you succeed**

- New Student Orientation (NSO)
- How to Choose a Major
- Student Resources & Support
- Transferring from KVCC
- Advantage U
- Job Placement
- Advising

**Join us**

- Apply to KVCC
- Tuition and Fees
- Financial Aid
- Entrance Test
- Transferring to KVCC
- Registration
- Housing

**Melissa Tilton**

Certified Occupational Therapy Assistant  
My experience at KVCC has allowed me to secure a challenging career in a health care field that is growing.

**Important Dates**

March 8-15 - Spring Break

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Check here for class cancellations.

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## Student Success Team



### Inside this issue:

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Colby Writing Tutors	3
Peer Tutoring	3
Research Mentors	3
What's Happening?	3



Back Row: Jessica Tasker (VP)  
Middle Row: Jamie Stewart (P), Greg Reed (T)  
Front Row: Desiree Taboira (S)

## 2009-2010

## Student Senate

*Our motto is simple... "Start small, finish BIG!"*

This year, your Student Senate is looking to make some positive changes beginning with ensuring that we are representative of the entire student body. Senate hopes to achieve this goal by involving members from each academic department and representation from all recognized student clubs.

The Senate is working on several projects and initiatives this fall. We are participating in the upcoming **Relay for Life** event at Thomas College on October 23<sup>rd</sup> and 24<sup>th</sup>, promoting educational materials on local political issues for the November ballot, and we are coordinating both the Thanksgiving Food Drive and Holiday Tree traditions. We have also been very active in the KVCC Zero-Sort recycling efforts.

The Senate meets bi-weekly from 12:30 p.m. to 1:20 p.m. in King 121. All meetings are open to KVCC students. Coffee and treats are typically served and bringing lunch to eat during the meeting is encouraged. Although the Student Senate does not have specific office space on campus, the officers may be reached by e-mail at [studentsenate@kvcc.me.edu](mailto:studentsenate@kvcc.me.edu)

*"Being President of the Student Senate gives me the opportunity to provide leadership for a diverse group of individuals who have come together to work towards building a stronger community for the student body at KVCC."*

Jamie Stewart, Student Senate President  
Business Administration Marketing/Management  
Class of 2011

### Dates to Remember

October 19	HOBET Exam 12:45 p.m. Contact 453-5160 to register
October 29	HOBET Exam 5:45 p.m. Contact 453-5160 to register
October 30	Mid term warnings are due
November 2	Registration for spring classes begins
November 3	VOTE TODAY!
November 9	HOBET Exam 12:45 p.m. Contact 453-5160 to register
November 9 & 10	Transfer Fair, Campus Center, King Hall 10:00 a.m. - 2:00 p.m. Campus Center, King Hall
November 11	Veteran's Day ~ No Classes
November 13	Last day to withdraw from a class
November 20	Scholarship applications due <a href="http://www.kvcc.me.edu/fa">www.kvcc.me.edu/fa</a>



# Advising, Career, and Transfer Center



## Early Registration begins Monday, November 2<sup>nd</sup>

### Current Students

Current students may register for spring classes beginning November 2<sup>nd</sup>. To register, contact your advisor for an appointment. Check the online *Student Access System (SAS)* to look up your advisor's contact information. We encourage you to come to your appointment prepared with ideas regarding the classes you would like to register for, and what days and times work best. You will find the spring course offerings on the KVCC website home page.

### Online Registration

Students who have earned 15 credits may register online through the *Student Access System (SAS)*. We encourage you to see your advisor before registering yourself online! Go to the KVCC home page and select *Student Access System*. If you need assistance, contact the Help Desk in the Technology Department, Room 106 King Hall, 453-5079.

### Undeclared students

Students who have not yet been accepted into a degree program may register beginning Monday, November 10<sup>th</sup>. You may register at the Office of Academic Affairs located in the Frye Building, or by calling 453-5119 or 453-5134.

## Transfer Fair

November 9<sup>th</sup> & 10<sup>th</sup>

10:00 a.m. to 2:00 p.m.

Campus Center in King Hall

The Advising, Career, and Transfer Center and the TRiO Program are pleased to announce KVCC's annual Transfer Fair. Representatives from more than 13 colleges and universities will be on campus. You may already be planning to continue your education after KVCC, or you may be uncertain and just want to gather information. This is a great opportunity to do either!

*The following colleges and universities will be on campus:*

College of the Atlantic

Husson University

Southern New Hampshire University

Thomas College

Unity College

University of Maine Augusta

University of Maine Farmington

University of Maine Orono

University of Maine Presque Isle

University of Massachusetts ~ Lowell

University of New England

University of Southern Maine

University of Southern Maine Lewiston-Auburn campus

If you have questions, please contact Jim Peacock (Carter 119) 453-5082 or Teresa Smith (King 128) 453-5013. You may also check out the Transfer Website for additional information [www.kvcc.me.edu/transfer](http://www.kvcc.me.edu/transfer)



## Marden Center for Student Success

### Peer Tutoring

Every Friday, an updated schedule of current groups with days and times is e-mailed to all students. If you do not see the subject or group that you need, contact Linda Clutterbuck at 453-5084, or stop by the Marden Center in Room 130, King Hall.

### Research Mentors

Trained tutors are available to help with research based assignments. A sign-up sheet is available at the circulation desk in Lunder Library. These mentors are available:

Monday 3:00 p.m. to 5:00 p.m.  
 Tuesday 8:00 a.m. to 10:00 a.m. & 3:00 p.m. to 5:00 p.m.  
 Wednesday 3:00 p.m. to 5:00 p.m.  
 Thursday 8:00 a.m. to 10:00 a.m. & 3:00 p.m. to 5:00 p.m.  
 Friday 8:00 a.m. to 10:00 a.m.

### Colby Writing Tutors

Students from the Farnham Writers' Center at Colby College are available to assist with papers and other writing assignments. Sign up for a time in the Marden Center. They are available:

Monday 12:15 p.m. to 2:15 p.m.  
 Thursday 1:00 p.m. to 2:30 p.m.  
 Friday 12:00 p.m. to 2:00 p.m.

### Study tips on time management from the Marden Center...

- Put a high priority on doing schoolwork.
- Make a daily "to-do" list.
- Plan a schedule at the start of each term.
- Divide large assignments into parts.
- When you get short periods of time, work on short parts of longer assignments.
- Learn to say "No" to people who try to interrupt you.
- Do your most difficult school work during your best time of day.
- Plan for more time than you'll probably need.
- Start big projects by taking small steps.
- Don't procrastinate!

*So you don't end up having to sup the porridge of sorrow with the spoon of regret.*

### What's Happening @ KVCC?

October 18<sup>th</sup> Annual Harvest Fest, Downtown Waterville  
 October 23<sup>rd</sup>/24<sup>th</sup> Relay for Life @ Thomas College  
 October 24<sup>th</sup> Student Leadership Conference @ SMCC  
 October 26<sup>th</sup> Thanksgiving Food Drive Begins

### October 26th through the 30<sup>th</sup> – *Week of Fright*

- 26<sup>th</sup> - Halloween Trivia @ 12:30 p.m.
- 27<sup>th</sup> - Halloween Movie @ 3:00 p.m. & 7:00 p.m.
- 28<sup>th</sup> - Blood Drive 10:00 a.m.-3:00 p.m.
- 29<sup>th</sup> - Pumpkin Carving & Costume Contests @ 12:45pm
- 30<sup>th</sup> - Kids Halloween Bash 5:00 p.m. to 8:00 p.m.

November 3<sup>rd</sup> Election Day! VOTE! VOTE! VOTE!

November 5<sup>th</sup> How To Series ~  
Save Money for Holiday Shopping!

## Student Development



In the Office of Student Development, we are always trying to plan new and engaging activities and events for you to enjoy. Whether recreational, social, educational, or service-oriented, we strive to serve our diverse student body. Please consider coming to a CAB or Senate meeting, joining a recreational sport, or just getting involved at a specific event as your schedule allows. Make the most of your college experience and see what's beyond the classroom.

Office of Student Development  
 Room 113A King Hall, 453-5040  
 mwayne@kvcc.me.edu  
 453-5040

## Student Success...

## Your Goal - Our Mission!

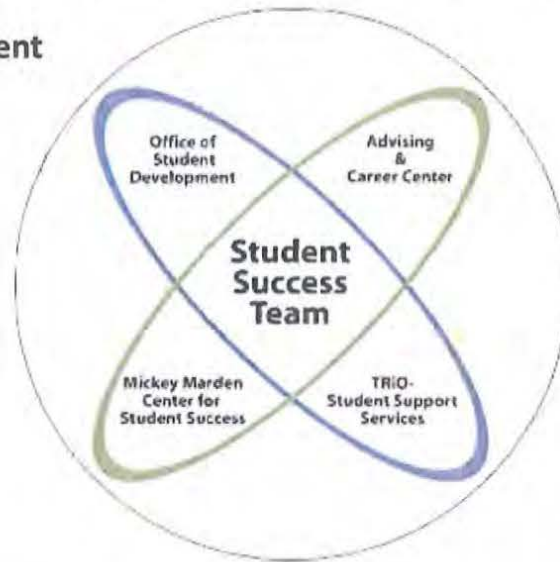
The Student Success Team (SST) is a multi-talented group guided by compassion, civility, and respect collaborating to support the educational mission of the College by providing essential services and programs that are student focused and learning centered.

### Office of Student Development

King Hall, Room 113A  
M-F 8:00 a.m. - 4:30 p.m.  
**453-5040**  
[www.kvcc.me.edu/sa](http://www.kvcc.me.edu/sa)

### Mickey Marden Center for Student Success

King Hall, Room 130  
M-Th 8:00 a.m. - 7:00 p.m.  
F 8:00 a.m. - 4:00 p.m.  
**453-5084**  
[www.kvcc.me.edu/mardencenter](http://www.kvcc.me.edu/mardencenter)



### Advising, Career, and Transfer Center

Carter Hall, Room 119  
M-F 8:30 a.m. - 5:00 p.m.  
**453-5082**  
[www.kvcc.me.edu/advising](http://www.kvcc.me.edu/advising)

### TRiO Program Student Support Services

King Hall, Room 128  
M-F 8:00 a.m. - 4:30 p.m.  
**453-5013**  
[www.kvcc.me.edu/trio](http://www.kvcc.me.edu/trio)

## Hot Spots on Campus

### Academic Affairs/Registrar

Frye Building, Room 103  
M - F 8:00 a.m. - 5:00 p.m.

### Admissions

Carter Hall, Room 219  
M - Th 7:30 a.m. - 5:00 p.m.  
F 7:30 a.m. - 4:00 p.m.

### Bookstore

King Hall, Room 127  
M - W 7:30 a.m. - 4:00 p.m.  
Th - 9:00 a.m. - 6:00 p.m.  
F - 7:30 a.m. - 2:00 p.m.

### Business Office

Frye Building, Room 106  
M - F 8:00 a.m. - 5:00 p.m.

### Café

Frye Annex  
M - Th 7:00 a.m. - 7:00 p.m.  
F - 8:00 a.m. - 1:00 p.m.

### Campus Center

King Hall  
M - F 7:00 a.m. - 9:00 p.m.  
S - 7:00 a.m. - 1:00 p.m.

### Child Care

Frye Annex  
M - F 7:00 a.m. - 5:00 p.m.

### Computer Lab

King Hall, Room 104  
M - F 7:00 a.m. - 9:00 p.m.  
S - 7:30 a.m. - 3:30 p.m.

### Early College for ME

King Hall, Room 204  
453- 5009

### Financial Aid

Carter Hall, Room 221  
M - F 7:30 a.m. - 5:00 p.m.

### Fitness Center

King Hall, Campus Center  
M - F 7:00 a.m. - 9:00 p.m.  
S - 7:00 a.m. - 1:00 p.m.

### Lunder Library

Lunder Hall, Room 126  
M - Th 8:00 a.m. - 9:00 p.m.  
F - 8:00 a.m. - 4:00 p.m.

Kennebec Valley Community College is an equal opportunity/affirmative action institution and employer. For more information, please call John Delile at 207-453-5123.





## EASTERN MAINE COMMUNITY COLLEGE – Bangor

Since 2008, the College has been focusing on three areas that were identified as a result of talking with students and reviewing the Noel-Levitz Results as well as publications on retention. The three areas are early intervention focused on improving the process of enrollment, access to services and information and advising and academic support. The following outlines plans that have been implemented with the assistance of a grant from the Melmac Foundation and reallocation of other institutional financial resources.

### A. Early Intervention

- a. Placement Assessment. Because of our commitment to student success, EMCC places incoming students in classes based upon their scores on a computerized placement assessment system and on a writing sample. Based on their scores, students may be required to enroll in introductory, developmental coursework designed to increase proficiency in areas in which they may be insufficiently prepared for college-level work. Individuals may take the placement test immediately after acceptance. This allows those who are under-prepared in one or more subject areas the opportunity to improve their skills prior to enrollment. By improving their skills prior to enrollment in the college and thus eliminating the need to take developmental classes, students may decrease the length of time and the amount of money they must spend to achieve their academic goal. The institution created a position to assist with testing and pre-enrollment advising.
- b. PLATO. Newly admitted students who do not achieve the minimal placement assessment scores in reading, writing, or mathematics are offered the opportunity to upgrade their skills by using PLATO, a computer based instructional system which EMCC has found to be very effective in improving the skill level of incoming students. EMCC students who complete their PLATO course and retake the placement assessment spend on average 26 hours working on the PLATO course and improve their assessment scores by an average of 38 points. Completing a PLATO course frequently prepares students sufficiently well that they no longer need the preparatory courses in which they originally would have been placed, saving both time and money for the student. This opportunity is

currently free of charge both to prospective as well as enrolled students. The results of institutional evaluation of student perform documents a positive correlation between instruction in PLATO and grades in related courses.

- c. New Student Orientation. All admitted students are required to attend a New Student Orientation session prior to the start of classes. The purpose of orientation is for students to connect with peers and faculty, become familiar with EMCC policies and procedures, and learn about the services available so that when they arrive on campus for the first day of classes they are not only “ready to go”, but they know where to go.
- d. Early Warning System. All EMCC instructors are asked to identify students in jeopardy during the sixth week of classes. Students are notified in writing by the Academic Dean, and they are advised to meet with their instructor (s) to discuss strategies for improving performance and/or seek tutoring through the Academic Support Center.
- e. On-going Warning System. At any point during a semester, instructors may submit student performance and attendance warnings to the Academic Dean’s Office for distribution. Upon instructor request, the Academic Dean or Assistant Academic Dean will meet with the student to develop a student success plan. Concurrent with this, students are asked to provide feedback to instructors at the six week point in the semester so that instructors can adjust teaching methods in order to better facilitate instruction.

#### B. Access to Services and Information

- a. “One-stop” Enrollment Center. The renovation of Katahdin Hall created the opportunity to house all student services – admissions, registration, financial aid, general academic advising, student records, Veterans’ services, transfer advising, student employment, early college programs, and student accounts – in a common area. Students now have the opportunity to “take care of business” without literally having to run around because they got the “run-a-round.”
- b. Off-campus Centers. Three off-campus centers serve students who reside in the rural areas of EMCC’s primary service area. The Centers provide a full-range of

services including admissions, career, and financial aid counseling and offer a variety of credit and non-credit courses.

- c. studentOne. EMCC developed studentOne, an online communication and student management tool, which allows quick and easy access to student data, discussion boards, e-mail, and announcements. This system is continually being upgraded and allows students to apply for college as an on-line process.
- d. On-line library resources and in library instruction for proper use of library for classroom work. The library has a designated classroom for instruction is use of library resources. The College belongs to a number of networks that allow individuals to retrieve information electronically from home.

### C. Advising and Academic Support

- a. Director of Advising Activities. The Associate Dean of Students assumed an expanded role as Director of Advising Activities during the summer of 2004. The Director of Advising Activities provides support and training to all academic advisors and maintains a virtual advising toolbox which can be easily accessed from any computer. This toolbox contains forms, course equivalency matrices, transfer information, placement test score requirements and other relevant advising information. This position is responsible for maintaining contact with four year institutions and other institutions to assist students with transfer. In addition, the position of advisor for Liberal Studies student was added in the Enrollment Center.
- b. Academic Support Center. The Center provides a variety of services designed to help students achieve their academic goals. Some students use these services to improve their basic skills in reading, writing, mathematics and science, while other students use these services to help them understand and succeed in their more academically challenging subjects such as Physics, Anatomy and Physiology, and higher level Mathematics. Still others find the advice offered by the Center in study skills, time management, and other areas necessary for academic success very helpful in achieving overall excellence. The Center offers small group instruction, individualized instruction, and tutorial services.

- c. Student Life. The Director Student Life and Facilities Management position was created to take on additional responsibilities with regard to students living in on campus housing. This position is responsible as well as activities associated with wellness and athletics. The intent to relate facilities management issues to their impact on student retention. Other student life support overseen by others includes an on-campus childcare center, student employment opportunities, and on-campus food service.



## Kennebec Valley Community College

### Program Review Schedule

Program	AA	AS	AAS	Diploma	Certificate	AY Program Review Schedule						
						2009	2010	2011	2012	2013	2014	2015
<b>Allied Health</b>												
- Advanced Certificate in Sonography					X			√				
- Advanced Emergency Care (Paramedic)			X	X			√					√
- Health Information Technology			X					√				
- Medical Coding Certificate					X			√				
- Massage Therapy Certificate					X				√			
- Medical Assisting			X				√					√
- Medical Office Management			X						√			
- Occupational Therapy Assistant			X					√				
- Physical Therapist Assistant			X						√			
- Radiologic Technology			X							√		
- Respiratory Therapy		X								√		
<b>Business Department</b>												
- Business Administration			X			√						
- Accounting			X			√						
- Finance												
- Marketing / Management			X			√						
<b>Humanities / Social Sciences</b>												
- Associate in Arts in - Liberal Studies	X						√					√
- Associate in Applied Science - Mental Health			X					√				
- Education Program			X							√		
- Advanced Certificate in Autism Spectrum Disorders					X					√		
- Early Childhood Education Option			X							√		
- Special Education Option			X							√		
- Speech / Language Option			X							√		
<b>Math &amp; Science</b>												
- Biological Sciences		X							√			
- Certificate in Computer Aided Drafting Design					X		√					√
- Computer Applications Technology		X						√				
- Health Science Certificate					X			√				
<b>Nursing</b>		X										
- Associate in Nursing		X				√					√	

Program	AA	AS	AAS	Diploma	Certificate	AY Program Review Schedule						
						2009	2010	2011	2012	2013	2014	2015
<b>Trades &amp; Technology</b>												
- Applied Electronics & Computer Technology			X			v					v	
- Engineering Option		X										
- Marine Electronics Technology					X							
- Electrical Lineworker Technology				X					v			
- General Technology			X									
- Industrial Electrical / Electronics Technology			X	X	X	v					v	
- Precision Machining Technology			X		X					v		
- Pulp & Paper Technology			X				v					v
- Trade & Technical Occupations			X									

Revised 10/27/08





## Articulation Agreements

Central Maine Community College	University of Maine
AA Liberal Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
AS Architectural and Civil Engineering	into BS Construction Management Technology
	<b>University of Maine at Augusta</b>
AAS Business Management, Supervision and Management, or Accounting	into BS Business Administration (either Management or Accounting major)
AS Early Childhood Education (2+2)	into BS Mental Health and Human Services
	<b>University of Maine at Farmington</b>
AAS Early Childhood Education	into BS Early Childhood Education
AA Liberal Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Southern Maine</b>

AA Liberal Studies	into BA Art, Communication, Criminology, Economics, English, French, Geography/Anthropology, Geosciences, History, Linguistics, Mathematics, Media Studies, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Women's Studies.**
AAS Clinical lab Science AAS Radiological Technology or AAS Medical Laboratory Technology	into BA Natural and Applied Science (at LAC)
AAS Accounting AAS Computer Technology AAS Business Administration & Management	into BS Leadership & Organizational Studies (at LAC)
AAS Nursing	into BS Nursing
AAS Trade and Technical Occupations	into BS Industrial Technology or BS Applied Technical Leadership or BS Applied Technical Education or BS Technology Education
General "umbrella" agreement	Into any appropriate programs
<b>Eastern Maine Community College</b>	<b>University of Maine</b>
AA Liberal Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
AAS Business Management	into BS Business Administration
AAS Foods/Business Management Technology	into BS Resource and Agribusiness Management
AAS Early Childhood Education	into BS Human Development

AAS Electrical Power Technology	into BS Electrical Engineering Technology
AAS Electronics Technology	into BS Electrical Engineering Technology
AAS Machine Tool Technology	into BS Mechanical Engineering Technology
	<b>University of Maine at Augusta</b>
AAS Business Management or Banking Concentration	into BS Business Administration (either Management or Accounting major)
AAS Early Childhood Education (2+2)	into BS Mental Health and Human Services
	<b>University of Maine at Farmington</b>
AAS Early Childhood Education	into BS Early Childhood Education
AA Liberal Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Southern Maine</b>
AA Liberal Studies	into BA Art, Communication, Criminology, Economics, English, French, Geography/Anthropology, Geosciences, History, Linguistics, Mathematics, Media Studies, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Women's Studies.**
AAS Nursing	into BS Nursing
AAS Radiation Therapy (2+2)	into BS Radiation Therapy
AAS in appropriate technologies programs	into BS Industrial Technology or BS Applied Technical Leadership or BS Applied Technical Education or BS Technology Education
<b>Kennebec Valley Community College</b>	<b>University of Maine</b>
AA General Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders,

	Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
AAS Pulp and Paper Technology	into BS Mechanical Engineering Technology
AAS Nursing	into BS Nursing
	<b>University of Maine at Augusta</b>
AAS Business Administration: Accounting or Marketing/Management	into BS Business Administration
AAS Early Childhood Education (2+2)	into BS Mental Health and Human Services
AA Liberal Studies	into appropriate baccalaureate programs
	<b>University of Maine at Farmington</b>
AAS Business Administration: Marketing/Management or Accounting	into BA Business Economics
AAS Education Technician or AAS Early Childhood Education	into various BS Special Education or BS Early Childhood Education
AA Liberal Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Maine at Fort Kent</b>
Pulp & Paper Technology Certificate	into AA General Studies
AA Liberal Studies	into appropriate baccalaureate degrees

AAS Nursing	into BS Nursing
	<b>University of Southern Maine</b>
AA Liberal Studies	into BA Art, Communication, Criminology, Economics, English, French, Geography/Anthropology, Geosciences, History, Linguistics, Mathematics, Media Studies, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Women's Studies.**
AAS Business Administration or Health Information Technology	into BS Leadership and Organizational Studies (at LAC)
AAS Occupational Therapy Assistant or Respiratory Therapy	into BS Natural and Applied Science (at LAC)
AAS Emergency Medical Services	into BS Leadership and Organizational Studies or BS Natural and Applied Sciences or BS Social and Behavioral Sciences (at LAC)
AAS Physical Therapy Assistant	into BS Natural and Applied Sciences or BS Social and Behavioral Sciences (at LAC)
AAS Nursing	into BS Nursing
AAS Industrial Electrical/Electronics Technology	into BS Industrial Technology or BS Applied Technical Leadership or BS Applied Technical Education or BS Technology Education
<b>Northern Maine Community College</b>	<b>University of Maine</b>
AA General Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
AAS Business Technology or selected programs	into BS Resource and Agribusiness Management

in Trade & Technical Department	
AAS Electrical Engineering Technology	into BS Electrical Engineering Technology
	<b>University of Maine at Augusta</b>
AAS Early Childhood Education (2+2)	into BS Mental Health and Human Services
AAS Accounting or Business Administration (Management Operations Management or Agri-Business)	into BS Business Administration (either Management or Accounting major)
	<b>University of Maine at Farmington</b>
AA in General Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Maine at Fort Kent</b>
AAS Nursing Pulp & Paper Technology Certificates	into BS Nursing into Associate and Baccalaureate degrees
AA Liberal Studies	into Baccalaureate degrees
	<b>University of Maine at Presque Isle</b>
AAS Accounting Information Systems or AAS Business Administration	into BS Accounting or BS Business Management
AA in General Studies	into Baccalaureate degrees
	<b>University of Southern Maine</b>
AAS in appropriate technologies programs	into BS Industrial Technology or BS Applied Technical Leadership or BS Applied Technical Education or BS Technology Education
<b>Southern Maine Community College</b>	<b>University of Maine</b>

AA Liberal Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
AAS Environmental Technology or AAS Applied Marine Biology and Oceanography	into BS in Ecology & Environmental Sciences
	<b>University of Maine at Augusta</b>
AAS Business & Technology Administration	into BS Business Administration (either Management or Accounting major)
AAS Behavioral Health Sciences	into BS Mental Health and Human Services
AAS Early Childhood Education	into BS Mental Health and Human Services
AAS Fire Technology	into BS Public Administration
	<b>University of Maine at Farmington</b>
AA Liberal Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Maine at Fort Kent</b>
AA Liberal Studies	into baccalaureate degrees
	<b>University of Maine at Machias</b>
AAS Applied Marine Biology and Oceanography	into BS Marine Biology
	<b>University of Southern Maine</b>
General "umbrella agreement"	into appropriate programs



AA Liberal Studies	into BA Art, Communication, Criminology, Economics, English, French, Geography/Anthropology, Geosciences, History, Linguistics, Mathematics, Media Studies, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Women's Studies.**
AAS Allied Health Disciplines (2+2)	into BS Health Sciences
AAS Business & Technology Administration	into BS Accounting/BS Business Administration
AAS Nursing	into BS Nursing
AAS Radiation Therapy (2+2)	into BS Radiation Therapy
AAS in appropriate technologies programs	into BS Industrial Technology or BS Applied Technical Leadership or BS Applied Technical Education or BS Technology Education
<b>Washington County Community College</b>	<b>University of Maine</b>
AA Liberal Arts	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
	<b>University of Maine at Augusta</b>
AAS Early Childhood Education	into BS Mental Health & Human Services
AAS Small Business Management	into BS Business Administration (either Management or Accounting major)
	<b>University of Maine at Farmington</b>
AAS Early Childhood Education	into BS Early Childhood Education
AA Liberal Arts	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy,

	Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Maine at Fort Kent</b>
AA Liberal Studies	into baccalaureate degrees
	<b>University of Maine at Machias</b>
AAS Office Information Systems	into BS Business Administration
AAS Business Management	into BS Business and Entrepreneurial Studies
AA General Studies	into Bachelor of College Studies
AA Liberal Studies	into BA Behavioral Science and Community Studies, Biology, English, History, Interdisciplinary Fine Arts; BS Business and Entrepreneurial Studies, Elementary Education, Secondary Education, Environmental Studies, Marine Biology, Recreation Management; and Bachelor of College Studies
AAS Adventure Recreation and Tourism	into BS Recreation Management
<b>York County Community College</b>	<b>University of Maine</b>
AA Liberal Studies	into the following baccalaureate programs: Anthropology, Communication, Communication Sciences and Disorders, Early Childhood Education, Economics, History, Philosophy, Political Science, Public Administration, Psychology, Social Work, Sociology, Women's Studies; Biology, Business Administration (Finance, Management and Marketing), Ecology, Economics, English, Environmental Management & Policy, Environmental Sciences, Financial Economics, Journalism, Mass Communications, Resource and Agribusiness Management, Theatre.***
	<b>University of Maine at Augusta</b>
AAS Accounting or Business Administration or AS Accounting	into BS Business Administration (either Management or Accounting major)
AAS Early Childhood Education	into BS Mental Health and Human Services
	<b>University of Maine at Farmington</b>

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AAS Early Childhood Education	into BS Early Childhood Education
AA Liberal Studies	into BA in Art, Biology, Business Economics, Computer Science, English, Environmental Planning and Policy, Environmental Science, Geography, Geology/Chemistry, Geology/Geography, History, Mathematics, Music/Arts, Philosophy/Religion, Political Science/Social Science, Psychology, Sociology/Anthropology, Theater/Arts, Women's Studies*
	<b>University of Maine at Fort Kent</b>
AA Liberal Studies	into baccalaureate degrees
	<b>University of Southern Maine</b>
AA Liberal Studies	into BA Art, Communication, Criminology, Economics, English, French, Geography/Anthropology, Geosciences, History, Linguistics, Mathematics, Media Studies, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Women's Studies.**
AAS Business Administration	into BS Accounting/BS Business Administration

Central Street Bangor, ME 04401

Telephone: (207) 973-3201 | Fax: (207) 973-3296

Express Message: (207) 973-3399 | TTY Phone (24 Hours) (207) 973-3262

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# MAINE COMMUNITY COLLEGE SYSTEM

## Analysis of Program of Study Offerings

November 1, 2009

College	# of Programs Offered	# of Similar Programs Offered by University <i>within</i> Service Delivery Region	University in Service Delivery Region	Ability to Articulate into Similar UMS Program <i>in</i> Region
Central Maine Community College	26	4		
		• Liberal Studies	USM-LA / UMF	X
		• Early Childhood Education	USM-LA/ UMF	X
		• Nursing	USM-LA	X
		• Business	UMF	X
Eastern Maine Community College	32	7		
		• Business Management	UM	X
		• Civil Engineering	UM	X
		• Early Childhood Education	UM – <i>Child Dev. &amp; Family Rel.</i>	X
		• Education	UM – <i>Elementary Educ.</i>	X
		• Electrical & Automation Tech.	UM – <i>Electrical Engineering Tech</i>	X
		• Liberal Studies	UM – <i>Bachelor of Univ. Studies</i>	X
		• Nursing	UM	X
Kennebec Valley Community College	35	4		
		• Business	UMA	X
		• Nursing	UMA	*
		• Liberal Studies	UMA	X
		• Mental Health	UMA	X
Northern Maine Community College	35	3		
		• Nursing	UMFK	X
		• Liberal Studies	UMFK / UMPI	X
		• Business Administration	UMFK – <i>Business Mgmt.</i> UMPI – <i>Business Mgmt.</i>	X X

College	# of Programs Offered	# of Similar Programs Offered by University within a Service Delivery Region	University in Service Delivery Region	Ability to Articulate into Similar UMS Program
Southern Maine Community College	30	9		
		• Construction Technology	USM – Construction Mgmt.	X
		• Electrical Engineering Tech.	USM – Electrical Engineering	X
		• Integrated Manufacturing Tech.	USM – Industrial Tech	X
		• Liberal Studies	USM	X
		• Nursing	USM	X
		• Radiation Therapy	USM	X
		• Business Administration	USM	** See Note
		• Communication – New Media	USM – Comm. Media Studies	
		• Criminal Justice	USM - Criminology	*** See Note
Washington County Community College	19	5		
		• Adventure Recreation/ Recreation Management	UMM	X
		• Education	UMM	X
		• Business	UMM	X
		• Liberal Studies	UMM	X
		• Geographical Info Systems	UMM	X
York County Community College	20	2		
		• Liberal Studies	USM	X
		• Nursing	USM	X **** See Note
	<b>197</b>	<b>34 [ 17% ]</b>		<b>31 of 34</b> Articulate Into University programs <b><i>within their regions</i></b>

\* KVCC's Nursing Program articulates to USM and UMFK

\*\* USM Business Program is nationally accredited; Articulation not available at this time to other higher education institutions (internal or external to USM.)

\*\*\* SMCC's Criminal Justice Program articulates to UMA

\*\*\*\* YCCC's nursing program is administered by SMCC and articulates as such



## University of Maine System Transfer Equivalence Facility

NOTE: Evaluations completed through this process are estimates and are subject to review by the receiving institution. Official transcripts of course work will be required before a final determination can be made. If the institution from which you would like to transfer courses does not appear in the list, it means that the UMS institution you chose has not yet posted transfer rules for that institution in our new system. Please contact the Transfer Office at the UMS institution you wish to attend for more information.

### Contact Information

First, Select the UMS institution to which you would like to transfer coursework.

Next, Click on the first letter of the name of the institution from which you are transferring. Keep in mind that many institutions are preceded by "College of" or "University of." For example, Holy Cross in Massachusetts is found under "C" because it is really "College of the Holy Cross."

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



## Transfer Equivalency Results

**This course equivalency system is constantly changing and is intended to be used as a guide. Due to ongoing curriculum development, course equivalents are subject to change.**

**If the courses you have taken at this institution are not listed below, it means that the UMS institution you chose has not yet posted transfer rules for those particular courses. If you have any questions, please contact the transfer office at the UMS institution you wish to attend**

[Contact Informa](#)

[Return to Institution Page](#)

### From Eastern Maine Cmty Coll

### To University of Maine

Click on the column heading to sort any column

Source Course	Source Course Title	Target Course	Course Title
AIB 135	Money and Banking	ECO 100X	Economics Elect (Social
AIB 137	Principles of Banking	ECO 100X	Economics Elect (Social
AIB 231	Economics for Bankers	ECO 200X	Economics Elect (Social
AIB 367	Law and Banking Applications	BUA 200X	Business Admin Elective
AIB 774	Marketing Financial Services	BUA 200X	Business Admin Elective
ART 100	Art 1 Drawing	ART 100X	Art Elective (Artistic)
ASL 101	Introduction to American Sign	CSD 101	American Sign Language
ASL 102	Sign Language II	CSD 102	American Sign Language
ATT 135	Advanced Electrical Systems	EET 100X	Electrical Eng Tech Elect
ATT 141	Heating and Air Conditioning	MET 100X	Mechanical Eng Tech Ele
BCT 255	Commercial and Industrial Cons	CET 100X	Construction Tech Electi
BCT 265	Construction Management and Es	<a href="#">More...</a>	
BCT 266	Construction Management and Es	<a href="#">More...</a>	
DTG 124	Architectural Drafting II	<a href="#">More...</a>	
BCT 265	Construction Management and Es	CET 200X	Construction Tech Electi
BCT 266	Construction Management and Es	CET 200X	Construction Tech Electi
BIO 100	Cncpts in Bio w/Lab	BIO 100X	Biology (Applied Science
BIO 105	Human Genetics	BIO 100X	Biology Elective
BIO 109	Prin of Bio I w/Lab	BIO 100	Basic Biology
BIO 115	Human Bio w/Lab	BIO 100X	Biology Elective (Lab Sc
BIO 121	Anat & Phys I	<a href="#">More...</a>	
BIO 122	Anat & Phys II	<a href="#">More...</a>	
BIO 121	Anat & Phys I	BIO 100X	Biology Elective
BIO 122	Anat & Phys II	BIO 100X	Biology Elective
BIO 124	Anat & Phys I Lab	BIO 100X	Biology Elective
BIO 124	Anat & Phys I Lab	<a href="#">More...</a>	
BIO 126	Anat & Phys II Lab	BIO 100X	Biology Elective
BIO 126	Anat & Phys II Lab	<a href="#">More...</a>	
BIO 131	Anat & Phys for Med Lab	BIO 100X	Biology Elective
BIO 209	Principles of Biology II	BIO 200	Biology of Organisms
BIO 216	Gen Microbio w/Lab	<a href="#">More...</a>	
BIO 272	Radiation Biology	BIO 200X	Biology (Applied Science
BUS 271	Marketing Principles	BUA 200X	Business Admin Elective
BUS 271	Marketing Principles	BUA 370	Marketing

BUS 291	Principles of Management and O	BUA 200X	Business Admin Elective
BUS 291	Principles of Management and O	BUA 325	Prin of Mgt & Organizati
BUS 101	Intro Small Business Mgmt	BUA 100X	Business Admin Elective
BUS 111	Accounting I	<u>More...</u>	
BUS 112	Accounting II	<u>More...</u>	
BUS 127	Info Proc/Word Processing and	COS 104	Intro Presentation Softw
BUS 132	Business Law II	BUA 220	Legal Environment of Bu
BUS 211	Managerial Accounting	BUA 202	Prin of Managerial Acct
BUS 234	Credit and Finance Management	BUA 200X	Business Admin Elective
BUS 235	Total Quality Management(TQM)	BUA 200X	Business Admin Elective
BUS 241	Principles of Small Business M	BUA 200X	Business Admin Elective
BUS 265	Leadership Development Studies	BUA 200X	Business Admin Elective
BUS 128	Info Proc/Spreadsheet Mgt. and	COS 103	Intro to Spreadsheets
BUS 111	Accounting I	BUA 200X	Business Admin Elective
BUS 112	Accounting II	BUA 200X	Business Admin Elective
BUS 131	Business Law I	BUA 200X	Business Admin Elec (So
BUS 271	Marketing Principles	BUA 200X	Business Admin Elective
BUS 271	Marketing Principles	BUA 370	Marketing
BUS 291	Principles of Management and O	BUA 200X	Business Admin Elective
BUS 291	Principles of Management and O	BUA 325	Prin of Mgt & Organizati
BUS 164	Math Tax Finan	MAT 100X	Math Elective (Mathemat
BUS 163	Bus Math System	MAT 100X	Math Elective (Mathemat
BUS 232	Supervis Mngnt	BUA 200X	Business Admin Elective
BUS 253	Retailing	BUA 200X	Business Admin Elective
BUS 224	Info Processing/Database Mgmt	COS 200X	Computer Science Electi
BUS 161	Business Math	MAT 100X	Math Elective (Mathemat
BUS 162	Math of Finance	MAT 100X	Math Elective (Mathemat
BUS 231	Credit Management	BUA 200X	Business Admin Elective
BUS 251	Marketing I	BUA 200X	Business Admin Elective
BUS 252	Marketing II	BUA 200X	Business Admin Elective
CAD 101	Intro to CAD	MET 121	Technical Drawing
CAD 102	Intermediate CAD	MET 100X	Mechanical Eng Tech Ele
CAD 128	Resident/Commercial Construc	CET 100X	Construction Tech Electi
CAD 203	3D CAD	MET 200X	Mechanical Eng Tech Ele
CAD 204	Advanced CAD (3D)	MET 200X	Mechanical Eng Tech Ele
CAD 216	Civil Drafting	ISE 200X	Info Sys Engineer Elect
CAD 220	CAD Communication	CET 200X	Construction Tech Electi
CAD 222	Building Info Modeling	CET 200X	Construction Tech Electi
CAD 227	Career Experience Lab	CET 200X	Construction Tech Electi
CAD 229	Career Exp Lab	CET 200X	Construction Tech Electi
CAD 234	Visual AEC	CET 200X	Construction Tech Electi
CET 100	Introduction to Civil Engineer	CET 100X	Construction Tech Electi
CET 102	Intro Civil Engineering Tec	CET 100X	Construction Tech Electi
CET 110	Materials	CIE 110	Materials
CET 111	Materials Laboratory	CIE 111	Materials Laboratory
CET 121	Civil CADD I	MET 121	Technical Drawing
CET 124	Construction Estimating	CET 360	Construction Estimating
CET 201	Cooperative Education for Civi	CET 200X	Construction Tech Electi
CET 202	Construction Surveying	CET 202	Construction Surveying
CET 211	Statics and Strength of Materi	CET 211	Statics/Strength of Mate
CET 212	Structural Design	CET 212	Structural Design
CET 216	Civil CADD II	CET 200X	Construction Tech Electi

CET 214	Soils Mechanics	<u>More...</u>	
CET 101	Plane Surveying	CET 101	Plane Surveying
CHE 100	Chem for Evrydy Lvng	<u>More...</u>	
CHE 113	Chemistry I	BMB 207	Fundamentals of Chemis
CHE 114	Chemistry II	BMB 208	Elem Physiological Chem
CHE 115	Chem I Lab	BMB 209	Fundamentals of Chemis
CHE 116	Chem II Lab	BMB 210	Elem Physiological Chem
CHM 101	Fire Chemistry	CHY 100X	Chemistry Elect (Applied
CNT 101	Intro to Information Systems	COS 100X	Computer Science Electi
CNT 111	PC Architecture I	COS 100X	Computer Science Electi
CNT 112	PC Architecture II	COS 100X	Computer Science Electi
CNT 121	Operating Systems	COS 100X	Computer Science Electi
CNT 211	Network Architecture I	COS 200X	Computer Science Electi
CNT 212	Network Architecture II	COS 200X	Computer Science Electi
CNT 221	Communications Hardware	COS 200X	Computer Science Electi
CNT 231	Network Protocols	COS 200X	Computer Science Electi
CNT 242	Network Management	COS 200X	Computer Science Electi
CNT 252	Network Diaster Recovery Plan	COS 200X	Computer Science Electi
COL 103	Apps of Learning Thry	FYS 100X	First Year Seminar
CPT 011	Introduction to Computers	COS 100X	Computer Science Electi
CPT 102	Personal Comp-Word Process/Spr	COS 103	Intro to Spreadsheets
CPT 111	Comp Applica	COS 100X	Computer Science Electi
CPT 112	Sel Topic Comp	COS 100X	Computer Science Electi
CPT 113	Intro to Comp Apps	<u>More...</u>	
CPT 114	Computer Applications II	COS 100X	Computer Science Electi
CPT 115	Computer Appl for Telecommunic	<u>More...</u>	
CPT 120	Computer Programming	COS 120	Intro to Programming I
CST 101	Intro to College Learning	FYS 100	First Year Seminar
CST 107	Intro to Computer Technology	NMD 100X	New Media Elective
CST 111	Computer Comm	EET 100X	Electrical Eng Tech Elect
CST 112	Computer Commun	EET 100X	Electrical Eng Tech Elect
CST 117	Web Page Design Comp Tech	COS 100X	Computer Science Electi
CST 121	PC Hardware	EET 100X	Electrical Eng Tech Elect
CST 122	Hardware & Soft	EET 100X	Electrical Eng Tech Elect
CST 124	An Introduction to Linux	COS 231	Intro to UNIX
CST 126	Programming with Visual Basic.	COS 100X	Computer Science Electi
CST 211	Network Architecture I	COS 200X	Computer Science Electi
CST 212	Network Architecture II	COS 200X	Computer Science Electi
CST 221	Network Security	COS 200X	Computer Science Electi
CST 222	Wireless Networking	COS 200X	Computer Science Electi
CST 231	Network Protocols	COS 200X	Computer Science Electi
CST 244	Intro to Computer Forensics an	COS 200X	Computer Science Electi
CUL 112	Culinary Skills Development I	FSN 100X	Food Sci & Nutrition Elec
CUL 114	Professional Cooking and Servi	FSN 100X	Food Sci & Nutrition Elec
CUL 118	Prof. Cooking & Service II	FSN 100X	Food Sci & Nutrition Elec
CUL 122	The Science of Food	FSN 103	Science of Food Prepara
CUL 131	Culinary Sanitation and Theory	FSN 238	Applied Food Micro/Sani
CUL 141	Food Service Management	FSN 202	Foodservice Managemen
CUL 213	Culinary Externship	FSN 200X	Food Sci & Nutrition Elec
CUL 214	Advanced Culinary Skills	FSN 200X	Food Sci & Nutrition Elec
CUL 220	French Pastry Arts	FSN 200X	Food Sci & Nutrition Elec
CUL 222	Advanced Pastry Arts	FSN 200X	Food Sci & Nutrition Elec

	Classical French Studies	FSN 200X	Food Sci & Nutrition Elec
CUL 264	International Cuisine & Enolog	FSN 200X	Food Sci & Nutrition Elec
CUL 117	Cook & Service II	FSN 100X	Food Sci & Nutrition Elec
CUL 115	Cul Skills II	FSN 100X	Food Sci & Nutrition Elec
CUL 111	CUL SKILLS I	FSN 100X	Food Sci & Nutrition Elec
CUL 113	COOK & SERVICE I	FSN 100X	Food Sci & Nutrition Elec
CUL 211	ADV CUL SKILLS	FSN 200X	Food Sci & Nutrition Elec
CUL 261	FRENCH STUDIES	FSN 200X	Food Sci & Nutrition Elec
CUL 221	ADV PASTRY ARTS	FSN 200X	Food Sci & Nutrition Elec
CUL 241	HOTEL/REST LAW	FSN 200X	Food Sci & Nutrition Elec
CUL 251	NUTRITION	FSN 200X	Food Sci & Nutrition Elec
CUL 263	CUISINE&ENOLOGY	FSN 200X	Food Sci & Nutrition Elec
DGD 101	Digital Photography	NMD 100X	New Media Elective
DGD 121	Introduction to Typography	NMD 100X	New Media Elective
DR 208	Electrical Power Drafting	MET 100X	Mechanical Eng Tech Ele
DTG 132	Drafting for Electrical Power	GEE 100X	General Engineering Ele
DTG 164	Basic Blueprint Reading for Ma	MET 100X	Mechanical Eng Tech Ele
DTG 161	Machine Drafting I	<u>More...</u>	
DTG 162	Machine Drafting II	<u>More...</u>	
DTG 161	Machine Drafting I	MET 100X	Mechanical Eng Tech Ele
DTG 162	Machine Drafting II	MET 100X	Mechanical Eng Tech Ele
DTG 121	Architectural Drafting I	<u>More...</u>	
DTG 223	Architectural Drafting III	<u>More...</u>	
DTG 121	Architectural Drafting I	MET 100X	Mechanical Eng Tech Ele
DTG 223	Architectural Drafting III	MET 100X	Mechanical Eng Tech Ele
DTG 124	Architectural Drafting II	CET 200X	Construction Tech Electi
DTG 261	Machine Drafting III	<u>More...</u>	
DTG 262	Machine Drafting IV	<u>More...</u>	
DTG 261	Machine Drafting III	MET 100X	Mechanical Eng Tech Ele
DTG 262	Machine Drafting IV	MET 100X	Mechanical Eng Tech Ele
WEL 131	Shielded Metal Arc Welding	<u>More...</u>	
DTG 188	B/P Reading	MET 100X	Mechanical Eng Tech Ele
DTG 185	B/P Reading	MET 100X	Mechanical Eng Tech Ele
DTG 188	B/P Reading	MET 100X	Mechanical Eng Tech Ele
DTG 191	Intro AUTOCAD	MET 100X	Mechanical Eng Tech Ele
DTG 193	Intermed CAD	MET 100X	Mechanical Eng Tech Ele
ECE 110	Child & Adolescent Development	CHF 201	Intro Child Development
ECE 111	COGNITION & LEARN	CHF 100X	Child Dv & Fm RI EI (Soc
ECE 112	Health/Safety	CHF 100X	Child Dev & Fam Rel Ele
ECE 116	Early Literacy Development	ERL 317	Children's Literature
ECE 117	Observing & Recording in the F	CHF 203	Prac-Early Childhood Proc
ECE 124	CHILD BEHAVIOR	CHF 203	Prac-Early Childhood Proc
ECE 125	FIELD PLACE I	CHF 100X	Child Dev & Fam Rel Ele
ECE 127	Cognitive & Affective Developm	CHF 331	Cognitive Development
ECE 215	SOC & EMOT DEV	CHF 200X	Child Dev & Fam Rel Ele
ECE 216	Survey of Exceptionalities	SED 402	Adapt Instr Std W/Disab
ECE 220	Curr Child I	CHF 329	Curr/Meth Tch Young Ch
ECE 221	Curriculum II	CHF 321	Curr/Meth Tch Young Ch
ECE 226	PLACEMENT II	CHF 200X	Child Dev & Fam Rel Ele
ECE 227	PLACEMENT III	CHF 200X	Child Dev & Fam Rel Ele
ECE 229	Early Childhood Professions	CHF 200X	Child Dev & Fam Rel Ele
ECE 232	Field Placement II	CHF 496	Fld Exp Hum Dev & Fam

	Field Placement III	CHF 422	Fld Placement Early Child
ECO 200	Money & Life - Econ Hty Mod Wr	ECO 100X	Economics Elect (Wester
ECO 201	Economics	ECO 121	Principles of Macroecon
ECO 221	Introduction to Microeconomics	ECO 120	Principles of Microecono
ECO 222	Introduction to Macroeconomics	ECO 121	Principles of Macroecon
EDB 204	The Teaching Process	EDU 200X	Education Elective
EDB 221	Educational Psychology	EDB 221	Educational Psychology
EDB 202	Intro Education	EDB 202	Educ In a Multicul Societ
ELC 121	National Electrical Code	EET 100X	Electrical Eng Tech Elect
EMS 123	Emergency Medical Technician-B	KPE 250	First Aid & Emergency C
EMS 124	First Responder to EMT-Basic B	KPE 200X	Kinesiol & Phys Ed Elect
EMS 201	Fundamentals of EMS	KPE 200X	Kinesiol & Phys Ed Elect
EMS 202	Cardiac/Respiratory Emergencie	KPE 200X	Kinesiol & Phys Ed Elect
EMS 208	Advanced Emergency Cardiovascu	KPE 200X	Kinesiol & Phys Ed Elect
EMS 209	Advanced Emergency Pharmacolog	KPE 200X	Kinesiol & Phys Ed Elect
EMS 211	Medical Emergencies	KPE 200X	Kinesiol & Phys Ed Elect
EMS 212	Emergency Care Across the Life	KPE 200X	Kinesiol & Phys Ed Elect
EMS 213	Trauma Management	KPE 200X	Kinesiol & Phys Ed Elect
EMS 223	Intro to Community Health	KPE 200X	Kinesiol & Phys Ed Elect
EMS 225	Biomedical Ethics	PHI 235	Biomedical Ethics
ENG 101	College Comp	ENG 101	College Composition
ENG 103	Coll Comp w/Lab	ENG 101	College Composition
ENG 104	Research Skills	ENG 100X	English Elective
ENG 105	Coll Comp w/Lab	ENG 101	College Composition
ENG 107	Career Exploration	FYS 100X	First Year Seminar
ENG 111	Freshman Comp	ENG 101	College Composition
ENG 112	Intro to Lit	ENG 100X	English Elect (Western C
ENG 116	Journalism Sem	CMJ 100X	Comm & Jou Elect (Dem
ENG 121	Bus Communica	ENG 317	Business & Technical Wr
ENG 162	Creative Non-Fic Wrtg	ENG 100X	English Elective (Art/Dm
ENG 172	Creative Writing	ENG 205	Intro to Creative Writing
ENG 211	TECHNICAL WRITING	ENG 317	Business & Technical Wr
ENG 212	Introduction to Film	ENG 280	Introduction to Film
ENG 213	Intro to Film	ENG 280	Introduction to Film
ENG 214	Topics in Film	ENG 200X	English Elective
ENG 215	Bus & Tech Writing	ENG 317	Business & Technical Wr
ENG 221	Wrtg Hist Close to Home	ENG 200X	English Elective (Soc Co
ENG 223	Sci Fic & Fantasy Lit	ENG 200X	English Elective (Artistic
ENG 225	Literature by Women	ENG 200X	English Elect (Cult Div/A
ENG 227	British Literature I	ENG 251	Eng Lit Surv: Beg-Neocla
ENG 228	British Literature II	ENG 252	Eng Lit Surv: Romantic-P
ENG 291	Topics in Literature	ENG 229	Topics in Literature
EPA 23	Digital Circuit	EET 275	Digital Electronics
EPB 24	Electromechanic	EET 276	Programmable Logic Con
EPC 21	Prac Wirng Neci	<u>More...</u>	
EPC 22	Prac Wirng Neci	<u>More...</u>	
EPC 22	Prac Wirng Neci	EET 100X	Electrical Eng Tech Elect
EPC 21	Prac Wirng Neci	EET 100X	Electrical Eng Tech Elect
EPT 116	DC Circuits	EET 111	DC Circuit Analysis
EPT 125	AC Electricity	EET 112	AC Circuit Analysis
EPT 129	Power Distribution	<u>More...</u>	
EPT 173	DC/AC Machines	<u>More...</u>	

EPT 173	National Electrical Code	EET 200X	Electrical Eng Tech Elect
EPT 229	DC/AC Machines	EET 100X	Electrical Eng Tech Elect
EPT 236	Industrial Electronics	EET 200X	Electrical Eng Tech Elect
EPT 241	Power Electronics	EET 200X	Electrical Eng Tech Elect
EPT 245	Linear Circuits	EET 241	Analog Circuit Fundamer
EPT 245	Digital Electronics	EET 275	Digital Electronics
EPT 274	Control Systems	EET 200X	Electrical Eng Tech Elect
EPT 276	Programmable Controllers	EET 276	Programmable Logic Con
EPT 282	Senior Project Design	EET 200X	Electrical Eng Tech Elect
EPT 283	Senior Project	EET 200X	Electrical Eng Tech Elect
EPT 292	Selected Electrical Topics	EET 200X	Electrical Eng Tech Elect
EPT 165	Fluid Power Circuits	<u>More...</u>	
EPT 265	Industrial Controls Systems	<u>More...</u>	
EPT 165	Fluid Power Circuits	BLE 100X	Bio Engineering Elective
EPT 265	Industrial Controls Systems	BLE 200X	Bio Engineering Elective
EPT 176	Programmable Controllers	EET 100X	Electrical Eng Tech Elect
EPT 129	Power Distribution	EET 100X	Electrical Eng Tech Elect
EPT 295	Intermed Instru	EET 200X	Electrical Eng Tech Elect
HIS 011	20th Cent American History	HTY 100X	History Elec (Western/S
HIS 101	Amer Hist Since 1898	HTY 104	United States History II
HIS 105	Hist Sci & Technlgy	HTY 100X	History Elec (Western/S
HIS 106	Food in History	HTY 100X	History Elective (Soc Co
HIS 111	World History	HTY 100X	History Elective (Social/
HUM 101	Intro Music/Art West Civ	ARH 100X	Art Hist Elect (West Cul/
HUM 103	Intro Art/Design 20th Cen	ARH 100X	Art Hist Elect (West Cul/
HUO 301	Freshman Comp	ENG 101	College Composition
HUO 302	Oral Communicat	CMJ 100X	Comm & Journ Elect (So
HUO 303	Technical Writi	ENG 317	Business & Technical Wr
HUO 309	Introductory PS	PSY 100	General Psychology
HUO 312	Economics	ECO 100X	Economics Elective
KOR 101	Beginning Korean	MLC 100X	Modern Lang Elec (Cult I
MA 108	Tech Math IV	TME 100X	Tech Math Elective (Matl
MAO 106	Tech Math II	TME 100X	Tech Math for Engr Elect
MAO 107	Tech Math III	TME 100X	Tech Math Elective (Matl
MAO 108	Tech Math IV	TME 100X	Tech Math Elective (Matl
MAT 101	Contemp Math	MAT 100X	Mathematics Elective
MAT 107	Elem Descriptv Geom	MAT 107	Elem Descriptive Geome
MAT 114	Tech Math II	TME 100X	Tech Math Elective (Matl
MAT 117	Intermed Algebra	ONM 13	Intermediate Algebra
MAT 119	College Algebra	MAT 111	College Algebra
MAT 120	Coll Trigonometry	MAT 100X	Math Elective (Mathemat
MAT 123	Coll Algebra & Trig	MAT 100X	Math Elective (Mathemat
MAT 160	Elem Discrete Math	MAT 100X	Math Elective (Mathemat
MAT 161	Intro to Statistics	MAT 232	Prin Statistical Inference
MAT 217	Pre-Calculus	MAT 122	Pre-Calculus
MAT 225	Calculus I	MAT 126	Calculus I
MAT 226	Calculus II	MAT 127	Calculus II
MAT 121	ENGINEERING MATH I	MAT 100X	Math Elective (Mathemat
MAT 122	ENGINEERING MATH II	TME 151	Tech Math I: Precalculus
MAT 222	ENGIN MATH IV	MAT 100X	Math Elective (Mathemat
MAT 108	Elem Num Mathem	MAT 108	Elem Num Math from Mo
MAT 261	Business Algebra	MAT 200X	Math Elective (Mathemat

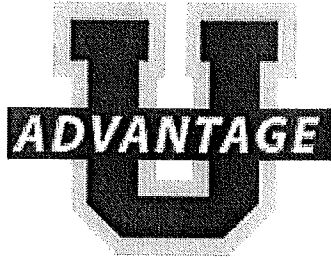
	Intro to Medical Terminology	FSN 230	Nutritional/Med Termino
MDT 121	Medical Law & Ethics	PHI 100X	Philosophy Elective (Eth
MRT 131	Medical Terminology	FSN 230	Nutritional/Med Termino
MRT 151	Introduction to Health Care	NUR 100X	Nursing Elective (Ethics)
MRT 251	Advanced Health Care	NUR 100X	Nursing Elective
MTT 113	CNC I	MET 100X	Mechanical Eng Tech Ele
MTT 131	Grinder Set-up and Operation	MET 100X	Mechanical Eng Tech Ele
MTT 132	Basic Grinding Setup & Operati	MET 100X	Mechanical Eng Tech Ele
MTT 155	Milling III	MET 100X	Mechanical Eng Tech Ele
MTT 162	Metallurgy	MET 100X	Mechanical Eng Tech Ele
MTT 163	Metal Identification & Propert	MET 100X	Mechanical Eng Tech Ele
MTT 172	Basic Milling Machine Setup &	MET 100X	Mechanical Eng Tech Ele
MTT 173	Measuring Layout & Bench Tools	MET 100X	Mechanical Eng Tech Ele
MTT 191	Basic Lathe Setup & Operation	MET 100X	Mechanical Eng Tech Ele
MTT 217	Computerized Machining Operati	MET 200X	Mechanical Eng Tech Ele
MTT 222	Cutting Tool Materials	MET 200X	Mechanical Eng Tech Ele
MTT 257	Statistical Process Control/Qu	MET 200X	Mechanical Eng Tech Ele
MTT 273	Machining Motion Transfer Mech	MET 200X	Mechanical Eng Tech Ele
MTT 274	Process Planning for Milling O	MET 200X	Mechanical Eng Tech Ele
MTT 284	Integrated Manufacturing	MET 200X	Mechanical Eng Tech Ele
MTT 121	Fundamentals of Band Machining	<u>More...</u>	
MTT 145	Turning I	<u>More...</u>	
MTT 151	Milling I	<u>More...</u>	
MTT 171	Fund. Of Measurement Layout &	<u>More...</u>	
MTT 121	Fundamentals of Band Machining	MET 100X	Mechanical Eng Tech Ele
MTT 145	Turning I	MET 100X	Mechanical Eng Tech Ele
MTT 151	Milling I	MET 100X	Mechanical Eng Tech Ele
MTT 171	Fund. Of Measurement Layout &	MET 100X	Mechanical Eng Tech Ele
MTT 147	Turning II	<u>More...</u>	
MTT 149	Turning III	<u>More...</u>	
MTT 153	Milling II	<u>More...</u>	
MTT 244	Fixture Design	<u>More...</u>	
MTT 149	Turning III	MET 100X	Mechanical Eng Tech Ele
MTT 153	Milling II	MET 100X	Mechanical Eng Tech Ele
MTT 244	Fixture Design	MET 200X	Mechanical Eng Tech Ele
MTT 147	Turning II	MET 100X	Mechanical Eng Tech Ele
MTT 143	INTRO TURNING	MET 100X	Mechanical Eng Tech Ele
MTT 184	INTRO MILLING	MET 100X	Mechanical Eng Tech Ele
MTT 144	INTERMED TURN	MET 100X	Mechanical Eng Tech Ele
MTT 146	ADV TURNING	MET 100X	Mechanical Eng Tech Ele
MTT 185	INTERMED MILL	MET 100X	Mechanical Eng Tech Ele
MTT 263	CLASSIF METALS	MET 200X	Mechanical Eng Tech Ele
MTT 254	JIG & FIXTURE	MET 200X	Mechanical Eng Tech Ele
MTT 256	ADV JIG/FIX DES	MET 200X	Mechanical Eng Tech Ele
MTT 265	MAT & PART COST	MET 200X	Mechanical Eng Tech Ele
MTT 186	ADV MILLING	MET 100X	Mechanical Eng Tech Ele
MTT 214	CNC II	MET 200X	Mechanical Eng Tech Ele
MTT 215	CNC III	MET 200X	Mechanical Eng Tech Ele
MTT 258	T1/DIE DESIGN	MET 200X	Mechanical Eng Tech Ele
MTT 259	MFG PROCESS	MET 200X	Mechanical Eng Tech Ele
MUS 123	Understand Music	MUL 100X	Music Lit Elec (Cult/Art)
NRG 110	Dimensions of Nursing	NUR 100X	Nursing Elective

	Clinical Pharmacology	NUR 200X	Nursing Elective
NUR 105	Foundations of Nursing	<u>More...</u>	
NUR 108	Drug Dosage Calculations	NUR 100X	Nursing Elective
NUR 134	Nursing Across The Life Span I	<u>More...</u>	
NUR 265	Nursing Across the Lifespan II	<u>More...</u>	
NUR 268	Nursing Across the Lifespan II	NUR 440	Nursing Care Mgt Adults
NUT 221	Nutrition	FSN 200X	Food Sci & Nut Elec (App)
PED 115	Dev & Guide Behav	CHF 100X	Child Dev & Fam Rel Ele
PED 117	Language & Literacy	CHF 100X	Child Dev & Fam Rel Ele
PED 118	Science & Math	CHF 100X	Child Dev & Fam Rel Ele
PED 211	Medical Issues in the Classroo	DIS 200X	Disability Studies Electiv
PED 213	Studnt w/Autism	SED 200X	Educ-Spe Ed Elec (Cult I
PED 223	Learning Disab	SED 200X	Educ-Spe Ed Elec (Cult I
PED 232	Field Exper II	CHF 200X	Child Dev & Fam Rel Ele
PED 233	Field Exper III	CHF 200X	Child Dev & Fam Rel Ele
PFT 111	Pipefitter I	EET 100X	Electrical Eng Tech Elect
PHI 101	Ethics	PHI 100X	Philosophy EI (West Cul/
PHI 105	Comp Wrld Religions	ANT 120	Religions of the World
PHI 291	Philosophy Top	PHI 200X	Philosophy Elective
PHY 108	Surv App Phys w/Lab	PHY 100X	Physics Elective (Lab Sc
PHY 109	Cncpts Phys w/Lab	PHY 105	Descriptive Physics
PHY 130	Tech Phys for Telcom	PHY 100X	Physics Elec (Applied Sc
PHY 235	Radiologic Phys	PHY 100X	Physics Elec (Applied Sc
PHY 121	Physics I	<u>More...</u>	
PHY 122	Physics I Lab	<u>More...</u>	
PHY 121	Physics I	PHY 100X	Physics Elec (Applied Sc
PHY 123	Physics II	<u>More...</u>	
PHY 124	Physics II Lab	<u>More...</u>	
PHY 122	Physics I Lab	PHY 100X	Physics Elective
PHY 123	Physics II	PHY 100X	Physics Elec (Applied Sc
PHY 124	Physics II Lab	PHY 100X	Physics Elective
PHY 111	Tech Phys I	PHY 107	Technical Physics I
PHY 112	TECH PHYS II	PHY 108	Technical Physics II
PHY 107	Applied Physics Upgrade	PHY 100X	Physics Elective (Lab Sc
PSY 101	Intro to Psych	PSY 100	General Psychology
PSY 111	LABOR RELATIONS	PSY 100X	Psychology Elective (Soc
PSY 211	Human Relations	CMJ 200X	Comm & Journ Elect (So
PSY 231	Develop Psych	PSY 200X	Psychology Elective (Soc
RAH 233	RAH Electronics	EET 200X	Electrical Eng Tech Elect
RAH 236	RAH Controls	EET 200X	Electrical Eng Tech Elect
RAH 262	Heat Pump Systems	EET 200X	Electrical Eng Tech Elect
SCI 105	General Science	GEL 100X	GEL - Elec (Lab Science)
SCO 401	Technical Physi	PHY 107	Technical Physics I
SCO 402	Tech Physi II	PHY 108	Technical Physics II
SOC 101	Intro to Sociology	SOC 101	Introduction to Sociolog
SOC 151	Environment and Society	EES 100X	Ecology & Enr Sci Elec (I
SOC 201	Undrstdg the Family	CHF 200X	Child Dv & Fm RI EI (Soc
SOC 214	Contemp Soc Probs	SOC 202	Social Problems
SPE 101	Oral Commun	CMJ 100X	Comm & Journ Elect (So
SSC 101	Survey of Social Sciences	SOC 100X	Sociology Elective
TEL 114	Digital Syst for TelecomI	EET 100X	Electrical Eng Tech Elect
TEL 116	Digital Syst for Telecom II	EET 100X	Electrical Eng Tech Elect



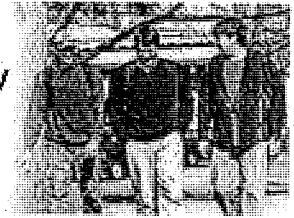
TEL 240	Intro Electronics for Telecom	EET 100X	Electrical Eng Tech Elect
TEL 254	Electrical Circuits for Teleco	EET 200X	Electrical Eng Tech Elect
WEL 111	Electronic Com for Telecom	EET 200X	Electrical Eng Tech Elect
WEL 132	Metal Technology	MET 100X	Mechanical Eng Tech Ele
WEL 131	Shielded Metal Arc Welding(SMA	MET 100X	Mechanical Eng Tech Ele
WEL 161	Shielded Metal Arc Welding	MET 100X	Mechanical Eng Tech Ele
	Welding Fundamentals	MET 100X	Mechanical Eng Tech Ele





## Maine's Community College to University Guaranteed Admission Program

A Partnership of the Maine Community College System  
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## ■ AdvantageU

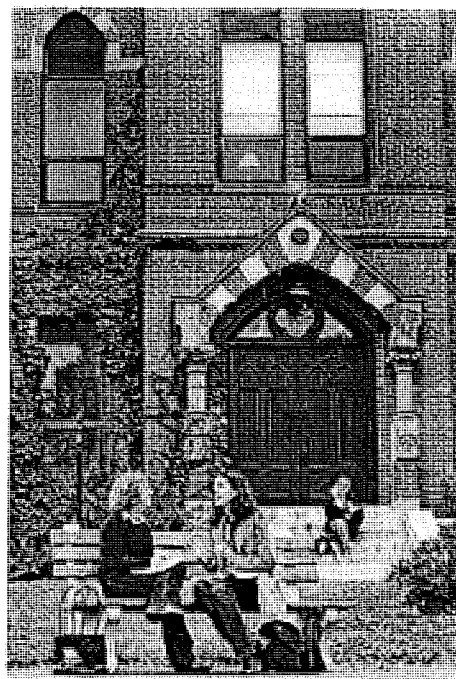
### **Enroll in a Maine Community College Liberal Studies program, and sign up for AdvantageU!**

- Experience a streamlined transfer process from Community College to a Maine public University
- Transfer to the University with advanced academic standing
- Receive dual advising toward your University major
- No University application fee

Maine's Community Colleges and public Universities are now offering a seamless pathway to a baccalaureate degree. Earn your Associate in Arts in Liberal Studies at one of Maine's seven Community Colleges, and you will receive guaranteed admission and a smooth transfer to any University in the University of Maine System.

Certain UMS degree programs may have specific cumulative grade point average (GPA) requirements and/or program specific criteria for admission and class standing.

To find out how it works, click [here](#).



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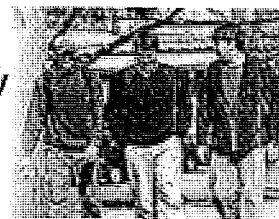
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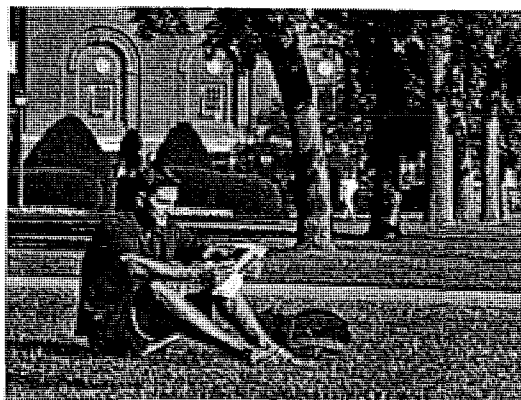
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### ■ How AU Works

- Getting started
- Transfer process
- Guarantee
- What's NOT covered?



#### Getting started

To participate in **AdvantageU**, you must first apply and be accepted into an Associate in Arts in Liberal Studies program at one of Maine's seven Community Colleges. *[For links to our Admissions Offices, click here.]* Once enrolled, and prior to completing 30 credits, sign up for the AdvantageU program by filling out our AdvantageU Participation Form. Work with your Community College advisor to establish your University connection and to be sure you are meeting the requirements for the University you plan to attend.

#### Transfer process

When you have completed 45 credits, or in the semester prior to graduation at your Community College, fill out the "AdvantageU University Transfer Application" with your advisor. Your Community College will forward the AdvantageU University Transfer Application and other essential academic information to the admissions office of the University you wish to attend.

#### Guarantee

Qualified Maine Community College students, upon completion of an associate

admission with advanced standing to an institution in the University of Maine System. Students must earn grades of C- or above to be considered for transfer from the community college to the university. In addition, all other college, military, and prior learning/life experience credit will need to be reevaluated for applicability to the university degree program.

University course registration date is determined by the number of credits a student has earned at the time of university admission. Students may be required to satisfy current general education requirements at the receiving institution that were not available or completed at the community college from which they transferred.

Depending on the university degree program selected, additional course work may be required, extending the expected two-year timetable for degree completion. Students are encouraged to work closely with MCCS and UMS advisors to ensure that the appropriate courses are taken toward a degree program.

### **What's NOT covered?**

**This program does not guarantee admission into a particular degree program.**

Certain University programs have specific GPA requirements and/or program-specific criteria for admission and class standing. Students are strongly encouraged to work with their Community College and University advisors to understand individual program requirements. This will help ensure that your transfer process is as smooth and seamless as possible.

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