

Federal Compliance Filing by Institutions

Effective September 1, 2014 – August 31, 2016

Note: Updated information pertaining to the preparation of institutional materials to address the Federal Compliance requirements will be available in January 2016. The updated information will be in effect for visits starting in Fall 2016. Until then, institutions should use the Federal Compliance Packet that is available on the HLC website.

This document outlines the information institutions should provide in a separate federal compliance filing for a comprehensive evaluation. Institutions must address the **federal requirements** in the information they submit to the Commission **before** the visit and additional supporting information on federal compliance in the Resource Room during the visit. Institutions should address these requirements with brief narrative responses and provide supporting documentation, where necessary. (Institutions participating in the Standard or Open Pathway will provide all of their information through the Assurance System.) The information requested in this document should be provided in the separate federal compliance document **before** the visit unless otherwise noted. The institution should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this template. The Guide identifies applicable Commission policies and an explanation of each requirement. Note that some federal requirements are related to the Commission's Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address those Criteria and Assumed Practices.

Institution under review: Chicago State University

Assignment of Credits, Program Length, and Tuition **[Attached – Refer to the End of File]**

1. **Complete the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* attached to this document, and submit the worksheet and the attachments listed in it.**

The completed *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* and attachments are included at the end of this document and incorporated into the University's Federal Compliance Report.

2. **Provide information about the length of the institution's degree programs and identify and justify any difference in tuition for specific programs.**

Credits

Chicago State University operates with an academic calendar that includes a 16-week fall and spring semester. Running concurrently with these semesters are 12-week special sessions for fall and spring. CSU also offers a four-week spring intersession and a 10-week summer session. During the summer session courses are offered either for the full 10 weeks, for the first 5 weeks only, or for the second 5 weeks only. The length of each semester and student credit hours are assigned according to the practices common in higher education and are fairly consistent with other peer institutions.

CSU uses a credit hour ratio calculation whereby a student can earn one credit hour by attending class at least 50 minutes each week through the course of a typical 16-week semester. This policy applies to any instructional category (i.e. lectures, independent studies, internships and practica or field) and for any format (face-to-face, hybrid, or online). Most students, on average, spend at least 50 minutes in class three times a week or 75 minutes in class twice a week for a typical three credit hour course. In addition, students are

expected to spend a minimum of two hours per credit hour of study per week on out-of-class assignments. The number of contact hours is equivalent across all sessions based on the designated credit hours.

More specifically, as noted in the course catalogs for undergraduate and graduate study, a credit hour consists of the equivalent of one 50-minute direct instructional period (lecture or discussion) or the equivalent of two 50-minute laboratory periods per week during a 16-week semester ([Link to Catalog](#)). A ten-week summer session is equivalent to two hours 15 minutes for a class that meets twice per week; one hour 30 minutes for a class that meets three days a week; or 60 minutes for a class that meets four days a week. A five-week summer session is equivalent to four hours forty minutes for a class that meets two days a week and one hour 15 minutes for a class a class that meets four days a week. Additionally, laboratory periods meet four times for 160 minutes during a summer term. Course credit hours and student meeting times are detailed in the campus course bulletins each semester and summer session and are found on the University website. [[FC 1.N. – Course Bulletin Website](#)]

Program Length

Students are required to earn a minimum of 120 hours to complete a baccalaureate degree in any program, including 36 credit hours of core and general education requirements. Undergraduates also must complete two writing emphasis courses within their declared major and successfully complete the appropriate English and reading qualifying exams. Additionally, students must earn a minimum of a 2.0 cumulative grade point average.

Graduate programs offer masters, doctorate and professional degrees and have specific degree requirements based on each respective program. In general, students must earn a minimum 3.0 cumulative grade point average to graduate in any program; however, students in the Doctor of Pharmacy program must earn a minimum 2.0 cumulative grade point average to graduate. Most master's degree students have six years to complete their degrees; however, international students must complete their studies in two years, and students in social work must complete their studies in four years. Students in the Doctor of Education in Educational Leadership program have up to seven years to complete their degrees. There is no time limit for students in the Doctor of Pharmacy Program, but these students are only eligible for financial aid for up to six years. To complete a master's, doctorate or professional degree, credit hour requirements range from 45 to 141. More detailed information on these requirements is listed in the undergraduate and graduate course catalogs which are located on the University website. [[FC 1.N. – Undergraduate and Graduate Catalogs](#)]

Tuition

CSU tuition is differentiated by the student's enrollment status including new entering first-time, returning/continuing, resident, non-residents, on-campus, off-campus, graduate and professional students.

In accordance with Illinois Truth-in-Tuition law, Illinois public universities must provide fixed-level tuition to all new Illinois resident students for four years or until the student reaches 120 hours. This remains in effect for all new students including first-time freshman and transfer students and will not extend beyond five years of enrollment with no more than one year of a break in attendance. A tuition surcharge of 10% will be assessed for students that extend beyond the four-year guarantee period (120 credit hours) or five years of total enrollment. Students who go beyond the five-year time frame limit, will pay the current tuition rate for the academic year they enroll.

Students in the Doctor of Pharmacy program pay an additional service fee, while their rate of tuition is consistent with the graduate student rate. Further, resident and non-resident students pay different tuition rates. Undergraduate students who live in the five contiguous states (i.e., Indiana, Iowa, Kentucky, Missouri and Wisconsin) pay resident rates.

In general, tuition and fee rates are posted annually by semester for undergraduate and graduate students on the University Financial Aid website and Finance and Administration website. Tuition costs are listed

per credit hour and as total cost for full-time and part-time students. [[FC 1.N - Tuition and Fees Webpages](#)]

Institutional Records of Student Complaints

- 1. Explain the process for handling student complaints.**
- 2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.**
- 3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.**

The University utilizes a decentralized method for handling student complaints. This format has proven to be appropriate for the University in that it provides students with various methods of resolving issues. Students are encouraged to attempt to resolve issues directly with the party. When this option is not available or the issue remains unresolved, the following resources are available.

Academic Grievances – Students with complaints that pertain to their academic program may file a complaint in their respective college. Each of the colleges have established grievance procedures. The procedures are provided in the colleges and are published in the undergraduate and graduate catalogs. [[FC 2.N. - Undergraduate and Graduate Catalogs](#)]

Academic Program Related Complaints – Office of the Provost – the Office of the Provost receives general complaints from students that pertain to academic issues.

Student Conduct Complaints – Students who have complaints about the behavior of other students may utilize the University’s Judicial Affairs Office. The Judicial Affairs Office receives complaints and ensures that the rights of the complainant and the charged students are protected.

Human Rights Complaints – Students who think that they have been discriminated on the basis of a factor protected by Title IX and or State human rights laws have the option of filing a complaint with Legal Affairs.

General Complaints – Dean of Students - The Office of the Dean of Students is available to receive complaints on any issue. Prior to the last review and visit, the University determined that the ombudsman office was underutilized. Since the last visit, the Office of the Dean of Students has established a website portal and email filing system to receive student complaints. The Dean of Students either reviews and resolves student complaints or refers the complaint to the appropriate office for review and resolution. All of the various offices track student complaints and conduct periodic assessment.

Publication of Transfer Policies

- 1. Demonstrate that transfer policies are disclosed in the institution’s catalog, on the web site, or in other appropriate publications.**

The academic catalog and website clearly describe the transfer policies in effect at Chicago State University. Specifically, after admission, students with previous college credit will receive an evaluation of credits in the major. Official evaluations will not be prepared from unofficial documents. Delay in submitting official transcripts may adversely affect financial aid, acceptance of transfer credit, and advising.

The University accepts all credit from regionally accredited institutions for college-level classes that are baccalaureate-oriented and are similar in content to CSU courses. Transfer courses will be evaluated on an individual basis to determine how credit meets Chicago State University's graduation requirements and the requirements of the respective college, department, and program option. No grades below a C will be accepted in transfer. A maximum of 66 hours will be accepted in transfer from a two-year college. Developmental, remedial, vocational, study skills, college survival practicum, ESL, and other similar courses do not transfer. Academic advisors in each major field can explain the content of this evaluation during the student's regular visit for advisement.

Chicago State University will award college credit to adult learners enrolled in non-traditional studies programs based on the ACE Credit Recommendation's National Guide to Educational Credit for Training Programs. This credit is subject to the general policies governing transfer credits and departmental policies. Students offering ACE approved credits enrolled in traditional programs will also be considered on an individual basis following departmental and university guidelines and policies governing acceptance of transfer credits.

Any additional transfer credits submitted after a student's acceptance to CSU will be automatically applied to the student's permanent record. All course work can be viewed on CSU X-Press approximately two weeks after submission of official transcripts. These details and others can be found at: https://www.csu.edu/catalogs/undergraduate/Academic_Advisement.htm.

Additionally, some programs offered through the College of Arts and Sciences accept credit for IB (International Baccalaureate) courses and/or AP (Advanced Placement) exams if they meet specific criteria as listed. Students who want to know if their AP or IB credit will be accepted should contact the Office of Evaluation and Advisement or contact their academic advisor. Detailed AP/IB policies can be found at the following link: <https://www.csu.edu/provost/IBABcredit.htm>.

Official transcripts indicating the completion of IB coursework and/or official copies of AP exam scores from the College Board need to be submitted in order to receive college-level credit

- 2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.**

At present, completed articulation agreements are posted at the following location: <https://www.csu.edu/provost/articulation.htm>. New agreements are in progress with the following institutions: South Suburban College, Morton College, Elgin Community College, and the University of Illinois Chicago. One of Chicago State University's goals for steady enrollment growth in the future relies upon the development and implementation of more articulation agreements. This is, in fact, a key part of the strategic enrollment plan.

Historically, Chicago State University has worked with transfer guides that have been developed for students and staff and are located <https://www.csu.edu/provost/transferguides/index.htm>. Transfer guides are available for each CSU college and program and align to numerous community college partner programs. CSU has also utilized course by course equivalencies that can be found on Transferology at

<https://www.transferology.com/index.htm>. Transferology is a nation-wide network designed to help students explore their college transfer options. Its goal is to save students time and money by providing a quick, intuitive way of getting their college transfer credit questions answered. Institutions that participate in uploading course equivalencies into Transferology agree to honor the acceptance of the transfer course information on the web site. Additionally, those equivalencies directly correspond with the equivalencies articulated in CSUs degree audit system called Banner CAPP. The sharing of data between both sources helps to ensure that transfer credit acceptance decisions match in both places to ensure that transferability of courses is applied consistently.

3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

Transfer Policies – Chicago State University’s transfer credit articulation policy and guidelines are located on the University’s website. The policy can be found in the student catalog as well as information relating directly to the criteria the University uses via multiple links to the University transfer guides. Transfer admissions criteria are also clearly displayed on the website.

The transfer credit articulation policy relates to credits transferred within the state of Illinois under the Illinois Articulation Agreement (IAI) as well as to general transfer credit practices for students transferring from institutions not covered by IAI. Policies on the Evaluation of Credit and the Illinois Articulation Initiative can be found on the following website:

[\[http://www.csu.edu/catalogs/undergrad/Academic_Advisement.htm\]](http://www.csu.edu/catalogs/undergrad/Academic_Advisement.htm).

Articulation Agreements - Chicago State University publishes the articulation agreements that it has with other institutions on the Office of the Provost’s webpage. The posted agreements clearly identifies the credit that Chicago State University accepts from the participating institution. Further, the University accepts credits and offers credits with the institution participating in the articulation agreement. [FC 9.N. – Articulation Agreements]

Practices for Verification of Student Identity

1. Identify whether students are enrolled in distance or correspondence courses.

Students at Chicago State University do have the option to enroll in online and hybrid courses across a variety of disciplines and programs.

2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

Chicago State University has established procedures to conduct its distance learning courses as follows:

- a) As part of the enrollment process, all students must present a copy of their driver’s license or state identification card and social security card which will be kept on file [\[http://www.csu.edu/recordsandregistration/enrollmentverification.htm\]](http://www.csu.edu/recordsandregistration/enrollmentverification.htm).
- b) Upon acceptance into the institution/program, students will be given a secure username and password. The password must be changed/updated periodically.
- c) Students complete assignments and exams by accessing Moodle, the University's on-line course management system, with a secure username and password.
- d) On the Moodle access homepage, students read the following statement: *As a student of*

Chicago State University, I agree to comply with an academic honor system that supports serving and leading with strong personal integrity. Specifically, this includes not cheating or using inappropriate or dishonest means in the completion of academic requirements. This also includes not giving unauthorized assistance to others. I understand that it is my responsibility to comply with this honor system. My submission or completion of an assignment or exam constitutes verification that I have completed it without the unauthorized assistance of others.

Title IV Program Responsibilities

This requirement has several components the institution must address. The institution staff compiling this information should work with the financial aid office and the chief financial officer or comptroller.

1. General Program Responsibilities

- a. Provide information regarding the status of the institution’s Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.**

Since the Fall 2012 HLC Visit, CSU has been busy restructuring many of its procedures on federal financial aid processing. As noted below, CSU has dropped from twelve audit findings to six audit findings related to Title IV. These Findings include: Policies And Controls Over Satisfactory Academic Progress, Student Financial Assistance Not Reconciled on a Monthly Basis, Student Financial Aid Awarded to Students at Unreported Locations, Return of Title IV Funds, Inadequate Controls Over Student Verification, Due Diligence for Perkins Loan Recipients, Institutional and Financial Assistance Information Disclosed to Students, Controls Over Exit Counseling, Federal Perkins Loan Cohort Default Rate Too High, Notification of Disbursement, Controls Over Loan Counseling, Federal Direct Student Loan Monthly Reconciliations, Noncompliance with the Reporting Requirements Applicable to the Higher Education Institutional Aid Program, Higher Education Veterans Service Act, Lack of Adherence to Controls and Noncompliance with Requirements Applicable to the Higher Education Institutional Aid Program.

FISCAL YEAR	NUMBER OF AUDIT FINDINGS	AUDIT FINDINGS NOT REPEATED FROM PREVIOUS YEAR
FY 2013	12	7
FY 2014	9	5
FY 2015	9	5
FY 2016	6	8

Two of the current six most recent audit findings are repeated and include: Inadequate Controls Over Student Verification and Institutional and Financial Assistance Information Disclosed to Students.

CSU has made significant progress to correct these findings with the following correction plan:
Financial Assistance Information Disclosed to Students

To comply with The Code of Federal Regulations: 34 CFR 668.41 (c)(1), 34 CFR 668.41 (c)(2), 34 CFR 668.42 (g)(1)(i), OMB Circular A-133. The University will improve its internal controls and monitoring to comply with the dissemination of institutional and financial assistance information to its students. More specifically, it will centralize the location of all consumer information required for federal compliance for institutions receiving Title IV funding. **Corrective Action:** 1) The Office of Institutional Effectiveness and Research (IER) will add a web page to its website entitled – Consumer Information. This page will house links to all reports related to: Institutional and Financial Assistance Information for Students, Drug & Alcohol Policy, Consumer Information for Student Athletes, Student Right-to-Know Act, Clery/Campus Security Act, FERPA, Safeguarding Customer Information, Fire Safety Reports and Student Housing, Misrepresentation, Loan Disclosures and Gainful Employment Disclosures. 2) An official notice of the consumer disclosures will be provided twice a year – once in the fall and once in the spring term of each academic year. A notice will be sent between September and November and no later than December 1st of the fall term. A second notice will be sent between February and April and no later than June 1st of the spring term. 3) The notice will provide students direct links for all disclosures and information on how to retrieve hard copies of the report that will be housed in the IER office. 4) IER will coordinate with the following departments to receive required documentation and reports from Financial Aid, Chief of Police, Director of Athletics, Dean of Students, Director of Housing, and Office of the Provost. A review will be done by the Vice President of Enrollment Management or his/her designee in conjunction with the Office of Compliance to ascertain status of meeting required obligations to adhering to federal mandates. Prior to posting, a review will be conducted by the Office of Enrollment Management to ensure that all impacted departments approve and have included all required disclosure statements and information as noted by federal regulations. The federal consumer disclosures have been shared with all impacted departments and a review of the process will be conducted annually in the compliance meeting hosted by compliance.

Inadequate Controls Over Student Verification

To comply with the proper review and guidelines of the verification rules as outlined in the Code of Federal Regulations (34 CFR 668.59(a)(2)) stating that for subsidized financial assistance programs, if the applicant’s FAFSA information changes as a result of verification, the applicant or institution must submit to the Secretary any changes to a single dollar item of \$25 or more. **Corrective Action:** In order to ensure that this error is prevented and key elements being overlooked, the University will create a check list identifying items that need to be reviewed within the tax documents, when hard copies of tax forms are submitted and used for verification purposes. Checklist will be placed in student file when manual tax forms have been submitted and reviewed during the internal monitoring process of the term to ensure compliance. If checklist is not used and verification has not been accurately completed, the employee will receive a verbal warning or written warning contingent on the frequency of not following the required process. Each team member will receive an overview of the form and instructions on what is expected going forward. Training will be completed annually.

- b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions. [NEED DOE REPORTS]**
- c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution’s short- and long-term financial health.**
- d. Discuss the institution’s response and corrective actions to these challenges. [See Attached Documents of State Auditor General Reports]**

- e. Provide information about findings from the A-133 portion of the institution’s audited financial statements that identify any material weaknesses in the processing of financial aid.

[See Attached Documents of State Auditor General Reports]

- 2. **Financial Responsibility Requirements.** Provide information about the Department of Education’s review of the institution’s composite ratios and financial audits.

[NEED DOE REPORTS]

The Commission also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution’s finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns. *Related Commission Requirements: Core Component 5.A, 2.B; Assumed Practice D.1.*

- 3. **Default Rates [L.E.]**

Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012.

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

- a. Disclose student loan default rates as provided by the Department for the three years leading up to the visit.

Chicago State University	FY2013	FY2012	FY2011
Default Rate	10.2	13.4	13.8
No. in Default	239	327	251
No. in Repay	2,343	2,436	1,809
Enrollment figures	8,194	8,981	8,927
Percentage Calculation	28.5	27.1	20.2

The default rate for CSU in FY 2013 is 10.2 (lower than FY12 by 3.2 points). The rate has recently been on a downward trend although the percent calculation has been on an upward trend as a result of enrollment decline.

CSU still remains below the FY 2013 national cohort default rate of 11.3 percent by 1.1, although above the rate for the public universities in the State of Illinois whose rate is at 9.4 percent (0.8 percent difference or nearly a 1 percent difference).

- b. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.

Although the CSU default rates are higher than its peers, the rates have not exceeded Departmental thresholds to trigger a Department review.

- c. **Submit information about the institution's participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.**

4. **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and other information. Identify any findings from the Department regarding these disclosures.**

Supporting information: Provide samples of those disclosures in the Resource Room.

Campus Crime Information – In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Higher Education Opportunity Act of 2008 (HEOA), the University collects data regarding campus crime and publishes a Security and Fire Safety Report annually. The report, including required campus crime statistics data is available on the University's police department website. [FC 5.5.N – 2015 Campus Security and Fire Report]

Athletic Participation – In accordance with the Equity in Athletics Disclosure Act (EADA), the University collects athletic participation data. The University makes this information available to the public through its annual EADA Report. The report is published on the University's Athletics website. [FC 5.5.N - 2015 Equity in Athletics Disclosure Act Report]

Financial Aid – the University publishes all required information regarding financial aid on the University's website, in the University's bulletins and catalog. [FC 5.5.N -]

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

Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures in the Resource Room.

Related Commission Requirements: Assumed Practice A.6.

6. **Satisfactory Academic Progress and Attendance Policies. The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.)**

The current Satisfactory Academic Progress policy for Chicago State University is clearly described in the following document http://www.csu.edu/financialaid/documents/CSUpolicyFA_SAP_1-2013.pdf. The Office of Student Financial Aid in partnership with the Office of the Registrar manage the SAP review

and calculations as well as communication with students regarding their SAP status when such reviews occur. The Chicago State University website under the section of Student Financial Aid also details the policy and how it applies to students under Title IV. That information can be found at

<https://www.csu.edu/financialaid/satisfactoryacademicprogress.htm>.

7. **Contractual Relationships.** Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts and received approval for those contracts. The Commission’s substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, “*Information on Contractual and Consortial Arrangements,*” for more information. *Related Commission Requirements: Assumed Practice A.10.*)

Chicago State University does not have any contracts with third-party entities not accredited by a federally recognized accrediting agency for any certificate or degree programs.

8. **Consortial Relationships.** Disclose consortial relationships with other entities accredited by a federally recognized accrediting agency. (The institution should have previously disclosed all consortial relationships to the Commission. The Commission’s substantive change policy requires that the institution notify the Commission of any new consortium for 25 to 50 percent of an academic program and that the institution obtains prior Commission approval for any consortium that offers 50 percent or more of an academic program. The institution should review the document, “*Information on Contractual and Consortial Arrangements,*” for more information. *Related Commission Requirements: Assumed Practice A.10.*)

Chicago State University does not have any consortial relationships for 25 to 50 percent of an academic program.

Required Information for Students and the Public

1. **Submit course catalogs and student handbooks to the team.**

The Chicago State University catalogs are published online. The undergraduate catalog The University’s catalogs are published online:

Chicago State University Undergraduate and Graduate Catalogs - <http://www.csu.edu/catalogs/>.

2. **Identify sections of the web site that include required disclosure information.**

Disclosure information is available on the Institutional Effectiveness and Research (IER) Website under its Consumer Information page - <http://www.csu.edu/IER/consumerinfo.htm> .

Advertising and Recruitment Materials and Other Public Information **[Mrs. Sabrina Land – Marketing and Communications Provided this information to Nancy Grim and the Evidence Team]**

1. Demonstrate that advertisements and recruiting materials provides accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.
2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.
3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

Review of Student Outcome Data

1. Demonstrate that the institution collects information about student outcomes. An Academic Update is provide each academic year. Summary of student outcomes can be found at:
<http://www.csu.edu/IER/consumerinfo.htm>.
2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

Illinois Board of Higher Education requires the University programs collect information regarding student outcomes. The most recent survey of alumni one-year, five-year and nine-years out is provided at:
<http://www.csu.edu/IER/> - Under University Profile: <http://www.csu.edu/IER/universityprofile.htm>

Academic Program Reviews are required to maintain University Program approval from the Illinois Board of Higher Education.

Standing with State and Other Accrediting Agencies

1. **Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.**

Supporting information: Provide the team in the Resource Room with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

Chicago State University publishes information regarding all specialized and professional programs on the Office of the Provost's webpage. Additionally, the webpage also provides a link to the HLC Statement of Affiliation status.

The comprehensive evaluation reports and any action letters are maintained in the Office of the Provost.
[FC 9.1. – Office of the Provost Webpage – Accreditations]
[FC 9.2. – Accreditation Evaluation Reports]

Public Notification of Opportunity to Comment [Sabrina Land/ Public Relations]

1. **Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.**

The constituencies who will receive the notice of opportunity to comment are all groups, including students, parents, alumni, taxpayers, donors, community groups and local businesses.

2. Determine what media the institution will use to solicit comments. Local newspapers, institutional web sites, and alumni magazines are appropriate choices. The notices should reach all constituencies but should not unduly burden the institution.

Chicago State University utilized the following media to solicit comments: [local newspapers], the University's website; social media outlets; campus-wide email messages; announcements at University Board of Trustee Meetings [date]

The notices included the following: the purpose and dates of the visit; the University's accreditation status with the Higher Learning Commission; an invitation to send written, signed comments directly to the Commission; and contact information for the Commission. Additionally, the notices specified that comments must be sent to the Commission no later than four weeks before the start of the visit.

[FC 10.1. – Chicago State University Notices of Opportunity to Comment]

3. Publish the notices of the visit following the prescribed format; see the [Procedure on Third Party Comments](#).

4. The institution must send copies of its notices to the Commission in .pdf format to legalaffairs@hlcommission.org at least a month before the comprehensive evaluation visit. Commission staff will compile the comments and the notices and send them to the evaluation team and to the institution three weeks prior to the visit. The Commission will also review and forward comments received after the deadline lapses and even during the visit, as third party comments are an important part of the comprehensive evaluation visit process.

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

Worksheet for Use by Institutions on Assignment of Credit Hours and on Clock Hours

Instructions

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

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

- report on academic terms and credit for courses that support the institution's certificate and degree programs;
- include notes or other brief explanation in this form where appropriate to explain the allocation of credit hours;
- estimate or round off where appropriate;
- **not** include prior learning, transfer, etc., wherein the institution awards credit but does not provide instruction associated with that credit.

Appendix A. Credits and Program Length. All institutions must complete Appendix A. Institutions that use multiple calendars may need to complete more than one section of Part One.

Appendix A includes these sections:

Part One. Institutional Calendar, Term Length, and Type of Credit

Part Two. Format of Courses and Number of Credits Awarded

Part Three. Policy on Credit Hours

Part Four. Total Credit Hour Generation

Part Five. Clock Hours

Supporting Materials

Appendix B. Clock Hour Worksheet. Institutions should complete Appendix B only if they offer clock-hour courses/programs or are required by the U.S. Department of Education to report certain courses/programs to the Department in clock-hours for Title IV purposes.

Appendix A: Assignment of Credit Hours

Part One: Institutional Calendar, Term Length, and Type of Credit

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

Name of Institution: Chicago State University

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	16 Weeks	One
	Compressed Formats: 4, 8 or other week terms within the semester calendar ¹	4 Weeks (Spring Intercession Only) 12 Weeks	One each term
	Summer Term	5 weeks 10 weeks	Two 5 weeks One 10 week
Quarter Calendar	Standard Format: 10-12 week term		
	Compressed Formats: 2, 5, or other week terms within the quarter calendar ¹		
	Summer Term		

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

Term		Column 1 Term Length: Number of weeks	Column 2 Number of Starts	Column 3 Type of Credit
Non-Standard Term Calendar	Term One			
	Term Two			
	Term Three			
	Summer Term			

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

Part Two. Format of Courses and Number of Credits Awarded

Guide to Completing this Section

Purpose of this section

This section asks the institution to provide a broad overview of the pattern of instructional hours required for the credit hours it awards. The chart provides a suggested approach for conveying that information to the evaluation team. The institution should feel free to make modifications in the chart or add brief notes as appropriate to explain credit hour awards, particularly in non-standard or compressed format classes.

If the institution offers multiple terms, such as a compressed format term and a regular semester term, it should separate that information, typically by providing a separate chart for each term, so that the team can understand how instructional time is related to credit hour awards in each term. It is important to emphasize that the information in this section need not be extensive as long as it explains credit hour awarding across various formats at the institution.

The institution should not use this section to demonstrate that it assigns credit hours appropriately relative to non-contact hour requirements such as out-of-class group meetings or homework assignments. That issue may be addressed in the institution's credit hour policy, and the team may consider it in the sample of institutional programs it will examine more carefully during the evaluation visit.

Period Reported

An institution may use any recent term that provides a reasonable picture of their credit hour allocations as the basis for reporting in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. The institution should identify on the form what term is being reported. **The institution should complete a separate form for each type of term identified in Part One.**

Key to Rows

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

Include lab or discussion in the number of meetings if they are a required element of the course, do not have a separate course number or credit hour allocation, and if the presence of a lab or discussion is considered significant when the institution assigns credit hours to the course. If lab or discussion does meet these considerations, it need not be reflected in this chart.

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

Key to Columns

- **Column 1–FTF:** For courses where instructors interact with students in the same physical space for approximately 75% or more of the instructional time.
- **Column 2–Mixed FTF:** For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.

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

- **Column 3–Distance:** For courses where instructors interact with students through one or more forms of distance delivery.
- **Column 4–Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically self-paced schedule.

Federal Definitions of Distance/Correspondence Education:

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

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

- **Column 5–Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Column 6–Weekend College:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses and credit assignments differently than the same courses offered during the regular day; institutions that offer courses in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructional time as those courses offered by the institution during the regular day need not report evening or weekend courses in this category.
- **Column 7–Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution. Institutions that have professional schools in medicine, law, nursing, physical therapy, etc. that often require internships or practica with high credit allocations should provide brief summative information about the internships but not need include them in the report form.

Some Examples

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

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2015 (16 Weeks)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	32		3		12		9
	# of meetings	8-16		16		8-16		8-16
	Meeting length	1-2 hrs.		1 hrs.		1-2 hrs.		1-2 hrs.
2 Credits	# of courses	57		2		8		2
	# of meetings	16-32		16-32		16-32		16-32
	Meeting length	1-3 hrs.		1-3 hrs.		1-3 hrs.		1-3 hrs.
3 Credits	# of courses	594	31	110		32		35
	# of meetings	16-48	16-32	16-32		16-32		16-48
	Meeting length	1-3 hrs.	1-3 hrs.	1-3 hrs.		1-3 hrs.		1-3 hrs.
4 Credits	# of courses	65	4					
	# of meetings	16-32	16-32					
	Meeting length	1-4 hrs.	1-2 hrs.					
5 Credits	# of courses	5						
	# of meetings	16-48						
	Meeting length	1-5 hrs.						
6 Credits ¹	# of courses							12
	# of meetings							16-32
	Meeting length							5-6 hrs.
7 Credits ¹	# of courses	1						1
	# of meetings	75						75
	Meeting length	7-8 hrs.						7-8 hrs.

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

** 9 Credits Course – One in Internship/Practica Course with 65 # of meetings and 4-8 hrs meeting length.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Fall 2015 (12 Weeks)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1						
	# of meetings	16						
	Meeting length	1 hr.						
2 Credits	# of courses			2				
	# of meetings			16-32				
	Meeting length			1-1.5 hrs.				
3 Credits	# of courses	16		7		2		
	# of meetings	16-32		16-32		16-32		
	Meeting length	1-3 hrs.		1-3 hrs.		1-3 hrs.		
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2016 (4 Weeks – Intercession)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses							1
	# of meetings							16
	Meeting length							1 hrs.
2 Credits	# of courses							1
	# of meetings							16
	Meeting length							2 hrs.
3 Credits	# of courses	7		2				
	# of meetings	10-20		20				
	Meeting length	3-6 hrs.		3 hrs.				
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2016 (16 Weeks)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	30	2	5		10	5	7
	# of meetings	8-16	8-16	16		8-16	8-16	8-16
	Meeting length	1-2 hrs.	1-2 hrs.	1 hr.		1-2 hrs.	1-2 hrs.	1-2 hrs.
2 Credits	# of courses	31	1	1		20	3	11
	# of meetings	16-32	16	16		16-32	16-32	16-32
	Meeting length	1-2 hrs.	2 hrs.	2hrs.		1-2 hrs.	1-2 hrs.	1-2 hrs.
3 Credits	# of courses	284	31	115		35	263	42
	# of meetings	16-32	16-32	16-32		16-32	16-32	16-32
	Meeting length	1-3 hrs.	1-3 hrs.	1-3 hrs.		1-3 hrs.	1-3 hrs.	1-3 hrs.
4 Credits	# of courses	39	6			1	18	4
	# of meetings	16-32	16			32	16-32	16-32
	Meeting length	2-4 hrs.	3 hrs.			2 hrs.	2-4 hrs.	2-4 hrs.
5 Credits	# of courses	3					1	27
	# of meetings	32-48					16	10-16
	Meeting length	1-3 hrs.					5 hrs.	5-8 hrs.
<u>6</u> Credits ¹	# of courses	5				1		14
	# of meetings	32-48				32		16-48
	Meeting length	3-6 hrs.				3 hrs.		2-6 hrs.
<u>9</u> Credits ¹	# of courses							1
	# of meetings							48
	Meeting length							3 hrs.

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Spring 2016 (12 Weeks)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses					1		
	# of meetings					12		
	Meeting length					2 hrs.		
2 Credits	# of courses							1
	# of meetings							12
	Meeting length							3 hrs.
3 Credits	# of courses	11		1				
	# of meetings	12-24		24				
	Meeting length	2-4 hrs.		2 hrs.				
4 Credits	# of courses	1						
	# of meetings	24						
	Meeting length	3 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
<u>6</u> Credits ¹	# of courses							1
	# of meetings							24
	Meeting length							4 hrs.
<u> </u> Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Summer 2016 (10 Weeks) _____

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	1				2		
	# of meetings	10				10-20		
	Meeting length	1.5 hrs.				1-2 hrs.		
2 Credits	# of courses	2				1		1
	# of meetings	10-20				20		20
	Meeting length	1-3 hrs.				3hrs.		1 hrs.
3 Credits	# of courses	14		10		1		10
	# of meetings	10-20		10-20		20		10-20
	Meeting length	2-5 hrs.		3-5 hrs.		3 hrs.		3-5 hrs.
4 Credits	# of courses							
	# of meetings							
	Meeting length							
5 Credits	# of courses							27
	# of meetings							20-40
	Meeting length							6-8 hrs.
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Form for Reporting an Overview of Credit Hour Allocations

FORM: Federal Compliance Filing by Institutions
and Instructional Time for Courses

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Summer 2016 (5 Weeks – Session 1)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	14						
	# of meetings	5-10						
	Meeting length	2-3 hrs.						
2 Credits	# of courses	1						
	# of meetings	10						
	Meeting length	2 hrs.						
3 Credits	# of courses	18		12		1		1
	# of meetings	10-15		10-15		15		15
	Meeting length	3-5 hrs.		3-5 hrs.		3 hrs.		3 hrs.
4 Credits	# of courses	1						
	# of meetings	20						
	Meeting length	6 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

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

Complete a separate form for each term length specified in Part One, Columns 1 and 2 above.

Term and Length: Summer 2016 (5 Weeks – Session 2)

(e.g. Spring 2011, 16 weeks OR Spring 2011, 5 weeks)

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent / Directed Study Courses	6. Weekend College*	7. Internship/ Practica Courses
Sample Row: 3 Credits	# of courses	119	24	57	14	2	20	4
	# of meetings	15-45	15-30	15	4-8	3-14	6	6-10
	Meeting length	1-3 hrs.	1-2 hrs.	1 hr.	1-2 hrs.	.5-3 hrs.	4 hrs.	1-4 hrs.
1 Credit	# of courses	4						
	# of meetings	5-10						
	Meeting length	2-3 hrs.						
2 Credits	# of courses							
	# of meetings							
	Meeting length							
3 Credits	# of courses	17		6		1		6
	# of meetings	10-15		10-15		15		15
	Meeting length	3-5 hrs.		3-5 hrs.		3 hrs.		3 hrs.
4 Credits	# of courses	2						
	# of meetings	20-40						
	Meeting length	3-6 hrs.						
5 Credits	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							
Credits ¹	# of courses							
	# of meetings							
	Meeting length							

* Weekend College courses includes all weekend courses that are not Hybrid or Internship/Practica (Field) courses. Weekend College courses are noted in the Spring 2016 and Summer 2016 terms only.

¹ Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

Other Courses Not Reported Above

List below any other courses that were not included in the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses. Identify the course names and the number of credits allocated to them along with a brief description of how instruction takes places in these courses and how many hours of instruction are provided. (Such courses might include travel, summer term, or other courses that do not fit in the columns above because they have a different delivery format. However, if this activity is a small part of the institution's offerings, it should be reported on with brief information.)

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes* No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide Delivery format specific
 Department-specific Program specific

**Include the institution's credit hour policy in the attachments to this worksheet.*

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

The typical number of credits of a full-time undergraduate and graduate student averages 13 credit hours during a regular term. Listed below is the total number of students who have earned more than 13 hours.

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

1243 Most Recent Fall Term 2015 (identify the year)
1115 Most Recent Spring Term 2016 (identify the year)

Part Five: Clock Hours – **Not Applicable**

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is not intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should not complete this worksheet.

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

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

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

Yes

No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Supporting Materials

The institution should include with this document the following supporting materials:

- Copies of all applicable policies related to the assignment of credit in .pdf format. [See attached]
- A copy of the catalog or other document in .pdf format that contains course descriptions and applicable credit hour assignments. [Refer to reference of Evidence Material]
- The catalog or other document in which the institution has marked or highlighted any course that is provided by the institution in non-standard terms or compressed format for the term reported. This information can also be provided on a separate list that identifies those courses and how to find them in the course catalog. Not applicable.
- The course schedule for the most recent completed fall and most recent completed spring terms with times and meeting dates for all classes at all locations and by delivery format. If the course schedule is not available as a separate document, include a URL to access this information online. If a password is required to access this information, include that password.

<http://www.csu.edu/coursebulletin/>

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

Appendix B: Clock Hour Worksheet

**Important. Please review the following instructions.
Only certain institutions must complete this worksheet.**

Complete this worksheet **ONLY IF** the institution answered YES in Part 5 of Appendix A indicating that the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

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

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8) 1 semester or trimester hour must include at least 37.5 clock hours of instruction 1 quarter hour must include at least 25 clock hours of instruction
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Name of Institution: _____

Identify the academic programs that are reportable in clock hours based on the information above. (The institution may attach a separate list.)

Explain the institution's credit to clock hour conversion policy.

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

Credit Hour Policies: Course Listings (Undergraduate Catalog pp. 92-93)

Courses numbered 0900 to 0990 are developmental; 1000 to 1999 are freshman level; 2000 to 2999 are sophomore level; 3000 to 3999 level are junior level; and 4000 to 4999 are senior level courses. Courses numbered 5000 to 5999 are master's level courses, and courses numbered at 6000 to 6999 are reserved for doctoral students.

The following notations and definitions are used to describe the credit hour and the contact hours that are associated with each course:

- A number in parentheses shows credit hours, following the course title. For example, (3) is three credit hours. Three hours of credit are granted for a class meeting for a period of three 50-minute periods in one week. Where courses are offered for variable credit, the range of credit hours is shown.
- Courses designated as activity, clinical, field, laboratory, practice, recitation, seminar, or studio have additional hours of contact. These contact hours are shown after the slash mark in the course title. For example, /5 is five contact hours in one week.
- The number of hours required for fieldwork in education and health science courses is listed as "clock hours." One clock hour is a full 60-minute period per semester.

Special Notes:

- Course offerings of 6 or more credit hours for all Fall 2015 and Spring 2016 terms are listed below for the Academic Year

Fall 2015 Regular 16-Week Session (6Hrs or More Credit Courses)							
Credit Hours Awarded	Student Level	College	Department	Major Code	Course #	Course Title	Course Type
6	UG	College of Arts and Sciences	Biological Sciences	BIOL	4750	Student Tch Sec Biol	Practicum/Field
6	GR	College of Education	CIIF,EDLG,EDLH,S ED,READ	S ED	5475	Cross Cat Practicum	Practicum/Field
6	GR	College of Education	CTE, PE, EMID, REC	P E	5750	Student Tch K-12 P E	Practicum/Field
6	GR	College of Education	ECH,CIEC,BIL,Bilingual Ed	ED	5485	Intrnshp/Sem ECH Ed	Internship
6	GR	College of Education	Education	ED	5470	Internship: Chem	Internship
6	GR	College of Education	Education	ED	5750	Intern/Sem Tchg Sub Area K-12	Internship
6	GR	College of Education	Elementary Education	ED	5460	Intrnshp:Elem Tchg	Internship
6	UG	College of Education	CTE, PE, EMID, REC	T&ED	4750	Stu Tchg Tchn Ed Fld	Practicum/Field
6	UG	College of Education	ECH,CIEC,BIL,Bilingual Ed	ECH	4650	Intrnshp Chld / Fmy St	Internship
6	UG	College of Education	Elementary Education	ELED	4210	Stdnt Tchg Eled II	Practicum/Field
9	UG	College of Education	CTE, PE, EMID, REC	REC	4750	Fld Exp/Commnty Rec	Practicum/Field
7	UG	College of Health Sciences	Nursing	NURS	3050	Fundamentals Nursing	General Course
7	UG	College of Health Sciences	Nursing	NURS	3050	Fundamentals Nursing	General Course
6	UG	College of Health Sciences	Nursing	NURS	4000	Adult Hlth Nurs II	Practicum/Field
6	UG	College of Health Sciences	Nursing	NURS	4050	Care:Chldrn/Adolsct	Practicum/Field

2015-2016. There were no Summer 2016 courses with 6 or more credit hours.

Spring 2016 Regular 16-Week Session (6Hrs or More Credit Courses)

Credit Hours Awarded	Student Level	College	Department	Major Code	Course #	Course Title	Course Type
6	UG	College of Arts and Sciences	AFAM,ANTH,GEO,HIST,SSC,SOC,WS	HIST	4375	Stdnt Tch Sec Soc St	Practicum/Field
6	UG	College of Arts and Sciences	Eng,, For. Lang. & Literature	ENG	3750	St Tch/Sem:Sec Level	Practicum/Field
6	UG	College of Arts and Sciences	Eng,, For. Lang. & Literature	FL&L	4675	FL Student Teaching K-12	Practicum/Field
6	GR	College of Education	CIIF,EDLG,EDLH,S ED,READ	S ED	5475	Cross Cat Practicum	Practicum/Field
6	GR	College of Education	CTE, PE, EMID, REC	B E	5750	Student Tch Sec Bus	Practicum/Field
6	GR	College of Education	CTE, PE, EMID, REC	P E	5750	Student Tch K-12 P E	Practicum/Field
6	UG	College of Education	ECH,CIEC,BIL,Bilingual Ed	ECH	4650	Intrnshp Chld / Fmy St	Internship
6	GR	College of Education	Education	ED	5470	Internship: Phys	Internship
6	GR	College of Education	Education	ED	5750	Intern/Sem Tchg Sub Area K-12	Internship
6	GR	College of Education	Education	ED	5750	Intern/Sem Tchg Sub Area K-12	Internship
6	GR	College of Education	Elementary Education	ED	5460	Intrnship:Elem Tchg	Internship
6	GR	College of Education	Elementary Education	ELED	5210	Stdnt Tchg Eled II	Practicum/Field
6	UG	College of Education	Elementary Education	ELED	4210	Stdnt Tchg Eled II	Practicum/Field
6	UG	College of Education	CTE, PE, EMID, REC	FCS	4750	FCS Student Teaching	Practicum/Field
6	UG	College of Education	CTE, PE, EMID, REC	P E	4750	Student Tch K-12 P E	Practicum/Field
6	UG	College of Education	CTE, PE, EMID, REC	T&ED	4750	Stu Tchg Tchn Ed Fld	Practicum/Field
9	UG	College of Education	CTE, PE, EMID, REC	REC	4750	Fld Exp/Commnty Rec	Practicum/Field
6	UG	College of Health Sciences	Nursing	NURS	3250	Adult Hlth Nurs I	Independent
6	UG	College of Health Sciences	Nursing	NURS	3300	Care:Dvloping Family	Practicum/Field
6	UG	College of Health Sciences	Nursing	NURS	4200	Mental Health Nrsng	Practicum/Field
6	UG	College of Health Sciences	Nursing	NURS	4250	Commnty/Public Hlth	Practicum/Field

Spring 2016 Special 12-Week Session (6Hrs or More Credit Courses)

Credit Hours Awarded	Student Level	College	Department	Major Code	Course #	Course Title	Course Type
6	UG	College of Education	ECH,CIEC,BIL,Bilingual Ed	ECH	4750	St Tch/Sem:ECH	Practicum/Field