

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Chair – Pam Morse (Math)

Vice Chair –

Kristen Booth (Pre-Coll/ESOL)

Jenn Kamrar (Art/Cult/Comm)

Andrea LoManaco (Business)

Emilie Miller (Science)

Mimi Pentz (Nurs/Hlth Occ)

Rebecca Schwartz (Inst Dean)

Stephen Shwiff (Soc Sci & Ed)

Robert Wells-Clark (Ind/Trade)

## Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

## Support Staff

Sara Wade (Curriculum)

## Guests

---

## **September 22, 2022 10:00 am – 12:00 pm**

The Dalles Campus, room 1.162 – Boardroom next to café

Zoom log-in: <https://cgcc.zoom.us/j/86873697966> Meeting ID: 868 7369 7966;

phone in: 1-253-215-8782 (Please note that in-person attendance is encouraged. Zooming is asked to be avoided if at all possible.)

## Old Business

1. ECE and Elementary Educator Pathway relationship – shifting ECE from CTE to LDC (left at Retreat that Rebecca would conduct research on what other colleges classify ECE under)

## New Business

1. Welcome (Pam, 10:00 – 10:15 am)
  - New members <sup>1</sup>: Jenn Kamrar, Robert Wells-Clark
2. Election of Vice Chair (Pam, 10:15 – 10:25 am)
3. CC Member Roles & Responsibilities <sup>2</sup> (Pam and Susan, 10:25-10:55 am)
  - CC Charter – CC responsibility
  - CC Procedural Rules
  - CCOG Development Template with CC Notes

## Break (10:55 – 11:05 am)

4. CCOG and Submission Form Revisions <sup>3</sup> (Kristen and Susan, 11:05 – 11:15 am)
  - Add standard response for Outcomes Assessment Strategies (similar to Course Activities) – carryover from Retreat
  - Intent of Library check-off on Submission Form – changing LLC perspective – carryover from Retreat
5. Contact Hour Definitions – carryover from Retreat (Susan, 11:15 – 11:45 am)
  - What is Lecture, Lec/Lab, Lab <sup>4</sup>
  - What do the definitions of Contact Hours look like within the F2F, Zoom, and Online classroom?
  - Resources
    - i. Credit and Contact Hour and Instructional Equivalencies Guidelines - Valdosta <sup>5</sup>
    - ii. Credit / Contact Hour Policy – SUNY <sup>6</sup>

- iii. Quantifying Online Learning Contact Hours -  
<https://files.eric.ed.gov/fulltext/EJ1056395.pdf>
  - iv. Calculating contact hours in online and hybrid classes -  
<https://annenbergl.usc.edu/faculty-and-staff-resources/calculating-contact-hours-online-and-hybrid-classes>
6. Outlook for 2022-23 Curriculum Activity (Susan, 11:45 – 11:50 am)
- Wrap-Up (Pam, 11:50 am – 12:00 pm)

Next Meeting: October 6, 2022

Attachments: <sup>1</sup> Current CC Membership List with Terms; <sup>2</sup> CC Charter, CC Procedural Rules, CCOG Development Template with CC Notes; <sup>3</sup> New Course Submission Form; <sup>4</sup> State OAR Definitions of Lecture, Lec/Lab, Lab; <sup>5</sup> Credit and Contact Hour and Instructional Equivalencies Guidelines - Valdosta; <sup>6</sup> Credit / Contact Hour Policy - SUNY

## **CC Member terms** (updated 9.16.22)

### **Voting Members**

### **Terms Served**

Kristen Booth (Pre-College/ESOL) (chair: 2019/20; 2020/21)	2017/18 – 2019/20; 2021/22 – 2024/25
Jenn Kamrar (Art/Cult/Comm)	2022/23 – 2025/26
Andrea LoMonaco (Business)	2022/23 – 2025/26
Emilie Miller (Science)	2015/16 – 2016/17; 2017/18 – 2019/20; 2021/22 – 2024/25
Pam Morse (Math) (chair: 2017/18; 2022/23)	2012/13 – 2015/16; 2016/17 – 2017/18; 2018/19 – 2021/22; 2022/23 – 2025/26
Mimi Pentz (Nursing & HO)	2018/19 – 2021/22; 2022/23 – 2025/26
Rebecca Schwartz (Inst dean/director)	2021/22 – 2024/25
Stephen Shwiff (Education/Soc Sci) (chair: 2012/13; 2015/16; 2021/22)	2021/22 – 2024/25; 2022/23 – 2025/26
Robert Wells-Clark (Ind/Trade)	2022/23 – 2025/26

### **Non-Voting Members**

### **Years Served**

Jarett Gilbert (VPIS)	2020/21 – present
Mary Martin (Student Services)	2019/20 – present
Susan Lewis (Curriculum)	2009/10 – present

## COLUMBIA GORGE COMMUNITY COLLEGE CURRICULUM COMMITTEE

*The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of courses, program offerings, certificates and degrees. The Committee will make recommendations regarding new courses, changes, and deletions to courses, programs, certificates and degrees. The Committee will analyze congruence between content and credits, rigor, and overall effect of courses, programs, certificates and degrees. Recommendations of the Committee will be submitted to the Vice President of Instructional Services.*

### Article I. Membership and Meetings

#### *Section 1.01 Members*

##### A. Voting Members

1. One faculty member from each academic department.  
Faculty representation must include:
  - a) adjunct faculty
  - b) full-time faculty
2. An Instructional Dean/Director

##### B. Non-Voting Members

1. Vice President of Instructional Services
2. Curriculum Office representative
3. Student Services representative

#### *Section 1.02 Eligibility and Elections*

##### A. Committee Members

1. Department Chairs are responsible for recruiting committee members, who are then elected by their department in the spring.
2. Committee members are elected for three-year terms that commence with the first meeting of the fall term.
3. A Committee member may be re-elected for additional three-year terms.
4. If practical, terms shall be staggered so at least one-half of the Committee members are chosen yearly.

##### B. Officers

1. The officers of the Committee are Chair and Vice-Chair.
2. Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
3. The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot.

4. The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
5. In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

*Section 1.03 Meetings*

- A. The Committee shall meet eleven times per year and additionally as needed (September through June).
- B. A quorum for taking action shall be 50%+1 of seated voting members.
- C. Motions are passed by a simple majority of the members present.
- D. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings.
- E. All Committee meetings will be open to the college community.
- F. Each spring, the Committee will review and possibly revise the Committee's charter and procedures.

# Curriculum Committee Procedural Rules

## Overview of Submission Review

The peer-elected chair will open and run the meeting using the following order: Approval of Previous Minutes, Old Business, and New Business.

For discussion and approval of curricular submissions (generally within New Business), the chair will announce the specific form to be decided upon and ask if there are any questions/discussion. Guests representing new courses, certificates or degrees are asked to give a brief description of the item and how it fits within current curriculum. Guests representing requests for certificate/degree suspensions are asked to provide a brief explanation of the reasoning behind the suspension. Otherwise, curricular revisions proceed directly to committee questions/discussion without presentation by submitter.

If committee members are satisfied with the submission as written and an amendment is not required, it will go directly to a simple majority vote for approval.

If an amendment (modification, addition or subtraction) is offered during discussion, the one proposing the change will discuss first, followed by the chair asking for any further discussion on that proposed change. If/when there is no further discussion, the chair will ask if anyone disagrees with the proposed change. If there is no disagreement, the amendment will be considered unanimously approved, and discussion on the overall form will proceed. If/when there is no further discussion, the entire form with any amendments will go to a simple majority vote for approval.

## Membership

1. Representation:
  - A. Voting Members:
    - 1) One faculty member from each academic department  
Faculty representation must include:
      - a. Adjunct faculty
      - b. Full-time faculty
    - 2) An Instructional Dean/Director
  - B. Non-Voting Members
    - 1) Vice President of Instructional Services
    - 2) Curriculum Office representative
    - 3) Student Services representative
  - C. Adjunct faculty are reimbursed at special projects wages up to 5.5 hours per scheduled CC meeting: 1.5 hours of meeting time and up to 4 hours of preparation or side committee work.
2. Eligibility and Elections
  - A. Committee Members
    - 1) Department Chairs are responsible for recruiting faculty committee members, who are then elected by their department in the spring.
    - 2) Committee members are elected for three-year terms that commence with the first meeting of the fall term.

- 3) A Committee member may be re-elected for additional three-year terms.
- 4) If practical, terms shall be staggered so that no more than one-half of the Committee members are chosen yearly.

B. Officers

- 1) The officers of the Committee are Chair and Vice-Chair.
- 2) Officers are elected from among the voting faculty.
- 3) Officers serve for a two-year term, the first year as Vice-Chair and the second year as Chair.
- 4) The election of the Vice-Chair occurs at the first meeting of the fall term by secret ballot
- 5) The Vice-Chair becomes the Chair starting with the first meeting of the following fall term.
- 6) In the absence of the Chair, the Vice-Chair assumes responsibility for conducting meetings.

### **Committee Members' Rights and Responsibilities**

1. Follow and support the Curriculum Committee Charter
2. Attend scheduled Committee meetings. Notify the CC chair and the Curriculum Office at the earliest possibility in the event that a meeting cannot be attended.
3. To read through submissions and other documents prior to the meeting in order to be prepared to discuss and vote
4. Listen respectfully and with an open mind to other Committee members and guests; Find a balance for when to apply pressure and when to compromise
5. Communicate respectfully and constructively
6. Provide curriculum expertise regarding submissions from the department the member represents
7. Vote on submissions and action items
  - A. Committee members should feel free to ask questions in order to form a decision to approve or not approve
  - B. Committee members may amend submissions in the course of the meeting even if the submitter is not present, as long as the amendment doesn't change the general or specific intent

### **Meeting Schedule, Logistics, & Processes**

1. The Committee shall meet eleven times per year and additionally as needed (September through June). The schedule is front loaded with two meetings in October, November and March and one meeting in December, February and April. Meetings are held on Thursday, 3:30 to 5:00 pm.
  - A. A two-hour orientation meeting is scheduled in the week prior to the start of the fall term. Orientation is to include: planning, member training, and outlining

the scope of work for the year. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.

- B. A three-hour committee retreat will be held between the last meeting in April and the end of spring term. Purpose is to address curricular issues that aren't represented by submissions, resolve unfinished business, review previous year's activities, make recommendations for next year's agenda, and provide input regarding CC experience, commitment level, and responsibility. Submissions will not be encouraged for this meeting; however, submissions may be accepted due to emergency need.
2. All Committee meetings will be open to the college community
  3. Definition of a quorum: A quorum is defined as 50% plus "1" of seated voting members. Seated voting members do not include members that have been granted a leave of absence for a term. A leave of absence may be granted when an instructor's teaching load changes, resulting in having a teaching assignment at the time of the Curriculum Committee meeting. Leaves of absence have also been granted to faculty who are out of the area for a term. Members who anticipate more than a one term absence should consult with their department chair to determine whether a substitute can be arranged or a new representative should be elected.
  4. Agendas & Minutes
    - A. The Curriculum Office is responsible for developing the agenda, determining meeting times and locations, and seeing that all materials are prepared and distributed prior to the meetings. The agenda with attachments is posted to the Curriculum Committee website.
      - 1) The Curriculum Office will not accept submissions for entry on the agenda if there is disagreement between the department chair and dean regarding whether to "recommend/not recommend" the submission.
      - 2) The Curriculum Office will not accept submissions for entry on the agenda when resolution of intra/inter-departmental impacts is not evident. Submissions will not be placed on the CC agenda until resolution has been made and can be explained and documented.
      - 3) The Curriculum Office will not have the authority to make revisions to areas of the CCOG that require committee approval, no matter how minor: title, transcript title, credits, contact hours, requisites, description, outcomes.
    - B. The Curriculum Office is responsible for taking minutes at each meeting.
      - 1) Approval of minutes will take place at the following meeting when it is held within three weeks
      - 2) Approval of minutes will take place via email when the following meeting is held more than three weeks later. The email procedure is:
        - a. When minutes are first sent out to members, it is a request for any needed revisions or updates. After five business days, the revisions will be documented and the minutes sent out for approval.





- B. Visitors will be asked to refrain from speaking unless invited to do so by a committee member, the VPIS, or the submission representative
- C. It will be the responsibility of the committee members to keep the discussion on target

# CGCC Course Content and Outcome Guide Development Template

## With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as "optional." Approach each of the responses from a departmental perspective rather than an individual instructor's perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at <http://www.cgcc.edu/curriculum/forms>. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

**COURSE NUMBER:** Not college level under 100; 1<sup>st</sup> year generally 100-198; 2<sup>nd</sup> year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

**COURSE TITLE** (maximum 60 characters, including spaces): Is the title descriptive? Does it align with similar courses at other colleges and universities?

**TRANSCRIPT TITLE** (maximum 30 characters, including spaces):

**TOTAL CREDITS:** Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content?

**LECTURE HOURS:** (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

**LECTURE/LAB HOURS:** (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

**LAB HOURS:** (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom)

Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

**GENERAL EDUCATION DESIGNATION:** (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

### General Education Request Form

- Do course outcomes address Core Learning Outcomes (CLO #1 and 2 require a major designation and at least 1 additional CLO must have at least a minor designation)?
- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.
- Responses to CLOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.

- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the CLO or AAOT outcomes and criteria are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on his/her verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter may then revise the written submission or attend the next meeting when the submission may be rescheduled and respond verbally.

**CULTURAL LITERACY DESIGNATION:** (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

**REQUISITES:** (prerequisites, corequisites, prerequisite/concurrent [pre/co], recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in “hidden requirements” in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably “recommended” rather than “required.” The standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

**GRADING OPTIONS:** (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

**REPEATABILITY FOR CREDIT:** (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

**COURSE DESCRIPTION:** (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See [Suggested Verbs for Outcomes and Descriptions](#).) Avoid using the phrases: “This course will...” and/or “Students will...” Include course requisites in the description. Try to keep descriptions to 50 words or less. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).) Refer to the Writing Course Descriptions guide on the CO website for format. Descriptions include requisites and availability for audit.

**STUDENT LEARNING OUTCOMES:** (Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners) upon completion of CCOG Template / revised 9.22.20

the course. Begin each outcome with an active verb. (See [Suggested Verbs for Outcomes and Descriptions](#).) The outcome should be written so that it completes the starter, “Upon completion of this course, students will be able to ....” Three to six outcomes are recommended. Guidelines for writing concise and assessable student learning outcomes can be found at [Writing Learning Outcomes](#).) **Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?**

---

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to “Related Instruction” may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an “amendment” vote. Just point them out, and I will fix them.

**OUTCOME ASSESSMENT STRATEGIES:** (Include suggestions for how student achievement of course outcomes may be assessed. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated.)

**TEXTS & MATERIALS:** (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

**COURSE ACTIVITIES AND DESIGN:** The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required [specify in “required activities” box below]. For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning [jigsaw, fishbowl], inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Course Activities are entered only if there are specific “required” activities that all instructors are expected to include in their delivery of the course. If no required activity is expected (which would be the norm), nothing is entered in this box. It is an information item only, showing what is included in every CCOG to encourage faculty to think beyond a single delivery method.

Standard entry in CCOG for Course Activities and Design: *“The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.”*

**COURSE CONTENT (Themes, Concepts, Issues and Skills):** (Course Content is to be organized by outcomes [list each outcome followed by an outline of the related content.] Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the

CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support him/her in the development of the course.) **Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare his/her course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course? Is it sufficiently robust?**

**DEPARTMENT NOTES (OPTIONAL):** (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

---

**RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied requires Curriculum Committee approval.**

Stand-alone course for RI Area (check one): communication  computation  human relations

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) **(When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)**

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL INFORMATION

Department:		Submitter name: phone: email:	
Prefix and Course Number:		Credits:	
Course Title: (60 characters max, including spaces)		Transcript Title: (30 characters max, including spaces)	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	For how many times total?	Contact hours  Lecture: Lec/lab: Lab:
Reason for the new course			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.			
	Check all that apply	Default (Choose one)	
A-F (letter grade)	<input type="checkbox"/>	<input type="checkbox"/>	
Pass/No pass	<input type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty	<input type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes	Course Number and Title	
	<input type="checkbox"/> No		

### SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

<b>SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT</b>	
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1.
	2.
	3.
	4.
	5.
Outcomes assessment strategies:	
<b>COURSE CONTENT, ACTIVITIES AND DESIGN</b>	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	



Suggested Texts & Materials (specify if any texts or materials are required):	
Department Notes: (optional)	

<b>SECTION #4 TRANSFERABILITY</b>	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

<b>SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES</b>		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):		# credits:

Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	
<b>Impact on other Programs and Departments</b>	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input type="checkbox"/> Yes – date: <input type="checkbox"/> No
Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
<p>Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.</p>	

<b>SECTION #6 DEPARTMENT REVIEW</b>		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i></p>		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Higher Education Coordinating Commission

[Office of Community Colleges and Workforce Development - Chapter 589](#)

[Division 6](#)

[COMMUNITY COLLEGE COURSE APPROVAL](#)

**589-006-0050**

**Definitions**

(32) "Laboratory or lab" means an instructional setting in which students work independently with the instructor available in the instructional area for assistance and supervision.

(33) "Lecture" means an instructional setting in which the instructor presents academic subject information.

(34) "Lecture and laboratory" is an instructional setting in which the instructor gives short presentations and supervises student application of content. Instructional methods are integrated, and lecture and lab are dependent upon each other for the student's educational success.



## Credit and Contact Hour and Instructional Equivalencies Guidelines

Division of Academic Affairs

[www.valdosta.edu/academics/academic-affairs/](http://www.valdosta.edu/academics/academic-affairs/)

---

*This document provides general guidelines for faculty and administrators concerning:*

- *credit and contact hours,*
- *course section formats/instruction types,*
- *course section technology utilization, and*
- *instructional activity equivalencies for online teaching.*

Valdosta State University awards credit hours (units) for coursework according to the Federal Definition of the Credit Hour as set forth in 34 CFR Part 600.2, University System of Georgia [Policy Manual Section 3.4](#),<sup>1</sup> and VSU's [Determination of Credit Hours for Courses Policy](#)<sup>2</sup> which all use the Carnegie unit for contact time (750 minutes per term for each credit awarded) as the foundation.

- **One credit hour (unit)** should involve an input of approximately three hours per week, or the equivalent amount of work for other instructional formats, for the average student (e.g., one hour of scheduled class and two hours of out-of-class preparation).
  - Typically, a three semester credit hour course meets for three 50-minute (or two 75-minute) sessions per week for fifteen weeks. Irrespective of course instruction type or delivery method, all courses require a **minimum of 2,250 engaged minutes per semester hour**. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Regardless of the format of course content delivery, course workload expectations must align to the stated learning outcomes for students.
- A **contact hour** represents the measure of scheduled instruction given to students and is dependent on the instructional format for the course. The contact hours should be calculated on a per week basis. For example, one contact hour per week of lecture for 15 weeks equals one credit hour (e.g., a three semester credit hour course meets for 45 contact hours).

---

<sup>1</sup> [http://www.usg.edu/policymanual/section3/C339/#p3.4.1\\_semester\\_system](http://www.usg.edu/policymanual/section3/C339/#p3.4.1_semester_system)

<sup>2</sup> <http://www.valdosta.edu/administration/sacs/documents/determination-of-credit-hours-policy.pdf>

VSU categorizes course section offerings by the teaching approach employed. In Table 1, session instructional types are defined with the corresponding contact/credit hour ratios.

**Table 1: University System of Georgia (USG) Session Instruction Type Code and Definitions**

<b>Course Format</b>	<b>USG Instruction Type Code in Banner</b>	<b>Definition</b>	<b>Contact/Credit Hour Ratio (based on a 15-week term)</b>
<b>Lecture</b>	Lecture-10	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
<b>Lecture with Laboratory/ Clinical</b>	Lecture/ Supervised Laboratory/ Clinic-11	A course requiring the combined attributes of a lecture course and a lab/clinical.	Contact hours should be an aggregate of the contact hours for a lecture course and lab/clinical based on the existing lecture and lab contact hour guidelines.
<b>Seminar</b>	Seminar-20	A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
<b>Clinical</b>	Supervised Laboratory/ Clinic-30	A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.	Credit and contact hours vary depending on the requirements for the clinical experience, but the minimum standard of 750 contact minutes per semester per credit applies.

<b>Course Format</b>	<b>USG Instruction Type Code in Banner</b>	<b>Definition</b>	<b>Contact/Credit Hour Ratio (based on a 15-week term)</b>
<b>Laboratory</b>	Supervised Laboratory/ Clinic-30	Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that, for the most part, has already been delivered in the lecture class. It is a course requiring scientific or research focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Content in a lab is based on theory or content from an associated course. Further, all the students in the room are following a similar set of instructions. Because it is instruction-based, it requires less minute-to-minute responsibility for the faculty member to interact with individual students than in a studio. The role is facilitation of students in an exercise-oriented activity for which there is a single goal or outcome.	For completely self-contained laboratories (does not require outside preparation by student), 3 contact hours = 1 credit hour (3:1)  For non self-contained laboratories (require outside preparation by student), 2 contact hours = 1 credit hour (2:1)
<b>Physical Activity</b>	Supervised Laboratory/ Clinic-30	A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games. The physical activity develops fundamental psychomotor skills and health-related fitness components.	2 contact hours = 1 credit hour (2:1)
<b>Recital, Performance, Ensemble</b>	Supervised Laboratory/ Clinic-30	A course requiring recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students, through practice or rehearsal, engage in the creative and artistic act of performing works of music, dance, or theatre for a jury or audience.	Credit and contact hours vary, but the minimum standard of 750 contact minutes per semester per credit applies.

<b>Course Format</b>	<b>USG Instruction Type Code in Banner</b>	<b>Definition</b>	<b>Contact/Credit Hour Ratio (based on a 15-week term)</b>
<b>Studio</b>	Supervised Laboratory/ Clinic-30	Studio describes a class in which all students are engaged in creative or artistic activities which are new and unique and not formulated in a lecture setting. Every student in the room is performing a creative activity to obtain a specific outcome. It is a course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Because it is not instruction-based, this requires more minute-to-minute responsibility for the faculty member to engage individual students towards their goal.	2 contact hours = 1 credit hour (2:1)
<b>Directed Study</b>	Directed Study-55	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline. Content material is not normally found in established courses offered by the department or will allow a student to explore in more detail a topic which is normally covered. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head.
<b>Practice Teaching / Student Teaching</b>	Practice Teaching-60	A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
<b>Practicum</b>	Internship/ Practicum-81	A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.	10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours



<b>Course Format</b>	<b>USG Instruction Type Code in Banner</b>	<b>Definition</b>	<b>Contact/Credit Hour Ratio (based on a 15-week term)</b>
<b>Internship</b>	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Contract and/or syllabus required.	<p>Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head.</p> <p>Generally:            10 contact hours (1/4 time) = 3 credit hours            20 contact hours (1/2 time) = 6 credit hours            30 contact hours (3/4 time) = 9 credit hours            40 contact hours (full-time) = 12 credit hours</p>
<b>Field Work / Field Experience</b>	Internship/ Practicum-81	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.	<p>Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head.</p> <p>Generally:            10 contact hours (1/4 time) = 3 credit hours            20 contact hours (1/2 time) = 6 credit hours            30 contact hours (3/4 time) = 9 credit hours            40 contact hours (full-time) = 12 credit hours</p>

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
<b>Thesis</b>	Thesis-91	Faculty-supervised student development, completion, and defense of an original research project in the student's major area.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member.  Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours
<b>Dissertation</b>	Dissertation-92	Faculty-supervised student development and completion of an original research topic in the student's major area and defense of the dissertation proposal and the dissertation.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member.  Generally: 10 contact hours (1/4 time) = 3 credit hours 20 contact hours (1/2 time) = 6 credit hours 30 contact hours (3/4 time) = 9 credit hours 40 contact hours (full-time) = 12 credit hours

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.

NC State University [Credit/Contact Hour Guidelines](#), 2017, for general definitions in column three and examples in column four.

Note: USG codes 12 (Lecture/Unsupervised Laboratory), 40 (Unsupervised Laboratory/Clinic), 50 (Independent Study), and 57 (Asynchronous Instruction) are excluded from the table because VSU does not routinely use them.

In addition to the session instruction types listed in Table 1, VSU classifies course section offerings by the degree to which the instructional content is delivered using technology. University System of Georgia delivery codes are described in Table 2.

**Table 2: University System of Georgia (USG) Instructional Delivery Codes and Definitions**

USG Instructional Delivery Code	Description	Definition
E	Entirely at a distance	All of the class sessions are delivered via technology. The course does not require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is equivalent to delivering 100 percent of sessions via technology.)
F	Fully at a distance	Nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation, to take exams, or to participate in other on-site experiences. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)
H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
P	Partially at a distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: Courses offered through two-way interactive video (GVNS), are coded as partially at a distance because students must meet at a designated location to attend classes.
T	Technology enhanced	Technology is used in delivering instruction, but no class sessions are replaced by technology.
<b>(Null)</b>	No technology	No technology is used in delivering instruction.

Source: USG Enterprise Data Warehouse *Data Element Dictionary*, 2017.  
 VSU [Center for eLearning](#), 2017.

For course sections delivered using technology, the institution must ensure that students are engaged for a **minimum of 2,250 minutes per semester hour** of course credit. Table 3 provides examples of educational activities and their instructional time equivalencies to guide faculty in the development of curricula and course syllabi. Online courses should provide an equivalent amount of work and equivalent student learning outcomes as traditional courses.

**Table 3: Instructional Equivalencies Chart for Calculating Instructional Hours/Engaged Minutes**

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
<b>Active learning strategies</b>	With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely-focused group activities in class.	1 active learning strategy = 1 hour instruction
<b>Blogs, journals, logs</b>	Instructor guides students in applying learned concepts or reflecting on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback, and assessment.	1 private post = ½ hour instruction 1 shared post (incl. reading all classmates' posts) = 1 hour instruction
<b>Case studies and problem solving scenarios</b>	Instructor leads students in performing In-depth analysis utilizing higher-order analytical skills, which relate to course objectives.	1 case study analysis and post = 1-2 hours
	Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis and post = 2-hours instruction
<b>Chat rooms for class or group projects</b>	Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)	1 hour chat = 1 hour instruction
<b>Conferences (group)</b>	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation and feedback (including required exam reviews). When possible, calls or online meetings are recorded for review.	½ hour conference = ½ hour instruction 1 hour conference = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
<b>Conferences (in-depth individual)</b>	Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation and feedback expectations. When possible, calls or online meetings are recorded for review.	20 minute conference = 1 hour instruction (based on practice for independent studies)
<b>Discussion board</b>	Instructor guides/mediates threaded discussion, engaging learners with content that directly relates to course objectives and that has specified timeframes, expectations for participation, and thoughtful analysis.	<p>Initial post – min. 250 words (requires reading all posts) = ½ hour instruction  1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction; must meet specified criteria  Equivalencies may vary further based on specific course expectations/content</p> <p>2 posts (requires reading all posts and responding to a minimum of 2) = 2 hours instruction  Posts may require citation, which would impact rate of equivalency.</p>
<b>Field trips or tours (includes virtual tours)</b>	Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	Instructor-led 1 hour tour = 1 hour instruction Student(s) without instructor: 1 hour tour and reflection paper = 1 hour instruction
<b>Guided project</b>	Instructors lead students in a summative individual project with specific learning objectives; student and instructor collaborate via email, chat, discussion board, and/or in person to research, analyze, synthesize, and prepare project. Instructor receives periodic updates and provides guidance and feedback.	1 hour of instruction per week for duration of project (based on practice for independent studies)
<b>Instruction and presentations</b>	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction
<b>Instructional CDs, PowerPoints, videos</b>	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives.	Student reviews and posts response to 1 unit of content = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
<b>Learning Teams/ Group project</b>	Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance, students collaborate via email, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project, with instructor receiving periodic updates and providing guidance to group.	1 hour of instruction per week for duration of project
<b>Lecture activity - video, written or audio</b>	In response to direction from instructor, students develop questions, comments, or observations to be shared with classmates and instructor through discussion boards or participation in chat rooms.	Student reviews 1 lecture and posts response = 1 hour instruction
<b>Library research</b>	Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research are to be shared with class in a designated manner.	1 five (5) page project = 1 hour instruction 1 three-five (3-5) page paper = 1-2 hours instruction
<b>Modeling</b>	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	Student completes data analysis for one unit of study post = ½ hour instruction Detailed evaluative response to class on assessment from instructor post = ½ hour instruction  Student completes data analysis for one unit of study post = 1 hour instruction Detailed evaluative response to class on assessment from instructor post = 1 hour instruction
<b>Online quizzes</b>	Instructor-created quiz through in which students demonstrate subject knowledge to provide faculty with feedback on students' progress (formative or summative quizzes).	1 hour test = 1 hour of instruction <i>(cannot include final exam)</i>
<b>Peer Review/ assessment</b>	Employing instructor-designated criteria, students evaluate each other's work.	Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction based on scope and estimated number of hours of review/interaction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
<b>Portfolio Preparation</b>	Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes.	Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise.
<b>Project Assignment</b>	Instructor assigns a project (written, physical, computer) related to a specific aspect of the course.	1 hour of instruction per week for duration of project (based on practice for independent studies)
<b>Reflection paper or article review</b>	Instructor-guided activity whereby students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private post = ½ hour instruction 2 shared posts (required to read all classmates' posts) = 1.5-2 hours instruction Posts may require citations which would impact equivalency rate.
<b>Service-learning project</b>	Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with classmates via emails, chats, discussion boards, and/or face-to-face.	1 hour of instruction per week for duration of project
<b>Virtual Laboratory and Lab Reports</b>	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share, or post lab reports produced and assess work according to course rubric.	1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise  1 lab report post and review with response to classmates posts = ½ hour instruction
<b>Web-conferencing</b>	Instructor engages students in desktop-to-desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (i.e., WebEx, Wimba, Skype, GoToMeeting).	1 hour webinar = 1 hour instruction
<b>Web-Quest (Internet research)</b>	Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings are shared with the instructor and classmates.	1 in-depth post = 1 hour instruction

Instructional Activity	Description of Instructional Activity	Rate of Equivalency
<b>Workplace Integration</b>	Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.	1 hour of instruction per week for duration of project (a maximum of 2 hours per week)

Source: Shared by Kennesaw State University (March 2013).

Revisions:

03/08/2022: Corrected URL, updated VSU logo



## CREDIT/CONTACT HOUR POLICY

**The following policy is derived from Trocaire College’s Credit Hour Policy and the State University of New York’s (SUNY’s) Credit/Contact Hour Policy.**

### Policy Definitions

For the purpose of this policy, the definition of a semester hour and credit hour are used interchangeably in order to address the regulatory agencies involved.

**Semester hour/Credit hour:** According to New York State Education Department (NYSED), *semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.* This definition is consistent with the U.S. Department of Education’s definition of a credit hour.

**Contact hour:** a unit of measure that represents an hour (50 minutes) of scheduled instruction given to students. Please see the tables in this policy for guidance on contact hours in relation to various instructional types (e.g., lecture, laboratory, clinical, practicum, etc.).

### Assignment of Credit Hours

All courses taken for credit at Suffolk County Community College, which are applied toward completion of degree and certificate completion requirements, conform to applicable state and federal regulations concerning the assignment of credit hours. The following provides information concerning credit hour assignment policies.

### I. Credit Hour Definition

#### New York State:

All credit-bearing degree and certificate programs at Suffolk County Community College are approved by the New York State Education Department (NYSED). Calculation of credit hours for these programs follows NYSED guidelines, which are consistent with the U.S. Department of Education’s definition of a credit hour.

Codes, Rules and Regulations of the State of New York, Title 8 – Education Department, Chapter II – Regulations of the Commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General, Section 50.1 (o) stipulates the following: “*Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.*”

Section 52.2(c)(4) stipulates: “*A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only: (i) when approved by the commissioner as part of a registered curriculum; (ii) when the commissioner has granted prior approval for the institution to maintain a statement of academic*

*standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution; or (iii) in the event of a temporary closure of an institution by the State or local government as a result of a disaster, as defined in section 50.1(w) of this Title, when the commissioner has granted approval for the institution to maintain a statement of academic standards that defines the considerations which establish equivalency of instruction and study and such statement has been adopted by the institution.”*

**U.S. Department of Education:**

Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A – General, Section 600.2 stipulates the following: *Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than - (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

*(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”*

U.S. Department of Education guidance on Program Integrity regulations related to the credit hour (<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>) also stipulates:

*The credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. Further, note that the definition provides that a credit hour may be for an equivalent amount of work over a different amount of time. There is no requirement that a 3-semester hour course meet 3 hours per week during a semester or a 3-quarter-hour course meet 3 hours per week during a quarter. The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour. For example, an institution with a semester-based calendar has a graduate seminar for which it awards 3 semester hours. The class meets only one hour per week over a 15-week semester with the students expected to perform a substantial amount of outside research that is the equivalent of 8 or more hours of student work each week of the semester. For purposes of the Federal definition, the institution would be able to award up to 3 semester hours for the course.”*

**New York State Education Department’s Policies Regarding Time on Task in Online Education**

The College adheres to the New York State Education Department’s Office of College and University Evaluation policies on “Determining Time on Task in Online Education,” which is excerpted below.

*Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into 15 hours of instruction plus 30 hours of student work/study out of class.)*

*"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be*

*counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:*

- *reading course presentations/"lectures"*
- *reading other materials*
- *participation in online discussions*
- *doing research*
- *writing papers or other assignments*
- *completing all other assignments (e.g., projects)*

*The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.*

*In determining the time on task for an online course, useful information includes:*

- *the course objectives and expected learning outcomes*
- *the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) required*
- *statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it*
- *a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)*

*Theoretically, one should be able to measure any course, regardless of delivery method, by the description of content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time.*

## **II. Credit Hour Assignment Policies**

All semester/credit hours awarded by Suffolk County Community College will conform to the definitions listed above. Therefore, all units of credit awarded will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education.

Suffolk County Community College generally follows a semester system with fall and spring semesters consisting of 15 weeks for day classes and 14 weeks for evening classes. Summer terms are typically less than 15 weeks but adhere to the policy in terms of meeting time and the amount of work required. Terms for certain academic programs (for example, compressed schedules) have been adjusted but nonetheless adhere to the policy in terms of the amount of work required.

### **Curriculum Process**

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the President retains final control and approval of the curriculum. Assignment of credit hours for courses is determined within the program based on faculty expertise and course learning outcomes. New and revised courses will, upon review and approval at the

department level, be reviewed by the College Curriculum Committee and the Vice President for Academic Affairs and recommended for approval or denial. Existing courses will be evaluated for adherence to the federal credit hour regulation using an annual audit, conducted collaboratively through Academic Affairs and Student Affairs.

The College Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Office of Curriculum Development for inclusion in the College Catalog and website. The Office of the College Registrar reviews class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of instructional minutes corresponding to the credits and contact hours assigned, and notes when course schedules do not match assigned credit and contact hours. Any discrepancies are brought to the attention of the appropriate department and necessary corrections are made.

The following provides general guidance on the how the credit hour translates to the particular instruction method. Note, however, that the credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work. The information below serves as general guidance only.

**Lecture, Seminar, Quiz, Discussion, Recitation:** Courses with multiple students, which meet to engage in various forms of group instruction under the direct supervision of a faculty member. A semester credit hour is an academic unit earned for a minimum of fifteen 50-minute sessions of classroom instruction with a normal expectation of two (50-minute) hours of outside study for each class session. Typically, a three-semester credit hour course meets three 50-minute sessions per week for fifteen weeks for 45 sessions. Examples of the minimal amounts for each activity on a per credit basis are displayed in the table below, using a traditional 15-week semester as the base:

**Lecture, Seminar, Quiz, Discussion, Recitation:**

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

**Activity supervised as a group with substantial outside preparation expected**

**(laboratory, field trip, practicum, workshop, group studio):** Courses with a focus on experiential learning under the direct supervision of a faculty member, with substantial outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 100 minutes or more in duration. (2:1 ratio of contact time to credits, per week).

**Activity supervised as a group with substantial outside preparation expected:**

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

**Activity supervised as a group with little or no outside preparation expected**

**(laboratory, field trip, practicum, workshop, group studio):** Courses with a focus on experiential learning under the direct supervision of a faculty member, with little or no outside preparation expected by the student. A semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration. (3:1 ratio of contact time to credits, per week).

**Activity supervised as a group with little or no outside preparation expected**

Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

**Independent Study:**

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples previously provided, and the faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

**Internship/Practica/Field Experience/Clinical:**

Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off-campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. A semester credit hour is awarded for a minimum of 45 hours of work. The faculty member or program director responsible for the experience is required to keep records of the amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

**Accelerated Courses:**

Courses offered outside of a standard 15-week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered within an accelerated time frame.

**Online Courses:**

Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture/seminar course with an alternate delivery method. Contact time is satisfied by several means, which can include, but is not limited to, the following: a) Regular instruction or interaction with a faculty member once a week for each week the course runs. b) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.

**Blended Courses:**

Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples previously provided even if delivered online or asynchronously.