

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Pam Morse (Math)

Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

Kristen Booth (Pre-Coll/ESOL)

Emilie Miller (Science)

Robert Wells-Clark (Tec/Trad)

Jenn Kamrar (Art/Cult/Comm)

Rebecca Schwartz (Inst Dean)

Andrea LoManaco (Business)

Stephen Shwiff (Soc Sci & Ed)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services/Registrar)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Curriculum)

Guests

October 6, 2022 3:30 am – 5:00 pm

The Dalles Campus, room 1.162 (Board Room, Building 1 next to cafe)

Hood River Center, room 1.209 (conference room)

Requesting that members attend in person if at all possible. But if there are reasons that make it impossible, members may attend via the following zoom link.

Zoom log-in: <https://cgcc.zoom.us/j/81195761793>; Meeting ID: 811 9576 1793;

phone in: 1-253-215-8782

Approval of September 22, 2022 minutes ¹

Old Business

1. ECE and Elementary Educator Pathway relationship – shifting ECE from CTE to LDC (Rebecca will conduct research on what other colleges classify ECE under) (original date: June 10, 2022)
2. Intent of Library check-off on Submission Form – changing LLC perspective (original date: June 10, 2022)
3. Outlook for 2022-23 Curriculum Activity – (original date: Sept 22, 2022)

New Business

1. Recording CC meetings (Susan/Sara, 3:40 – 3:45 pm)
2. Contact Hour Definitions – carryover from Retreat (Susan, 3:45 – 4:20 pm)
 - What is Lecture, Lec/Lab, Lab ²
 - What do the definitions of Contact Hours look like within the F2F, Zoom, Online and Hybrid classroom?
 - Resources
 - i. Credit and Contact Hour and Instructional Equivalencies Guidelines - Valdosta ³
 - ii. Credit / Contact Hour Policy – SUNY ⁴
 - iii. Quantifying Online Learning Contact Hours -
<https://files.eric.ed.gov/fulltext/EJ1056395.pdf>
 - iv. Calculating contact hours in online and hybrid classes -
<https://annenbergh.usc.edu/faculty-and-staff-resources/calculating-contact-hours-online-and-hybrid-classes>
 - v. Wake Forest University Workload Estimator 2.0:
<https://cat.wfu.edu/resources/tools/estimator2/>

- vi. University of Nevada Office of Digital Learning – Online course contact hours:
<https://www.unr.edu/digital-learning/online-learning/resources-for-faculty/online-course-contact-hours>
- 3. Credit for Prior Learning (CPL) ⁵⁻⁶ (Rebecca, 4:20 – 4:55 pm)

Next Meeting: October 20, 2022

Attachments: ¹ September 22, 2022 CC Minutes; ² State OAR Definitions of Lecture, Lec/Lab, Lab; ³ Credit and Contact Hour and Instructional Equivalencies Guidelines - Valdosta; ⁴ Credit / Contact Hour Policy – SUNY; ⁵ Credit for Prior Learning in Oregon – Definition; ⁶ CPL Standards

Curriculum Committee Minutes
September 22, 2022 10:00 am to Noon
Location: TDC 1.162 (Board Room)- Curriculum Committee Orientation
Zoom Link: <https://cgcc.zoom.us/j/93747697434>

PRESENT:

Voting Committee Members

Chair- Pam Morse (Math)
 Vice Chair- Mimi Pentz (Nurs/Hlth)
 Kristen Booth (Pre-College)
 Andrea LoManaco (Buiness)
 Emilie Miller (Science)

Stephen Shwiff (Social Science)
 Robert Wells-Clark (Ind/Trade)
 Jenn Kamrar (Art,Cult,Comm)
 Rebecca Schwartz (Inst Dean)

Non-Voting Committee Members

Susan Lewis (Curriculum)
 Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

Supporting Staff

Sara Wade (Curriculum)

Guests

ABSENT

Voting Committee Members

Non-Voting Committee Members

Item	Discussion	Action
Call to Order: 10:00am	Meeting called to order at 10:08am by Chair Pam Morse.	
Old Business:		
1. ECE 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)	Pending	
New Business:		
1. Welcome	Pam welcomed the new members, along with the returning members. Everyone in the committee introduced themselves.	

	<p>Discussion about if or if not the CC Chair could vote besides. <i>(Moved up from a later discussion in the meeting)</i></p> <p>Motion: the chair will vote during the general voting, and in a case of a tie, the chair will have 2 votes to break said tie.</p>	<p>Motion: Mimi 2nded: Emilie 8 in favor – 0 opposed – 0 abstained</p>
2. Election of Vice Chair	<p>Pam & Susan explained the way the vice chair works to the new members. The vice chair is responsible for running the meeting and signing submissions when the chair cannot be present. The vice chair will become the new chair the next year.</p> <p>Stephen Shwiff nominated Mimi for Vice Chair. Mimi accepted.</p> <p>Motion: approve Mimi as Vice Chair for 2022-2023</p>	<p>Motion: Stephen 2nded: Robert 8 in favor - 0 opposed – 0 abstained</p>
3. CC Member Roles and Responsibilities <ul style="list-style-type: none"> • CC Charter – CC responsibility • CC Procedural Rules • CCOG Development with CC Notes 	<p>Pam reminds the committee of the responsibility of being on the committee -Susan dives deeper into the responsibilities of members of the Curriculum Committee.</p> <ul style="list-style-type: none"> • If a member is going to be gone, email the chair (Pam), Susan and Sara. • Be respectful to all the committee members & guests • Don't be shy to ask questions • Know your department <ul style="list-style-type: none"> ➤ You don't have to be an advocate for a submission from your department, but if you can supply possible knowledge or support to help the committee members understand the submission. <p>Susan explained the CC Procedural Rules</p> <ul style="list-style-type: none"> • A question was asked if the submitter was not able to be present to answer questions that the committee might have, what is the procedure. <ul style="list-style-type: none"> ➤ Susan says most of the time she can answer a question that may arise but if it can't be answered by the department rep or Susan it can be tabled until the another meeting when the submitter can be there or an answer is brought to the committee. 	

	<ul style="list-style-type: none"> ➤ The committee can rewrite or reword certain things such as an outcome or description to make the submission clearer or to make more sense. <p>**Reminder it is okay to say “NO” to a submission, if it doesn’t seem right in any way.</p> <p>The process & schedule of meeting minutes were shared:</p> <ul style="list-style-type: none"> • If the meeting is within 2 weeks, minutes will be approved at the next meeting • If the meeting is at 3 weeks or after, minutes will be approved via email (ALL voting members have to respond w/a vote) <p>Process of Submissions were shared with the committee</p> <ul style="list-style-type: none"> • Before meeting submissions signed by Department Chair & Dean • After the submission if it passes it is sent to the CC Chair and then the VPIS. <p>Pop Quiz on CCOG development for members</p> <ul style="list-style-type: none"> • 3 categories of Related instruction <ul style="list-style-type: none"> ➤ Communication, Computation, Human Relations • Contact Hours and how many hours’ students should be getting of instruction <ul style="list-style-type: none"> ➤ At least 3 hours of instruction <p>Reminder to double check the number of characters in the Title & Transcript Title to be below: 30 for transcript characters & 60 characters for the title -</p>	
<p>4. CCOG and Submission Form Revisions</p> <ul style="list-style-type: none"> • Add Standard response for Outcomes Assessment Strategies (similar to Course Activities) – carry over from retreat • Intent of Library check-off on Submission Form – Changing LLC perspective – carryover from Retreat ** 	<p>Susan shared the proposed new paragraph for a standard response for Outcomes Assessment Strategies that was researched and prepared by Kristen Booth and past CC member Katy Jablonski.</p> <p>Discussion on the proposed paragraph:</p> <p><i>“The determination of assessment strategies is generally left to the discretion of the instructor. Here are some strategies that you might consider when designing your course: writings (journals, self-reflections, pre writing exercises, essays), quizzes, tests, midterm and final exams, group projects, presentations (in person, videos, etc), self-assessments, experimentations, lab reports, peer critiques, responses (to texts, podcasts, videos, films, etc) or student generated questions.”</i></p>	<p>Motion: Rebecca</p> <p>2nd: Mimi</p> <p>7 in favor – 0 opposed – 0 abstained</p>

	<ul style="list-style-type: none"> • Agreement that this paragraph will be helpful in giving ideas to faculty for new assessment tools & ideas for their courses. • Pam explained an escape room/station work assessment model to the group & propose for a possible assessment tool • It was also shared that adding interviews & portfolios to the list of possible assessments strategies would be helpful. <p>Motion: Approve Outcomes Assessment Strategies paragraph with the additions of Escape Room, interviews, and portfolios.</p> <p><i>**Waiting for the information to be gathered from the Library, so the committee decided to table the "Intent of Library check-off on Submission Form – changing LLC perspective</i></p>	
<p>5. Contact Hour Definitions – carryover from Retreat</p> <ul style="list-style-type: none"> • What is Lecture, Lec/Lab, Lab • What do the definitions of Contact Hours look like within the F2F, Zoom, and Online classrooms? • Recourses <ul style="list-style-type: none"> I. Credit & Contact Hour & Instructional Equivalencies Guideline – Valdosta II. Credit/Contact Hour Policy – SUNY III. Quantifying Online Learning Contact Hours IV. Calculating contact hours in online and hybrid classes 	<p>There was an explanation of contact hours, followed by a discussion of what contact hours may look like in each modality of instruction: Face-2-Face, Online, Hybrid & Hyflex.</p> <p>Discussion on the difference of the contact hours in f2f courses and online courses.</p> <ul style="list-style-type: none"> • Confusion & discussion over the difference of each teaching styles and how instructors come up with the right amount of instruction hours. • An explanation of what an online classroom looks like to provide enough instruction hours for the students. • There was worry that this may not be clear to all faculty that the same amount of contact hours has to be taught for all forms of courses. <p><i>**Committee tabled discussion to the next meeting due to the lack of time.</i></p>	
6. Outlook for 2022-2023 Curriculum Activity	<i>Tabled until October 6, 2022 meeting.</i>	
Meeting Adjourned: 12:00pm	Rebecca motioned to end the meeting Mimi seconded, all in favor. Meeting ended at 12:00pm	Next Meeting: October 6, 2022

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/

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](#),¹ and VSU's [Determination of Credit Hours for Courses Policy](#)² 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).

¹ http://www.usg.edu/policymanual/section3/C339/#p3.4.1_semester_system

² <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

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Lecture	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)
Lecture with Laboratory/Clinical	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.
Seminar	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)
Clinical	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.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Laboratory	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)
Physical Activity	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)
Recital, Performance, Ensemble	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.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Studio	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)
Directed Study	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.
Practice Teaching / Student Teaching	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
Practicum	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

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Internship	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.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. 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
Field Work / Field Experience	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.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and department head. 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

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (based on a 15-week term)
Thesis	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
Dissertation	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.
(Null)	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
Active learning strategies	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
Blogs, journals, logs	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
Case studies and problem solving scenarios	Instructor leads students in performing In-depth analysis utilizing higher-order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis and post = 1-2 hours
		1 case study analysis and post = 2-hours instruction
Chat rooms for class or group projects	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
Conferences (group)	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
Conferences (in-depth individual)	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)
Discussion board	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.	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
		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.
Field trips or tours (includes virtual tours)	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
Guided project	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)
Instruction and presentations	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction
Instructional CDs, PowerPoints, videos	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
Learning Teams/ Group project	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
Lecture activity - video, written or audio	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
Library research	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
Modeling	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	<p>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</p> <p>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</p>
Online quizzes	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>
Peer Review/ assessment	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
Portfolio Preparation	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.
Project Assignment	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)
Reflection paper or article review	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.
Service-learning project	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
Virtual Laboratory and Lab Reports	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
Web-conferencing	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
Web-Quest (Internet research)	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
Workplace Integration	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.

Credit for Prior Learning in Oregon – Definition

Credit for Prior Learning Many Oregon institutions offer Credit for Prior Learning as a way to obtain credit for evidence-based assessment of learning that occurs outside of traditional college-level coursework. House Bill 4059 (2012) defines prior learning as “the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.” The Higher Education Coordinating Commission convenes an Advisory Committee to address and report to the Oregon Legislative Assembly annually on its progress toward:

- Increasing the number of students who receive academic credit for prior learning
- Increasing the number and type of academic credits accepted for prior learning
- Developing transparent policies and practices
- Improving prior learning assessment practices
- Creating tools to develop faculty and staff knowledge
- Developing articulation agreements
- Developing outcome measures

Oregon’s unique statute requires the Commission to work not only with public universities and community colleges, but also independent for-profit and not-for-profit institutions of higher education. **Credit for Prior Learning standards** In 2017 the Advisory Committee and Commission formally adopted the Credit for Prior Learning (CPL) Standards to be implemented by any Oregon institution offering CPL. The Standards, first adopted in 2014 and updated in 2017, require Oregon institutions to submit data to the Commission annually on the types and number of CPL offered. A summary of changes made in 2017 is available [here](#).



Oregon Credit for Prior Learning Standards Higher Education Coordinating Commission (HECC) Summary of Revisions for the Standards

Introduction

The Oregon Credit for Prior Learning Standards (CPL) were originally developed in the fall of 2013 by the Credit for Prior Learning Advisory Committee. A subcommittee of practitioners was organized to write the standards. The standards were reviewed and approved by the advisory committee and sent out to higher education institutions for review and comment. The committee received a large volume of information from the institutions; their input was invaluable to the process. These comments were incorporated into the final document that was submitted to the Higher Education Coordinating Committee (HECC). The standards were formally revised on June 8, 2017.

One of the major goals for the institutional review process was to ensure the Oregon CPL standards were aligned with standards from the Northwest Commission on Colleges and Universities (NWCCU), the accrediting body for most of the higher education institutions, both public and private, in Oregon.

However, the CPL committee continued to receive questions about how many CPL credits could be used toward the completion of a degree or certificate as stated in the Commission's Standard 2.C.7. In response to these questions, the co-chairs of the Credit for Prior Learning Advisory Committee, Dr. Craig Kolins and Dr. Marilyn Davis, met with senior staff from the Northwest Commission on Colleges and Universities via telephone conference calls in August and October 2016 to clarify what types of CPL (refer to list below) are included in NWCCU Standard 2.C.7. This standard limits the number of CPL credits that can be awarded to 25% of the total credits needed to fulfill degree requirements. As a result of these discussions, the following changes will be incorporated into the Oregon CPL Revised Standards.

Revised Types of CPL

The revised list of CPL types is identified below. These changes are based on the discussions with NWCCU staff.

Oregon CPL Type	Aligned with NWCCU Standard
Credit – By-Exam (CLEP, DANTES, etc.)	2.C.8 or 2.D.10
Industry Certifications	2.C.8 or 2.D.10
Institutional Challenge Exams and other exams	2.C.8 or 2.D.10
Military Credit (ACE Credit Recommendation Service)	2.C.8 or 2.D.10
Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios	2.C.7
Professional Licensure	2.C.8 or 2.D.10
Other forms of authentic assessment to award CPL credit that may or may not come under the 25% limitation.	2.C.7 or 2.C.8 or 2.D.10

Major Changes

1. The only type of CPL that will be included in the 25% limitation as noted in Standard 2.C.7 is Prior Experiential Learning/Prior Learning Assessments which are usually assessed by evaluating a portfolio the student submits. The portfolio must be reviewed by qualified faculty at an institution. Credit is awarded based on the faculty review of the portfolio.
2. All other types of CPL (e.g. institutional challenge exams, ACE credit recommendations, etc.) will be under Standard 2.C.8 or 2.D.10 which means that more than 25% of the total credits needed for a degree can be from CPL awarded credits.
3. Institutional policies and procedures must be in place and followed for awarding credit in response to Standard 2.C.7, Standard 2.C.8 and Standard 2.D.10 and to maintain the integrity of the degree or certificate.
4. Institutional policies must clearly identify the number of CPL credits that can be used toward degree or certificate completion and the required number of residency credits must be defined. All institutional programs must adhere to these policies and procedures.
5. All types of CPL must be notated on the transcript and must state where the credit originated (ACE, institutional challenge exam, etc.).
6. There must be institutional faculty oversight for awarding CPL credit and the evidence used to award CPL credit must be evaluated by appropriately qualified teaching faculty.

Oregon Credit for Prior Learning Standards

Adopted June 8, 2017
January 2017 Revisions approved by the CPL Advisory Committee February 21, 2017

The HECC directed Oregon postsecondary institutions from all four higher education sectors (public universities, community colleges, independent not-for-profit colleges and universities and for-profit private degree granting colleges) to adopt a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL. These standards were developed to recognize and acknowledge that credit awarded for prior learning is granted only for evidence of learning and not solely on the basis of experience. Foundational to these standards is faculty involvement and use of their expertise to assess credit awarded to students.

The decision to *offer or not to offer* CPL to students is solely determined by the institution. If the institution decides to award CPL, one or more types of CPL may be offered as identified in Standard 1. The decision to offer CPL must be communicated to students, faculty and staff through the printed college catalog, the institution's electronic publications and website. The institution must formally adopt and use the standards to award CPL if the institution decides to offer one or more types of CPL.

Standard 1 - Credit for Prior Learning Requisites

- 1.1 For those areas in which CPL is awarded, each institution shall develop institutional policies and procedures for awarding credit in response to the CPL Standards, which have have been aligned with the the NWCCU accreditation standards. Institutional policies and procedures must be designed to maintain the integrity of the degree including residency requirements and the number of CPL credits that can be used toward a degree. These policies and procedures must be transparent to all students, faculty, staff and business and industry stakeholders.
- 1.2 Institutional policies and procedures ensure credit is granted for documented learning and awarded only for high quality college-level competencies. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members to include student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.
- 1.3 Academic credit will be awarded and notated on the transcript~~ed~~ only for those courses formally approved by the institution's curriculum approval process(es). Coursework or prior learning evaluated for CPL credit that does not correspond to courses offered by the institution must be transcribed as elective credit and the source of credit (DANTES, challenge exam, etc.) must be notated as CPL credit on the transcript. Institutional policies need to address equity among programs to achieve commonality in the amount of elective credit awarded among programs within an institution.
- 1.4 Credit awarded through CPL must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. Credit may be awarded through these types of CPL in response to accreditation standards 2.C.7, 2.C.8 and 2.D.10 as noted below:

Oregon CPL Type	Aligned NWCCU Standard
Credit – By-Exam (CLEP, DANTES, etc.)	2.C.8 or 2.D.10
Industry Certifications	2.C.8 or 2.D.10

Institutional Challenge Exams and other exams. Challenge exams must be driven by institutional policy with the expectation of involving faculty with awarding credit and developing exams for their respective areas of expertise. These exams should be based on valid and reliable instruments. The tests must be available to ALL interested students	2.C.8 or 2.D.10
Military Credit (ACE Credit Recommendation Service)	2.C.8 or 2.D.10
Portfolio Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios. This is the only type of CPL that is subject to the 25% limitation in 2.C.7. Assessment methods are designed to identify what a student has learned through one's life and work experience outside the classroom that is equivalent to learning gained through formal collegiate instruction. These prior learning assessments are separate from third party testing such as ACE or institutional challenge examinations. Portfolios must be reviewed by qualified faculty at the institution. Credit is awarded based on the faculty review of the portfolio	2.C.7
Professional Licensure	2.C.8 or 2.D.10
Other forms of authentic assessment to award CPL credit that may or may not come under the 25% limitation.	2.C.7. or 2.C.8 or 2.D.10

Resources

NWCCU Standard 2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

NWCCU Standard 2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

NWCCU Standard 2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Standard 2 - Evidence-Based Assessment

- 2.1 Each institution shall provide a guided process to assess student learning and to provide the required evidence for awarding credit. The student must document the connection between what they have learned in another setting and the theoretical foundation, knowledge and skills as defined by the course-specific learner outcomes of the credit to be awarded.
- 2.2 There must be institutional faculty oversight for awarding CPL credit and evidence shall be evaluated by appropriately qualified teaching faculty. Faculty must have content expertise and be teaching in the field associated with credit to be assessed and awarded. However, non-faculty content experts can be used as evaluators as long as there is institutional faculty oversight in the field associated with the credit to be awarded.
- 2.3 All CPL credit must be based on sufficient evidence provided by the student, the institution, and/or an outside entity such as CLEP, CAEL, ACE, etc. Evidence required by the institution must be based on academically sound CPL assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

Resources

Marylhurst's Prior Learning Assessment (PLA) program and Credit by Exam
<https://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/>

Standard 3 - Tuition and Fee Structure

Each institution shall develop a tuition and fee structure for CPL that is transparent and accessible to all students, faculty, staff and stakeholders. The basis for determining direct and indirect costs may include but are not limited to the following.

- Costs for student services to guide the student and to support the assessment process
- Costs associated with faculty workload for the evaluation of CPL
- Costs associated with recognizing and supporting faculty and staff who are involved in the assessment process including any costs related to training and staff development
- Costs related to transcribing credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

Resources

CAEL Ten Standards for Assessing Learning Standard 8 - "Fees charged for assessment are based on the services performed in the process rather than the credit awarded."

The Washington State Board for Community and Technical Colleges Guidelines for Assessment of Prior Learning state the following: "The fees for assessment will be based on actual costs...The fees will be based on the amount of credit requested, not the amount of credit awarded. Fees should be published and consistently applied. Fees should be consistent to the extent possible across the system".

Standard 4 - Transferability and Transcription

- 4.1 Institutions that award CPL shall work with receiving institutions to promote transferability of CPL.

- 4.2 Each receiving institution shall determine the transferability of CPL credit granted from other institutions.
- 4.3 Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers and state administrative rules.
- 4.4 All types of CPL awarded by an institution must be notated on the transcript to as such and notations must comply with state, and federal regulations and NWCCU accreditation policies and standards, as applicable.

Resources

CAEL Assessment Standards

<http://www.cael.org/pla.htm#Follow the Ten Standards for Assessing Learning>

Standard 5 - Data Collection & Reporting

Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions. Data to be collected include the number of credits granted and the number of students who receive credit through the types of CPL identified in Standard 1.

Data to be Collected	Definition
Institutional Challenge Exams and other forms of assessment	Credit granted through the assessment of student learning using exams developed and scored by the institution. Credit granted for external tests to document learning – including DSST / DANTES, CLEP, Excelsior, NYU Foreign Language, etc.,
Military Credit (ACE Credit Recommendation Service)	Credit granted through evaluation of ACE published credit recommendations for formal instructional programs offered by non-collegiate agencies, both civilian employers and the military.
Portfolio Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios	Credit granted for the preparation and defense of a collection of evidence by a student to demonstrate and validate college-level credit for learning acquired outside of the classroom. The demonstrated learning must be relevant to the student's degree program.
Other Credit for Prior Learning	Credit granted for other prior learning experiences not listed in above areas such as credit granted for industry certifications for proof of applied knowledge and skills in an industry-identified area.

Standard 6 - Faculty and Staff Development

Each institution shall have a policy and a strategic plan for faculty and staff development for CPL which includes professional development activities. Widespread, overarching knowledge of the institutional opportunities for developing, assessing and recommending CPL should be foundational to this plan.

Resources

CAEL Ten Standards for Assessing Learning – Standard 9 – “All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.” <http://www.cael.org/ten-standards-for-assessing-learning>

Standard 7 - Quality Assurance in Response to HB 4059

- 7.1 The Cross Functional Team (refer to Standard 1.2) shall be responsible for conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices including an evaluation of student performance in subsequent classes within the same field for which CPL was awarded, as well as overall academic performance.
- 7.2 Institutions will submit evaluative data to the HECC. The HECC shall review the accomplishments of each CPL Leadership Team through a periodic audit process to ensure credit is awarded for high quality assessment activities.

Standard 8 - Transparency/Access

- 8.1 Institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and business and industry stakeholders. CPL Information must be in the college catalog, be available electronically on the institution's website and be searchable using the term “Credit for Prior Learning”. The following information shall be included:
 - Institutional CPL contacts
 - Available CPL opportunities and preparation requirements
 - Tuition and Fee Structure(s)
 - Risks to students and the cost of assessment where credit may not be awarded
 - Information about financial aid
 - Information regarding the applicability of CPL towards certificate or degree programs including the number of CPL credits that can be used for a certificate or degree and the number of required residency credits.
- 8.2 Processes must be in place for a student to request CPL based on processes established by institutional policies and for CPL designated courses.