Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
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)

<u>Non-Voting Committee Members</u>
Jarett Gilbert (VP Instructional Services)   Mary Martin (Student Services/Registrar)
Susan Lewis (Curriculum)

<u>Support Staff</u>   <u>Guests</u>
Sara Wade (Instructional Services)   Tori Stanek

November 3, 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/87624070787 Meeting ID: 876 2407 0787;
phone in: 1-253-215-8782

Approval of October 20, 2022 minutes [1]

<u>Old Business</u>

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)

<u>Submissions</u> [2]

1. Janie Griffin (3:40 – 3:45 pm)
   - EMS 105 EMT Part I (Contact Hour Change)
   - EMS 106 EMT Part II (Contact Hour Change)

<u>New Business</u>

1. Approval of Administrative Rules and Operating Procedures updates [2] (Susan, 3:45 – 4:15 pm)
   - AR 040.035.000 Occupational Supplementary Courses / Continuing Education Units
     - OP 040.035.001 Occupational Supplementary Courses / Continuing Education Units
   - AR 040.037.000 Termination of a Program
     - OP 040.037.001 Termination of a Program

<u>Discussion Items</u>

1. Contact Hour Definitions [3] (Susan & Tori, 4:15 – 5:00 pm)

Next Meeting: November 17, 2022

Attachments: [1] October 20, 2022 CC Minutes; [2] Submissions (2 Contact Hour Changes); [3] Administrative Rules & Operating Procedures; [4] Contact Hour Definitions Materials

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Curriculum Committee Minutes
October 20,2022 3:30 to 5:00pm
Location: TDC 1.162 (Board Room) & HRC 1.209
Zoom Link: https://cgcc.zoom.us/j/85757648425

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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)

Guest

ABSENT
Voting Committee Members

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Item	Discussion	Action
Call to Order: 3:33pm	Meeting was called to order by Chair Pam Morse at 3:33pm.	
Approval of October 6, 2022 Minutes	**Motion: approve as written.**	Motion: Stephen 2nded: Mimi 8 in favor-0 opposed-0 abstained
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- Information and research is being compiled and will bring to a future meeting.	

| 2. **Intent of Library check-off list on Submission Form – changing LLC perspective (original date: June 10, 2022)** | Susan explains the original intent of the library check off in new submissions, was just to inform the library of the possible coming of this course to prepare them for the possible new resources that students may need access too.

There was confusion in a previous submission that the library needed to check off the submission by checking Moodle shell and distance learning before it was brought to the Curriculum Committee. The committee wanted to ask Tori what the library is thinking the intent of this check off box is.

Tori explains that the library's understanding for the intent of the check off box on the submission was to make sure the text books were affordable and that there was a Moodle component within the course to allow it to be online if wanted or needed to be.

Concern of the creation of a Moodle shell before the course is approved by the Curriculum Committee, giving authority to the library to effectively block a course submission prior to CC review. It was agreed that Curriculum Committee approval should take place prior to the development of online components with library assistance.

Discussion if the Moodle shell should be the part of the approval process of the Curriculum Committee, but it was discussed that creation/designing the course is different from the creation of the Moodle shell. Moodle shells are specific to individual faculty, while CCOGs provide direction for any faculty member teaching the course.

Discussion of pay compensation for the creation of the course and the Moodle shell, for people that create a course but are not the ones who will be teaching it. Concern about the misuse of an instructor's time and pay to create a course with a Moodle shell if the course is ultimately not approved by the CC.

Motion: Leave the Library check off box in the new course submission sheet as is, the intention remains to solely inform the library of new course. | Motion: Kristen
2nded: Andrea
7 in favor-1 opposed-1 abstained |
| 3. **Contact Hour Definitions** | Postponed until November Meeting | |

New Business:		

Approval of Administrative Rules and Operating Procedures updates
   • **AR 040.009.000 Curriculum Development and Approval**
     ○ **OP 040.009.001 Curriculum Development and Approval**
   • **AR 040.016.000 Requisite Requirements**
     ○ **Perquisite Override form**
   • **AR 040.017.000 Transfer and General Degree Requirements**
   • **AR 040.027.000 Credit Guidelines**
   • **AR 040.033. 000 Related Instruction**
     ○ **OP 040.033.001 Related Instruction**
   • **AR 040.035.000 Occupational Supplementary Courses/Continuing Education Units**
     ○ **OP 040.035.001 Occupational Supplementary Courses/Continuing Education Units**
   • **AR 040.037.000 Termination of a Program**
     ○ **OP 040.037.001 Termination of a Program**
	Discussion about the Concern over the ARs and OPs and the language aligning with the new bargaining agreement, and if each piece should be looked over to make sure new bargaining language is stated correctly in places as it is mentioned.
	
	Agreement to go over each one of the APs and OPs and review the proposed changes and have a discussion if there was concern over a change.
	Motion: approve all the proposed changes of the ARs and OPs on Curriculum Development and Approval w/OP, Requisite Requirements w/Perquisite Override form, Credit Guidelines, and Related Instruction w/OP.
	==Remaining ARs and OPs will be discussed at next meeting.==
		Motion: Mimi
		2nded: Jen
		7 in favor – 1 opposed –0 abstained

Meeting Adjourned: 5:01pm	**Stephen motioned to end the meeting Mimi seconded, all in favor. Meeting ended at 5:01pm**	**Next Meeting: November 3, 2022**

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Nursing and health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Course prefix and number	EMS 105	Course title	EMT Part I

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	55	Lecture	33
Lab	33	Lab	33
Lecture/Lab	0	Lecture/Lab	44
Total weekly contact hours	8	Total weekly contact hours	10
Total credits	6	Total credits	6

Reason for change:	EMS 105 requires additional hours for students to complete necessary lab activities that are part of the curriculum. To resolve this, 2 credits of lecture were converted to 2 credits of lec/lab. The 3 credits of lecture and the 2 credits of lec/lab will be fulfilled with weekly in class hours. The 1 credit of lab is fulfilled through additional Saturday trainings.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	EMS 105 is a requirement for the Paramedic AAS and the Emergency Medical Technician certificate; however, this change will not impact credits or course mapping.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	No impact
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"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."

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	10/28/22

Department Chair (enter name of department chair): Janie Griffin

Department Dean (enter name of department dean): Janie Griffin

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or 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 director. 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.

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	Nursing and health Occupations	Submitter name: Phone: Email:	Janie Griffin 541-506-6140 jgriffin@cgcc.edu
Course prefix and number	EMS 106	Course title	EMT Part II

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	55	Lecture	33
Lab	33	Lab	33
Lecture/Lab	0	Lecture/Lab	44
Total weekly contact hours	8	Total weekly contact hours	10
Total credits	6	Total credits	6

Reason for change:	EMS 106 requires additional hours for students to complete necessary lab activities that are part of the curriculum. To resolve this, 2 credits of lecture were converted to 2 credits of lec/lab. The 3 credits of lecture and the 2 credits of lec/lab will be fulfilled with weekly in class hours. The 1 credit of lab is fulfilled through additional Saturday trainings.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☐ Yes ☒ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	EMS 106 is a requirement for the Paramedic AAS and the Emergency Medical Technician certificate; however, this change will not impact credits or course mapping.

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	No impact
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"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."

Submitter	Email	Date
Janie Griffin	jgriffin@cgcc.edu	10/28/22

Department Chair (enter name of department chair): Janie Griffin
Department Dean (enter name of department dean): Janie Griffin

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or 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 director. 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.

Rule Number/Name:	040.035.000 – Occupational Supplementary Courses / Continuing Education Units
Responsible Department:	Instructional Services
Authority:	Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~

Overview

Occupational supplementary (Occ Supp) courses are designed to upgrade the skills of workers currently employed in the occupational field related to the course. It is for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement. Students completing course requirements may earn Continuing Education Units (CEUs).

Applicability

Faculty, Curriculum Office, Instructional Services Staff, Child Care Partners, Small Business Development Center, Community Education, Students and Community Members

~~Nothing in this administrative rule is designed to conflict with any provision in any collective bargaining agreement.~~

~~Any future changes to this administrative rule must first be reviewed by the Academic Standards and Practices Committee.~~

Administrative Rule Statement

"Occupational supplementary program" is defined as a state-approved program designed for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement." (OAR 589-006-0050(34))

Occupational supplementary courses are designed to upgrade the skills of workers currently employed in the occupational field related to the course. Continuing Education Units (CEUs) may be ~~are~~ awarded for successful completion of contact hours and content

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predetermined and approved by the college. A single occupational supplementary course must be at least one (1) contact hour, but not more than 210 clock hours in length.

Occ Supp courses are approved by CCWD staff. This approval category cannot be used in place of applying for a new program or avoiding program and/or course approval responsibilities. Occupational supplementary courses may not form a program by separating a long course into several courses or otherwise stringing courses together. Occupational preparatory, hobby, or recreation courses cannot be approved as occupational supplementary courses. CGCC will not award any credential for completion of an occupational supplementary course that implies the completion of a program, acquisition of particular skills, or has a value in the job market without completing the course approval process. An award that indicates attendance or the completion of the required hours may be provided.

Occupational supplementary courses may be offered prior to final approval by CCWD under conditions that include the following:

- The course has completed CGCC's approval process and has shown that the occupational supplementary standards have been met.
- The submitting department is willing to take the risk that the course may not be approved, and as a result, may be non-reimbursable and students may not be awarded the associated CEUs.

CTE Supplementary (Occ Supp) courses are classified under State Activity (ACTI) Code 220 for OCCURS/D4A reporting purposes. Courses are approved by CCWD staff through the Oregon Community College Program Submission System (also known as WebForms) at https://webforms.hecc.oregon.gov/.

CGCC includes Occupational Supplementary courses as part of the college's offerings. Students that successfully complete Occ Supp courses may earn Continuing Education Units (CEUs) which are recorded on a CEU Transcript. This transcript provides an employer or prospective employer with information on continuing education and training experiences pertinent to an occupational competence; and to provide documentation to registration boards, certification bodies, or professional and occupational societies, of continuing education undertaken to maintain or increase professional competence. CEUs are only available for occupational upgrading purposes.

A request for the development of an Occupational Supplementary Course may originate from an individual, an employer, or a professional association. In addition, CGCC staff may identify the need for Occ Supp offerings within business, industry, labor, government, and/or professional organizations.

One Continuing Education Unit is defined as ten contact hours of participation (with one contact hour defined as 60 minutes), in an organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction. The CCWD require that Occ Supp courses are between 1 and 210 contact hours. Fractional CEUs may be awarded for Occ Supp courses with 1 to 9 hours of instruction (0.1 – 0.9).

Activities that do not qualify for CEU

- Association Membership and Certification Programs: Non-educational activities of professional, occupational, or other organizations that otherwise may be used to qualify for professional and occupational membership or certification.
- Committee Work: Committee meetings, activities, and assignments are not appropriate for the awarding of CEUs.
- Credit Programs: CEUs and academic credit, for secondary or post-secondary c o u r s e s and programs, may not be awarded simultaneously. There is no relationship between CEUs and academic credit. Academic credit applies specifically to certificate/degree requirements and CEUs are not awarded to individuals for that purpose.
- Entertainment and Recreation: Attendance at cultural performances, entertainment, recreational meetings, or participation in travel groups.
- High School Equivalency: Programs leading to high-school equivalency certificates or diplomas.
- Individual Scholarship: Independent writing or the presentation of papers outside of a planned, directly supervised continuing education experience that fulfills CEU criteria.
- Mass Media Program: Programs delivered through the media (e.g., television, radio, newspaper) do not qualify for CEUs, unless these activities are an integral part of a planned continuing education experience that qualifies under CEU criteria.
- Conferences and Conventions: Meetings, conferences, and conventions of professional/occupational organizations do not automatically qualify as continuing education experiences. However, specifically organized courses, workshops or seminars held in conjunction with meetings, conferences, or conventions may qualify for CEUs when the CEU criteria are met.

- Instructing: Instructing or leading a continuing education experience for which CEUs are awarded is not an appropriate activity for the awarding of CEUs.
- Work Experience – On-the-job training and other work experiences do not qualify for CEUs unless the experience is offered according to CEU criteria. CEUs are not awarded for prior life/work experiences.

Definitions

1. Continuing Education Unit (CEU): A uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non- credit continuing education. CEUs must be consistent with the CGCC Mission Statement and characterized by high quality instruction with qualified instructors

Interpretation of Administrative Rule

Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~

Cross Reference to Related Administrative Rules

1. 004.009.000 Curriculum Development and Approval

Further Information

Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~
slewis@cgcc.edu
(541) 506-6047

Strategic Direction

Strategic Priority: Student Success

Appendix

- HECC: Department of Community Colleges and Workforce Development
- ~~CCWD Community College Handbook~~ CCWD Community College Website

Procedure Number/Name:	040.035.001 – Occupational Supplementary Courses / Continuing Education Units
Associated Rule Number/ Name:	040.035.000 – Occupational Supplementary Courses / Continuing Education Units
Responsible Department:	Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~

Overview

Occupational Supplementary (Occ Supp) courses are designed to upgrade the skills of workers currently employed in the occupational field related to the course. It is for individuals who have already entered an occupation but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement. Students completing course requirements may be ~~are~~ awarded Continuing Education Units (CEUs). Occ Supp course approval follows internal guidelines administered by the Curriculum Office as well as external guidelines established by the Higher Education Coordinating Commission: Community Colleges and Workforce Development (CCWD).

Areas of Responsibility

Faculty, Curriculum Office, Registrar, Instructional Services Staff, Child Care Partners, Small Business Development Center, Community Education, Students and Community Members

Operating Procedure Details

Requirements and Approval

Applications for Occupational Supplementary courses cannot be used in place of applying for a new program or avoiding program and/or course approval responsibilities. Occupational Supplementary courses may not form a program by separating a long course into several courses or otherwise stringing courses together. Occupational preparatory, hobby, or recreation courses cannot be approved as occupational supplementary courses. CGCC may not award any credential for completion of an occupational supplementary course that implies the completion of a program, acquisition of particular skills, or has a value in the job market without completing the course approval process. An award that indicates attendance or the completion of the required hours may be provided

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OPERATING PROCEDURE

One Continuing Education Unit is defined as ten contact hours of participation (with one contact hour defined as 60 minutes), in an organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction. A single occupational supplementary course must be at least one (1) contact hour, but not more than 210 clock hours in length. Fractional CEUs may be awarded for Occ Supp courses with 1 to 9 hours of instruction (0.1 – 0.9 CEUs).

A request for an Occupational Supplementary course may originate from an individual, an employer, or a professional association. In addition, CGCC staff may identify the need for Occ Supp offerings within business, industry, labor, government, and/or professional organizations. When a need has been identified, a CGCC staff member will validate the need for the CEU instruction with their department administrator.

- CGCC approval process:
  - Complete CEU Request submission form found on the Curriculum Office website.
  - Submit completed form electronically to the Curriculum Office (curriculum@cgcc.edu or slewis@cgcc.edu)
  - CEU Requests are not required to go before the Curriculum Committee. Requests are approved and processed by the Director of Curriculum & Academic Assessment, Strategic Planning & Accreditation.
- CCWD approval:
  - Occ Supp courses are classified under State Activity (ACTI) Code 220 for OCCURS/D4A reporting purposes.
  - Courses are approved by CCWD staff through the Oregon Community College Program Submission System (WebForms).
  - Occ Supp submissions are approved by CCWD staff and do not require HECC review.
  - Submission approval time ranges roughly from a few hours to two weeks.
- Posting:
  - Occ Supp courses approved by CCWD will be entered into the Course Management System and made available for scheduling.
  - The submitting party will be notified by the Curriculum Office when the course is available for offer.
  - Average time frame for submission to availability for offer is two weeks.

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OPERATING PROCEDURE

Administration

The requirements for the successful completion of CEU instruction are to be established prior to the offering and provided to the students at the first session. Requirements should include demonstrations of competence based on course objectives, attendance, or a combination of the two. When attendance is the only determinant of successful completion, the criteria for successful completion should be attendance at a minimum of 90% of the class sessions.

CEUs may not be awarded for anything less than what was originally approved for a given CEU number and title.

The grades recorded for CEU instruction will be in accordance with CGCC Administrative Rule 030.038.000 - Grading Guidelines.

Grades are available through MyCGCC at the end of each term in the same manner as presented in credit classes. CEU Students register for CEU courses using established registration processes.

A CGCC student record may be established that includes name and student identification number of the student, title of the CEU course, term and year of completion, number of CEUs awarded, and an indication as to whether or not the student has successfully completed the CEU instruction. The permanent CEU transcript will be maintained for each student who has enrolled in a CEU course, and is separate from the transcript for work taken in a credit program. Fees may apply.

Documentation of the instructor's qualifications will be kept on file in the department that offers the CEU course.

Ensuring instructor qualifications, monitoring quality of instruction, and conducting regular evaluation of course content is the responsibility of the department offering the Occ Supp course. Evaluation procedures must include feedback from students, employers and/or professional organizations, and instructors. Evaluations will be kept on file with the department offering the CEU course.

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Definitions

1. Continuing Education Unit (CEU): A uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education.

Further Information

Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~
slewis@cgcc.edu
(541) 506-6047

Forms

- CGCC Curriculum Forms webpage
- MyCGCC
- HECC: Community Colleges and Workforce Development
- ~~CCWD Community College Handbook~~ CCWD Community College Website

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ADMINISTRATIVE RULE

Rule Number/Name:	040.037.000 – Termination of a Program
Responsible Department:	Instructional Services
Authority:	Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~

Overview

Describes how an education program is formally discontinued.

Applicability

Academic Departments, Vice President of Instructional Services, Vice President of Student Services, Instructional Administrators, Faculty, Advisory Boards, Student Services and Instructional Services Staff, Curriculum Committee, Curriculum Office, College President and CGCC Board of Education.

Administrative Rule Statement

Degrees, certificates, and/or programs may be terminated due to a variety of factors that include but are not limited to:

- Low student enrollment,
- Lack of financial resources,
- Inability to recruit qualified instructors, and
- Changes in the employment opportunities or workforce needs.

Prior to termination, degrees and certificates must proceed through the suspension process as defined by the Oregon Higher Education Coordinating Commission (HECC) and the Northwest Commission on Colleges and Universities (NWCCU). Degree/certificate suspension means that the degree or certificate is:

- in the process of providing required *"teach out"* activities as needed
- not available for new student enrollment
- not listed in the college catalog,
- identified as "suspended" on the college website

Definitions

1. *Teach out:* Making appropriate arrangements to ensure that students enrolled in a program identified for discontinuation have an opportunity to complete it in a timely manner with minimum disruption.

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ADMINISTRATIVE RULE

Interpretation of Administrative Rule

Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~

Cross Reference to Related Administrative Rules

1. CGCC Administrative Rule 040.009.000 – Curriculum Development and Approval

Further Information

Director of Curriculum & Academic Assessment, ~~Strategic Planning & Accreditation~~
slewis@cgcc.edu
541-506-6047

Strategic Direction

Strategic Priority: Student Success

Appendix

1. CGCC Operating Procedure 040.037.001 - Termination of a Program
2. Oregon Administrative Rule 589-006 – Community College Course Approval
3. CCWD Community College Website

~~1. Oregon Community Colleges Handbook and Planning Guide, http://handbook.ccwdwebforms.net/~~

OPERATING PROCEDURE

Procedure Number/Name:	040.037.001 - Termination of a program
Associated Rule Number/ Name:	040.037.000 - Termination of a program
Responsible Department:	Instruction

Overview

Steps to follow when an Instructional Department identifies the need to terminate a degree or certificate.

Areas of Responsibility

Academic Departments, Vice President of Instructional Services, Vice President of Student Services, Instructional Administrators, Faculty, Advisory Boards, Student Services and Instructional Services Staff, Curriculum Committee, Curriculum Office, College President and CGCC Board of Education.

Operating Procedure Details

The Academic Department responsible for the degree or certificate will:

- Facilitate and complete the Termination of a Program Checklist.

- Convene a stakeholders meeting that will include: The VPIS, VPSS, registrar, and representation from the Curriculum Office, Advising and Instructional Department. The meeting will provide review of the completed check list, the opportunity to discuss the implications of the termination from each stakeholder and create a "teach out" plan (template available) for the program to be terminated.

- Seek approval from the Curriculum Committee for degree/certificate suspension. Submission to include: Degree or Certificate Suspension form, Termination of Program Checklist, and Teach Out Planning Document.

Facilitated by the Curriculum Office, the request for degree/certificate suspension will be presented for approval to the VPIS, the college president, and then to the Board of Education.

Curriculum Office will update Webforms and submit request for suspension to the Oregon Community Colleges and Workforce Development (CCWD) for approval from Oregon's Higher Education Coordinating Commission (HECC). Upon suspension confirmation from CCWD, the Curriculum Office will make a formal announcement to stakeholders regarding the status of the degree/certificate. This announcement will signify the start of the three-year suspension and the "teach out" phase.

Curriculum Office will submit a Change Notification to the Northwest Commission on Colleges and Universities (NWCCU) and follow through on all requirements stipulated as a result of that notification.

The Curriculum Office will notify the Financial Aid Department of the suspension and provide supporting documentation.

<u>Reinstatement</u>

Degrees/certificates that are suspended may be reinstated within three years of the suspension date. Suspended degrees/certificates are automatically administratively deleted by CCWD after three years.

To reinstate a program within the three-year period, the college must submit a letter of request to CCWD signed by the VPIS or president.

Following state approval of the reinstatement, a Change Notification will be submitted by the Curriculum Office to the NWCCU. All requirements stipulated as a result of that notification will be monitored and/or completed by the Curriculum Office.

The Curriculum Office will notify the Financial Aid Department of the reinstatement ~~suspension~~ and provide supporting documentation.

Definitions:

1. <u>*Teach Out*</u>: Making appropriate arrangements to ensure that students enrolled in a program identified for discontinuation have an opportunity to complete it in a timely manner with minimum disruption.

2. *Webforms*: CCWD/HECC online system for the submission, approval, and housing of college curriculum, including courses (credit and non-credit), certificates, and degrees.

Further Information
Curriculum Office
slewis@cgcc.edu
541-506-6047

References
None

Forms
1. Curriculum Forms (website)

Higher Education Coordinating Commission

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 CPR 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).

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[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

Page 1
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf
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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.

Page 2
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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.

Page 3
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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

Page 5
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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.

Page 6
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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.

Page 7
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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 eqivalanent amount of work and equivalent student learning outscomes 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

Page 8
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf
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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.).	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
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 *(cannot include final exam)*
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

Page 10
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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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

Page 12
Revised June 27, 2017
Posted online at www.valdosta.edu/academics/academic-affairs/documents/credit-contact-guidelines.pdf

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<p align="center">**CREDIT/CONTACT HOUR POLICY**</p>

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.