

CREDIT EQUIVALENCY FOR NON-CREDIT INSTRUCTION



State University of New York

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Memorandum to Presidents

Date: April 18, 1991 Vol. 91 No. 2

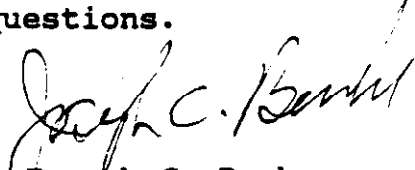
From: Office of the Provost and Vice Chancellor
for Academic Programs

Subject: Credit Equivalency for Non-Credit Instruction

To: Presidents, State-Operated Campuses
Presidents, Community Colleges

The attached document is to be used as an addendum to Memorandum to Presidents, Vol. 76, No. 8, which was issued June 30, 1976. This addendum will take effect September 1, 1991, and will be used along with Memorandum to Presidents, Vol. 85, No. 11. Prior to this date, please continue to use the guidelines contained in Memoranda to Presidents, Vol. 85, No. 11, and Vol. 76, No. 8, copies of which are attached, for the calculation of full-time equivalent student numbers.

Please call if you have any questions.


Joseph C. Burke

Attachments

Copies for information sent to:
Deans, Statutory Colleges
President Coll
Provost Nesheim

CREDIT EQUIVALENCY FOR NON-CREDIT INSTRUCTION

(Addendum to Memo to Presidents Vol. 76, No. 8.

This addendum becomes effective September 1, 1991.)

The purpose of this addendum is to clarify the (equivalent) credit to contact hour relationship for non-credit courses and reaffirm the conditions of their inclusion in official full-time equivalent workload (FTE.) counts to qualify for State aid. Nothing set forth in this addendum is to be interpreted as applying to credit-bearing instruction. Those guidelines are covered in Memorandum to Presidents Vol. 76, No. 8.

The calculation of equivalent workload credit for non-credit instruction is permissible for all SUNY campuses for academically required non-credit courses, and non-credit remedial or developmental courses. For community colleges, equivalent credits are also to be calculated (for State aid) for non-credit vocational preparation courses which are not avocational or recreational in nature.

Over the last several years, new technologies have greatly enhanced the variety of teaching methodologies in all aspects of education. These technologies are especially adaptive to the delivery of non-credit programs, particularly in English language skills and mathematics, as well as other areas of instruction. Learning centers (including developmental or remedial learning centers) where students with special learning needs may work at their own pace have become commonplace on campus. These learning centers sometimes replace, sometimes supplement typical classroom studies. Both of these modes of instruction - the classroom approach and the learning center method - require the supervision and guidance of the student by a qualified instructor. However, it is recognized that the structured nature of classroom instruction is in distinct contrast to the individualized guidance provided by the instructor in the learning center.

Given the difference in teaching modes and in the light of audit questions relating to these courses recently, it is appropriate that the difference in credit hour equivalency be clearly established for these learning situations.

Classroom Instruction - Certain educational activities are structured as typical classroom courses and are usually included in the curriculum as standard offerings (e.g., English 001, Mathematics 001, etc.). The placement of students in such courses is sometimes made pursuant to some type of testing program required of entering students. Other than the level of material covered, these courses are similar to college-level courses in that they are regularly scheduled and have a planned curriculum designed to meet certain educational objectives. As such, these courses (including developmental or remedial courses) will be accounted for on a standard one-for-one basis when equating contact hours to credit hours. A course which meets 3 hours

per week for a semester generates 3 credit hours of credit equivalency; 15 contact hours generates 1 credit hour of credit equivalency.

Laboratory Instruction - As in many credit courses, some non-credit courses require a laboratory component where the skills learned in the classroom are applied. The laboratory is typically related to a lecture and the mode of learning is within a group activity. Non-credit labs will be counted on a 3:1 basis (e.g., a 3 contact hour lab will generate 1 hour of credit equivalency over the semester); or 45 contact hours of lab generates 1 credit hour of credit equivalency.

Learning Centers - Learning centers are available for the individualized instruction of the student and are under the supervision of instructional employees (e.g., faculty or teaching assistants) who are qualified to carry out teaching functions in accordance with college policies. Students must be referred (written referral) to the learning center by faculty or counselors. In many cases, the learning program may be a prepackaged, self-paced activity involving audio tapes, video tapes, computer software packages or a combination of these. The length of the program will vary depending on the material to be covered and the pace at which the student is able to learn. While the supervising instructor's role is less than in the typical classroom situation in that the instructor may not have a single prescribed curriculum to follow or a daily lesson plan to develop and implement, there is a much more direct instructional role than in a laboratory. Likewise, the student typically has specific learning objectives rather than the performance of a set of laboratory skills. Because of the variability of individual programs, an auditable record of clock hours spent, both in total and by each student, will be required. The intent is to establish a record for each student who uses the learning center, and provide a listing of time devoted to learning activities. Learning centers will be counted on a 2:1 basis (e.g., 30 contact hours of 60 minutes each in the center will be equated to 1 hour of credit).

Practice Centers - Colleges typically have resource centers containing personal computers, audio and video tapes, and other such learning aids for use of students to practice concepts and theories learned in the classroom. While these centers may be monitored for security purposes, individual assistance and instruction are secondary. These facilities are for casual use and are there for students as needed. No State FTE aid is allowable.



Memorandum to Presidents

Date: August 23, 1985

Vol. 85 No. 11

From: Office of the Vice Chancellor for Academic Programs,
Policy and Planning

Subject: University Guidelines on Developmental/Remedial Courses

To: Presidents, State University of New York

Purpose:

This memorandum is intended (a) to clarify the University position on the offering of credit for developmental/remedial courses, (b) to encourage campuses to devote appropriate attention to matters pertaining to the granting of collegiate credit, (c) to assure reasonable compliance with academic standards established by accrediting bodies, and (d) to demonstrate the commitment of the State University of New York to quality in its academic endeavors and to access for the educationally disadvantaged. It is intended neither to limit nor restrict the offering of developmental or remedial courses by any campus, nor to curtail the admission of students who need such educational service.

Background:

The need for developmental/remedial courses at SUNY campuses has increased in the last decade as college access has been provided to a broader and sometimes educationally underprepared population. The issue of how much, if any, of such course work should be granted credit toward a degree has been discussed extensively within the University for at least the last eight years. Recently, the State Education Department has brought the issue more directly into focus as a result of program reviews and has identified courses which its consultants have judged not to be "college level" and thus not eligible for credit. Discussions with various internal constituencies in the University have led to the conclusion that the State University should develop guidelines on the issue. On June 1, 1984, a memorandum to the Presidents of the State University of New York was sent by the Vice Chancellor for Academic Programs, Policy and Planning. That memorandum included draft guidelines on developmental and remedial courses. This draft was developed after substantial consultation with the Council of Academic Vice Presidents and the Deans of the Two-Year Colleges. Also involved were the University Faculty Senate Committee on Undergraduate Education and the Community College Faculty Council. During the year following this June 1 memorandum, a number of discussions have taken place regarding remedial and developmental education and issues concerning the awarding of credit. While not all matters of disagreement have been resolved, the campuses concur that the

guidelines placing explicit responsibility with the institutions for the review of course credit have been useful. Minor modifications of the draft have been made, and the following are now presented as SUNY guidelines:

Guidelines:

1. Courses designated remedial/developmental shall not be awarded academic credit and thus cannot be applied as credit toward a college degree.
2. The designation of remedial/developmental courses shall rest with the faculty of each campus, since all courses offered on a campus are reviewed and approved by the faculty through defined campus governance mechanisms in which the expertise of the faculty is the determining influence. The faculty may judge an individual course as either "below college level" and hence remedial/developmental in all curricula, or they may consider the course selectively remedial/developmental for particular programs.
3. Remedial/developmental courses shall be identified as such and the conditions under which they may be required shall be clearly stated in the college catalog, within reasonable publication schedules, and their listing shall be reviewed periodically.

Additional Considerations:

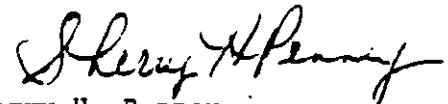
Campuses should keep in mind the following additional considerations:

1. Curricula, degree, and course requirements should be determined independently of the issue of remediation, and should become the basis for determination as to whether remediation is necessary.
2. The availability and requirements of remedial/developmental courses should be designed to assist students to obtain a degree, and it is educationally appropriate, as determined by the faculty, to require remediation/developmental work from students as they progress toward a degree. Normally such courses should be available to students at the early stages of their college programs.
3. Implementation of these guidelines is not intended to prevent the inclusion of non-credit elements in a course. For example, a course awarding specific credit hours may include as a required element of enrollment in that course, one or more hours of remedial/developmental non-credit work, if the instructor believes that such non-credit element is essential for some or all of the students. For campuses to receive imputed credits for non-credit remedial/developmental components, the campus must explicitly identify these components as requirements in catalogs and other relevant publications of the campus.

Memorandum to Presidents
August 23, 1985

No. 85-11
Page 3

4. For State-operated colleges, budget support is engendered by non-credit courses which are required of students, or by non-credit remedial/developmental courses which are designed to serve the needs of special students (E.O.P./S.E.E.K.) or other risk admission students. Imputed equivalent credits are generated by these courses and thus budgetary support earned similar to credit courses offered by a campus. For community colleges, imputed equivalent credits, and thus FTE's generated by all non-credit remedial/developmental courses, are treated as are other courses and are eligible for state support.
5. Non-credit remedial/developmental courses designated by the faculty as required generate imputed credits which can be counted for financial aid to enrolled students through various State programs.
6. These guidelines are effective beginning on September 1, 1985.



Sherry H. Penney
Vice Chancellor for Academic
Programs, Policy and Planning

This memorandum addressed to:

Presidents, State-operated Campuses
Presidents, Community Colleges
Deans, Statutory Colleges

Copies for information sent to:

President Coll
Vice Provost Spencer



State University of New York

Memorandum to Presidents

Date: June 30, 1976

Vol. 76 No. 8

From: Office of the Vice Chancellor for
Academic Programs

Subject: Credit/Contact Hour Relationship

The State University of New York, like most of American higher education, has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is known in the State University by the familiar term, "semester credit hour," and is the primary academic measure by which progress toward a degree is gauged. It is recognized that such a unit measures only a part, albeit a major part, of a composite learning experience based upon formally structured and informal interactions among faculty and students.

Over the past several years, for academic purposes, some faculties have allowed modifications of the classical Carnegie definition of a semester credit hour, which has stipulated that one semester credit hour be awarded for fifteen sessions of 50 minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. Today there are many types of educational experiences with which credit hour assignment may properly be associated:

In the interest of accurate academic measurement and cross-campus comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions constitute a formalization of current and historic policy in order to ensure consistency throughout the State University of New York. Courses may be composed of any combination of elements described, as for example, a lecture course which also has required laboratory periods or a lecture course having an additional requirement for supervised independent study or tutorial activity.

A semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Semester credit hours are granted for various types of instruction as follows:

1. Lecture, seminar, quiz, discussion, recitation.

A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two 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 a total of 45 sessions.

2. Activity supervised as a group.

(Laboratory, field trip, practicum, workshop, group studio).

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 with little or no outside preparation expected. Forty-five 50-minute sessions of such activity would also normally earn one semester credit hour. Where such activity involves substantial outside preparation by the student, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour.

3. Supervised individual activity.

(Independent study, individual studio, tutorial).

- (a) One credit for independent study (defined as study given initial guidance, criticism, review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five 50-minute sessions of student academic activity.
- (b) Credit for tutorial study (defined as study which is given initial faculty guidance followed by repeated, regularly scheduled individual student conferences with a faculty member, and periodic as well as final evaluation of student performance) will be awarded on the basis of one semester hour credit for each equivalent of fifteen contact hours of regularly scheduled instructional sessions.

4. Full-time Independent Study.

(Student teaching, practicum).

If a student's academic activity is essentially full time (as in student teaching), one semester credit hour may be awarded for each week of work.

5. Experiential Learning.

At its discretion an institution may award credit hours for learning acquired outside the institution which is an integral part of a program of study.

When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study.

6. Credit by Examination.

At its discretion an institution may award semester hour credits for mastery demonstrated through credit by examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

7. Short Sessions.

Credit hours may be earned in short sessions (summer sessions, intersessions, etc.) proportionately to those earned for the same activity during a regular term of the institution, normally at no more than one credit per week of full-time study.

8. Appeal and Review.

Institutions may present educational justification for departures from these policy provisions to this office, which will be responsible for their interpretation. Credit hours to be earned in approved overseas academic programs will continue to be considered on an individual basis following established procedures. Other special arrangements suggested by campuses will be considered on an individual basis by this office.

Bruce
Bruce Dearing

cc: Chancellor Boyer

This memorandum addressed to:
Presidents, State-operated Colleges
Deans, Statutory Colleges
Presidents, Community Colleges

Copies for information only to:
Mr. Barlow
Mr. Rose