



LAKE SUPERIOR
STATE UNIVERSITY

INTERIM REPORT:
FEDERAL COMPLIANCE CREDIT HOUR EXPECTATIONS

INSTITUTIONAL INFORMATION:

INSTITUTION: Lake Superior State University
Sault Sainte Marie, Michigan

CHIEF EXECUTIVE OFFICER: Dr. Peter T. Mitchell

DATE SUBMITTED: [prior to March 1, 2018]

ACTION: Interim report on the institutional credit hour policy

CORE COMPONENTS: Federal Compliance – Assignment of Credits

AREAS OF FOCUS: The institution needs to either expand its current credit hour policies or develop a new policy that includes all delivery modalities

Report Focus: Credit Hour Policy

BACKGROUND

Lake Superior State University's most recent Comprehensive Evaluation was conducted in the fall 2016. This interim report provides a follow-up to the Higher Learning Commission's review related to the credit hour policy. The 2016 Federal Compliance reviewer noted that the university's policy at that time only described credit hour expectations for traditional face-to-face and laboratory courses, but did not address on-line or blended course delivery modalities. As a result, the institution was encouraged to expand or develop new policies that include all delivery modalities, and to document that action through an interim report.

INSTITUTIONAL TIMELINE

During the course of the HLC Comprehensive Review in November 2016, the University became aware of the need to update the 2012 credit hour policy which is contained in Appendix A.1. Conversations with the Peer Reviewers led the University to act swiftly to begin development of expanded credit hour policies, although the formal notification of the HLC action was not expected for several months. In November 2016, the Registrar compiled all relevant statements of the current University policies (Appendix A.2) and compiled credit hour definitions from other Michigan universities, including Grand Valley State, Oakland, Wayne State, Western Michigan, Michigan State, Central Michigan, and Northern Michigan.

During February and April 2017, the Provost Council (comprised of deans, the Registrar, Provost, and other administrative staff) discussed the development of the Credit Hour policy at their weekly meetings (Appendix A.3). A white paper addressing the Federal Credit Hour definition (Appendix A.4) was prepared that provided an analysis of our current policy, identified areas where the current policy was deficient or unclear, and defined a new draft policy. Following public release of the Peer Review Team's final report in early March, the analysis and draft credit hour policy was widely distributed to the campus community for review and feedback (Appendix A.5). In addition, the draft credit hour policy was specifically reviewed at the Provost Council (Appendix A.6), the Academic Senate (Appendix A.7), the University Curriculum Committee (Appendix A.8), and the Deans and Chairs Leadership Group (Appendix A.9).

A new University credit hour policy was finalized on April 29, 2017 (Appendix A.10) in a memo from the Provost to campus. The credit hour policy was added to the public website listing of policies maintained by the Human Resources Office (Appendix A.11), to the faculty resources section of the Banner portal, and added to the University Catalog 2017-2018 (Appendix A.12).

FORMER POLICY

The 2016-2017 University Catalog stated the institutional credit hour policy in place at the time of the 2016 Comprehensive Evaluation as follows:

Credit Hour Definition: *One credit is equal to 14 hours of classroom instruction in lecture/recitation courses. For example, a three-credit course might be scheduled 9-9:50 a.m. Monday, Wednesday and Friday for 14 weeks plus one week for exams. Laboratory classes, field work or other non-lecture classes meet for more than one hour a week per credit. You should expect to spend two hours of study or class preparation for each hour spent in class. The average credit-hour load for full-time students is 16 credits. A minimum of 124 credits is required for all baccalaureate degrees; a minimum of 62 credits is required for all associate degrees*

Internal documents available on the faculty resource section of the Banner portal provided additional guidance on the credit hour policy. As noted by the Peer Reviewers, the focus was clearly based on on-ground direct instruction in laboratory and classroom settings.

Credit Hour Policy: *LSSU uses two formats for denoting the expectations placed on the student and the credits awarded for all courses it offers. In general, it is assumed that students will spend approximately three hours of work, per week, for 15 weeks for every credit awarded. Using fictitious courses (FICT100 and FICT400), the two formats utilized at LSSU are:*

Lecture Hours: *The lecture hours represent the amount of time an instructor spends directly with the student on a weekly basis. For online courses, this may be the amount of time the student spends reviewing material prepared by the instructor. In either case the student is expected to spend another two hours per week for every lecture hour denoted. Every hour of lecture translates into an equivalent number of credits.*

Laboratory Hours: *Laboratory is a faculty-led experiential learning activity. Lab hours denote the time a student will spend in a faculty led experiential learning setting. The use of formal laboratory settings and/or field work are typical examples of lab hours. For online courses, the lab hours are determined by the amount of time the student would spend to conduct specific faculty directed activities. Travel to and from distant locations are not part of lab time. Any credits not accounted for by the lecture and/or recitation component(s) of the course are assigned to the lab. Laboratory is credit bearing and load generating.*

THE NEW CREDIT HOUR POLICY

Based upon a review of credit hour policies at sister institutions, and after thorough vetting with the University community, the Provost formally adopted a new University Credit Hour Policy in late April 2017.

The Human Resource policy page, and the 2017-2018 catalog, each contain the updated University Credit Hour Policy (Appendix A.12). That policy, copied in part below, clearly states the basis of the University credit hour policy as based in Federal rule. Furthermore, the policy describes LSSU's implementation of that rule, identifies types of courses with examples, and delineates various modalities of instructional delivery which occur irrespective of the credit determination.

Credit Hour Policy – Adopted April 29, 2017

(<http://webteam.lssu.edu/catalog/cmscatalog1718/academic-policies.php>)

In accord with federal regulations, state guidelines and the Higher Learning Commission standards, LSSU defines a semester credit hour as follows:

A [semester] 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 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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

<http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>

LSSU defines “one hour of classroom or direct faculty instruction” as 50-60 standard minutes. Hour totals for a course include time used for evaluations, tests and final examinations. The amount of credit awarded for any activity should be in keeping with the learning outcomes; evidence of student achievement must be documented.

Course learning outcomes are defined by the school and approved as part of a curriculum review process which includes recommendations from the University Curriculum Committee – a majority faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online modality.

Student-led tutoring, such as Supplemental Instruction or Structured Learning Activities, provides peer support to reinforce, expand and strengthen understanding of course content. Credit is not awarded for student-led tutoring, tutoring activities do not contribute to calculation of course grade, and participation **cannot** be required.

The standard University semester is 15 weeks, including the final examination week. Courses scheduled for compressed schedules carry the same academic credit hours, meet the same student learning outcomes, and share the same expectations for an equivalent amount of work as defined by the semester credit hours, as a normally scheduled course.

All definitions and standards apply to all instructional modalities and instructional locations, including dual enrollment, Early-Middle College, Regional Centers, online, and blended (hybrid) courses.

TYPES OF COURSES (hours indicated represent the minimum requirements):

- **Clinical** – courses that require observation, participation, client/pupil studies, etc. Specific programmatic accreditation requirements, or applicable state regulations may set higher standards, but shall not be lower than the base of 1 credit hour awarded for each three (3) hours of clinical experience per week for a total of 45 hours in a 15-week semester.
- **Individualized/Directed Study** – courses that are based on consultation and guidance from an instructor with meeting times established as TBA. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.
- **Laboratory** – courses where the instructor provides direct supervision of student creative or investigational work, whether individually or in small groups, in a controlled experiential learning environment requiring specialized equipment and/or facilities. Laboratory hours are determined by the amount of time the student would spend to conduct specific faculty-directed activities, including the development of written laboratory reports. Travel to and from distant experiential learning locations is not part of laboratory time. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.
- **Lecture** – courses focused primarily on one-way communication (irrespective of modality) from instructor to students, but may be combined with elements of in-class discussion or other individual or group learning activities. One credit hour shall be awarded for each one (1) hour

of lecture combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

- **Lecture/Laboratory** – courses which have both lecture and laboratory component have credit awarded as though each were considered separately. A course with a designation of SCIN100 Science (1,2) 2 cr would require for each of the 15 weeks, one (1) hour of lecture instruction per week, two (2) hours of student work outside of class per week for the lecture, two (2) hours per week of supervised laboratory instruction, and one (1) hour per week of student work outside of lab – for a total of 45 hours for lecture and 45 hours for lab – 90 hours total.
- **Recitation** – an optional component of a course where the instructor provides guided study to reinforce and apply course content in problem solving and other activities similar to the assignments in the course. One credit hour shall be awarded for each one (1) hour of Recitation combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.
- **Practicum/Internship** – courses where the title or course description define the course as a practicum or internship, including cooperative education courses. Students receive credit for practical, degree-related experiences gained outside the classroom or laboratory. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester. Additional departmental requirements may also be denoted in the course description.

MODALITIES OF COURSE DELIVERY:

The credits awarded for a particular educational experience will be based on the credit determination derived from the course type, irrespective of the modality used for course delivery, including delivery through online and blended types.

- **Standard** – a traditional modality for courses where the instructor meets and interacts with students in the same physical space for 100% of the instructional time. Sometimes referred to as face-to-face, grounded instruction is always synchronous and may include lectures and/or structured whole class or group discussions and other activities. Courses delivered in a standard modality may incorporate the use of online learning management systems, like Moodle, to support student learning through activities such as the viewing of documents, participation in asynchronous discussions, and submitting assignments in fulfillment of the requirement for out-of-class student work.
- **Other** – Courses which are not delivered in a traditional modality must meet the same credit-hour requirement as standard courses, including evidence of active student engagement through structured synchronous and/or asynchronous interactions with students. Such interactions may

include web-based delivery, online learning management system tools such as chats, discussion boards, written responses to student posts, feedback on student writing and other course assignments, etc. “Time spent logged into a learning management system does not constitute active faculty teaching or active student learning.”

- **Blended** – a course modality where instructors interact with students in the same physical space for less than 100% of the instructional time, with the remainder of the instructional time provided through forms of distance education. Sometimes referred to as hybrid courses, courses delivered in this modality must demonstrate active student engagement.
- **Online** – a course modality where instructors interact with students for 100% of the course through one or more forms of distance delivery, including web-based interaction and online learning management systems.

CONCLUSION AND NEXT STEPS

The University has valued from the process of discussion and revision of our policies related to the definition of the Credit Hour. Faculty have deeper understanding of the nuances related to implementation of the policy, and the policy now appropriately addresses online and hybrid instructional modalities.

Regular training and review of the credit hour policy will occur through the operation of University Curriculum Committee which reviews and approves course and credit designations. The Faculty Center for Teaching is currently conducting meetings with schools to review learning outcomes, and has incorporated discussions of credit hour into that dialogue. In addition, there is administrative oversight provided by the academic deans, and from the Registrar’s office, who share responsibility for the course schedule each semester.

The University believes that the new policy suitably and appropriately defines our credit hour policy in full compliance with Federal requirements, and addresses the Criteria noted in the Comprehensive Review from November 2016.

Appendix A

- A.1 LSSU Credit Hour Policy circa 2012-2017
- A.2 Policy comparison - other Michigan institutions
- A.3 Provost Council Minutes
- A.4 White Paper analysis of credit hour policy and draft
- A.5 Campus email and feedback
- A.6 Provost Council email and feedback
- A.7 Academic Senate minutes
- A.8 Curriculum Committee minutes
- A.9 Deans and Chairs Leadership Group minutes
- A.10 Adopted policy
- A.11 Website posting of policy
- A.12 Catalog posting of policy

Policy for Awarding Credit – Effective Fall 2012

LSSU utilizes the Federal Definition of a Credit Hour.

Federal Credit Hour Definition: 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 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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

LSSU uses two formats for denoting the expectations placed on the student and the credits awarded for all courses it offers. In general, it is assumed that students will spend approximately three hour of work, per week, for 15 weeks for every credit awarded. Using fictitious courses (FICT100 and FICT400), the two formats utilized at LSSU are:

Format 1 - Typical Lecture/Lab Courses:

□ FICT100 Works of Fiction (lecture hours, lab hours, recitation hours) - # credits

Example: FICT100 Works of Fiction (2, 3, 1) - 4 credits

Example: FICT100 Works of Fiction (2, 3) - 3 credits

Lecture Hours:

The lecture hours represent the amount of time an instructor spends directly with the student on a weekly basis. For online courses, this may be the amount of time the student spends reviewing material prepared by the instructor. In either case the student is expected to spend another two hours per week for every lecture hour denoted. Every hour of lecture translates into an equivalent number of credits.

Laboratory Hours:

Laboratory is a faculty-led experiential learning activity. Lab hours denote the time a student will spend in a faculty led experiential learning setting. The use of formal laboratory settings and/or field work are typical examples of lab hours. For online courses, the lab hours are determined by the amount of time the student would spend to conduct specific faculty directed activities. Travel to and from distant locations are not part of lab time. Any credits not accounted for by the lecture and/or recitation component(s) of the course are assigned to the lab. Laboratory is credit bearing and load generating.

Note: A three hour lab, assigned one credit, could be completed within the weekly assigned lab time. A two hour lab, assigned one credit, would require additional work on the part of the student to complete the assignments. The HLC expects the amount of credit awarded should be in keeping with the learning outcomes and that evidence of student achievement can be documented.

Recitation Hours:

Recitation is a presentation by a qualified instructor or adjunct, under the guidance of the course instructor of record, which reinforces and applies course content in problem solving and other activities similar to those assigned to students. Recitation is credit bearing and load generating.

Format 1 Summary:

Lecture and Lab activities are awarded credit and that credit must comply with the Federal Definition of a Credit Hour (three hours of work for every credit awarded). Recitation sessions are optional, but exist to enhance the learning experience. Lecture, lab, or recitation hours may be zero. In cases where no recitation exists, that field may be left blank.

Format 2 - Internship/Practica/Co-op Courses:

□ FICT400 Internship in Fiction - # credits

Example: FICT400 Internship in Fiction - 6 credits

Some courses are denoted with no lecture, lab, or recitation times; only the course credit is shown. These courses are generally internships, practica, or cooperative education course. Students receive credit for practical, degree-related experience gained off-campus. Students are expected to spend an average of at least three hours per week, for fifteen weeks for every credit awarded. Additional departmental requirements may also be denoted in the course description.

Note:**Student-Led Tutoring:**

Student-led tutoring, such as Supplemental Instruction or Structured Learning Activities, provides peer-support to reinforce, expand and strengthen understanding of course content. Credit is not awarded for student-led tutoring, tutoring activities do not contribute to calculation of course grade, participation **cannot** be required, and no faculty load is generated from student-led tutoring.

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Note: A three hour lab, assigned one credit, could be completed within the weekly assigned lab time. A two hour lab, assigned one credit, would require additional work on the part of the student to complete the assignments. The HLC expects the amount of credit awarded should be in keeping with the learning outcomes and that evidence of student achievement can be documented.

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Policy on Attendance Records For Online and Blended Classes

It is the policy of Lake Superior State University that for all classes listed as “Online” or “Blended,” - and using LSSU’s Course Management System (CMS) - the university will maintain an attendance record for students enrolled in these classes. Attendance shall be determined and maintained by the Course Management System. Attendance shall be defined as logging into the class and the documentation of an “Academic Related Activity.” An “Academic Related Activity” is defined as one or more of any of the following:

- Participating in an online discussion
- Posting a mail message
- Participating in a chat session
- Completing an assessment
- Submitting an assignment
- Interactive Tutorial
- Computer Assisted Instruction

By the end of the Add/Drop period for each semester, the names of those students taking “Online” or “Blended” classes, who have not engaged in an “Academic Related Activity” as defined, will be provided to the Financial Aid Office. At a minimum, for students enrolled in these classes, the first date of attendance shall be recorded and maintained one year. For those students receiving an “F” grade, the last date of attendance will be maintained permanently by the Registrar’s Office.

Supported by the Online Committee, February 11, 2011
Supported by Provost Council, February 16, 2011
Approved by Provost, March 17, 2011

Policy for Online and Blended Course Syllabus

The following language is supported by the Online Committee to be included as a requirement in the university syllabus for those teaching “Online” or “Blended” classes.

Students in online or blended classes are required to log in to the Course Management System (Blackboard, Wimba, TaskStream, etc.) and complete at least one “Academic Related Activity” within the Add/Drop period.

Supported by the Online Committee, February 11, 2011
Supported by Provost Council, February 16, 2011
Approved by Provost, March 17, 2011

LAKE SUPERIOR
STATE UNIVERSITY



Nancy Neve <nneve@lssu.edu>

Federal Definition of a Credit Hour

Nancy Neve <nneve@lssu.edu>

Mon, Nov 7, 2016 at 2:24 PM

To: Carrie Cumming <carrie.cumming@wmich.edu>, Christina Shell <cshell@emich.edu>, Cliff Dorne <cdorne@svsu.edu>, "EliseGramza@ferris.edu" <EliseGramza@ferris.edu>, Janice Lewis-Boyd <jckboyd@umd.umich.edu>, Karen Arnould <karnould@umflint.edu>, Keith Malkowski <malko1kj@cmich.edu>, Kim M Rotundo <KRotundo@nmu.edu>, Kurt Kruschinska <kurt@wayne.edu>, Linda Falkiewicz <lfalkiewicz@wayne.edu>, Nancy Neve <nneve@lssu.edu>, Nicole Rovig <rovig@msu.edu>, Paul Robinson <probins@umich.edu>, Sherril Soman <somans@gvsu.edu>, Steven Shablin <shablin@oakland.edu>, Theresa Jacques <tjacques@mtu.edu>

Hi and happy Monday!

Can you point me to your policy showing your federal definition of a credit hour. We are reviewing our policy and would love the chance to review. The HLC has indicated that this policy must contain information not only about courses taught on campus, but also for Online, blended, etc. - verifying how the credit hours are met in all modes of delivery.

Thanks for your help,

Nancy

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Nancy A. Neve
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University Curriculum Committee Credit Hour Definition

Last updated March 2016

Background and Process

In Fall 2013 the University Academic Senate (UAS) charged the University Curriculum Committee (UCC) to develop a university-wide definition of a credit hour in anticipation of a request by GVSU's accreditation body, the Higher Learning Commission (HLC). UCC began its work that same semester by analyzing credit hour definitions at peer institutions, as well as seeking guidance from the Associate Vice President for Academic Affairs who has responsibilities for our accreditation at GVSU. UCC affirmed that the federal government's definition for typical lecture-based courses was in place at GVSU and that we will continue to use that definition. Existing definitions at other institutions seemed to define an acceptable range of contact hours per credit hour for other course types. This information provided a framework for a credit hour definition: a range of acceptable contact hours for each activity type.

UCC's next step was to ask units to provide the number of contact hours for each activity type for courses in their units. UCC collected the contact hour responses and developed a set of average ranges, noting those courses that fell outside the average ranges. UCC also noted that many units didn't respond to the initial request, so in Winter 2014 UCC sent out a second request. In Fall 2014, based on the new information received, UCC slightly revised the average ranges to create the first draft of a credit hour definition. At the same time, UCC asked those units that had courses outside the definition ranges to provide a rationale. Most cited accreditation or discipline-specific best practices.

In Winter 2015, UCC finalized the definition of a credit hour. In the Summer 2015, UCC drafted this document, and forwarded it to ECS/UAS in the Fall 2015.

GVSU Credit Hour Definition

Courses at GVSU are categorized into one of several course "activity" types. For each course activity type, the university has identified the number of hours students are expected to devote to the course per semester per credit. The definitions do not include homework, reading, studying, or other student preparatory activities. Furthermore, the definitions do not cover faculty workload expectations. In the definitions below, a semester is assumed to be a typical 15 week instructional semester. Courses offered in other time frames can be scaled accordingly.

As an example, the most common course is a 3 credit lecture/discussion. According to the definition below, the university expects 45 student contact hours per semester for this course.

Classroom-based Activities

- Lecture/Discussion: 15 student contact hours per semester per credit
- Lecture: 15 student contact hours per semester per credit
- Discussion: 15-30 student contact hours per semester per credit
- Seminar: 15-30 student contact hours per semester per credit
- Lab: 30-45 student contact hours per semester per credit
- Studio: 15-30 student contact hours per semester per credit
- Rehearsal: 15-30 student contact hours per semester per credit

Independent Learning Activities

- Directed Readings
- Independent Study
 - These activities are 45-75 student learning hours per semester per credit
- Research (e.g., Project/Thesis/Dissertation)
 - These activities are 45-90 student learning hours per semester per credit

Experiential Learning Activities

- Co-op
- Internship
- Clinical Placement
- Field Study
- Practicum
 - These activities are 45-75 student learning hours per semester per credit

Online/Hybrid

The number of contact hours for an online or hybrid course should be in line with the number of contact hours normally expected in a traditional course. Hours for completing homework assignments, working on projects, studying for examinations, etc., should be considered outside the contact hour requirements for the course (*adapted from Charleston Southern University¹*).

Discipline-Specific Requirements

The university recognizes that some disciplines must differ from the university definitions above, either due to disciplinary accreditation or discipline-specific best practices. A unit may request that a course differ from the university definition by sending a memo to UCC with the following information: course number, course name, number of credits, course activity type, the number of contact hours desired, and a rationale for the number of contact hours. If the rationale is based upon disciplinary accreditation standards, please include documentation from the accrediting body. UCC will consider the request and notify the unit of its decision. If approved, Records will be notified to allow the unit to schedule the course with the new number of contact hours.

Approved Requests

Approved requests will be listed on UCC's website (and catalog copy). A sample is given below.

- ABC 123 Introduction to the Discipline. 3 credits. Lecture/Discussion. Meets 4 hours per week due to accreditation requirements by the AB&C accreditation body.

¹ http://www.csuniv.edu/facultyandstaff/curriculumcommittee/determiningcredithours_online_courses.pdf

Federal Definition of a Credit Hour

Steven Shablin <shablin@oakland.edu>

Mon, Nov 7, 2016 at 2:53 PM

To: Nancy Neve <nneve@lssu.edu>, Carrie Cumming <carrie.cumming@wmich.edu>, Christina Shell <cshell@emich.edu>, Cliff Dorne <cdorne@svsu.edu>, EliseGramza@ferris.edu, Janice Lewis-Boyd <jckboyd@umd.umich.edu>, Karen Arnould <karnould@umflint.edu>, Keith Malkowski <malko1kj@cmich.edu>, Kim M Rotundo <KRotundo@nmu.edu>, Kurt Kruschinska <kurt@wayne.edu>, Linda Falkiewicz <lfalkiewicz@wayne.edu>, Nicole Rovig <rovig@msu.edu>, Paul Robinson <probins@umich.edu>, Sherril Soman <somans@gvsu.edu>, Theresa Jacques <tjacques@mtu.edu>

OU's policy.

Course and Credit System

The credit-hour value of each course (the number in parentheses following the course title) is specified in semester hours. Most Oakland University courses are 4 credits. With their adviser's permission, undergraduate students who have completed 12 or more credits at Oakland University may register for as many as 21 credits if their cumulative grade point average is at least 2.60. All other students may take more than 18 credits only with an approved **Permission to Exceed Maximum Credit** form. More than 21 credits also must have Office of the Registrar or designee approval. College guest students must have the approval of the Registrar or designee.

For purposes of awarding academic credit for courses and programs at Oakland University, a credit hour shall be consistent with federal guidelines and is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. The OU-established equivalency reasonably approximates and is not less than:

1. One credit hour consists of 50 minutes of classroom or direct faculty instruction (synchronous or asynchronous) and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or
2. At least an equivalent amount of work as required in #1 above of this definition for other academic activities as established by the institution including laboratory work, internships, practica, field work, clinical work, studio work, and other academic work leading to the award of credit hours.

Regardless of their duration, courses contain the same total number of credit hours as if they were scheduled for at least a 15-week semester.

Title IV Courses - Duration cannot exceed full 15-week

Steven J. Shablin, University Registrar

Oakland University

Rochester, MI 48309

248.370.4581 (phone)

248.370.3461 (fax)

Academic Policies



14-1 Policy on Course Schedule Types, Credit Hours and Delivery Modes

1.0 Purpose

- 1.1 The University offers many different types of courses that are designated on the course schedule for each term. To promote consistent designations, this Policy defines each type of course appearing on the schedule.
- 1.2 Courses are allocated one or more credit hours. Credit hours are used to determine a student's progress towards his or her degree or certificate or for other academic or operational purposes. To ensure consistent credit hour allocations, this Policy establishes the standard for awarding a credit for each schedule type. Each standard meets the minimum requirements established by the Board of Governors: "A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement 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 hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other activities, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours" ([WSU Code Annotated 2.43.04](#)).
- 1.3 Courses use a variety of modes of delivery, which are designated on the course schedule. To promote consistent designations, this Policy defines each course delivery mode.

2.0 Course Schedule Type and Credit Hour

2.1 Definitions

Schedule Type-The schedule type is determined by the dominant instructional format or method employed in a course.

Hour-Except when used in the phrase "credit hour", the term "hour" refers to a 50 to 60 minute period of time.

- 2.2 This section defines each course schedule type, assigns a three-letter symbol to it and specifies the amount of student work required for one credit hour, including required contact hours, which are indicated according to instructional method.

2.2.1 Clinical (CLN)

Clinical experiences are a part of the program that allows for observation, participation, studies of individual pupils or clients, individual field work, and practicums both on and off campus. Credit for clinical experiences in programs is determined in accordance with recommendations of specific accrediting bodies or applicable state regulations. For a clinical schedule type, one credit hour shall be assigned for each three hours of clinical experience per week for a total of 45 hours per 15-week term.

2.2.2 Discussion (DSC)

Two-way communication between instructor and students typically related to the lecture and/or assignments. Discussion sections must be attached to a lecture or other type of course. For a required discussion section, one credit hour shall be assigned for each one hour meeting plus two hours of out of class work per week for a total of 45 hours per 15-week term.

2.2.3 Individual (IND)

Individual study with consultation and guidance from instructor. An individual study is freestanding and not linked with any other course schedule type. An individual study will not have meeting times in the class schedule. The meeting times for all individual study courses will be listed as "arranged." Courses related to writing dissertations, theses, or senior/master's essays should be listed as individual studies. Private applied music lessons with the MUP subject area code should also be classified as IND. For an individual study, one credit hour shall be assigned for three hours of student work per week for a total of 45 hours per 15-week term.

2.2.4 Laboratory (LAB)

Instructor supervises creative or investigational work by students (individually or as a group) in a controlled environment requiring specialized equipment and/or facilities. The primary emphasis is on learning by doing and observing. Labs give students first-hand experience in developing and practicing skills, translating theory into practice, and developing, testing, and applying principles. Labs are most often associated with lectures, but also may be freestanding. For a laboratory, one credit hour shall be assigned for an amount of lab time plus out-of-lab time equaling three hours per week for a total of 45 hours per 15-week term.

2.2.5 Lecture (LCT)

A lecture is primarily one-way communication of prepared content from instructor to students. This is the most common class type in undergraduate education and may be combined with a discussion section and/or lab. For a lecture schedule type, one credit hour shall be assigned for each hour of lecture plus two hours of out-of-class work per week, for a total of 45 hours per 15-week term.

2.2.6 Combined Lecture/Discussion (LD)

Lecture-Discussion courses combine two types of courses into one for scheduling purposes. The lecture portion is primarily one-way communication of prepared content from instructor to students. The discussion portion is two-way communication between instructor and students typically related to the lecture and/or assignments. For a lecture-discussion, one credit hour is assigned for one hour of meeting time per week, whether lecture or discussion, plus two hours of out of class work per week, for a total of 45 hours per 15-week term.

2.2.7 Combined Lecture/Lab (LL)

Lecture-Lab courses combine two types of courses into one for scheduling purposes. The lecture portion is primarily one-way communication of prepared content from instructor to students. The lab portion then utilizes the knowledge obtained within the lecture in the laboratory setting. For the lecture portion of the course, one credit hour is assigned for an amount of lecture and out-of-class time equaling three hours per week for a total of 45 hours per 15-week term. For the lab portion of the course, one credit hour is assigned for an amount of lab and out-of-lab time equaling three hours per week for a total of 45 hours per 15-week term.

2.2.8 Seminar (SMR)

Students prepare materials and lead discussion under the instructor's guidance. Typical differences from lectures include smaller class enrollment (usually fewer than 20 students), lively discussions, and less time devoted to instructor's presentation of material. Seminars are usually for a small group of students in advanced status within their programs, graduate and professional students, or those participating in special programs such as Honors or learning communities. One credit hour shall be assigned for one hour of seminar and two additional hours of work outside of the classroom (reading, writing, problem assignments, etc.) per week for a total of 45 hours per 15-week term.

2.2.9 Fine Arts Studio (FAS)

A fine arts studio is a course with primary emphasis on student activity leading to skill development and the enhancement and encouragement of the student's design skills, ability, and/or artistic growth. Needed materials, equipment, and/or tools are provided, or recommendations are made for their acquisition. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student's instructor. The FAS designation is limited to courses offered with subject area codes in the Department of Art and Art History and meets standards set by the constituent members of the National Office for Arts Accreditation. One credit hour shall be assigned for two hours of studio plus one hour of work outside of the studio per week for a total of 45 hours per 15-week semester.

2.2.10 Performing Arts Studio (PAS)

A performing arts studio is a course with primary emphasis on student group activity leading to skill development and the enhancement and encouragement of the student's performance ability and artistic growth through intensive rehearsal and public performance. Needed materials, instruments, and/or equipment are provided, or recommendations are made for their acquisition. Evaluation of individual learning includes public performance and/or evaluation by faculty other than the student's instructor. The PAS designation is limited to courses offered with COM, DNC, MUA, or THR subject area codes and meets standards set by the constituent members of the National Office for Arts Accreditation. One credit hour is assigned for three to five rehearsal hours per week for at least 45 hours per 15-week semester.

2.2.11 Internship (INT)

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. Internships can be paid or unpaid. One credit hour shall be assigned for three hours of internship experience per week for a total of 45 hours for a 15-week semester.

2.2.12 Honors (HON)

The Honors designation indicates an additional credit hour that is being awarded for upper-level undergraduate courses (2000 level or above), approval must be granted by the instructor of record, the department offering the course and the Honors College. Honors students receive one additional credit hour for extra work as agreed upon by the instructor and the student.

2.2.13 Other (OTH)

An "other" designation indicates a course that is approved to award fewer credit hours than are otherwise authorized by this Policy. No course may be assigned a credit hour that represents less than the amount of student work required by this Policy for a single credit hour. Under certain circumstances, however, a course may be assigned fewer credit hours than would be otherwise authorized under this Policy. Such reduced credit hours must conform to commonly accepted practice in higher education as determined by the Office of the Provost based upon adequate documentation supplied by the requesting unit. Commonly accepted practice includes the practice at institutions on Wayne State University's approved peer list, which must be documented by the requesting unit.

2.3 Short/partial term courses

Partial-term courses, spring and summer session courses, and other courses offered over a different period of time than the standard 15-week semester will require the same amount of classroom and out of class work per credit hour as required of semester-long courses with that work distributed over the shorter period of time.

2.4 Workshops

Credit bearing courses offered for special populations by special arrangement will meet regular academic credit hour standards.

2.5 Extension centers

All definitions and standards apply equally to courses offered both on and off campus.

3.0 Course Delivery Modes

- 3.1 Credit hour allocations will be based upon course schedule type regardless of the course delivery mode, including delivery of content and faculty-student interaction through one or more forms of distance education.
- 3.2 The following terminology describes the course delivery modes. Course delivery modes are published in the Schedule of Classes and may not be altered after the beginning of registration.

3.2.1 Traditional (TR)

Courses where instructors interact with students in the same physical space for 100% of the instructional time. Many WSU courses utilize online learning management systems such as Blackboard; therefore, traditional courses might also include some online elements such as viewing documents, participating in discussions, and submitting assignments.

3.2.2 Hybrid (HYB)

Courses where instructors interact with students in the same physical space less than 100% of the instructional time with the remainder of the instructional time provided through distance education.

3.2.3 Online (WEB)

Courses where instructors interact with students 100% through one or more forms of distance delivery. No portion of an online course will require student-instructor interaction in the same physical space.

4.0 Duration

- 4.1 This university policy is revocable by the president at any time and without notice.

5.0 Effective Date

- 5.1 This university policy is effective upon issuance.

Signed by President M. Roy Wilson May 22, 2014

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Official Memorandum of Action – MOA-12/05
CREDIT HOUR POLICY

Name of Council
Graduate Studies Council
Undergraduate Studies Council

Date of Meeting
26 April 2012, GSC
8 May 2012 USC

Implementation Date
Upon approval of administration

RECOMMENDATION:

In response to charges from the Higher Learning Commission that are required by the U.S. Department of Education, the Faculty Senate's Graduate Studies Council and Undergraduate Studies Council recommend the adoption of provisions for WMU's Academic Program Integrity Policy related to the Definition of Credit Hours.

Louann Bjerlein Palmer 26 April 2012
Louann Bjerlein Palmer, Chair, Graduate Studies Council Date

Bryce Ferrin 8 May 2012
Bryce Ferrin, Chair, Undergraduate Studies Council Date

- Approve Disapprove Return to council/committee

Comments: SENATE APPROVED SUSPENSION OF 30 DAY WAITING PERIOD.

Peter W. Krawutschke 17 May 2012
Peter W. Krawutschke, Faculty Senate President Date

- Approve Disapprove Other action

Comments:

Tim Greene 6/11/12
Tim Greene, Provost and Vice President for Academic Affairs Date

- Approve Disapprove Other action

Comments:

John M. Dunn 6/18/2012
John M. Dunn, WMU President Date

Official Memorandum of Action – MOA-12/05
CREDIT HOUR POLICY

RECOMMENDATION:

The Graduate Studies Council and Undergraduate Studies Council recommend the following policy for defining a Credit Hour:

A credit hour for Federal purposes is an institutionally established equivalency that reasonably approximates some minimum amount of work reflective of the amount of work expected in a Carnegie unit. A Carnegie semester unit of credit for students involves a minimum of three hours (combined in class and outside class) of work per week for a semester. For the purposes of awarding academic credit to courses and programs at Western Michigan University, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is a WMU-established equivalency reasonably approximating not less than:

1. One hour of classroom (50 minutes) 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 hour of credit; or
2. At least an equivalent amount of work as required in #1 above 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.

Online, hybrid, individual instruction classes, and other course formats and academic activities should make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional face-to-face class. For courses of a shorter or longer duration than the traditional 15 weeks, the hours are prorated so the courses contain the same total number of hours as if the courses were scheduled for a full 15-week semester.

In order to ensure that WMU presents itself clearly, accurately, and completely to the public and university community with regards to its programs and their requirements, the Faculty Senate will review the credit hour and assignment of credit hours policies and their administration every three years and will report its findings and recommendations to the academic community.

Official Memorandum of Action – MOA-12/05
CREDIT HOUR POLICY

Background: The Charge to GSC and USC

To recommend policy that (a) defines "credit hour," (b) determines the appropriate awarding of academic credit to courses and programs in conformity with commonly accepted practices in higher education and with the federal definition of credit hour, and (c) establishes a system for regularly scheduled review of the administration of these policies and procedures.

Background on Higher Learning Commission Monitoring and Expectations

Per the Higher Learning Commission Policies 3.10: Credit, Program Length and Tuition (Updated for 2012), each institution:

- Demonstrates that it assigns credit hours to courses in a reasonable and systematic way, typically in semester/trimester/quarter hour format following an institutional policy.
- Has overall credit hour requirements for degree programs.
- Has credit hour assignments and degree program requirements that fit within the range of good practice currently in the U.S.
- Sets tuition consistently across degree programs. If tuition differs for a particular program(s), should be able to justify the difference based on costs of offering the degree, the length of the program, or the objectives of the program.

Institutional policies must address the following questions:

- Does the policy for awarding credit address all the delivery formats used?
- Does the policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats, does that policy equate credit hours with intended learning outcomes and student achievement that could reasonably be achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice?
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

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General Information, Policies, Procedures and Regulations

General Procedures and Regulations Credits

Courses at Michigan State University are given on a "semester" basis, and credits earned are semester credits. To convert semester credits to the "term" or "quarter" basis employed in certain other institutions, multiply by 3/2. To convert term credits to semester credits, multiply by 2/3.

Each course usually carries a specific number of credits based upon the number of instructional contact hours and study hours required each week per semester. The earning of a credit requires, as a minimum, one instructor-student contact hour per week per semester plus two hours of study per contact hour; OR two hours of laboratory contact hours per week per semester, plus one additional hour spent in report writing and study; OR other combinations of contact and study hours which constitute an equivalent of these experiences. In all courses taught in the time frame of the regular semester, regardless of format, provision will be made for contact hours and/or study hours which reflect optimal use of the class and study time provided for in the official university calendar. In courses in other time frames provision will be made for contact hours and study time in a combination, which is equivalent to the semester experience.

The number of credits normally carried in a semester is defined in the *Undergraduate Education* and *Graduate Education* sections of this catalog.

Persons who are assessed fees for 7 or more credits (6 or more credits for doctoral students) in a semester:

1. Are subject to the housing regulations as stated in University Housing Policy.
2. May utilize the facilities of the Olin Health Center. Information on services available and the charges made may be obtained at the Olin Health Center.
3. May purchase football, basketball, and/or hockey season tickets for themselves and their spouses at 50 percent of the public rate.
4. Are eligible for free admission to other regularly scheduled athletic events.
5. Are eligible for student discounts on series tickets to professional performing arts events at the Wharton Center for Performing Arts.
6. Are eligible to purchase one guest ticket to professional performing arts events at the Wharton Center for Performing Arts and Institute for Arts and Culture. One validated student ID card must be presented with every two student-rate tickets when attending a performance.

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General Information, Policies, Procedures and Regulations

General Procedures and Regulations Transfer Courses and Credits

Acceptance of courses and credits deemed suitable for transfer to Michigan State University is determined by faculty in the department, school, or college responsible for instruction in the subject area. Among factors influencing the determination of acceptability are accreditation status, comparable academic quality, and the relationship of the course to other course offerings in the primary administrative unit and other academic units at Michigan State University, and the basis for student performance evaluation in the course. For current course equivalencies, visit www.transfer.msu.edu (<http://www.transfer.msu.edu/>).

Students requesting transfer credit of course work from a higher-learning institution in China must have a China Academic Degree and Graduate Education Development Center (CDGDC) verification report of the university transcript mailed directly to the MSU Office of Admissions. CDGDC verification does not guarantee the transfer of credit to MSU.

Credit for summer and other non-degree programs offered on campuses of officially recognized international institutions may be subject to an additional review. A transcript demonstrating a completed course of study may be required to determine the transferability of credit.

For information on transfer credit beyond sophomore standing, visit www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=110#s228 (<http://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=110#s228>).

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General Information, Policies, Procedures and Regulations

General Procedures and Regulations Course Formats and Credits

The formats described in this document apply to courses in which *credits* are earned. (For the definition of a credit, refer to *Credits*.)

In all courses for credit, regardless of format, there will be instructor evaluation of individual learning. In this document, instructor is defined as a person authorized to teach the course by the administrator of the academic unit that administers the course.

The formats acceptable for courses offered for credit are those listed below. Two or more of the formats listed may be combined; for example, lecture and laboratory, discussion and online and/or lecture and hybrid.

Lecture

Definition: A regularly scheduled class in which the instructor takes the dominant role and the primary emphasis is on transmitting a body of knowledge or information and explaining ideas or principles. Student comments or questions will be accommodated as circumstances permit. In some courses, students may be expected to participate in classroom activities by means appropriate to the subject matter, such as discussion, performance, etc. Information regarding required text and reading list is provided.

Recitation

Definition: A regularly scheduled interactive class in which the instructor supplements lectures by clarifying concepts and responding to student questions. Students may be expected to participate in classroom activities by means appropriate to the subject matter through discussion, solving problems, or group learning. Papers, projects, etc., may be assigned.

Discussion

Definition: A regularly scheduled class in which a group of students, under the direction of the instructor, considers predetermined topics, issues, or problems and exchanges evidence, analyses, reactions, and conclusions about them with one another. Papers, projects, etc., may be assigned. A list of topics for discussion; basic texts, reading list, or other materials are specified. Enrollment normally limited.

Seminar

Definition: A regularly scheduled class in which a small group of students is engaged, under the leadership of the instructor, in research or advanced study. Topics may be interdisciplinary or highly specialized. Maximal opportunity for peer exchange is provided. Instructor provides broad outline of possible topics and procedures. Enrollment normally limited to 15 students.

Laboratory

Definition: A regularly scheduled class with primary emphasis on learning by doing or observing, with the burden of course activity placed on the student, under the direction and supervision of the instructor, for the purpose of giving first-hand experience, developing and practicing skills, translating theory into practice, and developing, testing, and applying principles. Manuals, needed materials, instruments, equipment, and/or tools are provided, or recommendations are made for their acquisition.

Studio

Definition: A regularly scheduled class with primary emphasis on student activity leading to skill development and the enhancement and encouragement of the student's artistic growth. Needed materials, instruments, equipment, and/or tools are provided, or recommendations are made for their acquisition. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student's instructor. Each student receives from the instructor an end-of-semester assessment of accomplishment.

Online

Definition: A class in which all instruction is delivered in an online environment. Texts, reading lists, in-person orientations, proctored examinations and/or other non-instructional experiences may be required as stipulated. Online courses are classified as on-campus courses.

Hybrid (Blended)

Definition: A class that blends online instruction with required or scheduled in-person contact, including examinations, laboratories, etc. At least 50% of the class is delivered through online instruction. Proctored examinations, texts, reading lists, and/or other materials are stipulated. Hybrid courses with on-campus meetings are classified as on-campus courses.

In the following course formats (except master's thesis research and doctoral dissertation research), a minimum combined total of 30 instructor-student contact hours and student class/study/work hours per credit per semester is expected. The division among these hours will be determined by the instructor, in consultation, as needed, with other qualified supervisors.

Workshop

Definition: An organized learning experience with the same purposes and methods as the laboratory or studio, usually offered in a concentrated period shorter than a semester. Broad outline of possible activities and procedures is provided.

Institute

Definition: An organized learning experience which brings together specialists in a given area for instruction for a concentrated period shorter than a semester. Broad outline of possible topics and procedures is provided.

Field Study

Definition: A learning experience arranged by an instructor for a student or group of students to carry out a project outside the classroom by observation, participation in a work experience, or field research. Advance planning, involving instructor and students, for activity are required.

Professional Practicum

Definition: Professional practice under supervision of an instructor, assisted, where necessary, by additional experienced professionals. Broad outline of possible topics and procedures is provided.

Clinical Clerkship

Definition: An organized learning experience which employs professional practice as a means to acquire clinical skills and apply knowledge. Broadens knowledge acquired in prior course work by providing additional instruction and experiences. Activities include supervised clinical practice, small-group instruction, lecture, independent study, etc. Instruction is delivered by multiple faculty and/or other qualified professionals in a campus or community-based clinical facility (hospital, ambulatory care center, health professional's office, practice environment, etc.) Objectives, instructional materials, and evaluation procedures are determined by faculty assigned to the clerkship.

Internship

Definition: Professional activity, under general supervision of an experienced professional, in a job situation which places a high degree of responsibility on the student. Specific job description must be approved by instructor or instructional unit. Evaluation by instructor with assistance of supervisor.

Teaching Internship

Definition: Sustained observation and practice in a classroom under supervision of an experienced teacher and a university field supervisor. Careful advance planning involving a university field supervisor, the school system and supervising teacher, as well as procedures for evaluation by the field supervisor, with the assistance of the supervising teacher are required.

Independent Study

Definition: Planned study, highly individualized, which is not addressable through any other format. Advance planning between instructor and student, with goals, scope of the project, and evaluation method are specified in writing. At least two contact hours are required for the first credit of Independent Study. Contact hours thereafter are to be determined by agreement between instructor and student.

Competency-Based Instruction (CBI)

Definition: Objectives, materials, procedures, and methods of evaluation are specified at the beginning of the course. The requirements are satisfied at the student's own pace, subject to arrangements with the course supervisor and to the university's time-period requirements. This format, as distinguished from Independent Study, will ordinarily be used in established courses. Courses by correspondence and some online courses are generally included in this format. Instructional materials and procedures developed by instructor. Frequency and nature of student-faculty contact determined at the beginning of the course.

Master's Thesis Research

Definition: Highly individualized, investigative study, usually continuing over more than one semester. Subject of research agreed to by student and research supervisor (instructor), in consultation, when required, with guidance committee. Grade deferred until completion of master's program. Exclusively 899 course number. Advance planning occurs between research supervisor (instructor) and student, with goals and scope of project prearranged; minimum contact hours per semester determined by agreement between supervisor and student.

Doctoral Dissertation Research

Definition: Highly individualized, investigative study, usually continuing over several semesters. Subject of research agreed to by student and research supervisor (instructor), in consultation with student's guidance committee. Grade deferred until completion of doctoral program. Exclusively 999 course number. Advance planning occurs between research supervisor (instructor) and student, in consultation with guidance committee.

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General Information, Policies, Procedures and Regulations

General Procedures and Regulations Online Learning

The university offers selected degree programs, certificate programs, minors, and individual courses online. All university regulations, policies, and procedures described in this catalog that apply to on-campus programs also apply to online programs, unless specified otherwise. For more information about online learning, visit <https://reg.msu.edu/ucc/onlineprograms.aspx> (<https://reg.msu.edu/ucc/onlineprograms.aspx>).

Michigan State University courses offered online are considered on-campus courses. Applicability of specific online Michigan State University courses is determined by the requirements of specific programs. For more information about course formats and credits, visit <https://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#S506> (<https://www.reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#S506>).

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General Information, Policies, Procedures and Regulations

Distance Education - Face-to-Face, Online and Hybrid Programs

Distance education includes face-to-face, online, and hybrid instructional delivery.

For a face-to-face program, participants meet for instruction at an off-campus site.

For an online program, instruction is offered totally online. Texts, reading lists, proctored examinations and/or other non-instructional experiences may be required as stipulated.

For a hybrid program, online instruction is blended with required or scheduled in-person contact, including examinations, laboratories, etc. At least 50% or more of the courses required for the degree or certificate are delivered through online instruction. Texts, reading lists, in-person orientations, proctored examinations and/or other non-instructional experiences may be required as stipulated.

Online and hybrid programs are classified as on-campus programs.

State Authorization

The U.S. Department of Education requires an institution offering distance education programs to acquire authorization from the states in which it operates. In Fall 2015, Michigan State University began participating in the State Authorization Reciprocity Agreement (SARA), which is an agreement among states that establishes national standards for the interstate offering of postsecondary distance education courses and programs. Through SARA, Michigan State University may provide distance education to residents of any other SARA member state without seeking authorization from each SARA member state individually. For a comprehensive list of SARA states and institutions, see <http://nc-sara.org/sara-states-institutions> (<http://nc-sara.org/sara-states-institutions>).

For program exceptions and a state-by-state summary showing the most recent state authorization information, please visit: <https://esp.msu.edu/StateSummary.pdf> (<https://esp.msu.edu/StateSummary.pdf>)

For additional information, please visit www.reg.msu.edu/AcademicPrograms/Print.aspx?Section=11192 (<http://www.reg.msu.edu/AcademicPrograms/Print.aspx?Section=11192>) and www.esp.msu.edu/stateauth.asp (<http://www.esp.msu.edu/stateauth.asp>).

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Title/Subject: **CREDIT HOUR DEFINITION AND APPLICATION TO COURSES**

Applies to: faculty staff students student employees visitors contractors

Effective Date of This Revision: April 22, 2016

Contact for More Information: Academic Effectiveness

Board Policy Administrative Policy Procedure Guideline

BACKGROUND:

The United States Department of Education requires that each institution develop a written credit hour policy that conforms to the definition of a credit hour outlined in the Federal Register (75 FR 66832 p. 66946). As noted in the Curricular Authority Document and the academic bulletins, Central Michigan University uses the federal definition of a credit hour:

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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

This definition has been commonly understood by faculty and is described in the Curricular Authority Document and the academic bulletins.

PURPOSE:

The purpose of this document is to define a credit hour and to locate in one place policies used to determine credit hours for courses.

DEFINITIONS:

Credit Hour. For physical face-to-face courses, one credit hour means one class hour of direct instruction (see definition below) and a minimum of two hours of out-of-class student work each week during the 15-week semester.

Title/Subject: **CREDIT HOUR DEFINITION AND APPLICATION TO COURSES**

However, for online, hybrid, or other courses and academic activities where direct instruction is not the primary mode of learning, such as laboratory work, internships, practica, studio work, dissertations/theses, independent study, etc., an equivalent amount of work (one credit is a minimum of three hours per week for 15 weeks) must be represented for a credit hour.

The federal definition of a credit hour noted above is intended to provide a baseline and does not define the number of minutes in an instructional hour. At Central Michigan University, one hour of direct instruction is defined as 50 minutes.

Direct faculty instruction. For most physical face-to-face courses, direct faculty instruction is synonymous with “in-class, synchronous instruction.” Much of the time, this direct instruction means lectures and/or structured whole class or group discussions and other activities. Examinations may be included as instructional time.

Because online and hybrid courses must meet the same credit-hour requirement as physical face-to-face courses, faculty must demonstrate active engagement in online teaching through structured synchronous and/or asynchronous interactions with students, such as providing online chat sessions with individual students or groups of students, moderating discussion-board forums and writing responses to students’ posts, providing written and/or oral feedback on students’ writing assignments other course projects, etc. Logging on to a learning management system does not constitute active faculty teaching or active student learning.

Student work. Student work includes all assignments or other academic activities required to be completed outside of instructional time. Student work may include reading, studying, writing, completing worksheets, research, etc.

Master Course Syllabus. The official record of a course, containing the course description, prerequisites, co-requisites, recommended prior coursework and/or experiences, a rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, and typical methods for student evaluation.

POLICY:

The following guidance indicates how credit hours are determined for a variety of course formats. This process is simplified because the master course syllabus defines the scope and learning objectives of a course independent of the delivery method.

PROCEDURE:

A consistent process for determining credit hours must be implemented for all courses. The application of the credit-hour definition is straightforward if there is direct faculty instruction. Because all course instruction is based on the master course syllabus independent of delivery method, this definition will be applied to online or hybrid courses as follows: because 1) the student learning outcomes and the scope of the course for an online or hybrid course are the same as those used when the course is offered solely in a physical face-to-face classroom environment, and 2) students in online or hybrid courses are required to regularly engage with the instructor and other students, then the hybrid or online course is equivalent to the physical face-to-face course, and therefore the credit hours are the same.

Central Michigan University reserves the right to make exceptions to, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.

Course Credit Hours

COURSE CREDIT HOUR ASSIGNMENTS

Rules governing assignment of course credit hours are set by the U.S. Department of Education. Each year, the Michigan Office of the Auditor General audits five Michigan universities to ensure their compliance and thus their eligibility to receive federal and state funding.

For lecture and recitation courses, the rules are precise. One class meeting of 50 minutes per week is assigned one course credit. However, universities are allowed considerable **latitude for laboratory and field courses.**

General practice is that one credit may be assigned to laboratory sections ranging from 50 to 170 minutes (one to three "hours"), two credits for sections ranging from 170 to 230 minutes (three to four "hours"), and three credits for those ranging from 170 to 290 minutes (three to five "hours"). The variation in time-to-credit ratio is intended to reflect both the intensity of the laboratory experience and the time required out of class to develop reports. Field

classes typically carry the same or fewer credits per class hour compared to laboratory classes since time is often spent in transit and in other relatively low intensity learning activities.

Credit hour

Students are awarded credit for classes on the basis of the Carnegie unit.

“Traditional” lecture, discussion, or seminar style academic courses will meet for the equivalent of one academic hour (50 minutes of instruction) for every credit hour assigned, for the entire length of a 15-16 week fall/winter semester. There is an additional expectation that students work independently for an average of two hours per week outside of class for every credit hour assigned. Laboratory courses require a minimum of two academic hours per week in the classroom for every credit assigned. There is an additional expectation that students work independently for an average of one hour per week outside of class for every credit hour assigned.

Hybrid and on-line courses will be delivered in a way that provides an equivalent level of instruction and academic work and meets the same course learning outcomes.

Internships require a minimum of 37 documented hours of hands-on work/experience, in addition to any supplemental tracking, recording, and/or information processing requirements. Departmental requirements may be higher.

Other academic activities must meet at least an equivalent amount of work, as required above, to award academic credit.



Provost Council Minutes

February 8, 2017

Alumni Room: 9:10 am

In attendance: Marc Boucher Donna Fiebelkorn, Ron Hutchins, David Myton , Jillena Rose, Geralyn Narkiewicz, Scott Olson, Suzette Olson, David Finley

Not present: Nancy Neve (DegreeWorks), Shelley Wooley

Updates:

- 1) Power Grid: what and why? We are all getting older.
- 2) IT Network: up and stable.

New Topics:

- 1) Enrollment – review of admit data which shows us down by 120 from a year ago
- 2) Grievances – review of ongoing activity
- 3) Section 504 complaint
- 4) Fire Science impact on classes in CAS

Upcoming Dates

- 1) Academic Assistant Meeting Today, Wednesday February 8 at 3 pm, FCT
- 2) Leadership Forum Thursday February 9 at 11 am
- 3) All-CAFÉ meeting Friday February 10 at 8 am
- 4) Campus Collegium Tuesday February 14 at 8 am
- 5) DCLG meeting in Anchor Room Friday February 17 at 8 am
- 6) MEMCA early middle college conference February 23
- 7) First Line Training March 1

Initiatives List

- 1) Geralyn – ALEKS cut-scores in development. Review of Accessibility files ongoing. Discussion planned on acceptance of students now marked as “pending” based on lower academic preparation
- 2) Jillena – English is reviewing GVSU’s plan for placement. Discussion of international programs.
- 3) Scott – IT switches need to be replaced with 50 over 10 yrs old, another 34 over 6 yrs old. The target lifetime for switches is 5 yrs. SIM Center has substantial IT demands.
- 4) Donna – Early Middle College development continues, including review of admission requirements. CFRE – ongoing. NMR arriving in March. Mid-year review of budgets. MTA for general education but not AS. Educator Preparation for reaccreditation spring 2018. UPNorth Tickets
- 5) Myton – HLC compliance: program review, general education, qualifications, credit hour policy, online course review for compliance
- 6) Ron – Fire move. Escanaba articulation building faculty support. SIM Center technology cost and need for staffing for the academic content.

- 7) Marc – Spring programming, six speakers for TED. Discussion of restructuring the Library Fishbowl room. We may move to Microsoft 365, this may happen before we get to Sharepoint.

Deans

- 1) Curriculum
 - a. Deletion of BS Industrial Technology
 - b. Change to prerequisites ENGR362 Vehicle Energy System
 - c. New Course: CSCI131 Computer Program Principles Independent Study (1,0) 1
- 2) Discussion of Kinesiology vs Park and Recreation Management
- 3) General Education for General Studies and Liberal Studies Associate Degree using MTA, it is linked to residency requirements.
- 4) Hazwoper training
- 5) Credit Hour Policy

Adjourn at 11:40

Notes: dmm

Provost Council Minutes

February 15, 2017

Alumni Room: 9:05 am

In attendance: Donna Fiebelkorn, Ron Hutchins, David Myton , Jillena Rose, Nancy Neve, Suzette Olson, Scott Olson David Finley, Shelley Wooley

Not present: Marc Boucher, Geralyn Narkiewicz,

Initiatives:

- 1) Jillena – 15 applications for undergraduate research funds. Shaoxing is “GO”
- 2) Nancy – in proofing stage for summer and fall. Concerns related to summer orientation, changes for English placement, Degree Works™ functional training
- 3) Scott – network: equipment replacement and deployment, Considine Hall follow-up, troubleshooting linked to power outage, Considine Hall computer lab on track for spring break, Food-court stalled, SIM Center meeting today
- 4) Myton – work needs to begin this semester to establish baselines and program review plans to have full-assessment-cycle data by the HLC team visit in March 2019. Online course quality and faculty professional development, credit hour policy, course qualifications, CAFE strategic planning, institutional learning outcomes, program review, course and program outcome review.
- 5) Donna – Early Middle College framework will be presented to EUPISD superintendents. Attending MEMCA conference next week. Charter school coordinator search. Plans to cover Moody’s absence
- 6) Ron – planning to re-post fire science, Escanaba is on-track. GVSU partnership
- 7) Shelley – Web-advisor, recommendation coming. FYE common content and experiences across multiple courses, resources are being developed to support those themes.

Updates:

- 1) Considine Café delays – post-spring break
- 2) Programs to support the admission of students in the ‘pending application’ pool
- 3) Potential for non-renewals of probationary faculty and the necessity to provide appropriate and supportive coaching and opportunities to improve
- 4) Grievance review
- 5) Credit hour policy
- 6) Emeritus policy. Review of potential candidates
- 7) Academic Assistants – Cooper will move to Education/College of Arts and Sciences, return to full-time person in Criminal Justice (to be posted). Williams stays with Career Services.
- 8) No-tobacco Policy – communicating this policy to others. Comments regarding establishing an authorized smoking space.
- 9) Faculty Executive issued a demand to bargain on specific issues, and intent to bargain.

10) Other topics: medical marijuana, and religion preference for the recognition of religious holidays

Leadership Team (Finley, Rose, Fiebelkorn, Hutchins, Neve, Myton):

- 1) Room placement questions – extended discussion
- 2) Non-renewals by week 10, earlier other probationary
- 3) Electronic load reports
- 4) Ontario articulations
- 5) Credit hour policy
- 6) CAFE next steps
- 7) Program reviews

Upcoming Dates

- 1) DCLG meeting in Anchor Room Friday February 17 at 8 am
- 2) MEMCA early middle college conference February 23
- 3) First Line Training March 1

Adjourn at 11:40

Notes: dmm

Provost Council Minutes Feb 22, 2017

Provost Council 9 am

Present: Fiebelkorn, Rose, Wooley, Suzette, Narkiewicz, Olson, Olson, Myton,

Not present: Boucher, Hutchins, Finley

Roundtable:

1. GERALYN - audit of Accessibility files ongoing, student support for pending students - Student Success conference provided ideas., Need another meeting. Review of meeting to discuss infrastructure changes related to moves within the library and from CAS to library.
2. JILLANA - recap
3. SCOTT - Consideration for AV coming today for wrap-up, will check all technology for faults following power outage, discussion on a new firewall (box). Nursing SIM discussion and needs for additional technology outside current budget. Issues with CRW204 and 205 classroom technology being dismantled between classes
4. NANCY - way behind on proofs for summer and fall as scheduling staff been busy working or moving classrooms out of CAS. Updates on English were discussed - curriculum documents coming out from the school soon (deleting ENGL091 and using directed self-placement, removing the prerequisites for ENGL110, advisor training is planned - changes to coding requires some lead-time. All references to Compass that need removed from course descriptions must go through curriculum committee.
5. DONNA - Early Middle College conference is tomorrow will work on agreements. Concurrent enrollment position posted, FFRE engineer meeting planned
6. SHELLEY - web-based advisor survey: \$7500 base cost for unlimited users and \$3500 for add-on for target-audience license. Does integrate with Banner and API. Research Suite License, multi-year contract may be possible. First-line training next week, HR pays for lunch, only seven slots remain for the training. Looking at soft-indicators for vulnerable students, and commuter students. Mini-bridge orientation for Sault High, 65 students came to campus. FAFSA deadline. Opportunities for expanding aquaculture.
7. MYTON - lead a thoughtful conversation about tasks, timelines, and options.(if any) to meeting that expectations of HLC and required interim reports and visits.
 - Stressed the importance to stop saying 3-semesters to act, we need to act by the end of this semester.
 - send credit hour policy to campus for the discussion at the next academic senate/collegium
 - program review goes beyond academic programs
 - how do we link program reviews to budget
 - schools behind in program review
 - Example - if Academic Success needs a test proctor new position, then the request for funding should include an analysis of that
 - Budget requests need to be accompanied by program review justification
 - reviewed HLC recommendations for March 2019
 - broader discussion of the role of program review - intended audience
 - unclear if faculty broadly-speaking may not have read previous reviews, fully appreciate how reviews can be useful
 - we may already have data that we aren't using

-dmm

Provost Council Minutes

March 1, 2017

Alumni Room: 9:05 am

In attendance: Donna Fiebelkorn, Ron Hutchins, David Myton, Nancy Neve, Suzette Olson, Scott Olson, David Finley, Shelley Wooley, Marc Boucher, Geralyn Narkiewicz

Not present: Jillena Rose,

Upcoming Dates

- 1) March 1: First Line Training
- 2) March 6: Curriculum committee elections
- 3) March 6: General Education committee elections
- 4) March 13-17: Career Week – interviews, resume writing, dinner
- 5) March 14: Academic Senate 8 am LBR278
- 6) March 24: preliminary load reports to faculty
- 7) March 31: faculty review adjunct list
- 8) April 28: Student rating form for teaching completed
- 9) May 1: written notification of intent for promotion to immediate supervisor
- 10) May 1: Student rating form for advising completed
- 11) May 15: Yearly Activities Report

Updates:

- 1) February 21 – MASU Board of Directors meeting. Topics: various Michigan commissions; report on the Economic Development Commission on which Pleger serves – business climate, talent, infrastructure and place making; HB4001 – income tax repeal; 25% proposed increase in higher education budget for need-based financial aid; Capital Outlay; deferred maintenance; MASU request for \$1.1M to update and replace MTN (Michigan Transfer Network); Federal roll-back on teacher preparation regulations – gainful employment – PELL year-around financial aid; push to report undocumented students; four communities of growth: Marquette (one of 10 prosperity regions where the UP is one region), Traverse City, Grand Rapids (20 universities have a footprint), Detroit.
- 2) Legislative testimony. Time spent educating new representatives (change due to term limits). 13 minutes of testimony time and 5 minutes of Q&A. Topics: impact of performance funding, reverse transfer agreements, 1st generation college students. Handout: Considine, CFRE, One-rate, Governors topics, enrollment/tuition/budget, academic reorganization, Master Plan, Infrastructure, MITW, TIP.
- 3) State funding metrics and drop in PELL numbers. Still in review.

Initiatives:

- 1) GERALYN: ALEKS for math is on schedule, needs a webpage; Curriculum proposals for English have not gone to the committee yet, and changes are needed for orientation. Reading placement is still under consideration. First orientation is May 12-13. March 15 is the next Curriculum Committee (April 5 and April 19), deadline for submission is March 3. Drop-dead date for all placement issues is 3-4 weeks prior to the first orientation. Discussion of the concerns and implementation issues with developmental courses. Career Week (March 13-17). Prometric contract expires at the end of this calendar year – mostly the GRE and MCAT.
- 2) SCOTT: all CON podiums are functional, moving into warranty phase for 1 year; Discussion to replace existing firewall, phone systems, Xtender project requires new virtual servers, SIM Center cost now in the \$120K range minimum by cutting items which will be needed eventually where KBPort provides a turn-key solution. Reverse-proxy server is built, now in configuration phase. Faculty having difficulty with CON lecture podiums and laptop configurations. Discussion of phone system. Discussion of computer needs for orientation.
- 3) NANCY: course schedule will be viewable on Monday March 6. Open for deans/chairs to review, a PDF of the course schedule has helped identify issues and get feedback. Registration the week of March 27, holds go on Friday, announcements follow. DegreeWorks staff are swamped with work. Need for long-term summer schedules discussed to help students plan their financial aid, guaranteed class offerings, and other concerns about providing adequate notice prior to cancelling. Summer classes begin May 8, notification of summer cancellations needs to be done early.
- 4) MYTON: CAFE committees working to draft narratives to define the strategic areas, workshop on March 13 to draft strategic goals. Course Credit hour policy will go to faculty/staff on Monday for final discussion at next Academic Senate on March 14 8 am in LBR278. Tracdat access for faculty will now be available through a link in Moodle
- 5) DONNA: Early Middle College meeting last week to plan application for a EUPISD-level agreement. EUP Reads – March 13, a collaboration with JKL and Soo Schools 6-8 pm. CFRE meeting with engineers tomorrow LBR150. Space reallocation and infrastructure needs following a discussion with Morrie and Steve. Funding request submitted for next fiscal year for NW Library entry way. Ticketing. CAPE accreditation with team trip in April – site visit in spring 2018.
- 6) RON: Fire science work in PeopleAdmin; Escanaba on target, no interest from NCMC; SIM center update
- 7) SHELLEY: Common FYE course concepts – the saga continues; First line training today (HR provided \$300 for lunch) with 48 individuals trained overall; \$25K needed to move to an online survey tool – the timeline passed for implementation this year. Gearup student 7th-year program, proposal for 2nd floor North lounge room for commuter students, VA students, etc.
- 8) MARC: Website conversion to Wordpress underway.

Deans Group:

- 1) Student concern – need for 124 credits. Myton will write a substitution.
- 2) Emeritus applications – review of candidates

- 3) Faculty position advertisements – cost factors. Liberal Arts in Chronicle and a disciplinary journal, Professional programs in AcademicKeys/HigherEd Jobs and a society publication. Adjuncts advertised in local papers. Discussion of the value of knowing the cost of particular advertising, and consideration of the length of the posting.
- 4) Faculty Qualification review – please submit transcripts and CV with the documentation
- 5) Course scheduling – pairing course irregularities, e.g. MW 12-1:20 with normal time slot TR 12-1:20.
- 6) Program Review
- 7) Load Report review

Adjourn at 12:35 pm

Notes: dmm

PROPOSAL FOR AN EXPANDED POLICY ON THE LSSU DEFINITION OF THE SEMESTER CREDIT HOUR

BACKGROUND:

All courses offered for academic credit by Lake Superior State University must meet the standards of the U.S. Department of Education and our regional accrediting body, the Higher Learning Commission. For the purpose of this policy the University accepts and adopts the following Federal definition as the basis of University Policy:

Federal Credit Hour Definition: *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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.
34CFR 600.2 (11/1/2010)

<http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>

CURRENT POLICIES:

Currently there are two statements of policy, one posted externally through the University Catalog, and one internally posted on a faculty resource page within Anchor Access. The externally accessible statement of the current policy, as documented in the University catalog, and cited by the HLC in their review as not meeting the Federal Definition, states: <http://www.lssu.edu/cmscatalog1617/academic-policies.php>:

One credit is equal to 14 hours of classroom instruction in lecture/recitation courses. For example, a three-credit course might be scheduled 9-9:50 a.m. Monday, Wednesday and Friday for 14 weeks plus one week for exams. Laboratory classes, field work or other non-lecture classes meet for more than one hour a week per credit. You should expect to spend two hours of study or class preparation for each hour spent in class. The average credit-hour load for full-time students is 16 credits. A minimum of 124 credits is required for all baccalaureate degrees; a minimum of 62 credits is required for all associate degrees.

This statement falls short of full compliance with the Federal Definition as it states the primary criteria for awarding credit is based on 1 cr equating to 15 hours of classroom instruction. While this does reflect the scheduling pattern of a course taught in lecture format, it suggests that the two hours of study is an expectation, but not a requirement. The time required outside of laboratory and non-lecture courses is not specified. The statement does not explicitly address online and hybrid delivery, as noted by the HLC reviewers in the 2017 Reaffirmation Review

The internal statement of policy is posted on the Faculty Services tab in Anchor Access (/Faculty Services/Faculty Resources/Academic Policies/Policy on Awarding Credit). This 2012 credit policy restates the Federal Definition, and provides definitions and examples of credit calculation for typical lecture/lab courses, and internship/practica and co-op courses
<http://www.lssu.edu/scheduling/pdf/AwardingCredit.pdf>:

Policy for Awarding Credit – Effective Fall 2012

LSSU utilizes the Federal Definition of a Credit Hour.

Federal Credit Hour Definition: *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 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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

LSSU uses two formats for denoting the expectations placed on the student and the credits awarded for all courses it offers. In general, it is assumed that students will spend approximately three hour of work, per week, for 15 weeks for every credit awarded. Using fictitious courses (FICT100 and FICT400), the two formats utilized at LSSU are:

Format 1 - Typical Lecture/Lab Courses:

□ *FICT100 Works of Fiction (lecture hours, lab hours, recitation hours) - # credits*

Example: FICT100 Works of Fiction (2, 3, 1) - 4 credits

Example: FICT100 Works of Fiction (2, 3) - 3 credits

Lecture Hours:

The lecture hours represent the amount of time an instructor spends directly with the student on a weekly basis. For online courses, this may be the amount of time the student spends reviewing material prepared by the instructor. In either case the student is expected to spend another two hours per week for every lecture hour denoted. Every hour of lecture translates into an equivalent number of credits.

Laboratory Hours:

Laboratory is a faculty-led experiential learning activity. Lab hours denote the time a student will spend in a faculty led experiential learning setting. The use of formal laboratory settings and/or field work are typical examples of lab hours. For online courses, the lab hours are determined by the amount of time the student would spend to conduct specific faculty directed activities. Travel to and from distant locations are not part of lab time. Any credits not accounted for by the lecture and/or recitation component(s) of the course are assigned to the lab. Laboratory is credit bearing and load generating.

Note: A three hour lab, assigned one credit, could be completed within the weekly assigned lab time. A two hour lab, assigned one credit, would require additional work on the part of the student to complete the assignments. The HLC expects the amount of credit awarded should be in keeping with the learning outcomes and that evidence of student achievement can be documented.

Recitation Hours:

Recitation is a presentation by a qualified instructor or adjunct, under the guidance of the course instructor of record, which reinforces and applies course content in problem solving and

other activities similar to those assigned to students. Recitation is credit bearing and load generating.

Format 1 Summary:

Lecture and Lab activities are awarded credit and that credit must comply with the Federal Definition of a Credit Hour (three hours of work for every credit awarded). Recitation sessions are optional, but exist to enhance the learning experience. Lecture, lab, or recitation hours may be zero. In cases where no recitation exists, that field may be left blank.

Format 2 - Internship/Practica/Co-op Courses:

□ *FICT400 Internship in Fiction - # credits*

Example: FICT400 Internship in Fiction - 6 credits

Some courses are denoted with no lecture, lab, or recitation times; only the course credit is shown. These courses are generally internships, practica, or cooperative education course. Students receive credit for practical, degree-related experience gained off-campus. Students are expected to spend an average of at least three hours per week, for fifteen weeks for every credit awarded. Additional departmental requirements may also be denoted in the course description.

Note:

Student-Led Tutoring:

*Student-led tutoring, such as Supplemental Instruction or Structured Learning Activities, provides peer-support to reinforce, expand and strengthen understanding of course content. Credit is not awarded for student-led tutoring, tutoring activities do not contribute to calculation of course grade, participation **cannot** be required, and no faculty load is generated from student-led tutoring.*

This policy clearly delineates the Federal Definition, and includes statements related to the online instruction. However, the policy is not clear in some respects to the application of the Federal Definition, for example in a statement such as: “a three hour lab, assigned one credit, could be completed within the weekly assigned lab time.” It must be understood that a “three hour lab” should mean a lab that meets for three hours per week for the 15 week semester. The statement “every hour of lecture translates into an equivalent number of credits” does not define that equivalency to be one (1) hour for each week of the 15 week semester as equivalent to 1 semester credit hour. Current policies do not define the academic hour as 50-60 minutes of instruction, based on a common practice to allow students time to move between classes which begin on the hour. A review of policies from other institutions gathered by the Registrar has informed the proposed revision to our current policy, with the goal to establish a single policy statement consistent with the Federal Definition which can be applied to all modalities of instruction.

LSSU defines courses using a cataloging format that is based on lecture hours, lab hours and recitation hours – with an overall determination of the semester credit hours based on the number of hours represented in each category. In this context “lecture hours” does not solely refer to hours of direct one-to-many synchronous instruction with an instructor and all students, lecture hours may also refer to an equated experience delivered in online environment. In such cases, the Federal Credit Hour definition will still apply.

During the Standard Pathway Reaffirmation Review conducted by the Higher Learning Commission in November 2016, the peer review team found that the current policy does not adequately address all delivery formats, specifically online and blended courses. The team recommended that the policy be expanded or a new policy developed, that includes all delivery modalities. As a result an HLC Interim Monitoring Report was required due on March 1, 2018 with the following focus: “Federal Compliance Credit Hour Expectations: The institution should expand its current credit hour policy or develop a new policy that includes all delivery modalities.”

PROPOSED POLICY

NEW POLICY

Section: Academic Administration Section Number: 2.____

Subject: Semester Credit Hour Definition Date of Present Issue: 03/01/17

Date of Previous Issues:

PURPOSE:

To provide an institutional definition of the semester credit hour and formalize that definition through institutional policy readily available for students, faculty and the general public.

DEFINITIONS:

In accord with federal regulations, state guidelines and the Higher Learning Commission standards, LSSU defines a semester credit hour as follows:

A [semester] 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 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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

<http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>

LSSU defines “one hour of classroom or direct faculty instruction” as 50-60 standard minutes. Hour totals for a course include time used for evaluations, tests and final examinations. The amount of credit awarded for any activity should be in keeping with the learning outcomes; evidence of student achievement must be documented.

Course learning outcomes are defined by the school and approved as part of a curriculum review process which includes recommendations from the University Curriculum Committee – a majority-faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online course.

Student-led tutoring, such as Supplemental Instruction or Structured Learning Activities, provides peer-support to reinforce, expand and strengthen understanding of course content. Credit is not awarded for student-led tutoring, tutoring activities do not contribute to calculation of course grade, and participation **cannot** be required.

The standard University semester is 15 weeks, including the final examination week. Courses scheduled for compressed schedules carry the same academic credit hours, meet the same student learning outcomes, and share the same expectations for an equivalent amount of work as defined by the semester credit hours, as a normally scheduled course.

All definitions and standards apply to all instructional modalities and instructional locations, including dual enrollment, Early-Middle College, Regional Centers, online, and blended (hybrid) courses.

TYPES OF COURSES ¹ (hours indicated represent the minimum requirements)

Clinical – courses that require observation, participation, client/pupil studies, etc. Specific programmatic accreditation requirements, or applicable state regulations may set higher standards, but shall not be lower than the base of 1 credit hour awarded for each three (3) hours of clinical experience per week for a total of 45 hours in a 15-week semester.

Individualized/Directed Study – courses that are based on consultation and guidance from an instructor with meeting times established as TBA. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.

Laboratory – courses where the instructor provides direct supervision of student creative or investigational work, whether individually or in small groups, in a controlled experiential learning environment requiring specialized equipment and/or facilities. Laboratory hours are determined by the amount of time the student would spend to conduct specific faculty directed activities, including the development of written laboratory reports. Travel to and from distant experiential learning locations is not part of laboratory time. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.

Lecture – courses focused primarily on one-way communication (irrespective of modality) from instructor to students, but may be combined with elements of in-class discussion or other individual or group learning activities. One credit hour shall be awarded for each one (1) hour of lecture combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

Lecture/Laboratory – courses which have both lecture and laboratory component have credit awarded as though each were considered separately. A course with a designation of SCIN100 Science (1,2) 2 cr would require for each of the 15 weeks, one (1) hour of lecture instruction per week, two (2) hours of student work outside of class per week for the lecture, two (2) hours per week of supervised laboratory instruction, and one (1) hour per week of student work outside of lab – for a total of 45 hours for lecture and 45 hours for lab – 90 hours total.

Recitation – an optional component of a course where the instructor provides guided study to reinforce and apply course content in problem solving and other activities similar to the assignments in the course. One credit hour shall be awarded for each one (1) hour of Recitation combined with two (2)

¹ http://policies.wayne.edu/academics/14-1-policy_on_course_schedule_types_credit_hours_and_delivery_modes.php

hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

Practicum/Internship – courses where the title or course description define the course as a practicum or internship, including cooperative education courses. Students receive credit for practical, degree-related experiences gained outside the classroom or laboratory. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester. Additional departmental requirements may also be denoted in the course description

MODALITIES OF COURSE DELIVERY:

The credits awarded for a particular educational experience will be based on the credit determination derived from the course type, irrespective of the modality used for course delivery, including delivery through online and blended types.

Standard – a traditional modality for courses where the instructor meets and interacts with students in the same physical space for 100% of the instructional time. Sometimes referred to as face-to-face, grounded instruction it is always synchronous and may include lectures and/or structured whole class or group discussions and other activities. Courses delivered in a standard modality may incorporate the use of online learning management systems, like Moodle, to support student learning through activities such as the viewing of documents, participation in asynchronous discussions, and submitting assignments in fulfillment of the requirement for out-of-class student work.

Other – Courses which are not delivered in a traditional modality must meet the same credit-hour requirement as standard courses, including evidence of active student engagement through structured synchronous and/or asynchronous interactions with students. Such interactions may include web-based delivery, online learning management system tools such as chats, discussion boards, written responses to student posts, feedback on student writing and other course assignments, etc. “Time spent logged into a learning management system does not constitute active faculty teaching or active student learning.”²

Blended – a course modality where instructors interact with students in the same physical space for less than 100% of the instructional time with the remainder of the instructional time provided through forms of distance education. Sometimes referred to as hybrid courses, courses delivered in this modality must demonstrate active student engagement.

Online – a course modality where instructors interact with students for 100% of the course through one or more forms of distance delivery, including web-based interaction and online learning management systems.

ADDITIONAL REFERENCES:

- <http://www.lssu.edu/cmscatalog1617/academic-policies.php>
- <http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>
- <https://clas.uiowa.edu/faculty/definition-credit-hour>
- <https://wiki.fortlewis.edu/display/POL/Academic+Credit+Hour>
- <https://ifap.ed.gov/dpclatters/attachments/GEN1106.pdf>
- <https://www.inverhills.edu/Policies/pdfs/Academic/Credit-Hour-Policy-3-36-2.pdf>

² https://www.cmich.edu/office_president/general_counsel/Documents/p05008.pdf

Revision Date	Revision Summary	Revision Made By	Title/Dept.
3-1-2017	Formalize credit hour policy in alignment with Federal definition that addresses all delivery modalities.	D. Finley	Provost



David Myton <dmyton@lssu.edu>

[sg-assessment] Draft Credit Hour Policy

13 messages

Provost Email <provost@lssu.edu>
Bcc: lssustaff@lssu.edu

Mon, Mar 6, 2017 at 4:33 PM

Colleagues,

I have attached a draft of a revised university policy defining the semester credit hour. The document contains the current policy, rationale for the changes, and a proposal for the new credit hour policy.

Please review and send any feedback to provost@lssu.edu. The final opportunity for public comment regarding the policy will be at the Campus Collegium on March 20.

Best, DRF

--

Provost & VPAA (Interim)
LAKE SUPERIOR STATE UNIVERSITY
Sault Ste. Marie, MI 49783
provost@lssu.edu
(906)635-2211/(906)635-6671 (FAX)

--

You received this message because you are subscribed to the Google Groups "Assessment Group" group. To unsubscribe from this group and stop receiving emails from it, send an email to AssessmentCommittee+unsubscribe@lssu.edu.

To post to this group, send email to AssessmentCommittee@lssu.edu.

Visit this group at <https://groups.google.com/a/lssu.edu/group/AssessmentCommittee/>.

To view this discussion on the web visit <https://groups.google.com/a/lssu.edu/d/msgid/AssessmentCommittee/CAHnjATu5uzVQG9cC5cXzYxiJPN-M5JhUeSK0pyyQR0UyPuv5cg%40mail.gmail.com>.

For more options, visit <https://groups.google.com/a/lssu.edu/d/optout>.

 **Draft Policy Credit Hour Feb2017.docx**
32K

David Finley <dfinley@lssu.edu>
To: David Myton <dmyton@lssu.edu>

Thu, Mar 9, 2017 at 10:40 PM

David, Please review Ralf's note below, and contact him for further explanation, if needed. Thanks. DRF

----- Forwarded message -----

From: **Provost Email** <provost@lssu.edu>
Date: Thu, Mar 9, 2017 at 9:12 AM
Subject: Fwd: Draft Credit Hour Policy
To: David Finley <dfinley@lssu.edu>

----- Forwarded message -----

From: **Ralf Wilhelms** <rwilhelms@lssu.edu>
Date: Mon, Mar 6, 2017 at 5:20 PM
Subject: Re: Draft Credit Hour Policy
To: Provost Email <provost@lssu.edu>

Hi Dr. Finley,

The Policy states that the Curriculum Committee approved as at the University Curriculum Committee - The curriculum Committee provides a recommendation and the Provost council approves or denies the recommendation. - Ralf

Course learning outcomes are defined by the school and approved as part of the curriculum review process at the University Curriculum Committee – a majority-faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online course.

Ralf Wilhelms, MIBA, DBA
Associate Professor Strategic Management and International Business
Lukenda School of Business
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650 W. Easterday Ave.
Sault Ste. Marie, MI 49783
906-635-2108 phone
906-635-2821 fax
www.lssu.edu

On Mon, Mar 6, 2017 at 4:33 PM, Provost Email <provost@lssu.edu> wrote:

Colleagues,

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Best, DRF

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--
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--
David Roland Finley, Ph.D., P.E.
Provost and Vice President for Academic Affairs (Interim)
Academic Dean--Business, Engineering
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650 W. Easterday Ave.
Sault Ste. Marie, MI 49783

Phone: 906.635.2211
Email: dfinley@lssu.edu

David Myton <dmyton@lssu.edu>
To: David Finley <dfinley@lssu.edu>, Ralf Wilhelms <rwilhelms@lssu.edu>

Fri, Mar 10, 2017 at 2:10 PM

Your point is well taken, Ralf, here is a proposed edit to the paragraph at the top of page 5. An edited copy of the entire draft policy is attached.

Course learning outcomes are defined by the school and approved as part of ~~the a~~ curriculum review process **at which includes recommendations from** the University Curriculum Committee – a majority-faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online course.

On Thu, Mar 9, 2017 at 10:40 PM, David Finley <dfinley@lssu.edu> wrote:

David, Please review Ralf's note below, and contact him for further explanation, if needed. Thanks. DRF

----- Forwarded message -----

From: **Provost Email** <provost@lssu.edu>
Date: Thu, Mar 9, 2017 at 9:12 AM
Subject: Fwd: Draft Credit Hour Policy
To: David Finley <dfinley@lssu.edu>

----- Forwarded message -----

From: **Ralf Wilhelms** <rwilhelms@lssu.edu>
Date: Mon, Mar 6, 2017 at 5:20 PM
Subject: Re: Draft Credit Hour Policy
To: Provost Email <provost@lssu.edu>

Hi Dr. Finley,

The Policy states that the Curriculum Committee approved as at the University Curriculum Committee - The curriculum Committee provides a recommendation and the Provost council approves or denies the recommendation. - Ralf

 **Draft Policy Credit Hour 10mar2017.docx**
34K

Provost Email <provost@lssu.edu>
To: "Myton David M." <dmyton@lssu.edu>

Fri, Mar 10, 2017 at 2:15 PM

Begin forwarded message:

From: David Baumann <dbaumann@lssu.edu>
Date: March 8, 2017 at 6:40:23 PM EST
To: Provost Email <provost@lssu.edu>
Cc: Morrie Walworth <mwalworth@lssu.edu>
Subject: **Re: Draft Credit Hour Policy**

Jeep,

SET was the original source of recitation hours, and, as far as I know, SET is the only school that currently makes use of them. The original intent was to allow a professor to replace one office hour, in which students individually seek help, with a communal hour, in which students in the same class receive help in a group setting. This was done both to better serve the students and improve efficiency. Several rules were established for the recitation; for example, no new material was to be covered, no tests were to be given, and attendance was to be voluntary. Although not limited to such, time was to be spent primarily in answering student questions and/or working sample problems. It was, and remains so, entirely up to the instructor whether or not to hold the recitation session in any given week. This all was Morrie Walworth's (CC'd) brainchild, and he can verify the gist of this.

Among other things, the attached document contains the following snippets. I've added some bolding and italicization, but the words are exact.

CURRENT LSSU POLICY

Recitation is a presentation by a qualified instructor or adjunct, under the guidance of the course instructor of record, which reinforces and applies course content in problem solving and other activities similar to those assigned to students. Recitation is credit bearing and load generating.

PROPOSED LSSU POLICY

Recitation – an optional component of a course where the instructor provides guided study to reinforce and apply course content in problem solving and other activities similar to the assignments in the course. One credit hour shall be awarded for each one (1) hour of Recitation combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

Regarding the **CURRENT LSSU POLICY**: The first sentence is entirely correct, but the second is entirely wrong. Our recitations were never credit bearing and never load bearing. If they were, indeed, load bearing the SET faculty members are due substantial sums each!

Regarding the **PROPOSED LSSU POLICY**: The first sentence is fine, but the remaining two are problematic unless we wish to increase the credits for which the students pay, increase faculty remuneration, and completely ignore the original intent for the content. Instead, I propose the following, of which not even everyone in SET will necessarily agree but will serve as a good starting point.

Recitation – an optional component of a course in which the instructor reinforces and applies course content in problem solving and other activities similar to those assigned to students or guides the students in doing such. No new material is to be covered and no tests are to be given. Since recitations will meet on an as-needed basis and student attendance is voluntary, they do not bear any credit. It is entirely left to the discretion of the instructor whether or not a recitation section is offered.

-Flex

On 3/6/2017 4:33 PM, Provost Email wrote:

Colleagues,

I have attached a draft of a revised university policy defining the semester credit hour. The document contains the current policy, rationale for the changes, and a proposal for the new credit hour policy.

Please review and send any feedback to provost@lssu.edu. The final opportunity for public comment regarding the policy will be at the Campus Collegium on March 20.

Best, DRF

--

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Ralf Wilhelms <rwilhelms@lssu.edu>
To: David Myton <dmyton@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>

Fri, Mar 10, 2017 at 2:21 PM

Hi David,

Thank you,

Ralf

Ralf Wilhelms, MIBA, DBA
Associate Professor Strategic Management and International Business
Lukenda School of Business
Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI 49783
906-635-2108 phone
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www.lssu.edu

[Quoted text hidden]

David Myton <dmyton@lssu.edu>

Fri, Mar 10, 2017 at 2:36 PM

To: David Finley <dfinley@lssu.edu>, David Baumann <dbaumann@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Jeep and Flex,

Contrary to Flex's declaration, the current policy cannot be entirely wrong. Although there may be problems with the interpretation of the policy, its application or mis-application to engineering, or even the relevance and fundamental merit of the definition of recitation, the current policy is correct until it is change.

The current policy resides in Anchor Access, the proposed policy builds upon it:

my.lssu.edu/Anchor Access/Faculty Services/Faculty Resources/Academic Policies/Policy for Awarding Credit

Recitation Hours:
Recitation is a presentation by a qualified instructor or adjunct, under the guidance of the course instructor of record, which reinforces and applies course content in problem solving and other activities similar to those assigned to students. Recitation is credit bearing and load generating.

Format 1 Summary:
Lecture and Lab activities are awarded credit and that credit must comply with the Federal Definition of a Credit Hour (three hours of work for every credit awarded). Recitation sessions are optional, but exist to enhance the learning experience. Lecture, lab, or recitation hours may be zero. In cases where no recitation exists, that field may be left blank.

Since what we are now doing does not generate student credit or faculty load, it arguably doesn't fall under the definition of recitation. It may be that Engineering is simply using the wrong word for what they are doing - otherwise all the bad things you predicted regarding load would indeed happen. The courses now listed as "recitation", like ENGR265 below ...

Education					
20314	EGNR 265	001 M	3.000 "C" Programming	MWF	10:00 am-10:50 am
				Final Exam	M 10:00 am-12:00 pm
20315	EGNR 265	00R M	0.000 "C" Programming Recitation	T	05:00 pm-05:50 pm

Might really be thought of more as the structured learning assistance sessions common to the natural sciences like BIOL122_1SL

20029	BIOL 122	1SL M	0.000 Hum Ant & Phys II SLA Workshop	M	pm 05:00 2 pm-05:50
-----------------------	----------	-------	--------------------------------------	---	---------------------

Institutionally, we may decide to drop the recitation section altogether - promoting that discussion is one goal of circulating the draft policy. I look forward to continuing this discussion. Flex, what are your thoughts?

[Quoted text hidden]

--

David Myton, Ph.D.

Associate Provost

Lake Superior State University

Sault Ste Marie, MI 49783

(906) 635-2349 fax: (906) 635-6671

David Baumann <dbaumann@lssu.edu>

Mon, Mar 13, 2017 at 9:40 PM

To: David Myton <dmyton@lssu.edu>, David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

What appears to be the original CC proposal is attached. The time stamp, the listed date, and the departmental vote are all dated Feb 16th, 2009. Although the proposal was submitted by myself (ECE chair at the time) and Wael Mokhtar (ME chair at the time), the ghost author would have been Morrie (super chair / associate dean / dean at the time). Besides the required attendance, it matches my recollection below quite closely. Unfortunately, there are no CC minutes on the O:\ drive for 2008-2009! If you could find them, I'll bet the definition of recitation that passed is precisely what is in the attached proposal. Without any future action of the CC, what was passed at that time should be the legitimate definition of a recitation. I think at some point (when?) an error altering the definition may have occurred.

Having written all that, whatever the "official" definition of recitation may be is immaterial since we are creating a new policy and can (I think) define it to be whatever we want. I would like to continue the policy of recitations sans the credit hour. Adding a credit hour would put some of the CE, EE, ME semesters over 17 credits. Also the extra work implied by the proposed definition of a credit hour, negates the original intent, in which case I would prefer to drop the recitation altogether.

On a side note, in some classes in some semesters the recitations have been poorly attended. In other classes in other semesters they are well attended. The trend has lately been for instructors not to offer the optional recitation. However, I am aware of one illicit recitation, not on the books but offered with student consensus, occurring periodically.

[Quoted text hidden]

[Quoted text hidden]



Course Change Proposal (Recitation) V2.doc

131K

David Myton <dmyton@lssu.edu>

Tue, Mar 14, 2017 at 3:14 PM

To: David Baumann <dbaumann@lssu.edu>

Cc: David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Dr. Baumann, thank you for finding the historical record for the course change proposal.

I would propose that SET can "have its cake and eat it too"

I recommend we adhere to the current University policy which states, and the draft re-write re-states, that recitation is credit bearing for the student and load bearing for the faculty member.

When the school wants and needs a credit/load bearing recitation on the schedule where student attendance is required and credit hour rules apply - this option is ready - in this case the course is scheduled with recitation

When the school wants and needs an optional non-credit/non-load bearing workshop study session added for students to schedule to come to a predetermined place and time - then the school schedules an SLA section

Both options can co-exist - just add sections of the course with the suffix: "SLA"

[Quoted text hidden]

David Baumann <dbaumann@lssu.edu>

Tue, Mar 14, 2017 at 6:16 PM

To: David Myton <dmyton@lssu.edu>

Cc: David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Can that (offering an SLA) be done without doing a course change through CC?

[Quoted text hidden]

[Quoted text hidden]

David Myton <dmyton@lssu.edu>
To: David Baumann <dbaumann@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Tue, Mar 14, 2017 at 10:30 PM

I verified with Geralyn that although the current SLA has grant support for the students who teach the science sections, there is no issue from their end in other schools using the format.

I confirmed with Nancy Neve that no curriculum change is needed

[Quoted text hidden]

David Finley <dfinley@lssu.edu>
To: David Myton <dmyton@lssu.edu>
Cc: David Baumann <dbaumann@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Tue, Mar 14, 2017 at 10:32 PM

Thanks for your efforts in this regard, Myton! Best, DRF

[Quoted text hidden]

--

David Roland Finley, Ph.D., P.E.
Provost and Vice President for Academic Affairs (Interim)
Academic Dean--Business, Engineering
Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI 49783

Phone: [906.635.2211](tel:906.635.2211)

Email: dfinley@lssu.edu

David Baumann <dbaumann@lssu.edu>
To: David Myton <dmyton@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Wed, Mar 15, 2017 at 1:34 PM

Can instructors do it? Or does it need to be a student?

[Quoted text hidden]

[Quoted text hidden]

David Myton <dmyton@lssu.edu>
To: David Baumann <dbaumann@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>, Maurice Walworth <mwalworth@lssu.edu>

Wed, Mar 15, 2017 at 4:38 PM

Anyone can lead a SLA session, students are doing so for some science classes through a grant, but faculty instructors could as well. I would say that an agreement with the dean to swap office hours is still approvable - the options are many. Enjoy.

[Quoted text hidden]



Credit Hour Policy - review for next meeting

5 messages

David Myton <dmyton@lssu.edu> Wed, Mar 22, 2017 at 11:07 AM
To: David Finley <dfinley@lssu.edu>, David Myton <dmyton@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Ron Hutchins <rhutchins@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

Please review for the next Provost Council

--

David Myton, Ph.D.
Associate Provost
Lake Superior State University
Sault Ste Marie, MI 49783
(906) 635-2349 fax: (906) 635-6671

 **Draft Policy Credit Hour 5apr2017.docx**
33K

Ronald Hutchins <rhutchins@lssu.edu> Thu, Mar 23, 2017 at 10:54 AM
To: David Myton <dmyton@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

Dave, Thanks for developing the Credit hour policy. I do have one question regarding Recitation as a credit and load bearing. The way that I have seen recitation used on campus is voluntary attendance for instructor led review. I have not seen it used as a requirement for grading purposes. Used in this way, it would not seem to fall under the Federal Definition

[Quoted text hidden]

--

Ron Hutchins PhD, RN, MSN, CNE
Academic Dean:
Schools of : Nursing / Recreational Studies and Exercise Science / Fire Science and Emergency Services
Lake Superior State University
650 W. Easterday
Sault Ste. Marie, MI 49783
[906.635.2446](tel:906.635.2446)

David M. Myton <dmyton@lssu.edu> Thu, Mar 23, 2017 at 11:46 AM
To: Ronald Hutchins <rhutchins@lssu.edu>
Cc: David Finley <dfinley@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

Engineering has been incorrectly calling their non-load-bearing non-credit optional scheduled structured practice sessions "recitation" which has a specific meaning in policy

The current policy, and the proposed policy, both call recitation credit bearing and load bearing - this isn't changing. What needs to change is to take a broader view of the thing formerly called recitation which is really a variation of the current SLA - structured learning

SLA sections can be scheduled without curriculum approval, sections can be led by students and/or instructors SLA is non-credit bearing and non-load bearing.

Sent from my iPad

[Quoted text hidden]

Ronald Hutchins <rhutchins@lssu.edu>

Thu, Mar 23, 2017 at 3:59 PM

To: "David M. Myton" <dmyton@lssu.edu>

Cc: David Finley <dfinley@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

Dave, Thanks for the clarification.

[Quoted text hidden]

Shelley Wooley <swooley@lssu.edu>

Sat, Mar 25, 2017 at 9:20 AM

To: David Myton <dmyton@lssu.edu>

Hi Dave - I caught a typo and a wordsmyth suggestion. Use as you wish :) Shelley

[Quoted text hidden]

--

Shelley Wooley, Ed.S.

Doctoral Candidate

Director, Educational Enrichment and Access

Lake Superior State University

650 W. Easterday Avenue

Sault Sainte Marie, MI 49783

(906) 635-2664 office

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*Our mission at Lake Superior State University
is to help students develop their full potential.
We launch students on paths to rewarding careers a
nd productive, satisfying lives.*

Success is to stumble from failure to failure with no loss of enthusiasm. - Winston Churchill



Draft Policy Credit Hour 5apr2017 (SW) (1).docx

37K



David Myton <dmyton@lssu.edu>

Academic Senate 14mar17

1 message

David M. Myton <dmyton@lssu.edu>

Tue, Mar 14, 2017 at 8:47 AM

To: David Finley <dfinley@lssu.edu>, Suzette Olson <smolson@lssu.edu>, "David M. Myton" <dmyton@lssu.edu>, Ron Hutchins <rhutchins@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Jillena Rose <jrose@lssu.edu>

Academic Senate Notes

Library 278 - March 14, (about 50 attendees)

1. Meijer on campus for hiring, and an 'active shooter drill' using Cisler this morning
2. Legislative Update - 46 new legislators who may not have much knowledge about LSSU. Presentation to the Appropriations committee: new initiatives, MITW, Considine Hall. Fully 1/3 of our funding comes through the state, tuition cap approximately twice the rate of inflation (not sustainable in the long term).
3. Recent HLC Final Report is now posted along with the letters from the HLC on the institutional website - <http://LSSU.edu/hlc>. Topics for the upcoming reports: definition of a credit hour (draft policy on that); application for change in status to allow the MBA (scholarship, credentials, graduate culture (policies and procedures), invited to reapply once the areas of weakness are addressed, option to make a different approach to graduate education; Question about Recitation and its use on campus as a credit-bearing
4. Program review - thanks given to programs which have made submissions to this point. Discussion now moves to examine other models for program review Programs (Biology, Business) and programs (BS Biology, BS Business Administration). See a draft sent late last night from the Provost - the concept is still in development. Faculty are asked to review the draft and provide feedback to this approach to your respective deans.
5. Institutional Learning Outcomes - under consideration in the General Education Committee. This was a directive from the HLC report to establish and assess those broad outcomes that we expect from every LSSU Graduate. Two GenEd subcommittees are now working on this, one for the ILO and a second for assessment instruments.
6. CAFE strategic planning workshop held yesterday, see email with draft Master Goals. Also distributed for review was an Assessment Vocabulary of terminology used for strategic planning and assessment planning. Give feed back on that to Myton - request to review previous work by the Assessment Committee, and to develop examples of model language. Master Goals established at the university level, planning unit goals may align to the master goals. See an email last night about the drafting of the Master Goals - feedback on this also sent to Myton for coalescing into a single report.
7. Online Course Delivery - discussion on an approach to provide professional development for faculty delivering courses in a blended and online format. Badging - a credential representing competency and training process based on defined training protocols and rubrics for course review (format, Section 508 compliance for ADA access). The goal is to ensure uniformity and quality standards for the institution. Question about a Moodle Training course - we are looking at existing options, including training for the use of Moodle. Problem is that Moodle appears to be slow to access on campus - IT has been looking into the issue, seems to be related to a Moodle update at the Menominee system and the antivirus system - see a temporary fix posted at <http://moodle.lssu.edu> - for now users need to deactivate one portion. Question: there is a cost to the training, would LSSU pay for concurrent enrollment faculty - may be eligible for charter school funds. A similar issue could arise for adjunct faculty. Question - how many hours per week are required for each 8-week course
8. TIP financial aid program - students must be full time in courses needed for earn the associate degree. The advisers need to work in planning with students.
9. Suzette's retirement party scheduled for Friday March 31 in the morning from 10-noon, in the Considine Hall Boardroom.
10. Open Q&A:

Sent from my iPad



Curriculum Committee Minutes

DATE	Wednesday, March 15, 2017
TIME	8:00 a.m.
PLACE	Cisler Center
Committee Members Present	Denger, Fiebelkorn, Gregory, Hildebrand, Hutchins, Merkel, Mosey, Myton, Neve, Ouimette, Schemm, Shaffer-O'Connell, Verdecchia
Absent	Baker, Brandenburg, Finley, Henderson, Wilhelms
Approved	APPROVAL OF AGENDA
Approved	APPROVAL OF MINUTES - FEBRUARY 15, 2017
	CHAIR REMARKS
	Myton referenced several draft documents that have been distributed to campus (Definition of a Credit Hour, Program Review Proposals, CAFE Goals). He encouraged everyone to provide a critical review of the drafts and to provide constructive feedback and suggestions for changes. In particular, the Program Review Proposals provide a whole new approach - feedback is important.
None	ADDRESSES TO THE COMMITTEE
None	ESTABLISHMENT OF AD HOC SUBCOMMITTEES
None	READING OF REPORTS
	CONSENT AGENDA
	SCHOOL OF NURSING
Approved	A. Expedited Change Proposal - NURS434 Nursing Research
	SCHOOL OF CRIMINAL JUSTICE
Approved	A. Expedited Change Proposal - BS Criminal Justice - Public Safety
	MAIN AGENDA

	SCHOOL OF MATHEMATICS AND COMPUTER SCIENCE	
Approved	A. Program Change Proposal - Associate Computer Science	
	SCHOOL OF CRIMINAL JUSTICE	
Postponed	A. Standard Program Change Proposal - BS Criminal Justice	
Postponed	B. Standard Program Change Proposal - Associate Criminal Justice - Corrections	
Postponed	C. Standard Program Change Proposal - Minor Criminal Justice - Corrections	
	SCHOOL OF ARTS AND LETTERS	
Approved	A. Standard Course Change Proposal - ENGL091 Preparation for College Writing	
Approved	B. Standard Course Change Proposal - ENGL110 First Year Composition I	
Approved with Amendment	C. New Course Proposal - ENGL105 Writing Workshop Remove the ENGL091 as a direct repeat	
Approved	D. New Course Proposal - ENGL470 Language Arts Senior Thesis	
Approved	E. Standard Program Change Proposal - BA Language Arts Elementary Teaching	
	Motion/Approval - Meeting Adjourned	
Moved to Next Meeting	SUBCOMMITTEE - COMPLETION - FINAL FORMS Subcommittee Charge: Revision of Curriculum Committee Forms and draft revision of the Curriculum Committee Bylaws reflecting changes made to the forms. Subcommittee also asked to include proposed language for the bylaws regarding committee members ability to provide a proxy for meetings they are unable to attend.	



David Myton <dmyton@lssu.edu>

DCLG Meeting - credit hour policy, CAFE and

4 messages

David Myton <dmyton@lssu.edu>

Wed, Apr 19, 2017 at 1:50 PM

To: David Finley <dfinley@lssu.edu>

Cc: Jason Garvon <jgarvon@lssu.edu>, Eric Statt <estatt@lssu.edu>, Kathy Berchem <kberchem@lssu.edu>, David Baumann <dbaumann@lssu.edu>, Mindy McCready <mmccready2@lssu.edu>, Kimberly Muller <kmuller@lssu.edu>, James Schaefer <jschaefer@lssu.edu>, Mary McMyne <mmcmyme@lssu.edu>, Barbara Keller <bkeller@lssu.edu>, Paul Kelso <pkelso@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Ronald Hutchins <rhutchins@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marcia Jenkins Ball <mjenkinsball@lssu.edu>, Annette Hackbarth-Onson <ahackbarthson@lssu.edu>

Additional resources from the agenda

- Final credit hour policy - attached
- recommendations from CAFE committees on goals (not final), and a timeline of discussions and development of goals - attached
- Course qualifications - summary document in dropbox - here's a link to the file <https://www.dropbox.com/s/5dqfp8aphdorhzt/Compiled%20Course%20Qualifications%20April%202017.xlsx?dl=0>
- Recommendations from General Education External Assessment workgroup which advocated for not restarting ETS but for the development of a common assessment to be used in courses for each of the seven outcomes, and the assessment of ILOs at the degree program level through embedded assessments conducted at the school level. - attached
- Honors program information sheets

On Tue, Apr 18, 2017 at 11:20 PM, David Finley <dfinley@lssu.edu> wrote:

Deans and Chairs Leadership Group Meeting (tentative agenda)

Friday, April 21

8:00 a.m.

Anchor Room (double-check)

- Admission Discussion--communication with prospects
- Web Page--content for each school by June 30
- Definition of a Credit Hour
- Program Review Proposal
- Honors Day Ceremony
- Institutional Learning Outcome (Gen Ed)
- CAFE Strategic Committee Goals
- Badging Proposal
- Course Qualifications
- Program/Course Fees--spending policy recommendation?





Best, DRF

5 attachments



Final Policy Credit Hour 5apr2017.docx

25K

-  **Development of CAFE Strategic Plan - timeline.docx**
14K
-  **CAFE draft master goal summary 10apr2017 draft.docx**
99K
-  **External Assessment Subcommittee Recommendations 24mar17.docx**
14K
-  **Honors Ceremony information sheets 28apr2017.pdf**
764K






David Myton <dmyton@lssu.edu> Wed, Apr 19, 2017 at 1:56 PM
To: David Finley <dfinley@lssu.edu>, David Myton <dmyton@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, GERALYN NARKIEWICZ <gnarkiewicz@lssu.edu>, JILLENA ROSE <jrose@lssu.edu>, MARC BOUCHER <mboucher1@lssu.edu>, NANCY NEVE <nneve@lssu.edu>, RON HUTCHINS <rhutchins@lssu.edu>, SCOTT OLSON <solson@lssu.edu>, SHELLEY WOOLEY <swooley@lssu.edu>, SUZETTE OLSON <smolson@lssu.edu>

[Quoted text hidden]

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David Myton, Ph.D.
Associate Provost
Lake Superior State University
Sault Ste Marie, MI 49783
(906) 635-2349 fax: (906) 635-6671

5 attachments

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Kimberly Muller <kmuller@lssu.edu> Wed, Apr 19, 2017 at 2:46 PM
To: David Myton <dmyton@lssu.edu>

:-) You realize many of us have class at 9:00 right?

[Quoted text hidden]

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Kimberly Muller, PhD
Professor and Chair
School of Mathematics and Computer Science
Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI
(906) 635-2170

David Myton <dmyton@lssu.edu>
To: Steven Johnson <sjohnson18@lssu.edu>

Fri, Apr 21, 2017 at 10:19 AM

----- Forwarded message -----






From: **David Myton** <dmyton@lssu.edu>
Date: Wed, Apr 19, 2017 at 1:50 PM
Subject: DCLG Meeting - credit hour policy, CAFE and
To: David Finley <dfinley@lssu.edu>
Cc: Jason Garvon <jgarvon@lssu.edu>, Eric Statt <estatt@lssu.edu>, Kathy Berchem <kberchem@lssu.edu>, David Baumann <dbaumann@lssu.edu>, Mindy McCready <mmccready2@lssu.edu>, Kimberly Muller <kmuller@lssu.edu>, James Schaefer <jschaefer@lssu.edu>, Mary McMyne <mmcmyne@lssu.edu>, Barbara Keller <bkeller@lssu.edu>, Paul Kelso <pkelso@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Ronald Hutchins <rhutchins@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marcia Jenkins Ball <mjenkinsball@lssu.edu>, Annette Hackbarth-Onson <ahackbarthanson@lssu.edu>

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-  **Honors Ceremony information sheets 28apr2017.pdf**
764K



David Myton <dmyton@lssu.edu>

final credit hour policy

3 messages

David Myton <dmyton@lssu.edu>

Wed, Mar 29, 2017 at 9:34 AM

To: David Finley <dfinley@lssu.edu>, David Myton <dmyton@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Ron Hutchins <rhutchins@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

adopted 3/29/2017

--

David Myton, Ph.D.

Associate Provost

Lake Superior State University

Sault Ste Marie, MI 49783

(906) 635-2349 fax: (906) 635-6671



Draft Policy Credit Hour 5apr2017.docx

30K

Provost Email <provost@lssu.edu>

Wed, Mar 29, 2017 at 9:21 PM

To: LSSU Staff <lssustaff@lssu.edu>

Colleagues,

In response to the first concern to be addressed following the recent HLC re-accreditation visit, the attached 'Policy on the LSSU

Definition of the Semester Credit Hour' has been formally approved.

Thanks to all who provided input into the process of crafting this expanded policy language.

Best, DRF

----- Forwarded message -----

From: David Myton <dmyton@lssu.edu>

Date: Wed, Mar 29, 2017 at 9:34 AM

Subject: final credit hour policy

To: David Finley <dfinley@lssu.edu>, David Myton <dmyton@lssu.edu>, Donna Fiebelkorn <dfiebelkorn1@lssu.edu>, Geralyn Narkiewicz <gnarkiewicz@lssu.edu>, Jillena Rose <jrose@lssu.edu>, Marc Boucher <mboucher1@lssu.edu>, Nancy Neve <nneve@lssu.edu>, Ron Hutchins <rhutchins@lssu.edu>, Scott Olson <solson@lssu.edu>, Shelley Wooley <swooley@lssu.edu>, Suzette Olson <smolson@lssu.edu>

adopted 3/29/2017

--

David Roland Finley, Ph.D., P.E.

Provost and Vice President for Academic Affairs (Interim)

Academic Dean--Business, Engineering
Lake Superior State University
650 W. Easterday Ave.
Sault Ste. Marie, MI 49783

Phone: 906.635.2211
Email: dfinley@lssu.edu

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You received this message because you are subscribed to the Google Groups "Assessment Group" group. To unsubscribe from this group and stop receiving emails from it, send an email to AssessmentCommittee+unsubscribe@lssu.edu.

To post to this group, send email to AssessmentCommittee@lssu.edu.

Visit this group at <https://groups.google.com/a/lssu.edu/group/AssessmentCommittee/>.

To view this discussion on the web visit <https://groups.google.com/a/lssu.edu/d/msgid/AssessmentCommittee/CAHnjATsPrkJnLYaEFoKeVZ52eeKhkTH3oobUeBpM8O1mVxiiJA%40mail.gmail.com>.

For more options, visit <https://groups.google.com/a/lssu.edu/d/optout>.



Draft Policy Credit Hour 5apr2017.docx

30K

David Myton <dmyton@lssu.edu>

Wed, May 24, 2017 at 2:15 PM

To: Alvaro Espinosa <aespinosa@lssu.edu>, Nancy Neve <nneve@lssu.edu>, David Finley <dfinley@lssu.edu>

I'd like to be sure that we get the Credit Hour policy added to the institutional policy pages
I've attached the final policy as approved - thanks

[Quoted text hidden]

--

David Myton, Ph.D.

Associate Provost

Lake Superior State University

Sault Ste Marie, MI 49783

(906) 635-2349 fax: (906) 635-6671



Final Policy Credit Hour 5apr2017.docx

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CREDIT HOUR POLICY

Appendix A.11

Section: Academic Administration Section Number: 2.____

Subject: Semester Credit Hour Definition Date of Present Issue: 03/05/17

Date of Previous Issues:

PURPOSE:

To provide an institutional definition of the semester credit hour and formalize that definition through institutional policy readily available for students, faculty and the general public.

DEFINITIONS:

In accord with federal regulations, state guidelines and the Higher Learning Commission standards, LSSU defines a semester credit hour as follows:

A [semester] 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 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 activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

<http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>

LSSU defines “one hour of classroom or direct faculty instruction” as 50-60 standard minutes. Hour totals for a course include time used for evaluations, tests and final examinations. The amount of credit awarded for any activity should be in keeping with the learning outcomes; evidence of student achievement must be documented.

Course learning outcomes are defined by the school and approved as part of a curriculum review process which includes recommendations from the University Curriculum Committee – a majority-faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online course.

Student-led tutoring, such as Supplemental Instruction or Structured Learning Activities, provides peer-support to reinforce, expand and strengthen understanding of course content. Credit is not awarded for student-led tutoring, tutoring activities do not contribute to calculation of course grade, and participation **cannot** be required.

The standard University semester is 15 weeks, including the final examination week. Courses scheduled for compressed schedules carry the same academic credit hours, meet the same student

learning outcomes, and share the same expectations for an equivalent amount of work as defined by the semester credit hours, as a normally scheduled course.

All definitions and standards apply to all instructional modalities and instructional locations, including dual enrollment, Early-Middle College, Regional Centers, online, and blended (hybrid) courses.

TYPES OF COURSES ¹ (hours indicated represent the minimum requirements)

Clinical – courses that require observation, participation, client/pupil studies, etc. Specific programmatic accreditation requirements, or applicable state regulations may set higher standards, but shall not be lower than the base of 1 credit hour awarded for each three (3) hours of clinical experience per week for a total of 45 hours in a 15-week semester.

Individualized/Directed Study – courses that are based on consultation and guidance from an instructor with meeting times established as TBA. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.

Laboratory – courses where the instructor provides direct supervision of student creative or investigational work, whether individually or in small groups, in a controlled experiential learning environment requiring specialized equipment and/or facilities. Laboratory hours are determined by the amount of time the student would spend to conduct specific faculty directed activities, including the development of written laboratory reports. Travel to and from distant experiential learning locations is not part of laboratory time. One credit hour shall be awarded for each three (3) hours of student work per week for a total of 45 hours in a 15-week semester.

Lecture – courses focused primarily on one-way communication (irrespective of modality) from instructor to students, but may be combined with elements of in-class discussion or other individual or group learning activities. One credit hour shall be awarded for each one (1) hour of lecture combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

Lecture/Laboratory – courses which have both lecture and laboratory component have credit awarded as though each were considered separately. A course with a designation of SCIN100 Science (1,2) 2 cr would require for each of the 15 weeks, one (1) hour of lecture instruction per week, two (2) hours of student work outside of class per week for the lecture, two (2) hours per week of supervised laboratory instruction, and one (1) hour per week of student work outside of lab – for a total of 45 hours for lecture and 45 hours for lab – 90 hours total.

Recitation – an optional component of a course where the instructor provides guided study to reinforce and apply course content in problem solving and other activities similar to the assignments in the course. One credit hour shall be awarded for each one (1) hour of Recitation combined with two (2) hours of out-of-class work per week for a total of 45 hours in a 15-week semester. The course syllabus should identify the out-of-class work required to meet the credit hour standard.

Practicum/Internship – courses where the title or course description define the course as a practicum or internship, including cooperative education courses. Students receive credit for practical, degree-related experiences gained outside the classroom or laboratory. One credit hour shall be awarded for

¹ http://policies.wayne.edu/academics/14-1-policy_on_course_schedule_types_credit_hours_and_delivery_modes.php

each three (3) hours of student work per week for a total of 45 hours in a 15-week semester. Additional departmental requirements may also be denoted in the course description

MODALITIES OF COURSE DELIVERY:

The credits awarded for a particular educational experience will be based on the credit determination derived from the course type, irrespective of the modality used for course delivery, including delivery through online and blended types.

Standard – a traditional modality for courses where the instructor meets and interacts with students in the same physical space for 100% of the instructional time. Sometimes referred to as face-to-face, grounded instruction it is always synchronous and may include lectures and/or structured whole class or group discussions and other activities. Courses delivered in a standard modality may incorporate the use of online learning management systems, like Moodle, to support student learning through activities such as the viewing of documents, participation in asynchronous discussions, and submitting assignments in fulfillment of the requirement for out-of-class student work.

Other – Courses which are not delivered in a traditional modality must meet the same credit-hour requirement as standard courses, including evidence of active student engagement through structured synchronous and/or asynchronous interactions with students. Such interactions may include web-based delivery, online learning management system tools such as chats, discussion boards, written responses to student posts, feedback on student writing and other course assignments, etc. “Time spent logged into a learning management system does not constitute active faculty teaching or active student learning.”²

Blended – a course modality where instructors interact with students in the same physical space for less than 100% of the instructional time with the remainder of the instructional time provided through forms of distance education. Sometimes referred to as hybrid courses, courses delivered in this modality must demonstrate active student engagement.

Online – a course modality where instructors interact with students for 100% of the course through one or more forms of distance delivery, including web-based interaction and online learning management systems.

ADDITIONAL REFERENCES:

- <http://www.lssu.edu/cmscatalog1617/academic-policies.php>
- <http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html>
- <https://clas.uiowa.edu/faculty/definition-credit-hour>
- <https://wiki.fortlewis.edu/display/POL/Academic+Credit+Hour>
- <https://ifap.ed.gov/dpccletters/attachments/GEN1106.pdf>
- <https://www.inverhills.edu/Policies/pdfs/Academic/Credit-Hour-Policy-3-36-2.pdf>

Revision Date	Revision Summary	Revision Made By	Title/Dept.
3-1-2017	Formalize credit hour policy in alignment with Federal definition that addresses all delivery modalities.	D. Finley	Provost

² https://www.cmich.edu/office_president/general_counsel/Documents/p05008.pdf

[Skip to navigation](#) [Skip to content](#)

Lake Superior State University

Academic Policies

Please familiarize yourself with the academic policies described in this catalog. They will help you obtain your educational objectives. Faculty advisors, staff and administrative personnel will also help you negotiate your way through these policies — seek their advice whenever you have questions!

Student Classifications

0 to 25 credits = freshman
26 to 55 credits = sophomore
56 to 87 credits = junior
88+ = senior

The Academic Year

Lake Superior State University operates on a semester system. There are two regular 15-week semesters (fall and spring) which begin in August or September and end in April or May. The summer semester consists of classes offered in two six-week sessions, or one 12-week session. Please view the [Important Dates](#) for specific information for each semester.

Credit Hour Policy

In accord with federal regulations, state guidelines and the Higher Learning Commission standards, LSSU defines a semester credit hour as follows:

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Online – a course modality where instructors interact with students for 100% of the course through one or more forms of distance delivery, including web-based interaction and online learning management systems.

Academic Transcripts

You may have an official copy of your permanent records sent to schools, companies and other places or persons of your choice. Complete and sign a [Transcript Request Form](#) and mail or fax it to the Registrar's Office, 650 W. Easterday Avenue, Sault Ste. Marie, MI 49783. Your first official transcript requested is free; after, there is a \$5 charge for each transcript. Student copy transcripts are issued directly to you and can be requested free of charge at the Registrar's Office in the Fletcher Center. You must show a picture I.D. Any financial or other obligations to the University must be cleared before a transcript is released. You may also print an unofficial transcript on-line using Anchor Access.

Student Curriculum Choice and Advising

When you apply for admission, you are asked to declare a major. The major you declare will determine which major department you are in and the academic advisor assigned to you. Please get to know your advisor well and meet with him/her often to get help in class selection, degree progress and career advice. You may change your major by processing a Major Change Form, available in Anchor Access and in the academic offices. Major Change Forms must be filed with the Registrar's Office for each major change. If you are unsure of your major, you will be assigned to the Liberal Arts-Undecided major.

Semester Course Selection

Registration for the next semester takes place near the end of your current semester.

Three weeks before registration, course schedules listing times, dates and locations will be available [online](#) and in Anchor Access. Review the class offerings, read the instructions for scheduling, and meet with your advisor to select courses for the next semester.

You must sign up for classes for the semester in which you will be doing the actual work.

Please review all the registration information carefully as it has dates for registration according to class level, dates for tuition payments, and information regarding prerequisites, corequisites and other course requirements.

It is your responsibility to ensure that the classes you take count toward your degree program. You may, however, be required to take developmental courses (course numbers beginning with "0", such as MATH087), which will not count toward graduation.

Test Scores: When you apply for admission, you will send your SAT or ACT scores to Lake Superior State University. Your scores determine the level of English and mathematics courses into which you will be placed. If you have been out of high school more than 26 months and have not taken the SAT or ACT, you will take placement tests at the Testing Center at Lake Superior State to determine your placement in English and mathematics.

Prerequisites: Many courses require that you complete English, reading and/or mathematics, or other preliminary classes before registering for the course. If you are currently enrolled in a course which is prerequisite to a course you need the following semester, you may register for the course on the presumption you will successfully complete the current course. If you do not earn the prerequisite grade required for the next course, you should consult your advisor and make a plan for an alternate course. Exceptions may be made only by the dean of the college or the instructor of the course.

Maximum credit load: You may carry up to 20 credits per semester. You may take more credits if you have a 3.00 GPA or higher and have written approval from the appropriate dean. Students on academic probation should not take more than 15 credits.

Adding/Dropping courses through the Add/Drop Period: You may add or drop courses online using Anchor Access through the sixth day of the fall or spring semester. If you are attending a summer semester, you can add or drop courses online through the fourth day of the semester.

If you wish to add a course that is full or without having the necessary prerequisites, you must contact the instructor for that course to request permission. If the instructor approves the request, he/she will complete an Instructor Override for you. You must then go online and register for that course.

Courses dropped through the sixth day (fourth for summer semester) will not appear on your academic transcript.

Adding courses after the Add/Drop Period of the semester: Online registration ends on the sixth day of the semester (fourth for summer semester). If you wish to add a course after this date, you must have the instructor's permission. You will need to complete a Schedule Adjustment Form, have the instructor sign it giving permission, and then process the form at the Registrar's Office, located in the Fletcher Center for Student Services.

Dropping courses after the Add/Drop Period of the semester: You may drop a full-semester course during the first eight weeks (40 days) of the semester. For courses running less than a full semester (e.g. seven-week class), check online for the official drop dates — the time period for dropping will be approximately equal to one-half of the course instructional period. If you drop a course, you will receive an N grade on your academic transcript. N grades are not counted in the academic GPA.

Repeat Policy

This policy is in effect for all students starting at Lake Superior State University as of the Fall Semester 2011. You may repeat a class in which you earn a grade other than "W" or "N" only twice without special permission.

1. Courses transferred from other institutions are included in this policy.
2. Both the original and repeat grades will show on the transcript, but hours earned toward graduation will only count once.
3. For the purpose of calculating the cumulative grade point average, only the grade of the last attempt will be used.

To repeat a course more than twice, the student must attain the permission of the course instructor and the dean of the college offering that course. Permission is only granted under extenuating circumstances.

Policy on substitutions or waivers for failed classes

If you fail a class required for your degree program, you must repeat the class and receive a passing grade. If the failed class is no longer offered because of program changes and/or course deletions, the dean may approve a substitution or waiver recommended by the academic chair. The chair must provide reasons for the recommendation on the substitution/waiver form which is sent to the dean's office for approval. Upon approval, the dean will then send the form to the Registrar's Office.

Withdrawals

If you are an enrolled student and drop all of your classes during the first eight weeks of the fall or spring semester (dates vary for summer semester), you may be eligible for a partial tuition refund. You will need to complete a Withdrawal Form at the Registrar's Office. ([Please check online for the refund policy and dates.](#))

Before leaving, be sure you have cleared any holds on your records so you can return at a later date or have transcripts of your academic records sent.

Late Withdrawal: Students requesting a late withdrawal from one or all of their classes after the official drop date need to complete a [Request for a Late Withdrawal and/or Tuition Appeal Form](#) and have documented extenuating circumstances. The decision to grant the late withdrawal and/or tuition appeal will be made by the Late Withdrawal Appeal Committee. Appeals are reviewed in the order received and results may take from two to four weeks. The need for additional documents may delay this timeframe. All decisions by the committee are final and not subject to appeal.

Class Attendance

Regular class attendance and active participation in classes are important elements in the learning process. You are at the University primarily for the sake of intellectual growth and development. Attendance and participation provide appropriate opportunities for the evaluation of your progress.

You are personally responsible for the satisfactory completion of the course work prescribed by your instructors. This means that you are expected to attend classes regularly, and that you are responsible for the work assigned in class, the material covered in class, and for participation in class activities (including discussion and listening) designed by the instructor as part of the learning experience. However, mere physical attendance should not be a criterion for evaluation of your performance.

Participation in an official University function is an excused absence when approved by the provost. You will not be penalized for such participation. You are responsible for work missed and must confer with your instructor on this matter.

Grading System

Grades and Grade Points

Grade	Grade Points per Credit
A+	4.00
A Excellent	4.00
A-	3.70
B+	3.30
B Good	3.00
B-	2.70
C+	2.30
C Average	2.00
C-	1.70
D+	1.30
D Inferior	1.00
D-	0.70
F Failure	0.00
I Incomplete	0.00
N No Grade	0.00
W Late Withdrawal	0.00
AU Audit	0.00
CR Credit	0.00

CR (undergraduate level) is equal to a 2.00

CR (graduate level) is equal to a 3.00

NC No Credit 0.00

Grade Point Average (GPA): To calculate your GPA for a semester, divide the total quality points earned by the GPA hours. GPA hours include those earned or failed but not those classes taken for credit/no credit. Cumulative GPA is calculated by dividing total quality points earned by the number of GPA hours carried in all semesters. If you repeat a course, count only the credits carried and the points of the last grade earned. Only the grade of your last attempt is calculated in your GPA.

A cumulative GPA of 2.00 for all credits is required for graduation. Further, a 2.00 cumulative grade point average for all credits in major, minor(s), and general education is required. Some programs require a higher GPA in the major curriculum.

"I" (incomplete) grade: Students may request an "I" (incomplete) grade for a course if extenuating circumstances beyond their control prevent the completion of the course requirements by the end of the semester. Examples of extenuating circumstances may include health issues, death of a parent/spouse/child, or military service. Students and faculty must be aware that an "I" (incomplete) grade counts toward the student's attempted credits for a semester and may thus affect Satisfactory Academic Progress. Students receiving financial aid must consult with the Financial Aid Office to discuss their specific situation when electing to drop a course or requesting an "I" (incomplete) grade.

Appropriate documentation is required. Students will need to be enrolled and have completed the majority of the work required for a course during the semester to be eligible to request an "I" (incomplete grade). An "I" (incomplete) grade may be issued in a course that by design can not be completed in one semester. An example of this type of course would be a study abroad course that requires the student to be out of the country until after the official semester end date. An "I" (incomplete) grade shall not be issued as a midterm grade for any course.

Students must work with the instructor to complete all missing requirements by a date specified by the instructor. If a date is not given, the student will have a maximum of two semesters (excluding summer semesters) to complete the requirements for the course and to have the "I" (incomplete) grade changed to an appropriate final grade. Students should not re-enroll in any class in which they currently have an "I" (incomplete) grade.

If the "I" (incomplete) grade has not been changed to an appropriate final grade by the end of two semesters (excluding summer semesters) the "I" (incomplete) grade will be changed to an "F" (failure) grade.

Students are **not** eligible to receive a degree or certificate with an "I" (incomplete) grade on their academic record.

N and W grades: These grades are given to those classes that you have officially dropped (N) or withdrawn (W).

Credit/No Credit Courses

You may enroll in some courses on a credit/no credit basis if you are in good academic standing. The following conditions exist:

1. One course per semester may be taken as credit/no credit.
2. Only 12 credits of courses taken as credit/no credit may be applied toward a degree.
3. Courses that are required by your major, minor, or that are general education courses, can not be taken for credit/no credit.
4. You apply at the Registrar's Office to enroll for a credit/no credit course during the add/drop period; cannot change to regular grades after the add/drop period ends.
5. You maintain a 2.00 (C average) in a course to receive a CR grade.
6. Instructors are not notified that you are taking a course as credit/no credit; the CR or NC credit is assigned based on the grade your instructor submits.

7. Certain courses are always offered with a credit/no credit format. These courses have this information in the official course description and course syllabi. The policy and limitations outlined above do not apply to these courses.

Auditing Classes

Audits are designed for someone who wishes to take a particular course for its content, personal enrichment or academic exploration with no need for academic credit. The cost for an audited course is 50% of the standard tuition rate. Tuition is waived for Michigan residents who are 60 years of age or older, and verification of age must be provided to the Registrar at the time of enrollment. Individuals auditing a course will receive a final mark of AU (Audit) recorded on their LSSU academic transcript but will NOT receive university credit for the course.

An individual may register for courses on an audit basis provided space is available and all prerequisites have either been satisfied, or waived with the permission of the instructor. Individuals auditing a course shall be entitled to full classroom participation, and may complete all assignments and examinations for evaluation by the instructor, although these are not required for auditors. Not all courses can be taken for audit, and permission of the instructor (or Dean) is required prior to registration. Courses numbered below 100 may not be audited. Program fees, special course fees, parking permits, the purchase of textbooks, and required materials shall be the responsibility of the participant.

Audited courses do not count as part of an individual's official class load for determining financial aid eligibility, veteran's benefits or any other enrollment certification requirements. Students may change from an audit to credit status during the first week of classes, and only with the concurrence of the faculty member for the course. This change must be processed through the Registrar's Office for grading purposes. Requests for course audits will be processed beginning two weeks after the start of registration to ensure degree-seeking students have adequate opportunity to enroll prior to course auditors.

Students wishing to audit a course will need to complete the [Application for Auditing a Course](#) form and turn it in to the Registrar's Office.

Dean's List

Full time students carrying at least 12 graded credits of college-level courses (100 level or above) in a semester with a grade point average (gpa) of 3.500 or higher, and NOT having any incomplete ("I") grades, will earn Dean's List honors, which acknowledge outstanding academic achievement.

If a grade is changed within 30 days from the end of the semester because of an instructor error in the recording of a grade, or because the student has completed the work required to resolve an Incomplete ("I") grade, the student will be considered for Dean's List honors.

Effective fall semester 2006, students earning Dean's List honors will have this designation noted on their LSSU academic transcript.

Prior Learning Policy

Credit for Prior Learning (CPL)

LSSU recognizes that students may acquire expertise, skills and knowledge through individual study, employment, military training, community service or other experiences outside of the normal college setting, which is known as prior learning. LSSU credit may be awarded for prior learning through successful completion of standardized examination programs, (e.g. CLEP, Advanced Placement, DANTES), credit recommendations of the American Council of Education, or successful completion of "departmental examinations". Credit may also be awarded upon successful completion of an individual Prior Learning Portfolio that documents the demonstration of learning outcomes for a specific course or set of courses.

All prior learning credits are considered transfer credits and are subject to the same policies as other transfer credits. Discuss your prior learning experience with your academic advisor, chair or dean for more information.

University residency requirements apply to all forms of prior learning (e.g. a minimum of 30 credits of the 124 credits required for an LSSU baccalaureate degree must be earned using LSSU coursework). See the Academic Catalog for the complete residency policy.

CPL Portfolio Program

The CPL Portfolio program grants credit after a successful faculty evaluation, and Dean approval, of a portfolio that demonstrates mastery of the learning outcomes for a specific course or set of courses. Unlike typical course articulations, no list of equivalencies exists since every person's prior learning experience can vary significantly. It is only through the CPL Portfolio review process that equivalencies are identified and credit awarded. Because of this, not all Lake Superior State University courses are eligible for CPL Portfolio review. Credits awarded through the CPL Portfolio review support a student's goals and are applied to a specific academic degree program. A typical portfolio will capture prior learning experiences from work experience (based on past employment), past training (such as classes, workshops, seminars, etc.), and life experiences (long-term activities that may have resulted in college level learning). The University provides guidelines and assistance for CPL Portfolio development through the School of Arts and Letters.

If you are interested in pursuing credit for prior learning through a CPL Portfolio, you should contact the Dean or the Chair of the School of Arts and Letters to review the process. After that meeting, you will be directed to a dean or multiple deans to review your request(s).

CPL Portfolio Criteria:

In order to be considered for CPL Portfolio credit review, a student must be currently enrolled in a degree program and his/her cumulative GPA must be a minimum of 2.00, or higher where required by the program. Furthermore:

1. All CPL Portfolio credit is considered non-LSSU credit (transfer credit) and is limited by LSSU policy to 60 credits and only 16 credits may be used to fulfill 400 level coursework.
2. CPL Portfolio-based credit may only be awarded for content which applies to the student's degree program. Approved CPL will appear on a student's transcript.
3. CPL credit may not be applied to fulfill the University's residency requirement.
4. CPL credit may not be used to satisfy the General Education Requirements of the University.

CPL Portfolio Guidelines:

1. Portfolios must be submitted to the Dean of the College or School responsible for the content review by the 12th Friday of the semester (two weeks before final examinations) during the academic year, or by the 2nd Friday in July for the summer semester. Students are not eligible to submit a CPL Portfolio in their anticipated term of completion (e.g. graduation term).
2. Credit will be granted for college-level learning and only for courses required for LSSU degrees.
3. Credit for any specific instance of prior learning can only be awarded once (e.g. credit for knowledge gained in mathematics cannot be awarded once through CLEP then again petitioned through a CPL Portfolio or transfer credit). All CPL Portfolio requests must be submitted at one time to facilitate coordination of credit awarded, and separate portfolios must be submitted to each School for all credits which the student seeks to have evaluated within the school.
4. The CPL Portfolio may be used to award credit for specific LSSU courses or for general elective credit applicable to the degree program. The amount of credit to be allowed through portfolio evaluation identification of specific courses for substitution, if any, and the fulfillment of graduation requirement, if any, is determined by the Dean of the appropriate school under advisement of the school faculty.
5. While the School of Arts and Letters faculty provide general guidance and assistance, it is each student's responsibility to complete a narrative and a portfolio of documentation, which will be the basis for awarding credit.
6. To assist students interested in developing a portfolio for this purpose, the University may provide an elective portfolio course (e.g. USEM201 Prior Learning Portfolio Development).
7. CPL Portfolios will be evaluated on the alignment of learning evidenced with the specific course's or program's learning outcomes. Elements in the portfolio may include documentations of leadership and community service experiences, professional work experiences, creative contributions to society, and completion of professional training.
8. CPL Portfolios will be evaluated by faculty qualified to teach the course(s) for which the portfolio has been submitted.
9. Credit under this program cannot be obtained for learning when proficiency exams are required by the appropriate department.
10. Formal CPL Portfolio review to evaluate for credit requires an initial \$50 processing fee for each CPL Portfolio submitted using the [CPL Portfolio Review Form](#). If approval is received, the student will be required to pay an additional \$75 per awarded credit.

Grade Appeal Policy

Lake Superior State University has established procedures for students to appeal the final course grade. The only concerns that may be grounds for an appeal are the grades, and the consistent application of class requirements and policies as they pertain to grades. As with other concerns, a student may also want to consult with the Student Ombudsman, www.lssu.edu/ombudsman, to discuss the matter.

A student who has concerns regarding a final course grade may take the following steps:

1. Contact the course instructor and discuss the concern(s). This will serve as an informal review and an opportunity for open dialog regarding the concern(s).
2. If the informal review does not lead to a satisfactory resolution the student may choose to file a formal appeal. The appeal must be filed in writing with the School Chair within 20 university working days of the posting of the final grade. The Chair shall respond to the appeal in writing to the student and instructor within five (5) university working days upon receipt of the appeal. The appeal shall include:
 - o [The Grade Appeal Record of Action Form](#)
 - o Statement of Appeal: this should be brief and specific
 - o Justification: reasons for lodging the appeal should be presented with supporting evidence (all documentation must be provided at this point)
 - o Remedy: a specific remedy should be cited.
3. If the School Chair's response does not lead to a satisfactory resolution the student may, within three (3) university working days of receipt of the response, request formal review of the appeal by the Dean of the College/School. The student shall deliver the appeal documentation to the Dean who shall respond in writing to the student, the course instructor, the Chair, and the Provost within five (5) university working days upon receipt.
4. If the appeal timelines stated above are not met by the student the appeal is considered closed and no further action is required. If the appeal timelines stated above are not met by the university personnel the appeal can be advanced by the student to the next step. The Provost may grant an extension in time at any step due to extenuating circumstances; such extensions will be documented on the Grade Appeal Record of Action.
5. If steps 1-4 do not lead to a resolution of the concern the student may petition the Provost, within three (3) university working days of receipt of the Dean's response, to convene an ad hoc Grade Review Board for a formal hearing of the appeal. The student shall deliver to the Office of the Provost the completed Grade Appeal Record of Action and all documentation required as evidence to the appeal.

The members of the Grade Review Board, appointed by the Provost or his/her designee, shall include a Dean of a college other than that in which the course is housed, two faculty members from schools other than that of the course, and two students of junior or senior standing. Copies of all documentation will be provided to members of the Grade Review Board, the professor and the student. No new documentation will be introduced at the Hearing. The Provost or his/her designee will convene the Grade Review Board Hearing and may participate in deliberations; however, he/she will not cast a vote should there be dispute in determining recommendations.

At the Grade Review Board Hearing, the student shall present his/her argument, followed by the professor's response. The Board shall promptly prepare a written recommendation and forward copies to all parties involved, including the student, course instructor, Chairperson, Dean, and Provost. The report shall include dissenting opinions on the Board, if any. Recommendations of the Board are advisory to the Provost, who will make a final determination. Records of each case heard by the Board shall be maintained in the office of the Provost.

General Information:

A university working day (UWD) refers to those days when the university is in normal operation, and university offices are open for business.

"Receipt" refers to the day upon which the appropriate document(s) are officially initialed by the person(s) designated.

The Provost may establish appropriate and reasonable extensions of time in cases where the student is not actively enrolled in the current semester, or where the course instructor is not assigned teaching duties for the current semester.

Undergraduate Academic Standing**Full- and Part-Time Students Academic Probation and Dismissal Policy****For Undergraduate Coursework**

Effective Summer 2005

Cumulative GPA Hours Carried at LSSU Minimum for Good Standing* On Probation Dismissal

1 - 18.9	2.00	less than 2.00	two consecutive semesters on probation
19 - or more	2.00	less than 2.00	two consecutive semesters on probation or 1.60 or less gpa

You will be dismissed for academic deficiencies if you are on probation for two consecutive semesters at Lake Superior State University. If your cumulative GPA Hours (as shown on your transcript) are 19 or more and your grade point average is 1.60 or less, you will be dismissed. GPA Hours are those used in figuring your grade point average. Classes not at the 100-level or above are not counted in the GPA Hours. Classes with grades of CR/NC are not counted in the GPA Hours.

*A cumulative grade point average of 2.00 for all credits carried at Lake Superior State University and a cumulative grade point average of 2.00 for all courses required in your major, minor and general education is necessary for graduation (effective fall 2007).

1. You will be on academic probation if your cumulative grade point average falls below 2.00. Academic Probation limits you to 15 credits. You must contact your advisor to adjust your schedule before classes start for the next semester.
2. If you are on probation for two consecutive semesters (summer semester included if you are enrolled in summer classes), you will be academically dismissed or, if your cumulative GPA Hours are 19 or more and your grade point average is 1.60 or less, you will be academically dismissed. Your classes for the next semester(s) will be deleted.
3. After a first or second dismissal you may choose one of the following options:
 1. Allow two semesters (summer may be counted for one semester) to elapse before re-enrollment,
 - or
 2. Petition the Scholastic Standards Committee for immediate readmission should extenuating circumstances exist. This action is initiated with the Chair of the Scholastic Standards Committee. The Committee can either permit early readmission with specific conditions required of you or deny your request. Subsequent to the Committee's denial, you can further appeal in writing to the Provost, whose decision is final.
4. If you continue after a dismissal, you will be dismissed again after any semester in which your cumulative grade point average falls below a 2.00. The Registrar may allow you to continue "on probation," with the record showing "on probation" instead of "academic dismissal" if your record has shown improvement during the semester and you have a 2.00 grade point average in courses carried for that semester.
5. If you are dismissed a third time, you will not be reinstated without the permission of the Provost. Three semesters must elapse from the time of dismissal before you may petition for readmission. Summer may be counted for one semester.
6. The Scholastic Standards Committee may dismiss you from the university for demonstrated academic dishonesty.

Graduate Academic Standing**Full- and Part-Time Students Academic Probation and Dismissal Policy****For Graduate Level Coursework**

Effective Summer 2011

A cumulative grade point average of 3.00 for all graduate credits carried at Lake Superior State University and a minimum grade of B for each course, including courses transferred into the program, are required for graduation.

1. You will be on academic probation if your cumulative grade point average falls below 3.00. Academic Probation limits you to six (6) credits. You must contact your advisor to adjust your schedule before classes start for the next semester.
2. If you are on probation for more than two consecutive semesters (summer semester included if you are enrolled in summer classes), you will be academically dismissed. Your classes for the next semester will be deleted.
3. After a first or second dismissal you may choose one of the following options:
 1. Allow two semesters (summer may be counted for one semester) to elapse before re-enrollment,

OR

 2. Petition the Scholastic Standards Committee for immediate readmission should extenuating circumstances exist. The Committee can either permit early readmission with specific conditions required of you or deny your request. Subsequent to the Committee's denial, you can further appeal to the Provost, whose decision is final.
4. If you continue after a dismissal, you will be dismissed again after any semester in which your cumulative grade point falls below a 3.00. The Registrar may allow you to continue "on probation," with the record showing "on probation" instead of "academic dismissal" if your record has shown improvement during the semester and you have a 3.00 grade point average in courses carried for that semester.
5. If you are dismissed a third time, you will not be reinstated without the permission of the Provost. Three semesters must elapse from the time of dismissal before you may petition the Provost for readmission. Summer may be counted for one semester.
6. The Scholastic Standards Committee may dismiss you from the university for demonstrated academic dishonesty.

Cheating and Plagiarism: Academic Integrity

Academic integrity is a key component of the core values of Lake Superior State University. All members of the University community are expected to be honorable and ethical and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. The University community will not tolerate academic dishonesty as such behavior will cause harm to the reputation of students, faculty, and graduates of the institution. Such dishonorable behavior includes, but is not limited to, cheating, fabrication, plagiarism, and obtaining an unfair advantage. These terms are defined below:

Cheating

Cheating is defined as using or attempting to use unauthorized materials or information of any kind during an exam or graded assignment of any kind. Using notes, texts, help from individuals, or copying information from another individual's exam, or by using electronic or any other means constitutes cheating unless such resources are EXPLICITLY allowed by the instructor.

Fabrication

Fabrication is any unauthorized falsification, invention, or copying of data, falsification of information, citations, or bibliographic references in any academic work. It also includes falsifying any academic record or other University document.

Plagiarism

Plagiarism is representing someone else's work as one's own. Failing to cite references or presenting material, verbatim or paraphrased, that is not acknowledged and cited also constitutes plagiarism.

Obtaining an Unfair Advantage

Academic integrity is violated when one obtains an unfair advantage by stealing, reproducing, circulating, or otherwise gaining access to examination materials before they are distributed by the instructor. Also prohibited are stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use.

Possible Sanctions for Offenses

It is in the best interest of the University community to sanction any individual who chooses not to accept the principles of academic honesty by engaging in the above acts. Appropriate sanctions may include failure of an assignment or exam, failure of a course, or dismissal from the University.

Faculty and University Responsibilities

Unless the faculty member has explicitly specified otherwise, students are to assume that exams are individual, closed book, and without the use of notes or similar reference materials. Unless specifically allowed by the faculty member, papers, projects, and similar products are expected to be the original individual work of the student. If notes, texts, other reference materials, group work or similar activities are to be allowed, the faculty member will specify what is permitted for a particular assignment or exam prior to disseminating the assignment or exam.

A faculty member who observes a violation in one or more of the above areas shall meet with the student to address the violation. If, in the judgment of the faculty member, academic integrity has been violated, the faculty member will impose the appropriate sanction, either a failure for the assignment or exam, or failure for the course. The faculty member will then file an Academic Integrity Incident Report with the department chair, dean, the Provost's Office, and the office of Student Affairs. This report will be kept in the Provost's Office as well as in the office of the Vice President of Student Affairs for a period of five years. A copy of this report will also be placed in the student's advising file. Academic Departments or Schools may have additional policies and procedures that could provide further recommendations to the Provost's Office when instances of academic dishonesty are suspected. This policy is also applicable in the Testing Center.

In cases of egregious or repeated violations, it may be determined by the faculty member, his/her department chair, or dean, that dismissal from the University is warranted. In this case, the chair of the Scholastic Standards Committee and the student will be notified. The Scholastic Standards Committee will then conduct a hearing in which the student is granted due process. If the committee decides that

dismissal from the university is warranted, the student will have five school days to appeal the decision to the Provost of the University. The Provost may either affirm the decision to dismiss, or reinstate the student and provide a rationale for doing so.

Theft

Everyone is expected to show respect for University and individual property. Theft of any kind, whether of money, property, or services, violates the entire community and will not be tolerated. Destruction or mutilation of books, magazines, or other library material is considered a form of theft. Theft, damage or destruction of University property, or the property of others, is considered a serious offense against the University community and may result in penalties including the issuance of fines, removal from the campus, dismissal from the University, and/or criminal prosecution. If you have anything stolen while on University property, please notify the Public Safety Department by calling 635-2210 as soon as possible.

Michigan Transfer Agreement (Sending)

The Michigan Transfer Agreement (MTA) is a partnership between Michigan's colleges and universities that allows students to complete core college courses at one institution and transfer those credits to other partner institutions to be applied to the core requirements.

To be eligible to receive the "MTA-Satisfied" designation on the LSSU academic transcript, students must:

- Complete LSSU's General Education Core Requirements with a minimum of a C or higher in each course. If students transfer coursework to LSSU, any coursework used toward LSSU's General Education Core Requirements will be required to have a minimum grade of a C or higher.
- Complete at least one credit bearing course at LSSU.
- Submit the completed LSSU MTA Application Form.

Coursework in areas of prior learning are not applicable to the MTA at this time (e.g., International Baccalaureate-IB, College-Level Examination Program-CLEP, DANTES Subject Standardized Test-DSST, etc.).

Students requesting and earning this designation, will have it applied to their academic transcript at the completion of the academic semester.

Family Educational Rights and Privacy Act (FERPA)

Section 438 of the General Education Provisions Act, as amended, sets forth the requirements to be met by an educational institution to protect the privacy of students. This act is called the Family Educational Rights and Privacy Act and shall be referred to hereafter as the Act. The Act generally governs access to student educational records and the release of such records. The Act also requires that institutions of higher education must provide students access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or inappropriate. Educational institutions must also obtain written consent before releasing personally identifiable data about students from records to other than a specified list of exceptions. In addition, students must be notified of these rights.

In accordance with provisions of the Act and the regulations enacted by the U.S. Department of Education, Lake Superior State University has adopted the following policies and procedures:

Section 1. General Policy on Access and Disclosure

Lake Superior State University shall not as a matter of policy or practice:

1. Deny or prevent students at the University the right to inspect or review the educational records of such students,
- or
2. Permit the release of educational records contrary to the provisions of the Family Educational Rights and Privacy Act and the policies and procedures set forth in the following sections.

Section 2. Notification to Students

Under the provisions of the Act, the University must [annually notify students](#) of their rights and the institution policies pertaining to the Act. In addition, notice must be given to the location where the policy can be obtained as well as to inform the students of the right to file complaints with the U.S. Department of Education concerning alleged failures by the University to comply with the Act. In accordance with these requirements the annual notice regarding students' rights, the location of copies of the University's policies setting forth these rights, as well as the right to file complaints with the Family Educational Rights and Privacy Act Office, shall be published in the University Catalog. The annual letter to students will notify students of directory information.

The registrar is the hearing officer for the Act and is responsible for implementing the notification requirements and the distribution of copies of the policies and procedures.

Section 3. Education Records Defined

"Education records" means those records which:

1. Directly relate to a student or
2. Are maintained by the University or its agent.

The term does not include:

1. Records of institutional, supervisory, and administrative personnel which:
 1. are in the sole possession of the maker thereof, and
 2. are not accessible or revealed to any other individual except a substitute.

A *substitute* is defined as one who performs, on a temporary basis, the duties of the individual who made the record. It does not refer to an individual who permanently succeeds the maker of the record in his or her position.
2. Records of the law enforcement unit of the University (Security Department) which are:

1. maintained apart from the University's educational records;
 2. maintained solely for law enforcement purposes; and
 3. not disclosed to individuals other than law enforcement officials of the same jurisdiction, provided that educational records maintained by the University are not disclosed to the personnel of the law enforcement unit.
3. Records relating to an individual who is employed by the University which:
1. are made and maintained in the normal course of business;
 2. relate exclusively to the individual in that individual's capacity as an employee; and
 3. are not available for use for any other purpose.
4. This paragraph (3) does not apply to records relating to an individual in attendance at the University who is employed as a result of his or her status as a student.
4. Records relating to an eligible student which are:
1. created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity;
 2. created, maintained, or used only in connection with the provision of treatment to the student; and
 3. not disclosed to anyone other than individuals providing the treatment; provided, that the records can be personally reviewed by a physician or other appropriate paraprofessional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities which are part of programs of instruction at the university.
5. Records of the university which contain only information relating to a person after that person is no longer a student at the University. An example of these records would be information collected by the University pertaining to the accomplishments of its alumni.

Section 4. Rights to Inspect and Review Education Records

A student who is enrolled at or has attended Lake Superior State University has the right to inspect and review his/her educational records subject to the limitations set forth in Section 3 and 13.

The educational record recorded by the student will be provided within a reasonable period of time defined by availability of staff time and the records. Records will be provided no more than 45 days after the request is made.

The right to review educational records includes the right to a response from Lake Superior State University to reasonable requests for explanation and interpretations of the subject record.

Section 5. Procedures for Inspection and Review of Records

A written request for the inspection is required for review of educational records or release of records, where permitted, to third parties. See Section 10A for release of records to third parties. The request must be submitted to the appropriate officer. See Section 7 for list of officials maintaining educational records.

The written request under this section must contain:

1. A description of the information requested,
2. The date, if any, that the information is required,
3. The student's signature, and
4. The date the request is filed.

Section 6. Copies of Records: Fees for Copies

Copies of educational records will be provided under the Act under the following conditions:

1. Where failure to provide a copy would effectively prevent a student from exercising the right to inspect and review the educational record. (Examples of when this provision would be effective would be absence from the state or a confining illness.) If the student will return to the residence occupied while attending the University or be within 30 miles of campus and is not physically incapacitated during the 45-day compliance period, copies shall not be provided but the right of inspection may be exercised. Under this provision, a written request is required (see Section 10A) specifying the record to be disclosed and the reason that a personal inspection of the record cannot be made during the 45-day compliance period. Requests are reviewed on a case-by-case basis to determine if copies are required as opposed to personal inspection.
2. On request, under the provisions of Section 10B regarding records to officials of another educational institution in which the student is enrolled or seeks or intends to enroll.
3. On request, or with the consent of the student, under the provisions of Section 10A, regarding information released with the approval of the University to third parties. The University shall not charge a fee for copies of records provided under the Act. There is not a charge for search, retrieval or inspection of the record. Copies of records provided under these provisions do not carry the University seal or official signature of approval.

Section 7. Listing of Location of Education Records

The following is a list of the records considered educational in nature under the Act and their locations listed by Office, Type of Record, Responsible Official, and Location.

- Admissions; Academic file, Financial; Director of Admissions; Office of Admissions
- Career Advising and Placement; Academic, Personal, evaluations; Director; Library
- Continuing Education; Academic; Director; Cislser Center
- Human Resources; Work Evaluation, Employment; Director; Administration Building
- Financial Aid; Financial, Academic, Personal evaluation, Employment; Director; Fletcher Center
- Graduate Office; Academic, Financial; Coordinator; Crawford Hall
- Registrar's Office; Academic (complete and official academic record), Personal, Veterans Affairs; Registrar; Fletcher Center
- Residence Halls; Personal; Housing Manager; Cislser Center
- Residence Halls and Student Life; Discipline; Director for Student Programs and Services; Cislser Center
- Student Accounts; Financial; Director Business Operation; Fletcher Center
- Academic Areas, Academic; School/Department Chairs.

Note: All academic records are partial records with the exception of the Registrar's Office as noted above.

Section 8. Disclosure of Restricted Information to University Officials

Personally identifiable information from the education records of a student may be disclosed without the prior consent of the student to University officials who have a legitimate educational interest in the information. The University officials must demonstrate a need to obtain the information consistent with their official functions and the request must be consistent with normal professional practices and legal requirements.

The disclosure of personally identifiable student information under the above conditions will not be disclosed to any other party without the prior written consent of the student, except that such information may be used by the appropriate officials or agents of the University for the purpose for which the disclosure was made.

Section 9. University Officials

For the purpose of these procedures and policies, University officials are those individuals who have demonstrated a need for access to student records consistent with official University responsibilities and professional practices.

University officials include: Members of the faculty, professional, executive and administrative staff, including the Public Safety Department, academic assistants, student employees who manage student education record information, students properly appointed as members of a hearing panel or screening committee, representatives of the State Auditor General when performing their legally required duties, legal, insurance, or collection representatives of the University when performing their university-related duties requiring student record information concerning a claim or legal matter.

Section 10. Disclosure of Personally Identifiable Information

A. Prior Consent for Disclosure Required

The University shall obtain the written consent of the student before disclosing personally identifiable information from their education records to third parties other than directory information. Consent is not required where the disclosure is to the student.

If the University consents to the release of personally identifiable student information to third parties under this section (10A) at the written request of the student, the University will also provide the student with a copy.

The written consent required under this section (10A) must be signed and dated by the student and shall include:

1. A specification of the record to be disclosed.
2. The purpose of the disclosure.
3. The party or class of parties to whom disclosure may be made.
4. A statement granting consent for the release of the information.

B. Prior Consent for Disclosure Not Required

The University may transfer or disclose the educational records of a student, without prior written consent, on request to the officials of another educational institution in which the student is enrolled or intends to enroll.

The University, upon request, will provide the student with a copy of the transferred educational records.

Information from the educational records of a student may be disclosed, without prior written consent, if the disclosure is:

1. To federal and state authorities as provided by the Act or other legal authority.
2. In connection with financial aid for which a student has applied or received; provided that the information may be disclosed only:
 1. to determine the eligibility for financial aid,
 2. to determine the amount of aid
 3. to determine the conditions that will be imposed regarding financial aid, or
 4. to enforce the terms or conditions of the financial aid.
3. To organizations conducting studies on behalf of educational agencies or institutions for developing, validating, or administering predictive tests, administering student aid programs; and improving instruction; provided that the studies are conducted in a manner which does not permit personal identification of students by persons other than the representatives of the organization. The information must be destroyed when it is no longer needed for the purpose for which the study was conducted.
4. To accrediting organizations in order to carry out their accrediting functions.
5. To comply with a judicial order or lawfully issued subpoena; provided that Lake Superior State University will make a reasonable effort to notify the student of the order or subpoena in advance of compliance.
6. To appropriate parties in an emergency to protect the health or safety of the student or other individuals.

Section 11. Directory Information

Family Educational Rights and Privacy Act permits the disclosure of certain personally identifiable information from the educational record of a student if that information is designated as directory information as defined by the Act.

In order to release such information the University is required to provide public notice of the following:

1. The categories of personally identifiable information designated as directory information.
2. The right of the student to refuse to permit the designation of any or all of the categories with respect to that student.
3. The time which the student must inform the University in writing that such directory information is not to be released.

In compliance with these provisions, the University will announce its intention to release directory information each fall in the annual letter. Written requests to prohibit or restrict the use of directory information should be addressed by the last day of the add/drop period to the Registrar's Office.

The University considers the following as directory information: name, address, telephone number, place of birth, e-mail address, enrollment status (e.g., undergraduate or graduate, full time or part time) major field of study, dates of attendance, degrees, honors and awards received, including scholarships, most recent previous educational agency or institution attended by student, participation in officially recognized activities and sports, and height and weight of members of the athletic teams.

In the event that this list is altered or expanded, these provisions will be amended in accordance with the Act.

Section 12. Record of Disclosures Required to be Maintained

Lake Superior State University shall for each request and disclosure of personally identifiable information from a student's education records maintain a register within that file of the education records which indicates:

1. The parties who have requested or obtained information.
2. The legitimate educational interests the parties have in obtaining the information.

A record is not required for disclosures to a student, disclosures pursuant to the student's written consent when consent is specific to the party or parties, disclosures to University officials as set forth in Section 9, or disclosures of directory information as provided in Section 11.

The record of disclosures may be inspected by: the student, University officials and assistants responsible for the custody of the records, and university officials authorized in Section 9 and persons outside the University as authorized in Section 10 for the purpose of auditing the record keeping procedures of the institution.

Section 13. Limitation on the Right to Inspect and Review Records

The University is not required to permit a student to inspect or review the following records:

1. Financial records and statements of parents or any information contained therein.
2. Confidential letters and statements of recommendation placed in the student record prior to January 1, 1975; provided that such letters and statements were solicited with written assurance of confidentiality or sent and retained with a documented understanding of confidentiality. The documents must be used only for the purposes specifically intended.
3. Confidential letters and statements of recommendation and statements for which the student has waived the right to inspection as set forth in Section 16 and placed in a student's file after January 1, 1975 respecting:
 1. admission, or
 2. application for employment, or
 3. receipt of an honor or honorary recognition.
4. Those records which are defined not to be education records as set forth in Section 3

If the educational record of a student contains information on more than one student, the requesting student may review or inspect or be informed of only the specified information which pertains to the student making the inquiry.

Section 14. Request to Amend Educational Records

A student who believes information in the student's educational records is inaccurate, misleading or violates the privacy or other rights of the student may request the University amend such records.

The procedures regarding amendment to a student record are:

1. Submission of a written request to amend the record in question to the University office responsible for the content of the record.
2. A written request specifying the information to be amended and the basis for requesting a change in the record.
3. The written request should also suggest the recommended corrective action.
4. The University official responsible for establishing the content of the record in question within 14 calendar days will inform, in writing, the student that the record will be amended or the request is denied. If additional time is required to make a decision, the student will be advised of that period required.
5. Amendments and corrections will be completed within 14 calendar days of the date of notice to the students.
6. If the University official responsible for establishing the content of the educational record denies the request to amend the record, the written notice of this decision will advise the student of the right to a hearing.

Section 15. Right to a Hearing

The Act provides an opportunity for a hearing to challenge the content of a student's educational record to insure that the record does not contain inaccurate or misleading information or violates the privacy or other rights of the student. This procedure can not be used to challenge grades. The following procedure defines the process after the decision of denial.

Procedure of Hearing

A student desiring a hearing on a denial to amend the record by the official establishing such records must:

1. Submit a written request for a hearing to the hearing officer and the registrar.
2. Designate in the request: the student's name and identification number, date of request, specific information on the record challenged, basis for amending record, summary statement of previous action taken to amend record including names of individuals contacted and from whom communications have been received.

The hearing officer will, within seven calendar days of receipt of the request for hearing, notify the student of the hearing date, time and location. At least 72 hours notice prior to the hearing will be provided to involved parties.

A full and fair opportunity is available to present evidence relevant to the question of whether the record in question is inaccurate, misleading or in violation of the privacy or other rights of the students.

The student may be assisted or represented by any individual, including an attorney, at their own expense.

The hearing officer will render a decision on the appeal within seven calendar days of hearing's conclusion. The decision shall be in writing and based solely upon the evidence presented at the hearing. The written decision to the student shall include a summary of the evidence and reasons for the decision.

If, as a result of the hearing, the hearing officer rules the information is inaccurate, misleading or in violation of any of the student's rights, the record in question will be amended within seven calendar days of the decision.

If, as a result of the hearing, the hearing officer determines that the record should not be amended, the student shall be informed of the right to place in the education record a statement commenting upon the information and setting forth the reasons for disagreeing with the University's decision.

Any explanation placed in the record of the student under this provision shall:

1. Be maintained as a part of the record as long as the record or the contested portion thereof is retained by the University, and
2. Be disclosed by the University, along with the contested record to any party receiving such record.

Section 16. Waivers

A student may waive any right under the Act. The waiver shall not be valid unless it is in writing and signed by the student. The University may not require that a student waive any right under the Act. This requirement does not preclude the University from requesting such a waiver.

An applicant for admission or a student in attendance may waive the right to inspect and review confidential letters and statements of recommendation. The waiver applies to letters or statements only if it is in writing and designated by the student and if:

1. The applicant or student is notified of the names of those providing letters or statements.
2. The documents are used only for the purpose intended.
3. The waiver is not required as a condition of admission or receipt of any service or benefit from the University.

A waiver may be revoked, but that action must be in writing and filed with the office in possession of the waiver.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Lake Superior State University to comply with the requirements of FERPA. The name and the address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Additional Information

Lake Superior State University complies with Section 113 of the Carl D. Perkins Vocational and Technical Education Act and Section 122 of the Workforce Investment Act of 1998. LSSU uses the student's SSN in order to compile required WIA and Perkins Act reports.