

**Policy:** Standards and Guidelines for converting existing 3-credit courses to 4 credits.

- 1) This policy is effective beginning in Fall 2013.
- 2) Nothing in this policy affects existing standards and guidelines for the assignment of credit in courses that include laboratory experiences in the fields of science, technology, engineering, and mathematics.
- 3) Nothing in this policy affects existing standards and guidelines for the assignment of credit in courses that include non-science laboratory experiences, or other similar experiences where there are established practices, “side letters” with Deans and so on.
- 4) The Graduate Studies Committee determines policies regarding 4-credit undergraduate courses that may be taken for graduate credit, and also regarding all graduate courses.
- 5) Only upper-level courses may be converted from 3 to 4 credits.
  - a) The conversion of existing 3-credit courses to 4 credits does not count as a “minor change” under Article 4.9 of the Curriculum Committee bylaws, and so all such conversions must go through the regular curriculum process.
  - b) The conversion of existing 3-credit courses to 4 credits should be cost-neutral. The conversion of 3-credit courses to 4 credits should normally be done in packages, e.g. by converting three 3-credit courses to 4 credits and deleting one other 3-credit required course from the program.
  - c) Nothing in this policy changes existing procedures for managing resources.
- 6) The Department requesting 4-credit courses must supply syllabi for the courses. Each syllabus must identify the specific enhancement(s) made, using the titles in the “Approved Instructional Enhancements Table” below. In addition, the Department must do all of the following:
  - a) describe the enhancement(s) in detail (note that a single course need not make more than one enhancement);
  - b) explain how the course will abide by the Code of Federal Regulations, in particular it must explain
    - i) how the students will be given additional work approximating not less than one contact hour with the instructor per week for the semester, plus three hours of out of class student work each week for the semester;
    - ii) how the instructor will provide instruction and all appropriate guidance, oversight and feedback for the enhancement approximating not less than one hour of classroom or direct faculty instruction or equivalent for approximately fifteen weeks; and
    - iii) explain how the enhancement will be assessed.
  - iv) Note: The Code of Federal Regulations is available from the U.S. Government Publishing Office at [www.gpo.gov](http://www.gpo.gov), through the Federal Digital System.
    - (1) The credit hour is defined in Title 34 – Education, §600.2 Definitions. The link is: [Credit Hour Defined](#)

### Approved Instructional Enhancements Table

Nothing in the following table is regulatory. The table is intended simply to facilitate the consideration of proposals by the curriculum committee by providing rough indications of how the additional 15 contact hours per semester will be directed.

Additional classroom hours	course has an additional 15 contact hours for the semester
Additional laboratory in science, technology, engineering or mathematics	follow established practices
Additional non-science laboratory, studio hours, field-based hours, or clinical experiences where standards and guidelines are already in place	follow established practices
Additional non-science laboratory, studio hours, field-based hours, or clinical experiences where standards and guidelines are not already in place	addition of no less than 15 contact hours for the semester of an evaluated lab, studio, field or clinical experience over the semester
Additional course content	e.g. addition of an evaluated unit of instruction that requires 15 contact hours of classroom or direct faculty instruction over the semester
Research and Information Literacy	e.g. additional evaluated assignments requiring 15 contact hours of classroom or direct faculty instruction over the semester directed to building students' ability to perform effective research in the field or develop comprehensive information literacy in the field
Higher Level Critical Thinking	e.g. additional evaluated assignments requiring 15 contact hours of classroom or direct faculty instruction over the semester. These assignments build students' ability to perform analytical, synthetic and critical evaluations of issues or problems specific to the field of study, and which go beyond

	general thinking skills that target knowledge, comprehension and application
Service Learning and Community Engagement	e.g. additional evaluated projects requiring 15 contact hours of classroom or direct faculty instruction over the semester in which students take leadership roles in, or actively participate in, organized service that is conducted in, and meets the needs of, the community
Cultural Enrichment	e.g. additional evaluated assignments requiring 15 contact hours of classroom or direct faculty instruction over the semester that involve a relevant educational experience abroad, or relevant cultural experiences in the community
Technology	e.g. additional evaluated projects requiring 15 contact hours of classroom or direct faculty instruction over the semester that build students' facility with important technology in the field of study
Hybrid Courses	e.g. online extension of an existing 3-credit course to make it into a hybrid 4-credit course with the equivalent of one credit of additional material and/or activities Please see <a href="#">Online learning policy</a>
Other	