9-10 Friday, March 31, 2017

BAAS Degree  ntccl.unt.edu
Optimal Maps
Internships (handouts)
Budget update (handout)
Go over final exam schedule with team
Structure of the U.S. Education System: Credit Systems

U.S. educators at the secondary, higher, and adult/continuing education levels use a variety of formulae to calculate, record, and interpret the amount of earned academic or training credits that students accumulate en route to earning certificates, diplomas, degrees, and other qualifications. In most cases, the earned credits are identified by the term "credit hours" or "credit units." Several important points need to be understood about credit:

- Credit hours or units represent a mathematical summarization of all work completed, and are not the same as the actual classroom contact or instructional hours.
- U.S. institutions use credit formulae to record all types of academic work, not just taught courses. A U.S. doctoral student's academic record, for example, will contain credits earned for independent research, often expressed as if the student had been enrolled in classes, even though the actual work was independent research.
- Credits are a convenient numerical way to assess tuition and fee charges and determine student status. Even unsupervised doctoral candidates must be registered as students and pay tuition charges.
- Registered student status is usually defined as being enrolled in a given semester or quarter for a specified minimum number of credit hours, which are assigned for any type of study recognized and required by the faculty, and tuition charges are usually calculated by the instructional cost per credit hour.

SECONDARY LEVEL CREDIT UNITS

The most widely used credit systems in U.S. secondary education are based on the Carnegie Unit system. Carnegie Units were proposed in 1905 as a basis for measuring school work. A unit would represent a single subject taught for one classroom period for five days a week. Fractional units would be awarded for subjects taught less frequently. The term "Carnegie Unit" is still used to describe this system as are other terms such as "annual credit unit." Historical Information about the Carnegie Unit can be found in the FAQ section of the Carnegie Foundation for the Advancement of Teaching website under the title What is a Carnegie Unit?

Some secondary schools assign credits by semester. These semester credit units are based on the formula that a semester credit unit equals a single subject taught for one classroom period for five days a week. Still other schools assign credit by the classroom period, or "hour." Since the standard secondary class load is five subjects, five hourly credits equal one semester credit unit, which is doubled for annual credit units.

POSTSECONDARY CREDIT SYSTEMS

Semester Calendar Credit Hours. Most U.S. higher education institutions operate on an academic year divided into two equal semesters of 15-16 weeks' duration, with a winter break of 2-3 weeks and a summer session of 10-12 weeks, plus additional shorter
breaks. The actual amount of academic work that goes into a single semester credit hour is often calculated as follows:

- One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.

- One laboratory credit hour represents 1 hour per week of lecture or discussion time plus 1-2 hours per week of scheduled supervised or independent laboratory work, and 2 hours of student preparation time. Most laboratory courses are awarded up to 4 credit hours. This calculation represents at least 45 hours of class time, between 45 and 90 hours of laboratory time, and 90 hours of student preparation per semester.

- One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) represents 3-4 hours per week of supervised and/or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 practice credit hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.

- One independent study (thesis or dissertation research) hour is calculated similarly to practice credit hours.

- Internship or apprenticeship credit hours are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of the student’s work. The credit formula is similar to that for practice credit.

A typical bachelor’s degree program of study on a semester calendar requires at least 120 credit hours to be earned by the student. Normal full-time registration is usually 15 credit hours per semester or 30 per academic year (shortfalls can be made up in summer sessions or independent study). This roughly translates into at least 30-40 courses (depending on the major subject and thus the proportion of types of credit hours earned) and represents at least 5,400 – and probably more – actual hours of dedicated academic work for a non-science or non-art concentration, and well over that total for graduates of programs in the sciences, engineering, fine arts, or performing arts. A master’s degree program requiring at least 33 credit hours and including a research thesis or project represents over 4,000 actual hours of supervised and unsupervised (independent research) study, while a doctoral program can represent 8,000 or more actual hours of advanced study and research beyond the master’s degree.

**Quarter Calendar Credit Hours.** Some U.S. institutions use a quarter calendar, in which the academic year is divided into three terms, called quarters, of 10-11 weeks’ duration plus a summer session (considered the fourth quarter, but optional), a short winter term and other calendar breaks. Quarter credit hours represent proportionately less work than semester hours due to the shorter terms, about two-thirds of a semester credit hour. Thus, a bachelor’s degree at an institution on the quarter calendar may require a minimum of 180 quarter hours, which compares to 120 semester hours.

**Other Postsecondary Credit Systems.** The semester and quarter hour systems are only the most commonly used credit systems in the United States. Several institutions employ their own special systems for recording credits, ranging from unit systems similar to the Carnegie system (one course = one credit) to point systems based on various formulae.

**See also:**
- U.S. Grading Systems
- Assessment
- Standardized Tests
Policy on Credits and Degrees

The purposes of this policy are to provide guidance to institutions and evaluation teams on the Commission’s expectations regarding credits and degrees and to set forth the federal regulations regarding the award of credit.

Background
The credit system was invented in New England, originally as a way to provide students with the opportunity to elect certain courses as part of their overall degree which had previously consisted of a fully required curriculum. Created to support academic innovation, the academic credit has provided the basis to measure the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and most recently distance learning. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of desirable functions, including the transfer of students from one institution to another, study abroad programs, formalized recognition of certain forms and quality of non-collegiate study, inter-institutional cooperation on academic programs, and the orderly consideration of students applying to study at the higher degree. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

When applying the definition of the credit hour below, other considerations may also be relevant. For example, some institutions may require more academic time than the norms defined below, and such expectations are typical at the graduate level. Also, the Commission’s Standards and practices welcome perceptive and imaginative innovation aimed at increasing the effectiveness of higher education, measuring student achievement directly rather than relying on academic engaged time. As stated in the Preamble to the Standards for Accreditation, “The institution whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must demonstrate that these are appropriate to higher education, consistent with the institution’s mission and purposes, and effective in meeting the intent of the Commission’s Standards.”

Federal Definition and Commission Review of the Credit Hour
As an accreditor recognized by the U.S. Secretary of Education, the Commission is obliged to follow federal law and regulations pertinent to that recognition.
Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

By federal regulation, at the time of the Comprehensive Evaluation, the Commission will review the institution’s policies and procedures for determining the credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution’s programs and coursework. As part of its review, using sampling or other methods, the Commission must make a reasonable determination of whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education. If, following this institutional review process, the Commission finds systematic non-compliance with this policy or significant noncompliance regarding one or more programs at the institution, the Commission is obliged to promptly notify the Secretary of Education.

Degrees
The Commission’s expectations are based on common institutional practice in New England and are consistent with practices of regionally accredited institutions elsewhere in the United States and with the Commission’s Standard on The Academic Program: “The institution’s degrees and other forms of academic recognition are appropriately named, following practices common to American higher education in terms of both length and content of the programs” (4.29).

Undergraduate degrees:
A.A., A.S., etc.: An undergraduate degree normally representing the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience. The A.S. usually implies more applied orientation and the A.A. more liberal education orientation, although these distinctions are not always clear.

B.A., B.S., etc.: An undergraduate degree normally representing about four academic years (and requiring a minimum of 120 semester or 180 quarter units) of full-time study. The distinctions between the B.S. and the B.A. are similar to those between the A.S. and the A.A.

Graduate Degrees: Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

M.A., M.S.: A first graduate degree, representing at least one year of post-baccalaureate study (requiring a minimum of 30 semester or 45 quarter units). The
distinctions between M.A. and M.S. are similar to those between B.A. and B.S. and A.A. and A.S. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research that may lead to doctoral work.

M.B.A., M.Div., M.F.A., M.P.A., M.S.W., etc.: Professional degrees normally requiring two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

Pharm.D., D.P.T., Au.D., etc.: Entry level clinical practice degrees normally requiring three years more full-time study than a baccalaureate.

Ed. D., Psy.D., D.B.A., etc.: Degrees with emphasis on professional knowledge. These degrees normally require a baccalaureate for entry and three or more years of prescribed postgraduate work.

M.D., J.D., D.D.S., etc.: First professional degrees, generally requiring a baccalaureate degree for admission and three or more years of prescribed postgraduate work.

Ph.D.: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. requires a baccalaureate degree or higher for admission and usually requires three years or more of postgraduate work including an original research dissertation.

Joint, Dual or Concurrent Degrees²: While the nomenclature for various arrangements in which students study simultaneously from or for two degree programs is not entirely consistent among institutions, the definitions below will be used by the Commission for purposes of consistency:

Joint degree: A single degree awarded by two institutions.

Dual or concurrent degrees: Two degrees, awarded by one or two institutions to students who have been admitted to each degree program, based on the normal qualifications. At the undergraduate level, students must typically take the equivalent of a full year of study beyond the first baccalaureate degree to earn the second degree. At the graduate level, enrollment in a dual or concurrent degree program typically results in a reduction in time, for example, a reduction in total time of a semester for two degrees which if taken separately would require four years of full-time study.

Terms of Study:

Quarter: A calendar of ten weeks of instructional time or its equivalent.

Semester: A calendar 15 weeks of instructional time or its equivalent in effort.

Effective July 1, 2011
Editorial changes July 2016

¹ The initiation of the Ph.D. is considered a substantive change.
² Institutions considering joint, dual, or concurrent degrees should consult the Commission’s Policy on Substantive Change.
Dead Week

Original Implementation: June 16, 1982
Last Revision: July 28, 2015

Dead week is an established tradition in higher education to allow students the necessary time to prepare for final examinations. During the last five class days of each long semester, written examinations (except to cover daily assignments) and themes or assignments beyond normal daily requirements are not to be assigned without written notification to the students prior to the twelfth class day.

The Division of University Affairs and university sponsored student organizations shall observe dead week by refraining from sponsoring events during this time. All student organizations shall be unable to reserve on-campus facilities for events or for the purpose of advertising events during dead week. Student Organizations may not advertise on or off-campus events through any campus medium during this time period.

Cross Reference: Faculty Handbook

Responsible for Implementation: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Contact For Revision: Provost and Vice President for Academic Affairs, Vice President for University Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs
### Final Exam Schedule

#### Final Exam Schedule Spring 2017

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Exam Time</th>
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<tbody>
<tr>
<td><strong>Monday, May 8</strong></td>
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<tr>
<td>8 a.m.</td>
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<td>10 a.m.</td>
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<td>Noon</td>
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<td>4 p.m.</td>
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<td><strong>Tuesday, May 9</strong></td>
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<td><strong>Wednesday, May 10</strong></td>
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<td>1 p.m.</td>
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<td><strong>Thursday, May 11</strong></td>
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<td><strong>Friday, May 12</strong></td>
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<tr>
<td>6 p.m.</td>
<td>MWF</td>
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<tr>
<td><strong>Conflicts</strong></td>
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