

Mid-Atlantic Christian University Academic Affairs Policy #38

SUBJECT: Determining and Awarding Credit

DATE: Historic

REVISED: 3/21/18

NEXT SCHEDULED REVIEW: even-numbered years in February

APPROVED BY BOARD OF TRUSTEES: May 11, 2018

Policy for: Academic Affairs

Procedure for: Academic Affairs

Authorized by: Vice President for Academic Affairs

Issued by: Board of Trustees

I. Purpose

This policy statement partially addresses “Standard 10.7 Policies for Awarding Credit” of the Southern Association of Colleges and Schools Commission on Colleges, *Principles of Accreditation* (2018 edition).

II. Policy

Cross-reference Academic Affairs Policy 37 “Definition of a Credit Hour.”

- Courses taught in formats shorter than the semester length must maintain the standard of 1 credit hour (50 minutes of instruction) per week or its equivalent for a semester of 15/16 weeks.
- Courses that combine lecture or other instruction with student practice during classroom hours meet more than one hour per week for each semester hour of credit. Examples include the following:
 - Computer science (1 hour instruction plus 1 hour lab = 1 credit hour).
 - Labs (2/3 hours of lab time = 1 credit hour).
- One semester hour of credit is awarded for one-half hour of private instruction per week. Examples include the following:
 - Voice and piano

- Courses in which the student does independent study under the direction of the instructor award 1 credit hour for the equivalent of 15 lecture hours.
- Courses which include lecture and field experiences meet the minimum through various following combinations. For example:
 - Internships – 1 credit hour awarded upon completion of 50 hours of on-site mentored experience.

Levels of credit: Faculty are expected to provide instruction appropriate to the level of credit awarded for a course. The University recognizes the principle of progressive expectations, moving from courses which survey bodies of information or hone basic skills to those which require synthesis and application of information already gained in prerequisite courses.

Assignments appropriately increase in length, in complexity, and in the level of skills which must be used to accomplish them successfully as the student moves from lower to upper level courses. The student appropriately can be expected to move up through the domain of cognitive skills: recall of knowledge, comprehension, application, analysis, synthesis, and evaluation.

- Writing assignments:
 - 100-level courses require short reports and papers, with each increasing level requiring longer reports and research papers. More skill in use of style may be expected. The student's input should move up from such tasks as defining and identifying, through summarization and interpretation, comparison and contrast, analysis, compositions and proposals, and generating criteria.
- Oral Presentations?
 - Students in 100 level courses may be expected to make brief presentations of up to ten minutes in duration. Students in subsequent levels may expect to make increasingly long presentations.
- Projects:
 - Lower level courses include projects requiring students to use such skills as labeling and showing, but they should move up through skills such as debating, dramatizing, diagramming, creating, and judging.
- Reading:
 - 100-level courses use reading assignments which are simpler and briefer than those in 200-level courses, with each level increasing demands upon the student's ability to respond to what he reads. The student should advance from such skills as

underlining to outlining, organizing, identifying problems, problem solving, and assessing.

- Testing:
Lower level courses appropriately use frequent quizzes and a large percentage of objective items on tests. Higher level courses increasingly emphasize discussion questions, with their demand for interaction with the course material. The student should move up from such skills as listing and describing, through explaining, giving examples, distinguishing, developing, and rating.

Assignments. The administration recognizes that different teachers and different materials will result in quite different kinds and amounts of assignments in the various courses. Certain cautions may be appropriate for all, however:

- Keep assignment loads proportionate to those made by other faculty so that students will not be overloaded. Standard University procedure is to have students make an average of two hours outside preparation for each hour of classroom lecture.
- Discuss types of assignments with fellow teachers so that there is no over- or under-emphasis on one type of assignment during a typical semester.
- Consult the University calendar and help students avoid major deadlines at recognized problem times.

III. Procedure

The Vice President for Academic Affairs and Academic Department chairs will review syllabi and new course proposals to assure compliance with these guidelines.

IV. Published: *Faculty Handbook*

V. Reason for Revision

VI. Appendices