

Emory College Guidelines for Assigning Credit Hours to Courses

The primary standard for establishing course credit hours in Emory College is the Carnegie Credit Hour, the standard commonly used by the Federal Government. **An hour of credit is awarded for lecture/seminar course meeting 50-minutes each week during a 14-15 week semester and requiring two hours of outside preparation each week by the student.** An hour of contact time in the rest of the document is based on this 50-minute session. A standard lecture/seminar course meeting 150 minutes per week with 6 hours of outside preparation will carry three-credit hours. An equivalent amount of time in class meetings and preparation is required for shorter terms. Lecture/seminar courses involving more than 150 minutes per week of class may be awarded more than 3 credit hours based on additional contact time or additional activities incorporated into the course.

Some courses involve meetings or work other than traditional classroom meetings, including laboratories or discussion sections, directed/independent study courses, and experiential courses. **Credit hours for these courses are awarded based on work and contact time for these activities that is comparable to the time required for the Carnegie Credit Hour.** Departments and instructors may also incorporate additional instructional elements to a course to justify adding an additional credit hour beyond the credit hours related to scheduled activities.

Types of Courses or Course Components

Special Topics Courses

All special topics courses will be three credit hours, based on the standard course schedule. Because the courses have not been reviewed by the Curriculum Committee, no additional credit hours beyond the College standard may be given. These courses are designed to allow faculty to test courses which may become permanent courses, and when the courses are submitted for final approval, faculty may propose additional components for the final course with an additional credit hour. **First Year Seminars** are a type of special topics course. All First Year Seminars should be three credit hours for this reason.

Continuing Writing Courses.

The Continuing Writing Requirement requires that students engage in iterative writing assignments, editing their work based on feedback provided by the instructor. In recognition of the additional time needed to complete the work for a writing-intensive course, to meet with students one-on-one and to provide feedback on student assignments, all courses approved by the Educational Policy Committee to fulfill the continuing writing requirement will be awarded an additional credit hour.

Scheduled activities in addition to a lecture

Some courses include a scheduled related course component each week in addition to a lecture which justifies adding a credit hour to a course. These activities are required of all students, and will generally take place at the same time every week, with the place, day, and time specified on the syllabus. *To add a credit hour to a three-credit course, instructors must require 150 minutes of additional student work per week, and at least one of those hours must involve some form of instructor contact.*

These scheduled course activities might include, but are not limited to:

- A. Laboratories (and Field research). In general, an additional credit-hour will reflect a total of three hours' work by the student, at least one of which will take place in the laboratory under direct supervision. Most laboratory courses will assign one additional credit hour for three hours additional work. Departments that offer a five credit-hour class, assigning two to the laboratory section, will expect proportionally more time in the lab or in preparatory work outside of the lab from students to justify awarding the additional credit-hour. Laboratories which stand alone as independent courses will apply similar standards in setting credit hours. Field research activities which are scheduled like a lab should be treated similarly.
- B. Event series (e.g. attendance at film screenings, musical performances, speaker series, etc). In general, an additional credit-hour will reflect a total of three hours' work by the student that combines preparation before the event, the event itself, and work subsequent to the event, such as responses to assigned questions.

Independent or Directed Study Courses

Directed or independent study courses do not have scheduled class time, but rely on one-on-one arrangements between the instructor and student. Credit will be assigned on the basis of *at least 3 hours of work per week, for the duration of a 14-15 week semester, for 1 credit hour*. A 3-credit hour directed study would involve 9 hours of research/meetings per week. It is expected to include both organized contact between the instructor and student, and agreed-upon readings and assignments.

1. There should be an initial meeting with the faculty advisor to design goals and outcomes of the study. Terms of evaluation should be reached and put in writing.
2. There should be periodic meetings between the student and faculty advisor throughout the semester.
3. There must be a final product that results (i.e. a paper, presentation, performance, etc.)

Departments may establish guidelines based on the type of product and/or number of pages of written work that would be produced for a given number of credit hours.

Experiential Learning

For learning that takes place in ways other than a formal lecture/seminar course (e.g. performance, research, internships, community based work and learning), credit hours will be assigned on the basis of *at least 3 hours of work per week, for the duration of a 14-15 week semester, for 1 credit hour*. It is expected that these hours will include some organized contact with an instructor to discuss/report on/enhance the experience. This contact need not occur during regular class times, and may occur on a one-on-one basis, or as a group. The nature of the contact with the instructor should be outlined in the course syllabus.

Experiential courses may include a mix of the traditional lecture (with 2 associated preparatory hours) and added experiential work. To further clarify, we have provided some representative examples. These are not exclusive, but meant to illustrate how this formula might be appropriately applied.

Undergraduate research

Students conduct research with a faculty member. They spend 6 hours per week in a laboratory, library or other research setting during a semester. This would correspond to 2 credit hours. Students would be expected to meet with their research advisor on a regular basis to discuss project results, and plan future experiments or research. An additional requirement might include students presenting their research in a poster session, or orally at a symposium (either within the department or College or externally).

If students worked on this research 12 hours per week for the duration of the semester, they would be eligible for 4 credit hours.

Internships

Internship courses typically include a mixture of three components:

- Work as an intern
- Classroom meetings
- Research and writing assignments (either as directed study or a classroom assignment)

An internship course providing credit for the work experience and some assignments associated with that work would award credit primarily based on the work time. For example, a student conducting an internship would receive 1 credit for 1 week of full-time work at the internship site or the equivalent, together with scheduled contact/reporting to a college instructor. Additional full-time weeks (ca 40 hours per week) would earn additional credits. Alternatively, a student could intern 3 hours per week for 15 weeks to earn one credit hour.

An internship course requiring weekly meetings for 50-minutes, twelve hours/week of work at the internship site and associated assignments would be awarded 4 credit hours (1 credit hour for the class meeting and 3 credit hours for the work experience).

An internship course involving a directed study project in addition to the internship work would need to evaluate both the time expected for the directed study and for the work experience, with one credit hour awarded for each three hours of work expected from the student (see directed study section for guidance).

Community-based learning

Community service that is connected with a class or course of study would also be eligible for credit under the auspices of experiential learning. For example, if students enrolled in a course on sustainability spent 1 full-time week during spring break working for Habitat for Humanity (ca. 40-45 hours), they could earn an additional 1 credit for the class.

Alternatively, students may be engage in community-based work for thee hours per week over the semester for 1 credit hour. We note there is an expectation that the community

work would be linked with the academic content of the course, and that there would be some organized instructor contact/reporting. This mechanism for instructor contact/reporting should be outlined in the course syllabus.

Performance

Courses in the visual and performing arts which require rehearsal, practice, production or instruction in the arts should also apply similar criteria in determining credit hours. Some examples from the Music Department are given:

MUS 320 Applied Music for Music Majors: Students meet privately with the instructor for 1 hour a week and are expected to practice independently for 5 hours a week. 2 credit hours would be assigned based on 6 hours of work.

MUS 300 Ensemble: Students meet in a group rehearsal 3 hours/week. One credit hour would be assigned for three hours of guided rehearsal.

Credit-bearing performance courses would include the performance, weekly sessions with the instructor, and a specified number of hours of rehearsal/practice a week with credit hours assigned based on the same formula: the weekly session with instructor combined with 2 hours independent rehearsal would comprise 1 credit hour.

Other components may also be involved: Final performance, weekly 1 hour sessions with instructor, plus 8 independent hours of rehearsal per week = 3 credit hours

Additional Credit Hours beyond Contact Hours

“Plus” Components

Departments and instructors can justify adding a credit hour to a course when additional pedagogical components are added that take place outside of schedule meeting times. Excluding the continuing writing credit, only one more credit hour may be assigned to any course for additional pedagogical components. These additional components must be required of all students, included in the syllabus, and require significant instructional and preparation time, equivalent to 120-150 minutes per week or 35-45 hours over the semester. Students should commit to participate in these required events at the beginning of the term. These additional components might include (but are not limited to) activities such as the following:

1. Periodic events, field research, or field trips. Students may be required to attend a series of events or field trips over the course of the semester. These events need not occur on a weekly basis, but should involve at least 30-45 hours of preparation, additional assignments and meetings over the semester. These events should be related to and enhance students' learning of the course topic. Students should be required to complete assignments related to these events, or to incorporate information from these events into existing assignments. These events or field trips can be planned jointly for several courses with related topics. Instructors will need to work with students and develop appropriate plans for students who are unable to attend all the events scheduled outside of scheduled times.
2. Recitations, discussion sections or tutorials. Instructors may schedule additional class sessions for discussion, problem sets or other activities; these involve additional scheduled contact hours. Alternatively, instructors may set up weekly

tutorials for individual or small group meetings. These would not be scheduled for the whole class, but would be scheduled on the individual or group level.

3. Community-based programs or other Theory-Practice-Learning activities. These were described on pages 3-4.
4. On-line activities, such as debates or discussions, in which the members of the class are not physically assembled but are **preferably signed in with the instructor at a designated and scheduled time** every week, whose conduct of the activity will itself have pedagogical value and be relevant to the achievement of the goals of the course. On average, an additional credit hour will reflect three hours' work per week by the student. (There may be on-line activities which involved guided discussion or debate that do not require that the class members sign in at the same time. However, the committee is concerned that these asynchronous activities may not have sufficient guidance or instructor interaction. If approved these activities must be more than an on-line assignment and must include clear guidance about the nature and extent of the participation involved)
5. Other. Instructors or departments may propose other pedagogical activities that have not been imagined. In submitting those activities to justify an additional credit hour, the nature of the activities, the oversight by the instructor and time required should be specified.