

## CWCC Definitions for Awarding of Credit Hours

MVCC Board of Trustee Policy for Class Periods/Length is that “The normal length of class is 750-minutes of instruction per course contact hour spread throughout the semester during the assigned class time.” This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study. Semester credit hours are granted for various types of instruction as follows:

**I. Lecture: SUNY Policy:** A semester credit hour is an academic unit earned for fifteen 50-minute sessions of classroom instruction with a normal expectation of two hours of outside study for each class session. Typically, a three-credit hour course meets three 50-minute sessions per week for fifteen weeks for a total of 45 sessions.

**Practical Definition: 1 50-minute session = 1 Credit Hour + an expectation of 2 hours of work outside the course.**

**II. Practicum - Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio): SUNY Policy** Two possibilities exist. One semester credit hour is awarded for the equivalent of fifteen periods of such activity, where each activity period is 150 minutes or more in duration with little or no outside preparation expected (3 contact hours = 1 credit hour). Where such activity involves substantial outside preparation by the student, the equivalent of fifteen periods of 100 minutes duration each will earn one semester credit hour (2 contact hours = 1 credit hour).

**Practical Definition: Practicum hours are assigned as either 3 contact hours to 1 credit hour or 2 contact hours to 1 credit hour. Especially for courses designed for transfer, try to adhere to the credit hour assignment that our 4-year transfer partners are using for the same course.**

### III. Integrated Learning Support (ILS) Section

**SUNY Policy on mixing developmental/remedial coursework with for-credit coursework.**

- A. An Integrated Learning Support (ILS) Section shall not be awarded academic credit and thus cannot be applied as credit toward a college degree.
- B. The designation of ILS Section within a course shall rest with the faculty since all courses offered are reviewed and approved by the faculty through College Wide Curriculum Committee in which the expertise of the faculty is the determining influence.
- C. ILS Sections within a course shall be identified as such and the conditions under which they may be required shall be clearly stated in the college catalog, within reasonable publication schedules, and their listing shall be reviewed periodically.
- D. Curricula, degree, and course requirements should be determined independently of the issue of ILS Sections and should become the basis for determination as to whether an ILS Section is necessary.
- E. The availability and requirements of ILS Section within a course should be designed to support student success within a course, and it is educationally appropriate, as determined by the faculty. Normally such courses should be available to students at the early stages of their college programs.
- F. Imputed equivalent credits, and thus FTE's generated by all non-credit ILS Section within a course, are treated as are other courses and are eligible for state support.
- G. Non-credit ILS Section within a course designated by the faculty as required generate imputed credits which can be counted for financial aid to enrolled students through various state programs.

**Practical Definition: An Integrated Learning Support Section (ILS) is a non-credit bearing just-in-time instructional support to improve success of students within the credit-bearing course the student is enrolled.**