

 <p>Educational Standards and Guidelines</p>	Educational Standard:	EX 260-001-004(02)
	Approved by:	Education Council
	Approval Date:	March 3, 2010
	Amendment Date:	April 15, 2020
	Executive Sponsor:	Vice President: Education
	Administrative Responsibility:	Registrar

Educational Standards are intended to guide and support Schools, Departments, and College committees in the development, recommendation and approval of quality curriculum. As per the College and Institute Act Sec 24(2c), Education Council has the power to set the criteria for the "academic standards" at the institution. All Educational Standards will be vetted by a group of relevant stakeholders and receive approval by Education Council.

ACADEMIC CREDITS

Standard and Procedure

Purpose/Rationale:

The purpose of this standard and procedure is to guide the appropriate setting of academic course credits at the College. In addition, this standard and procedure will guide the recommendation and approval of the academic course credits by the various recommendation and approval bodies at the College.

Scope/Limits:

The standard and procedure applies to all courses that wish to receive academic credit at the College. There will be no exceptions to the academic course credits standard or procedure.

Principles:

- There is a relationship between learning time and academic credits;
- Credits are the building blocks upon which grade point average (GPA), tuition and fee assessment, academic standing, year/level, student status (full-time/part-time), and credential evaluations are built, and thus their determination must take all factors into account;
- Most courses at Camosun College are 3.0 credits. A 100% course load is comprised of five (5) courses per 15-week term, 15 credits/term, 30 credits/year;
- Curriculum proponents have the flexibility to determine where contact hours best fit in the delivery model in order to accurately reflect the offering of the course;
- Courses that require relatively similar amounts of learning time shall be assigned similar credit values, regardless of the instructional or delivery method(s) used;
- The perceived difficulty of the course curriculum as compared to other course curricula at the College will not be factored into the credit assignment standard;
- Course hours are weighted, normed, and banded to account for the varying weeks and instructional methods, and to reduce dramatic shifts in credit throughout the college.

Academic Credit Model:

Academic credit is the value assigned to a course (or some other form of learning) that is typically used to operationalize curriculum and counted toward program or credential completion. Based upon the Carnegie Unit, academic course credits are intended to be a reflection of the **total learning time**, including class/instructional time and outside-of-class time, regardless of the instructional method(s) used:

Instructional Hours		Outside-of-Class Learning		'Total Effort'
Per Week	Total	Per Week	Total	
3	45	6	90	135
4	60	5	75	135
5	75	4	60	135
6	90	3	45	135
7	105	2	30	135
8	120	1	15	135
9	135	0	0	135

Given the variations in individual student aptitude and preparation, the ‘outside-of-class learning’ value can only be an approximate one. The vast majority of post-secondary courses within Canada range from 45 to 75 hours instructional contact hours, with an expectation of 3 to 6 hours of outside-of-class learning time. This guideline should be used not only in setting a minimum, but also in suggesting the maximum effort required within a single course offering.

Credit standards for post-secondary degrees (120 credits over 8 terms) and diplomas (60 credits over 4 terms) have been in place for several decades across North America. Underpinning those standards is a presumption that each academic term is 15 weeks long (including any assessment or evaluation periods), and in each term a student enrolled in a full (100%) course load is assumed to take five (5) courses worth three (3) credits each, for a total of 15 credits per term (30 credits per standard 2-term academic year).



Academic Credit or No Academic Credit?

In order for a course to bear academic credit it must*:

1. lead to a credential;
2. be approved by Education Council;
3. have learning outcomes defined; and
4. have a formal assessment of the learning outcomes.

**Note – It does not mean that if a course meets all criteria it must be credit. It does mean that if a course is proposed to be credit-bearing it must meet these criteria. The proponent of a course proposes to offer the course on a credit or non-credit basis.*

Credit Determination:

The following matrix will be used to determine academic credits for a particular course:

INSTRUCTIONAL HOURS		CREDITS
> 135	=	6
37.5 to 135	=	3
15 to 37	=	1.5
< 15	=	0

General guidelines/expectations for outside-of-class effort:

- **37.5 to 75** contact hours: Up to 6 hours of outside-of-class learning/engagement per week
- **90 to 105** contact hours: Up to 3 hours of outside-of-class learning/engagement per week
- **120 to 135** contact hours: **No expectation** of outside-of-class learning/engagement

In recognizing that credits are used as a principle criterion in student transferability, transfer credit articulation, and determination of student and program financial aid eligibility, the Registrar, in consultation with academic leadership, may make adjustments as necessary to maintain alignment with post-secondary standards and practices and/or provide opportunity to explore formal recognition of new models and methods of teaching and learning.

TERMINOLOGY

Terminology Under Review. Subject to Change.

Lecture	This method of delivery is considered Direct Instruction. An instructor generally presents new information on a subject and/or discipline to students. There is usually limited participation by the student.
Seminar	This method of delivery is considered Direct Instruction. This method of study relies predominately on the participation and discussion of the students. Seminars are often used as an advanced process where learning is cooperative and student-led, rather than strictly prescribed and led by an instructor/instructional assistant. The instructor acts as a facilitator in the process.
Lab / Collaborative Learning	This method of delivery is considered Supervised Practice. Students have an opportunity to apply “hands on study” of information already presented in a Direct Instructional method and are supervised by an instructor at all times during the application of information.
Supervised Field Practice	Supervised Field Practice is an extension of Direct Instruction learning from other parts of the program in a “field setting”. The instructor generally supervises, assesses, and evaluates, the student frequently; however, the instructor is not always present at the field site.
Workplace Integrated Learning	In Workplace Integrated Learning, students apply and extend academic knowledge and practical skills in a workplace or practical setting. The student works largely independent of the College and has contact with the instructor mostly for setting of their initial educational goals, and for a final assessment and evaluation. Examples of Workplace Learning include Cooperative Work Experiences, Internships, Work Terms, and Practicums.
Setting of Delivery	The <u>Setting of Delivery</u> defines the physical location a <u>Method of Delivery</u> is taking place (e.g. classroom, lab, etc.) so that the appropriate space is booked for delivery of the curriculum. Setting of Delivery, however, should not be confused with Method of Delivery, as Direct Instruction may occur in a laboratory setting (e.g. computer lab setting), or Supervised Practice may occur in a classroom setting .