

To: AAAT  
From: David Kammler, DAA  
Re: Update to Carnegie Unit Calculations and Interpretations Policy  
13 May 2019

## **History**

On 30 April 2013, AAAT discussed the “Carnegie Unit Calculations and Interpretations Policy”, but deferred approval until the next meeting. On 7 May 2013, the VPAA, in consultation with AAAT, approved the “Carnegie Unit Calculations and Interpretations Policy”, with minimal amendments.

On 7 February 2017, AAAT discussed, and the VPAA approved, an update and overhaul to the policy. In addition, the VPAA charged the DAA with looking at possible additional/expanded categories of courses, and regulations surrounding them.

On 20 November 2017, the VPAA approved an updated policy. AAAT was notified at its meeting of 5 December 2017 (no amendments made), and a continued charge to explore additional categories was assigned.

On 8 April 2019 AAAT discussed the most recent changes, and on 9 May 2019 the VPAA approved the updated policy.

## **Background/Rationale**

One of the key critical policies for an academic institution to have is one that explains the bases for granting academic credit. These policies include the mechanics by which such things as time in the classroom and course performance become academic credit, the ways time may be divided, etc. This is that policy.

Antioch’s curriculum has progressed to the point where we now need to begin to add other general types of courses. For example, to date it has been difficult to hold workshop-style classes, especially those in which there really isn’t ‘homework’ per se—the entire time is spent in instructional activities. Other future types could include: new types of distance courses (ex: synchronous distance courses, vs. our current asynchronous), hybrid courses, study abroad, etc.

With the adoption of a new curriculum and new academic calendar (both effective Fall 2018), we again need to revisit this policy, to a) clarify expectations for co-op crediting and to record them here (instead of elsewhere), and b) update the block section to reflect a new block paradigm. Additionally, some elements of the faculty are discussing other additions (beyond those in the paragraph above), including alterations of the “Studio” paradigm, separate “Lab” designation, etc. While those shifts are not yet ready for discussion, they are noted here (as in the above paragraph) for future reference.

As the result of our participation in the GLCA’s Shared Languages Program (SLP), a new designation needs to be created for synchronous distance courses. Additionally, it is time to explore the creation of a “hybrid” category of course (courses that are a mix of face-to-face and distance).

**Policy Update: “Carnegie Unit Calculations and Interpretations Policy” Update  
[FOR THE ACADEMIC POLICIES AND GUIDELINES MANUAL]**

Policy type:	Instruction-Related
Policy Title:	Carnegie Unit Calculations and Interpretations Policy
Policy Document:	Carnegie Unit Calculations and Interpretations Policy Update 13 May 2019.docx
Companion Doc.:	Carnegie Unit Appendix A Regulations.docx
Authors:	Registrar/OAA
Who approves:	VPAA
Review Cycle:	As needed
Who implements:	Registrar/OAA
Policy location:	Academic Policies and Guidelines Manual
Governing body:	AAAT
Adoption date:	7 May 2013
Effective date:	Immediately upon approval
Revision date:	7 February 2017; 20 November 2017; 9 May 2019

**(Policy Update)**

Antioch College only has undergraduate degree programs, and is on the quarter system. Thus all “credit” referred to in the policy below is “undergraduate academic quarter credit”.

Antioch College awards academic credit to a student upon the completion of a course with a non-failing grade (D- or higher), or by the demonstration of competency, demonstration of proficiency, and/or fulfillment of learning outcomes that are the equivalent of those provided by an approved instructional course. (Note: Only grades of C or higher for standard courses, or grades of B or higher for basic skills courses, meet degree requirements, while grades of D- or higher generate academic credit.)

Antioch College uses the Carnegie unit of credit, and not clock hours or direct assessment, for the determination of units of credit, and in this context an hour is defined as 50 minutes.

Units of academic credit are measures of the total time commitment an average student must devote to learning, regardless of the time over which the learning takes place. Overall, students must spend a minimum of 1500 minutes in an appropriate educational activity for every quarter credit earned. In this context, “appropriate activity” refers to any learning-related activity: face-to-face time in a classroom/lab/studio, distance/online instruction, and/or work outside of class. While credits may be earned over different periods of time, this total time for credit rule is firm (and more fully discussed below). In most cases, a total of three hours (150 minutes) of appropriate activity per week over a minimum of 10 weeks (in a quarter) earns one unit of quarter credit.

Ohio Department of Higher Education (ODHE) guidelines require a course to meet for 1500 minutes per quarter per academic quarter credit granted: 500 minutes of “in class” time + 1000 minutes of “homework” time for a typical class, with different

time allocations allowed for varying types of instruction (standard classroom, lab, studio, etc.), provided the total time spent per quarter credit is at least 1500 minutes. Federal (US Department of Education) guidelines are a bit looser, requiring “an amount of work that *reasonably approximates*” (emphasis theirs) 1 hour in class + 2 hours of homework per week for 10 weeks for a quarter credit, with a) allowances for alternative time periods and delivery methods, and b) a general acceptance of 1 hour = 50 minutes. (The Higher Learning Commission (HLC) of the North Central Association of Colleges and Universities (NCA) does not have a direct time for credit policy, but instead defers to requiring us to have a policy that follows “commonly accepted practices in higher education” and appropriate guidelines (i.e. state, federal)). While Antioch College policy (and Federal and ODHE regulations) allows slight excesses to the total meeting time of a course, less meeting time is not allowed by this policy, so as to remain in compliance with Federal and ODHE standards (and thereby HLC standards).

In Antioch College’s 2012-2018 academic calendar (11 weeks by Federal definition; 10 weeks + 4 class days in real time), and in the new 2018+ academic calendar (11 weeks by Federal definition; 10 weeks + 3 optional final exam days in real time), *this translates to “typical” courses meeting “in class” for 50 minutes per week per quarter credit for 10 instructional weeks* (+ a little more time in some cases)—thus the calendar and seat time requirements define and reinforce each other. (While Antioch College has a separate final examination period, a variety of delivery modes of this “final exam” are allowed; additionally, final exams are optional in the current calendar, and thus are not counted in seat time calculations.)

Alternative delivery methods, such as on-line or asynchronous courses, necessitate an additional interpretation of units of credit not based strictly on time. While these courses may use demonstrations of competency, demonstrations of proficiency, and/or fulfillment of learning outcomes as measures of course completion, the College requires that *all instructors of courses, which are not face-to-face, create course activities that require an equivalent amount of total time of appropriate activity, which will likely consist primarily of “work outside of class”*. Thus time is still a consideration for the granting of credit for on-line courses.

Whatever method is used for the determination of credit, the quality of student learning (demonstrated by whatever means) is the primary determinant used in the awarding of credit, which requires thorough evaluation of student performance and assessment of student learning outcomes. The expectations of student performance, course rigor, and the associated learning objectives, must be the same for courses of the same prefix and number (e.g. SPAN 110) regardless of the method of delivery. Instructors are allowed to use different assignments, assessment methodologies, and so forth, in the determination of student success in similar courses delivered by different means.

The standards below apply to all College offerings which award academic credit, and are encouraged for those course-like activities that do not bear academic credit (e.g. certain extracurriculars), in order to maintain time/course schedule consistency. (For example, a non-credit-bearing fitness class may wish to have total class length times, as well as class start/stop times, similar to credit-bearing offerings, to maximize students’ ability to participate.) Modification of the standards below is only allowed in minor

ways, and only to allow more time, for logistical reasons (e.g. 4-credit MWF classes meet for 75 minutes, instead of the actually required 66.67 minutes, for logistical reasons).

- 1) For all credit-bearing courses of any type or delivery method, one unit of undergraduate academic quarter credit requires a minimum of 1500 minutes of appropriate activity per quarter, divided in various ways discussed below.
  - a) This minimum time requirement holds for any academic calendar, time frame, or delivery mode.
- 2) The common conversion of 50 minutes = 1 hour is used.
  - a) In a standard quarter calendar that contains 10 net weeks of instruction, a class that requires in-class activities of at least 50 minutes per quarter credit per week for 10 weeks would require out-of-class activities of at least 100 minutes per quarter credit per week for 10 academic weeks.
    - i) A “net week of instruction” is a period of time in which days that have no classes held (for holidays, etc.) are removed. For example, a calendar with 11 actual calendar weeks of time (and 11 instructional weeks by Federal definition) may only contain 10 actual weeks of instruction, due to holidays, starting a term not on Monday, etc. The key point here is that for the purposes of equating time to credit, actual instructional days and times are counted, so that the minimum time is met in all cases.
- 3) Using ODHE, HLC, and Federal definitions, Antioch College uses five types of Course Formats (HLC term, addressing Federal requirements):
  - a) *Face-to-face*, in which “instructors interact with students in the same physical space for approximately 75% or more of the instructional time” (HLC).
    - i) Our current practice is to expect students and instructors to be in each others’ physical presence 100% of the time. While exceptions may be made for professional travel, illness, etc., all face-to-face courses must meet the minimum 75% threshold as per HLC requirements.
  - b) *Mixed face-to-face*, in which “instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education” (HLC), and which “blends online and on-ground delivery; substantial content is available online and there are a reduced number of face-to-face meetings” (ODHE).
    - i) The current policy is that
      - (1) Instructors are required to be in the physical presence of their students 50-75% of the time (with 50% the standard scheduling expectation)
      - (2) Distance education is allowed, but correspondence education is not allowed
  - c) *Distance*, in which “instructors interact with students through one or more forms of distance delivery” (HLC), in which the course has “regular and substantive interaction between the students and the instructor, synchronously or asynchronously” (Federal), and “where most (>80%) of the content is delivered online; typically the course will have no face-to-face meetings” (ODHE)
    - i) Our current practices are: substantive, synchronous or asynchronous, and 100% on-line, with no face-to-face meetings required.

- d) *Independent Study*, in which “instructors interact with students through a flexible format” (HLC).
  - i) Our current practice generally involves direct (face-to-face) contact with the instructor (but this is not mandatory).
- e) *Internship/Practicum*, in which the college provides “internship or practica experiences for which credits are awarded” (HLC), and “in which your school assesses the work to be performed by the student and determines the equivalent academic course load” (Federal)
  - i) Our current practice—our Cooperative Education Program—involves significant on-site employment experience combined with some distance education.
- 4) Antioch College recognizes five basic types of *face-to-face* course delivery methods, all of which require a minimum of 1500 minutes of activity per quarter credit. It is important to note that these do not imply pedagogy; rather, they are specifications for how time is divided and used.
  - a) *Lecture*, in which students attend class for 50 minutes (1 hour) per quarter credit per week for at least 10 weeks and work outside of class for 100 minutes (2 hours) per quarter credit per week for at least 10 weeks.
  - b) *Lecture and Lab* courses, in which students attend class for 50 minutes (1 hour) per quarter credit per week for at least 10 weeks and work outside of class for 100 minutes (2 hours) per quarter credit per week for at least 10 weeks, minus lab time.
    - i) Lab is considered to be ‘out of class work’ for the purposes of the determination of academic credit, and is not a separate course. Labs are typically 2-4 hours long, with concomitant alteration of ‘out of class’ work time. With valid pedagogical reasons, an instructor may ‘mix and match’ ‘in class’, ‘out of class’, and ‘in lab’ time to suit the nature of the course (e.g. some courses are taught primarily in the lab/field/etc., and do not require the same amount of ‘classroom’ time—the lab/field *is* the classroom).
    - ii) In all cases, Provision 1 above must be followed, and the Division and the Office of Academic Affairs (OAA) must approve the variance.
  - c) *Studio*, in which students work in the studio for 75 minutes (1.5 hours) per quarter credit per week for at least 10 weeks and work outside of the studio for 75 minutes (1.5 hours) per quarter credit per week for at least 10 weeks.
    - i) With valid pedagogical reasons, instructors may moderately alter the studio time (e.g. 8 hour studio), with concomitant reduction in ‘out of class’ work time.
    - ii) In all cases, Provision 1 above must be followed, and the Division and OAA must approve the variance.
  - d) *Block*, in which students work for shorter periods of calendar time (compressed time format), but spend more time per day and/or week, and still work for a minimum total of 1500 minutes per quarter credit.
    - i) Antioch College most commonly uses two types of block formats:
      - (1) *Half-Quarter Block*: A block course that runs during regular academic terms, and which runs for half of the length of the quarter (5-6 weeks); typically, classes meet for twice as long over half of the number of weeks

- as a regular non-block course, with a total of 25-30 instructional days available (but not necessarily all used)
- (2) *Between-Term Block*: A block course that runs between regular academic terms, typically but not exclusively within the special ND/JA Blocks, and which has a variable length; these courses are 1-5 calendar weeks long, with a minimum of 3 and a maximum of 20 instructional days available
- ii) Other types of block formats are available, as arranged with and pre-approved by OAA. In some cases, these are actually “Workshop” courses (see below).
- iii) Block classes that grant more than 5 quarter credits must be pre-approved by OAA.
- e) *Workshop*, in which students spend 150 minutes (3 hours) per quarter credit per week for at least 10 weeks (100% of time) in class, with very little to no outside-of-class work expected, and still for a minimum total of 1500 minutes per quarter credit.
- i) These types of classes are generally reserved for shorter-term experiences, and not regular term-long classes. Exceptions require the permission of OAA.
- 5) Antioch College recognizes two basic types of *mixed face-to-face* delivery methods, both of which require a minimum of 1500 minutes of activity per quarter credit. It is generally assumed that such classes are half “face-to-face, lecture” (see above) and half “distance, on-line” (see below), and follow the appropriate methods for determining credit mentioned in each section, in addition to those listed here.
- a) *Term hybrid*, in which students
- i) Attend class in the physical presence of the instructor for 25 minutes (0.5 hours) per quarter credit per week for at least 10 weeks in a face-to-face mode; and
- ii) Learn in an on-line mode for 25 minutes (0.5 hours) per quarter credit per week for at least 10 weeks; and
- iii) Work outside of class for 100 minutes (2 hours) per quarter credit per week for at least 10 weeks.
- iv) This format requires the more-or-less even distribution of face-to-face and on-line learning over the course of an entire academic term.
- b) *Block hybrid*, in which students
- i) Attend class in the physical presence of the instructor for 250 minutes (5 hours) per quarter credit in a face-to-face mode in a compressed time format; and
- ii) Learn in an on-line mode for 250 minutes (5 hours) per quarter credit in a compressed time format; and
- iii) Work outside of class for 1000 minutes (20 hours) per quarter credit.
- iv) This format allows for more flexible/uneven distribution of face-to-face and on-line learning, whether within a normal academic term, or part of a normal term (block), or within a special term (block).
- 6) Antioch College recognizes two basic types of *distance* delivery methods, both of which require a minimum of 1500 minutes of activity per quarter credit.
- a) *On-line*, in which students learn in an *asynchronous* environment, and in which credit is determined by

- i) Demonstration of competency, demonstration of proficiency, and/or fulfillment of learning outcomes as judged by the appropriate faculty, *and*
  - ii) What is judged by the appropriate faculty to be equivalent to a time commitment of 150 minutes (3 hours) per quarter credit per week for at least 10 weeks for an average student.
- b) *Synchronous*, in which students interact with the instructor in real time over distance, and in which students are in the virtual presence of the instructor at least 75% of the time
  - i) Credit may be determined by any appropriate combination of face-to-face, mixed face-to-face, and distance methods (i.e. virtual seat time, demonstration of competency, equivalent work, etc.)
- 7) Antioch College recognizes one basic type of *independent study* delivery method, which requires a minimum of 1500 minutes of activity per quarter credit.
  - a) *Directed study*, in which students have 150 minutes (3 hours) of supervised independent study per quarter credit per week for at least 10 weeks, or a total of 1500 minutes (30 hours) of supervised lab/field work per quarter credit distributed less evenly over the quarter than 150 minutes (3 hours)/week.
    - i) Independent studies that involve face-to-face meetings assign credit using any time divisions desired, with the allowed unevenness in time distribution, provided they meet the minimum total activity time.
    - ii) Independent studies that are completely distance assign credit using the rules for distance courses, with the allowed unevenness in time distribution, provided they meet the minimum total activity time.
- 8) Antioch College recognizes one basic type of *internship/practicum* delivery method, which requires a minimum of 1500 minutes of activity per quarter credit.
  - a) *Cooperative Education*, in which students combine on-site employment in a workplace with distance learning, and in which credit is determined by
    - i) Demonstration of competency, demonstration of proficiency, and/or fulfillment of learning outcomes as judged by the appropriate faculty, *and*
    - ii) A minimum of 1500 minutes of educational activity (including work on-site and reflection exercises) per credit earned, *and*
    - iii) At least 300 hours on the job, usually for a minimum of 30 hours per week over 10 weeks (as part of total time, and not in addition to it).
    - iv) The new (2018) curriculum assigns 12 credits to co-op based on the following paradigm:
      - (1) Written work, such as reflection exercises, equating to 2 credits
      - (2) Employment work, for at least 300 hours (15,000 minutes), equating to 10 credits
- 9) The College recognizes that different pedagogical styles may require a different dissection and distribution of the total time required for one unit of credit. Wherever possible, instructors are required to conform to the models presented above, for the sake of consistency and the ease of scheduling classes. However, for legitimate pedagogical reasons, an instructor may vary from the dissections of time listed previously, provided
  - a) They adhere to Provision 1 above (minimum total of 1500 minutes of activity per quarter credit), which is non-negotiable

- b) They obtain the approval of the following parties/entities, in order:
  - i) The relevant academic Division/Program
  - ii) The Office of Academic Affairs

**(End Policy Update)**



## Appendix I: Relation to Regulations

This policy relates to the following accreditation requirements, etc.

- Accreditation
  - Eligibility Requirements (ER)
    - 6. Educational Programs
      - (Unnumbered sub-pieces relating to credits/time)
  - Assumed Practices (AP)
    - B.1
      - Indirectly (underpins credits for programs, etc.)
  - Federal Compliance Filing By Institutions (HLC on behalf of DoE/FSA)
    - Assignment of Credits, Program Length, and Tuition
      - Directly requires this policy
    - Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours
  - Assurance Argument: Core Components
    - 3.A.1
      - Indirectly (underpins credits for programs, etc.)
    - 3.A.3
      - Directly addresses (consistency across delivery modes)
- FSA regulations
  - “Credit hour definition”
    - 34 CFR 600.2
    - DCL (Dear Colleague Letter) GEN-11-06
    - 2016–2017 Federal Student Aid Handbook, page 3-6 sidebar
  - “DISTANCE EDUCATION AND CORRESPONDENCE STUDY”
    - 34 CFR 600.2, “Correspondence course”
    - 34 CFR 600.7(a)(1)(i) and (ii)
    - 34 CFR 602.3, “Correspondence education”
    - HEA Sec. 102(a)(3)(A) and (B)
    - Dear Colleague Letter GEN-06-17
    - 2016–2017 Federal Student Aid Handbook, page 2-29 to 2-31
  - Credit load for co-op terms
    - 2016–2017 Federal Student Aid Handbook, page 3-47 sidebar
  - Definition of full-time student (relates to co-op terms)
    - 34 CFR 668.2(b), especially (6)
- HLC regulations
  - “Assignment of Credits, Program Length and Tuition”
    - Policy Number FDCR.A.10.020
    - Directly requires this policy
- ODHE regulations
  - “Guidelines and Procedures for Academic Program Review”
    - Appendix A: Definitions
      - (Defines credit hour, on-line, etc.)