Georgia Highlands College

Curriculum and Scheduling Guide

2024-2025

Table of Contents

1. Introduction

1.1. Purpose

The purpose of this guide is to

1. provide a foundation for understanding, developing, and revising academic curriculum, and
2. establish the framework for creating course schedules for schools, divisions, and departments.

This guide compiles information relating to all aspects and requirements of curriculum and scheduling.

1.2. Why Curriculum Matters

At the heart of Georgia Highlands College's mission of providing excellent educational opportunities is the curriculum, which involves the design, development, and evaluation of academic degree programs. The primary responsibility for the content and quality of curriculum resides with the Corps of Instruction whose various levels of review help create, evaluate, and enrich our curriculum, increasing learning opportunities for students.

1.3. Understanding the Curriculum Process

In order to ensure curriculum quality and integrity, there are multiple steps along the review process from varying bodies at and beyond the institution. All curriculum proposals, both new and modifications, must go through Georgia Highlands College's curriculum process with some needing further review and approval.

If a proposal is a new program, a new certificate, a substantial change to an existing program, a change to the Core Curriculum/Core IMPACTS, or a program deactivation or termination, then it must also be reviewed and approved by the Board of Regents of the University System of Georgia.

If a proposal is approved by the Board of Regents and is a new program or a substantial change to an existing program, then it may need to go to the Southern Association of College and Schools Commission of Colleges (SACSCOC), our accreditor, as a notification or for review. All deactivations must be reported to SACSCOC.

1.4. Why Scheduling Matters

A well-planned schedule of course offerings allows Georgia Highlands College to provide excellent educational opportunities when and how students need them. Properly built, the course offerings help students plan their path to graduation from semester to semester and avoid course conflicts within their pathway or major. Once a schedule is built with GHC's students in mind, Division Chairs and Academic Deans gain a better idea of where to allocate a division's resources and faculty.

2. Academic Organization

2.1. Curriculum and Scheduling Support Directory

For any questions related to Georgia Highlands College's curriculum or scheduling policies and processes, contact the appropriate person below. ***

Name and Title	E-mail
Sarah Coakley, Ph.D. Provost and Chief Academic Officer	stesar@highlands.edu
Julius Fleschner, Ed.D. Assistant Vice Provost for Academic Affairs and Accreditation (SACSCOC Liaison)	jfleschn@highlands.edu
Gina Floyd Registrar	gfloyd@highlands.edu
Zac Johnston Director of Academic Operations	zjohnsto@highlands.edu

2.2. Academic Schools

Georgia Highlands College is comprised of five academic schools, listed below, overseen by the Provost and Chief Academic Officer.

School Name	Divisions and Departments
Atrium Health Floyd School of Health Sciences (HS)	Atrium Health Floyd Department of Nursing Department of Dental Hygiene Division of Kinesiology and Wellness
School of Business and Professional Studies (BUS)	Division of Business and Statistics • Department of Business Administration and Entrepreneurship • Department of Statistics
School of Humanities (HUM)	Division of English and Spanish • Department of English • Department of Spanish Division of Art and Communication • Department of Art and Graphic Art • Department of Communication • Department of Journalism Division of Film
School of Science, Technology, Mathematics, and Engineering (STEM)	Division of Natural Sciences • Department of Biology • Department of Environmental and Natural Resources • Department of Physical Sciences Division of Mathematics and Technology • Department of Mathematics • Department of Computer Science • Department of Building Information Modeling and Management

School Name	Divisions and Departments
School of Social Sciences and Education (SSE)	Division of Behavioral Sciences, Philosophy, and Criminal Justice • Department of Behavioral Sciences • Department of Philosophy and Religion • Department of Criminal Justice Division of Education, History, and Political Science • Department of Education • Department of History and Political Science • Department of Organizational Leadership

3. Academic Degree Programs

3.1. State and University System Requirements

3.1.1. State Legislative Requirements for Undergraduate Education

All undergraduate degrees (associate's, nexus, and bachelor's) require that students meet the State Legislative Requirements. Undergraduate students cannot graduate or receive a degree without successfully completing course work or passing a satisfactory examination on the history of the United States and the history of Georgia and the provisions and principles of the United States and the Constitution of Georgia.

Georgia Highlands degree-seeking students satisfy these requirements by attaining a grade of "D" or better in the course POLS 1101 along with the course HIST 2111 or HIST 2112.

Transfer credit may also satisfy all the requirements if:

- The equivalent course work to the above courses is from a USG institution,
- The course(s) differs from the above courses, but it is established that it meets the legislative requirements of the particular USG institution, or
- The equivalent course work to the above courses has been approved as satisfactory for legislative requirement purposes from Technical College System of Georgia institutions or other regionally accredited post-secondary institutions in the State of Georgia

Transfer credit equivalent to the above courses from outside the State of Georgia or from credit-by-exam mechanisms will have history of Georgia and Constitution of Georgia requirements unmet. Degree-seeking students in these cases will have to take the GHC course(s).

3.1.2. Total Credit Hours

Absent the approval of the USG's chief academic officer, no degree program shall exceed the total credit hours listed below, excluding physical education activity/basic health or orientation course hours required by Georgia Highlands College.

3.2. Associate's Degrees

Georgia Highlands College offers both career associate's degrees and transfer associate's degrees.

3.2.1. Career Associate's Degree

Career degrees are primarily designed to prepare students for employment upon graduation. Career associate's degrees are conferred by Georgia Highlands College after the completion of a formal course of study consisting of at least 15 undergraduate semester credit hours in the core curriculum. If an outside accrediting body exists for the degree, all of the corresponding requirements must be met.

3.2.2. Transfer Associate's Degree

Transfer associate's degrees are conferred by Georgia Highlands College after the completion of a formal course of study consisting of at least 60 undergraduate semester credit hours.

The curriculum structure of a transfer associate's degree at Georgia Highlands College is:

Curriculum Requirements of a Transfer Associate's Degree	Credit Hours
Core Curriculum (IMPACTS)	42
Field of Study	18
Total	**60**

3.3. Bachelor's Degree

Bachelor's or baccalaureate degrees are conferred by Georgia Highlands College after the completion of a formal course of study consisting of at least 120 undergraduate semester credit hours.

The curriculum structure of a bachelor's degree at Georgia Highlands College is:

Curriculum Requirements of a Baccalaureate Degree	Credit Hours
Core Curriculum (IMPACTS)	42
Field of Study	18
Program Hours	60
Total	**120**

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

3.4. Nexus Degree

Nexus degrees are conferred by Georgia Highlands College after the completion of a formal course of study consisting of at least 60 undergraduate semester credit hours.

The curriculum structure of a nexus degree at Georgia Highlands College is:

Curriculum Requirements of a Nexus Degree	Credit Hours
Core Curriculum (IMPACTS)	42
Specialty Requirements	18
Total	**60**

The 18 credit hours of specialty requirements consist of 12 credit hours of upper division courses (e.g. 3000-4000) and 6 credit hours of substantive experiential learning. The substantive experiential learning must have significant emphasis on developing competencies and capabilities in a strategic career field aligned to the talent demand areas and needs of the state of Georgia.

3.5. Secondary Undergraduate Academic Program Choice

3.5.1. Minor

A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy the Core IMPACTS cannot be counted in the coursework of the minor, but courses in the field of study may be counted.

3.5.2. Concentration

Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Due to the additional knowledge that is expected in a concentration (with the exception of a General Concentration), concentrations will have a set of student learning outcomes that must be met in addition to the overall program student learning outcomes. Concentrations are recognized on a student's transcript. Typically, concentration coursework builds on the existing 21 required upper-division major field hours.

3.6. Accreditation and External Review Bodies of Academic Programs

Curriculum at Georgia Highlands College intersects with other national and regional bodies that impact the curriculum design and review process. Below is a brief overview of those entities and their relationship to curriculum and academic programs.

3.6.1. Southern Association of Colleges and Schools Commission on Colleges

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is Georgia Highlands College's accreditor. Since academic programs and student learning are core to the mission of Georgia Highlands College, SACSCOC ensures quality, alignment, and compliance through regular accrediting reviews. Regarding curriculum, SACSCOC requires notifications of certain types of academic degree program changes, as well as the addition and terminations of new programs.

3.6.2. University System of Georgia

The Board of Regents (BoR) of the University System of Georgia (USG) are appointed by the governor to manage the public higher education system in Georgia. The USG governs the 26 public institutions of higher learning in Georgia. The BoR, as part of their responsibilities, governs the academic offerings of Georgia Highlands College and approves the degrees and majors we are authorized to confer. As a result, new programs, substantial program changes, and deactivating programs must go to the BoR for approval. In addition, as a public institution in Georgia, GHC must also follow the transferability rules set between institutions and follow the policies for the General Education Core Curriculum. All changes regarding the core curriculum must be approved by the University of Georgia General Education Council. The USG also sets guidelines for undergraduate program's field of study.

3.6.3. Department of Education

All institutions that are Title IV, which means they grant financial aid, require communication with the Department of Education (DOE) regarding their academic offerings. The DOE can also review GHC's program types, records, staffing, or other evidence to ensure that the institution is meeting its administrative and financial obligations.

3.6.4. External Program Accreditation

Georgia Highlands College's has many programs or an aspect of a program, such as a concentration, which are accredited by an external body. External review bodies may have specific criteria for the programs to adhere to and report on, including curriculum offerings and quality.

4. Core IMPACTS

The University System of Georgia core curriculum, Core IMPACTS, is designed to ensure that students acquire essential knowledge in foundational academic areas and develop career-ready competencies. There are seven Core IMPACTS areas:

Core IMPACTS	Shorthand
Institutional Priority	Institution
Mathematics and Quantitative Skills	Mathematics
Political Science and U.S. History	Citizenship
Arts, Humanities, and Ethics	Humanities
Communicating in Writing	Writing
Technology, Mathematics, and Science	STEM
Social Sciences	Social Sciences

4.1. IMPACTS Outcomes and Career-Ready Competencies

System-wide Learning Outcomes and Career-Ready Competencies have been established for each Core IMPACTS area. To be included in a Core IMPACTS area, courses must address the approved Learning Outcomes and Career-Ready Competencies for that area.

Core IMPACTS	Orienting Question	Learning Outcome(s)	Career-Ready Competencies
Institutional Priority	How does my institution help me to navigate the world?	Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.	Critical Thinking Teamwork Time Management
Mathematics & Quantitative Skills	How do I measure the world?	Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.	Information Literacy Inquiry and Analysis Problem-Solving
Political Science and U.S. History	How do I prepare for my responsibilities as an engaged citizen?	Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.	Critical Thinking Intercultural Competence Persuasion
Arts, Humanities & Ethics	How do I interpret the human experience through creative, linguistic, and philosophical works?	Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.	Ethical Reasoning Information Literacy Intercultural Competence

Core IMPACTS	Orienting Question	Learning Outcome(s)	Career-Ready Competencies
Communicating in Writing	How do I write effectively in different contexts?	• Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions. • Students will appropriately acknowledge the use of materials from original sources. • Students will adapt their written communications to purpose and audience. • Students will analyze and draw informed inferences from written texts.	Critical Thinking Information Literacy Persuasion
Technology, Mathematics & Sciences	How do I ask scientific questions or use data, mathematics, or technology to understand the universe?	Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.	Inquiry and Analysis Problem-Solving Teamwork
Social Sciences	How do I understand human experiences and connections?	Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.	Intercultural Competence Perspective-Taking Persuasion

4.1.1. Career-Ready Competencies Definitions

Core IMPACTS Career-Ready Competencies are broad transferable skills that go beyond the content of specific courses. Responsibility for cultivating Career-Ready Competencies has been assigned to courses in each Core IMPACTS domain and it is expected that students will develop these competencies through taking these combinations of courses.

These competencies are defined in the table below. The definitions are sourced from the American Association of Colleges and Universities (AAC&U) Value Rubrics, the National Association of Colleges and Employers (NACE), the "soft skills" listed in O*Net, as well as desired employability skills identified from surveys of Georgia employers.

Career-Ready Competency	Definition
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.
Ethical Reasoning	Assessing one's own ethical values, recognizing ethical issues in a variety of settings, thinking about how different perspectives might apply to ethical dilemmas, and considering the ramifications of alternative actions.

Career-Ready Competency	Definition
Information Literacy	Recognizing when information is needed, and locating, evaluating, synthesizing, and effectively using the needed information, while appropriately crediting the original source of information.
Inquiry and Analysis	Exploring the world, and supporting informed conclusions through the collection, evaluation, and use of relevant evidence.
Intercultural Competence	Developing knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.
Perspective-Taking	Considering perspectives other than one's own and allowing new information, differing opinions, and others' experiences to impress upon one's thinking, understanding, and appreciation of others.
Persuasion	Using messages that are intentionally designed to appeal to another's reason, emotions, or both, in order to enact change.
Problem-Solving	Designing, evaluating, and implementing strategies to solve problems using data, knowledge and facts.
Teamwork	Building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
Time Management	Prioritizing and structuring tasks and resources to achieve an effective use of time while performing goal-directed activities.

4.1.2. Institutional Priority

Courses in this area should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Teamwork
- Time Management

4.1.3. Mathematics and Quantitative Literacy

Courses in this area should direct students toward a broad Orienting Question:

- How do I measure the world?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Information Literacy
- Inquiry and Analysis

- Problem-Solving

4.1.4. Political Science and U.S. History

Courses in this area should direct students toward a broad Orienting Question:

- How do I prepare for my responsibilities as an engaged citizen?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Intercultural Competence
- Persuasion

4.1.5. Arts, Humanities, and Ethics

Courses in this area should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic and philosophical works?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

4.1.6. Communicating in Writing

Courses in this area should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Critical Thinking
- Information Literacy
- Persuasion

4.1.7. Technology, Mathematics, and Science

Courses in this area should direct students toward a broad Orienting Question:

- How do I ask scientific questions or use data, mathematics or technology to understand the universe?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems and explain natural phenomena.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Inquiry and Analysis
- Problem-Solving
- Teamwork

4.1.8. Social Sciences

Courses in this area should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of a course in this area should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in a course in this area should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

4.2. USG Policies Governing the Core Curriculum

The University System of Georgia Board of Regents regulates the use of courses in the core curriculum to ensure transferability. The complete list of policies is contained in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook Section 2.4.

5. Curriculum Process

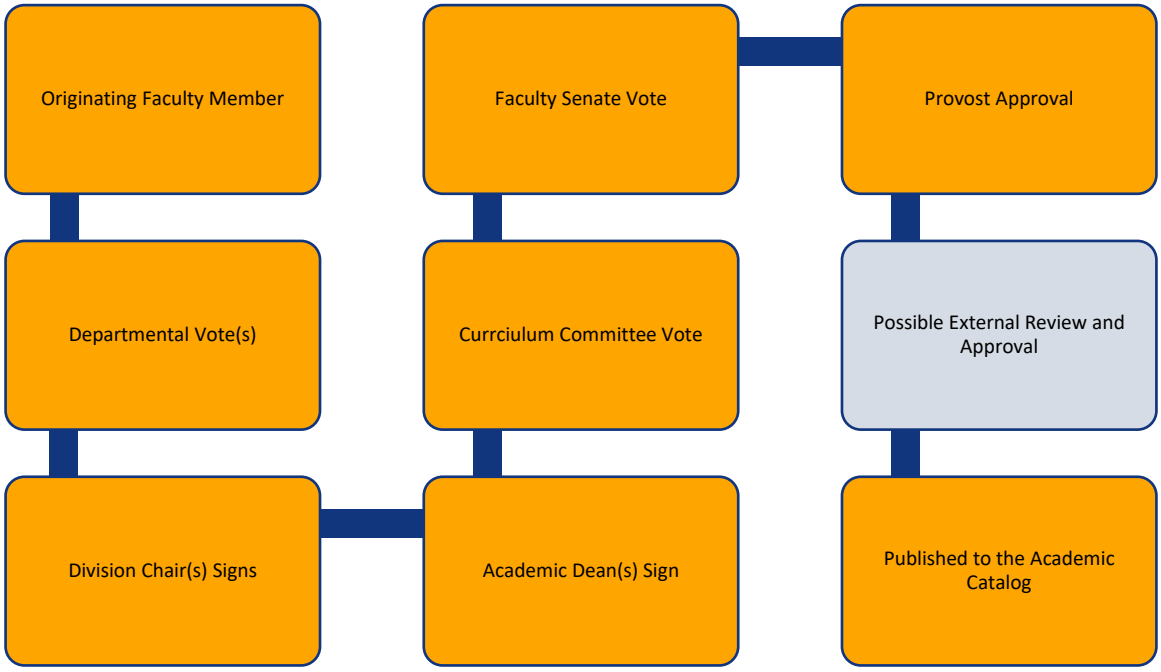
5.1. Voting Options

All curriculum and program proposal and amendment votes will have the following options:

- Approved,
- Approved pending modifications, or
- Not Approved.

Include the result of this vote and the reasoning or discussion in the appropriate meeting minutes or some electronic format, such as electronic vote results.

5.2. Georgia Highlands College Curriculum Process



Curriculum proposals and amendments, henceforth proposal(s), will start at the department level. After a successful majority vote of the department's faculty, the chair will submit the signed form to the academic dean of the school.

> **Note:** If the proposal is for a new program or a program modification (field of study and/or major only) that affects multiple departments, then the faculty, chair, and dean of all affected departments should vote on the proposal.

The dean will sign the form and submit it to the Office of the Provost. The Office of the Provost will present the proposal to the Curriculum Committee, who will vote on the proposal:

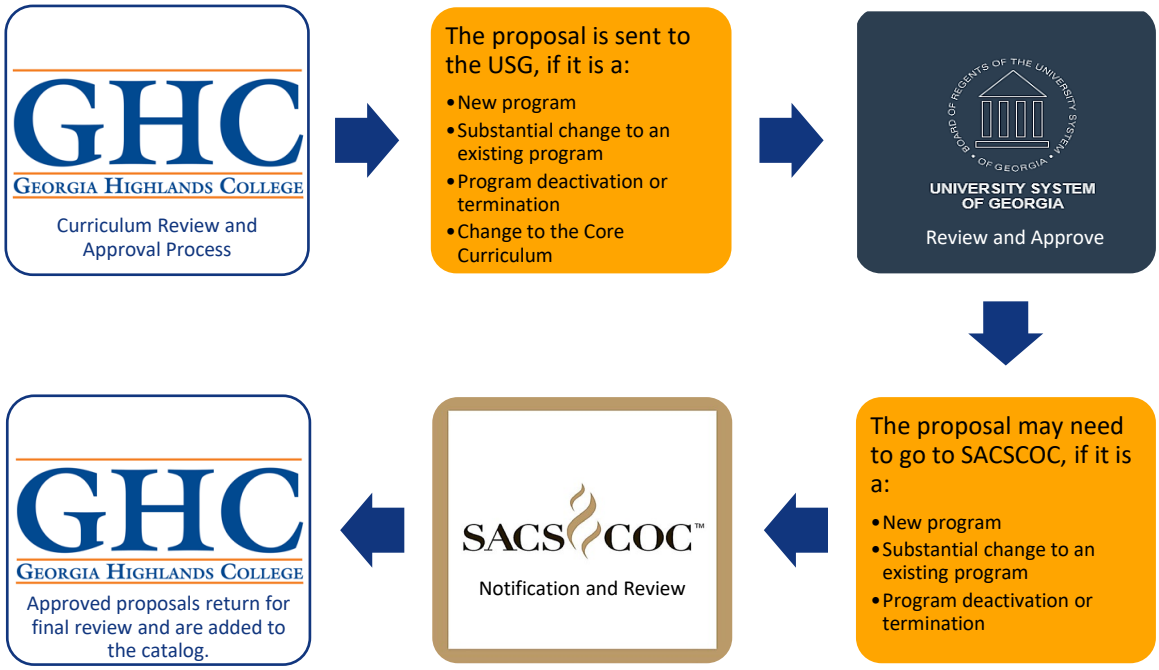
- If approved, the proposal is submitted to the Faculty Senate for a vote.
- If approved pending modifications, the proposal is returned to the dean for the modification and upon modification the dean should submit the proposal back to the Office of the Provost, who will submit the proposal to the Faculty Senate.
- If not approved, the dean is informed of the result.

The Faculty Senate will vote on proposals.

- If approved, the proposal will be sent to the Office of the Provost.
- If approved pending modifications, the proposal is returned to the Office of the Provost who will forward the request to the appropriate dean for the modification, and upon modification the dean should submit the proposal back to the Office of the Provost.
- If not approved, the dean is informed of the result.

The Office of the Provost will review the approved proposals and determine if further approvals beyond Georgia Highlands College are required. If no further approvals are required, then the proposal shall be added to the following year's academic catalog.

5.3. Curriculum Process Beyond Georgia Highlands College



If the proposal approved in 5.2 is one of the following:

- A new program,
- A substantial change to an existing program,
- A program deactivation or termination, or
- A change to the Core Curriculum,

then the proposal will be submitted to the USG by the Office of the Provost through the appropriate forms and methods. Once approved at the system office, the proposal may need to be submitted to SACSCOC by the SACSCOC Liaison for review if it is:

- A new program,
- A substantial change to an existing program, or
- A program deactivation or termination.

After approval is received from SACSCOC, then the proposal will return to the Office of the Provost for final review.

Note: If the proposal deals with a program that has an external accreditor beyond SACSCOC, then the process of that accreditor must also be followed in conjunction with Georgia Highlands College's process.

5.4. Examples of What Goes Through the Curriculum Process

The following chart outlines the changes that must be reviewed and approved through Georgia Highlands College's curriculum process before they may be included in the catalog.

Changes That Require Approval Through GHC's Curriculum Process	
The **program** changes that must be approved are:	• Creation of a new degree program or dual degree program • Adding or removing any course from a program • Any changes to a program's name • Any changes to a program's catalog description • Any changes to a program's admissions requirements • Any changes to the field of study • Any addition, deletion, or modification of a concentration or track • Changes in the electives listed in the program • Changes in the program's modality • Changes to the total credit hours of a program • Deactivation or termination of a program
The **course** changes that must be approved are:	• Creation of a new course • Discontinuation of a course • Changes to an existing course number • Changes to an existing course prefix • Changes to an existing course name • Any changes to an existing course's prerequisites and/or corequisites • Any changes to the credit hours, lecture hours, or lab hours of an existing course • Changes to the repeatability of an existing course
Additional types of changes that need approval are:	• Creation of a new minor • Deactivation of a minor • Changes the name of an existing minor • Any changes in required courses in an existing minor • Changes to the list of elective courses or prefixes in an existing minor • Changes to the description of the minor • Changes to the credit hours of the minor

The USG provides a list of forms for substantive changes.

The list of possible substantive changes is extensive and detailed in SACSCOC Substantive Change Policy and Procedures. The SACSCOC policy and procedures defines all types of changes that fall within the scope of the policy as well as procedures and timelines for notification or seeking approval for each. Substantive changes most likely to impact GHC include the following:

Changes Requiring External Review or Approval
Adding courses or programs that represent a significant departure from current offerings or re-opening a program. A significant departure requires new faculty expertise, facilities, equipment, financial resources, and/or library resources; and/or twenty-five percent or more of new courses at the same or higher degree level. There are substantive changes and may require SACSCOC notification and/or approval.
Changing a program name, CIP code, and/or changing from the original scope and objectives of the program. Any of these changes may be considered a substantial change and may require Board of Regents' external notification and/or approval.
Changing the delivery method of a program (distance education, competency-based education, and/or face-to-face). Adding an additional delivery method in which fifty percent or more of the program will be delivered requires SACSCOC notification prior to implementation.
Deactivating or terminating a program. Deactivating a program means the institution will stop admitting new students to the program once approvals are obtained. Both the USG and SACSCOC must be notified. SACSCOC requires approval of deactivations prior to implementation, so the SACSCOC Liaison must be notified as soon as the decision is made to stop admitting students. Terminating a program means the program currently has zero students. Upon approval, GHC is no longer authorized to grant the degree. Termination requires USG approval and possibly SACSCOC approval, if deactivation was not previously approved for the program.
Entering a cooperative academic arrangement (CCA) or a dual/joint academic program with another institution or entity. Such an agreement may require SACSCOC notification and/or approval.
Changing program length. Increasing or decreasing a program's length by at least twenty-five percent or the student's expected time to completion by more than one semester requires SACSCOC approval prior to implementation. The SACSCOC Liaison must be notified as soon as early in this curriculum process as possible.

6. Course Development Guidelines

6.1. Course Numbering

Course numbers correspond to the classification of students as freshman, sophomore, junior, and senior.

Undergraduate Course Numbering
0000-0999 Learning Support*
1000-1999 Freshman
2000-2999 Sophomore
3000-3999 Junior
4000-4999 Senior

*Learning Support Courses (09##) courses are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum.

When creating a new course number, typically the first digit identifies the level of instruction. In general, 1000 and 2000 -level courses should consider a larger breadth of study, be foundational, and prepare students with basic knowledge. Courses at the 3000 and 4000 levels should offer a more in- depth study, refine knowledge, and focus on a discipline, field, or practice.

Guidelines for Determining Course Levels
Learning Support Courses (courses designed for students deficient in the general competencies necessary for a regular post-secondary curriculum) at Georgia Highlands College are noted by a 09XX course number. These courses are designed to support the mastery of skills and concepts needed to pass a collegiate course in a "just-in-time" manner. Each corequisite course will be a required course that is aligned with and offered alongside the appropriate college-level course.
1000-level courses should be an introduction to the concepts of a field or discipline. These courses should be open to all majors and suitable for college freshmen. Course content should be broad and present basic concepts and terminology in a field or discipline. In general, courses should not have prerequisites unless they are part of a sequence.
2000-level courses may be devoted to a particular area or field within a discipline. These courses should be considered suitable for freshmen and sophomores and assume that a student can undertake more advanced assignments and materials. These courses should be intermediate-level courses and may be in the major but do not have to be. They may have 1000 level course prerequisites if necessary.
3000-level courses should be considered advanced examinations into a field or discipline and thus include more advanced readings and assignments than previous course levels. A 3000- level course should be appropriate for a junior or senior student. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.
4000-level courses are considered advanced upper-division courses. These courses should be considered for students that have completed a substantial amount of work at the 3000 level. They should present more advanced topics and include coursework appropriate for senior students. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

6.1.1. Course Numbering Conventions

If a course number is being changed, or if a new course is being developed, the department needs to determine a new course number. Some course numbers may not be available due to their connection to historical data. The inactivation, discontinuation, or revision of a course number automatically causes the Registrar's office to remove the old number from the course inventory.

Programs cannot reuse an inactive course number for a new course as this may adversely affect a student's degree program, total credits toward graduation, GPA calculation and course registration. For example, even if a number has not been used in ten years, making a new course with that number would change it for all students past and present, thus affecting the transcripts of previous students. Therefore, inactivated course numbers may not be reassigned to another course. If a course is split into two courses (e.g., a combined lecture/lab course split into separate lecture and lab courses) or vice versa, the course number should not be reused for one of those courses.

If a department is unsure if a number has been used before, please contact the Registrar's Office at registrar@highlands.edu. They can also assist in assigning a suitable course number.

6.2. Course Prefix and Naming

Course prefixes are often assigned to a department. If a department would like to create a new prefix, they can do so after checking with the Registrar's office that such a prefix has never been used.

When developing a 1000 or 2000-level course, check whether the University System of Georgia Board of Regents requires a common course prefix, number, or description that all institutions need to use. These are not just for core curriculum courses but are for 1000 and 2000 level courses.

6.3. Course Description

The course description should highlight and imply the learning objectives that will be addressed by the course. The following are best practices for writing a course description:

- Use language appropriate for the course's level.
- Use proper grammatical structure, including complete sentences and must use present verb tense.
    - While not required, it is recommended that course descriptions be limited to 75 words.
- Minimize mentioning items that may make the description outdated quickly, such as referencing specific software.
    - A general reader should be able to understand the course description, and to that extent, it is recommended to avoid using acronyms that general readers would not understand.
- If the course description contains a topical list of course content, it is recommended to note that the course "may include" those topics. If a course says that it "will include" those topics, all sections of a course must cover every topic listed.

6.4. Course Learning Objectives

Course learning objectives (CLOs) are developed for courses based on the content of the course and the role the course plays in the program. In general, learning objectives are statements to describe the knowledge or skills students should acquire by the end of a course.

A statement of a learning objective contains a verb and an object. The verb refers to the intended cognitive process, and the object describes the knowledge students are expected to acquire or construct.

The following are best practices for writing course learning objectives:

- Consider limiting the course-level expected learning objectives to 4-7 statements for the entire course.
- Focus on knowledge and skills that are universal to the course.
- Focus on the learning rather than describing activities or lessons that are in the course.
- Consider if course objectives are appropriately aligned with one another.

6.4.1. Helpful Resources for Drafting Course Learning Objectives

The following links may be useful for drafting CLOs.

- Using Bloom's Taxonomy to Write Effective Learning Outcomes
- Revised Bloom's Taxonomy
- AAC&U Value Rubrics

6.5. Prerequisites and Corequisites

Prerequisites and corequisites are defined as follows.

- A prerequisite is a course or other requirement that must be completed to take another course.
- A corequisite is a course or other requirement that must be completed before or concurrently with another course.

All areas of the core curriculum, or Core IMPACTS, allow a grade of D as passing, except ENGL 1101 and ENGL 1102 that require a C or better. A grade of C or better is required in all courses satisfying the Field of Study, upper-level course requirements, and upper-level electives.

6.5.1. Writing Prerequisites and Corequisites

Prerequisites and corequisites need to be written in clear, concise, grammatically correct language and must be tangible to be functional in Banner, the electronic Student Information System that supports student registration, enrollment, and grading.

The following are prerequisites that can be functional in Banner:

Prerequisite/Corequisite Groupings Accepted by Banner
Course or a group of courses
Test Scores or a score unique to a group of students (for example an audition score)
Credit Hours (30, 60, or 90 increments only) or Enrollment Standing (Freshmen, Sophomore, Junior, Senior)
Students can be restricted by college, department, campus, or program

These requirements can be connected with "and" or "or" depending on the desired result.

6.5.2. Examples of Prerequisites

Below are examples of common prerequisite scenarios and how they should be entered in a proposal.

Common Prerequisite Scenarios
Single required prerequisite = Course prefix and number Example: BUSA 2300
Choice of Prerequisites = Course prefix and number connected with an "or" Example: ENGL 1101 or MATH 1101
Multiple required prerequisites = Course prefix and number connected with an "and" Example: MATH 1101 and ECON 2105

Single prerequisite with multiple choices = Course prefix and number connected with an “or” Example: ENGL 1101 or MATH 1101 or ECON 2105
Multiple required prerequisites with multiple choices = Course prefixes and numbers grouped together by parenthesis and separated by an “or” Example: (ENGL 1101 and MATH 1101) or (ECON 2105 and NURS 1000 and ASTR 1000) or COM 1100
Minimum required grade for a single course = Course prefix and number with grade requirement. Example: A grade of B or better in BIOL 1107
Minimum required grade for multiple courses = Course prefixes and numbers with grade requirement Example: A grade of B or better in BIOL 1107 and MATH 1101
Minimum required grade for a single course among multiple choices = Course prefixes and numbers with grade requirement Example: A grade of B or better in ENGL 1101 or COM 1100 or MATH 1101
Admission to a specific program = Listing name of the program Example: Admission to Nursing BSN program
Minimum required grade for a single course among multiple choices with additional prerequisite courses = Grade requirement and a listing of the course prefix and number choices Example: A grade of B or better in NURS 1000, COM 1100, or PSYC 1101; MATH 1101
Minimum required grade for a single course with additional prerequisite courses = Required course prefix and number followed by a semicolon and course prefix and number with grade requirement Example: ENGL 1101; A grade of B or better in BIOL 1107
Special permission = Explain who can give permission for a student to register for the course Example: Permission of the division chair.

6.6. Classification of Instructional Programs (CIP) Codes

The Classification of Instructional Programs (CIP) is a taxonomy of academic disciplines at institutions of higher education in the United States. This taxonomy allows agencies to understand what academic programs institutions offer no matter the unique names at each institution. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The 2020 version of the Integrated Postsecondary Education Data Systems is the current version of the taxonomy.

A CIP code is the accepted federal standard for identifying instructional/academic programs. Academic program CIP codes must be assigned to ensure that the U.S. Department of Education can track the information for students who receive federal loans.

CIP Course Code Numerical Formatting
The first two digits in the series indicate a broad subject area. Example: 09 “Communication, Journalism and Related Programs.”
The third and fourth numbers in the series represent an intermediate aggregation with that broad subject. Example: 09.09 “Public Relations, Advertising, and Applied Communication.”
The fifth and sixth numbers in the series indicate the specific subject matter of the individual program or course. Example: 09.0901 “Organizational Communication, General.”

6.7. Cross-Listed Courses

A cross-listed course is a course that is offered under more than one prefix.

6.8. Credit Hours and Instructional Time

Georgia Highlands College complies with federal program integrity regulations, USG policies, and SACSCOC requirements by adhering to the Carnegie unit for contact time for all courses awarding academic credit, regardless of delivery method.

The Carnegie unit stipulates that for each credit hour awarded, faculty must provide 750 minutes of direct instruction and assign out-of-class work totaling at least 1500 minutes per credit hour over a 15-week semester. For a one credit hour course, this amounts to 50 minutes of class per week with 100 minutes of out-of-class work per week in a 15-week semester. More information may be found on direct and indirect instruction in Appendix C.

Courses offered in less than 15 weeks must include the same total hours (contact hours, preparation time, content, and requirements) as those offered during the standard 15-week semester.

6.8.1. Changing Credit Hours for a Course

Editing the credit hours for an existing course may affect other programs utilizing the course. Be sure to check how this affects the hours of the programs that require the course.

In addition to the impact on other programs, the change in credit hours will affect students currently in the program. Some students have taken the course at the previous credit hours and some at the new credit hours, resulting in an overall discrepancy. Depending on the type of change, different approaches will be necessary to ensure that the course functions for students on old and new catalogs.

6.9. USG Session Instruction Type Codes

Georgia Highlands College categorizes course offerings by the teaching method employed. The following table provides the instructional types and the corresponding contact/credit hour ratios.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (Based on a 15-Week Term)
Lecture	10 – Lecture	A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline by an expert or qualified representative of the field or discipline.	1 contact hour = 1 credit hour (1:1)
Laboratory	30 – Supervised Laboratory/ Clinic	Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that, for the most part, has already been delivered in the lecture class. It is a course requiring scientific or research focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Content in a lab is based on theory or content from an associated course. Further, all the students in the room are following a similar set of instructions. Because it is instruction-based, it requires less minute-to-minute responsibility for the faculty member to interact with individual students than in a studio. The role is facilitation of students in an exercise-oriented activity for which there is a single goal or outcome.	For completely self-contained laboratories (an expectation for no non-scheduled effort besides the completion of a laboratory report), 3 contact hours = 1 credit hour. (3:1) For non-self-contained laboratories (requires outside preparation by student), 2 contact hours = 1 credit hour. (2:1)
Clinical	30 – Supervised Laboratory/ Clinical	A course requiring medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.	Credit and contact hours vary depending on the requirements for the clinical experience, but the minimum standard of 750 contact minutes per semester per credit applies.
Lecture with Laboratory/ Clinical	11 – Lecture/Supervised Laboratory/ Clinic	A course requiring the combined attributes of a lecture course and a lab/clinical.	Contact hours should be an aggregate of the contact hours for a lecture course and lab/clinical based on the existing lecture and lab contact hour guidelines.
Physical Activity	30 – Supervised Laboratory/ Clinical	A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games. The physical activity develops fundamental psychomotor skills and health-related fitness components.	2 contact hours = 1 credit hour (2:1)

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (Based on a 15-Week Term)
Studio	30 – Supervised Laboratory/ Clinical	Studio describes a class in which all students are engaged in creative or artistic activities which are new and unique and not formulated in a lecture setting. Every student in the room is performing a creative activity to obtain a specific outcome. It is a course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment. Because it is not instruction-based, this requires more minute-to-minute responsibility for the faculty member to engage individual students towards their goal.	2 contact hours = 1 credit hour (2:1)
Directed Study	55 – Directed Study	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field of discipline. Content material is not normally found in established courses offered by the department or will allow a student to explore in more detail a topic which is normally covered. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and division chair.
Asynchronous Instruction	57 – Asynchronous Instruction	A course requiring students to access and engage with learning materials, tasks, or communications at times and locations that are convenient for them, within a set timeframe.	Variable: Credit and contact hours are determined by the type of synchronous course being moved to asynchronous instruction.
Internship	81 – Internship/ Practicum	A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Contract and/or syllabus required.	Variable: Credit and contact hours are determined on an individual student basis with the assigned faculty member and division chair.

Course Format	USG Instruction Type Code in Banner	Definition	Contact/Credit Hour Ratio (Based on a 15-Week Term)
Independent Study	50 – Independent Study	A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline. This may be offered when • course enrollment is too low to hold a formal course or • a student requires the course to graduate but the course is not currently offered in that semester. Contract and/or syllabus required.	Variable: Credit and contact hours are determined by the course for which the student shall receive credit.

6.10. USG Instructional Method Codes for Modality

In addition to session instruction types listed in 6.9, Georgia Highlands College classifies course section offerings based on the modality of the course.

USG Instructional Method Code	Delivery Type	Definition
T	Technology Enhanced	Technology is used in delivering instruction, but no class sessions are replaced by technology.
H	Hybrid	Technology is used to deliver 50 percent or less of class sessions, but at least one class session is replaced by technology.
P	Partially at a Distance	Technology is used to deliver more than 50 percent of class sessions, but visits to a classroom (or similar site) are required. Note: If a course is offered through two-way interactive video, then it should be coded partially at a distance because students must meet at a designated location.
F	Fully at a Distance	All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. (This is generally equivalent to delivering more than 95 percent of sessions via technology.)
E	Entirely at a Distance	All or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a site for instruction or any other activity. (This is equivalent to delivering 100 percent of sessions via technology.)

7. Program Development Guidelines

7.1. Program Name Changes

The USG keeps a log of all active programs offered at GHC on the Degree and Majors Authorized (DMA) list. Thus, the USG must be contacted with any program name changes and the DMA must be updated prior to the degree being awarded.

To reduce the impact on students, it is recommended changes to the program name occur independently of any other curricular changes. A communication plan should be attached to demonstrate how students will be notified of this change with details on how students currently enrolled may graduate under the current program name. The last date to graduate under the current program name will be the summer prior to the effective date of the name change.

7.2. Program CIP Codes

All GHC academic programs are assigned a CIP code using the most recent edition of the Classification of Instructional Programs (CIP) table. After the correct six-digit CIP code is assigned to the program proposal, the proposal is submitted the Board of Regents of the University System of Georgia for review and approval. If approved, the USG will add an additional two digits for an eight-digit CIP code. All eight-digit CIP codes may be located on the DMA.

> **Note:** There are CIP codes that do not reflect higher education instruction, including codes that correspond to residency programs that may lead to advanced professional certification; personal improvement and leisure programs; and instructional programs that lead to diplomas and certificates at the secondary level only. For example, CIP code 53 is for High School/Secondary Diplomas and Certificates.

7.3. Components of a Undergraduate Program

There are two required components of an undergraduate program, depending on level, for any USG institution:

Required Component	Definition
Field of Study	Field of Study Courses comprise 18 hours usually within the first 60 hours of each student's Associate, Nexus, or Bachelor's degree progression and are in addition to the 42 hours required in the General Education IMPACTS Core Domains. Field of Study Courses should be those that prepare students for entry into their major level courses and should abide by the Field of Study Guidelines posted by each discipline area RAC. Approval by the Council on General Education is not required for courses that an institution chooses to list in their Field of Study. Instead, the RACs will periodically review institutional Field of Study course lists for compliance. Every institution must offer a path to completing all Field of Study requirements composed exclusively of 1000- and 2000-level courses. Courses at the 3000- or 4000-level may also be offered in the Field of Study, but no student may be required to take them. Field of Study courses may be prerequisites for other Field of Study courses and/or for upper-level courses.

Required Component	Definition
Major Requirements or Upper-Level Requirements	A baccalaureate degree program must require at least 21 semester hours of upper-level courses in the major field and at least 39 semester hours of upper-level work overall.

There are other components of the major that may be included.

Elective Component	Definition
Concentration	Majors may have concentrations (required or optional), which are an approved set of courses that upon completion indicate an in-depth knowledge of an area of the major. Due to the additional knowledge that is expected in a concentration (with the exception of a General Concentration), concentrations will have a additional set of student learning outcomes that must be met in addition to the overall program student learning outcomes. Concentrations are recognized on a student's transcript. Typically, concentration coursework builds on the existing 21 required upper-level major field hours.

Each program may also have elective options outside the components above.

Program Elective Options	Definition
Free Electives	Free electives must be truly free and include any course at any level in the catalog. Programs cannot require that certain classes will fall into free or other elective options. It is important to be aware that students may enter a program of study with free elective choices already fulfilled. Once a course is placed into free electives in a student's program of study, it cannot be removed.
Division or Program Electives	Division level or program electives can be a list of courses, a list of prefixes and/or levels. Electives need to be defined so that they can be encoded into the program of study and be eligible for federal financial aid. A program can have more than one elective option in a program.

7.4. Minor Requirements

Minor programs of study are designed to complement a baccalaureate major. A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-level coursework. Courses taken to satisfy any of the IMPACTS Core domains may not be counted as coursework in the minor. However, Field of Study courses may be counted as coursework in the minor.

Minor Requirements
A minor program is a prescribed area of academic study consisting of 15-18 semester hours.
At least nine of the required hours must be at the upper-level, i.e., courses numbered 3000 or above.
The prescribed courses for a minor may be taken from one or more academic disciplines.

Minor Requirements
Courses taken in the Field of Study may be counted as coursework in the minor.
Courses taken to satisfy any of the IMPACTS Core domains may not be counted as coursework in the minor.
Students must earn a grade of at least C in all course work applicable to a formal minor.
When a student's major and minor require the same courses, there is no limit on duplicative credit. 100% sharing between the major and minor is permitted. A course may satisfy the requirements of a major, a first minor and a second minor.

In order to graduate with a minor, the student must declare the minor in their Charger Portal.

7.5. USG Program Codes for Modality

Georgia Highlands College offers programs in the following USG approved modalities.

Modality	Definition
On Campus	A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center, or instructional site.
Hybrid	A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center, or instructional site.
Online	A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting, such as a clinical, internship, or practicum.

8. The Catalog

8.1. Purpose of the Catalog

Georgia Highlands College's catalog is the official source of the college's academic programs and courses. The catalog should be used as a guide in conjunction with an academic advisor and DegreeWorks, in planning a course of study, and in meeting requirements for graduation.

8.2. Curriculum Deadlines and Catalog Finalization

Curriculum review is required for any additions, changes, or deletions to degree programs and courses in the catalog.

- All curriculum proposals are due by the 15th of the month to be considered by the curriculum committee that month.
- Course proposals desiring to be implemented in the spring semester must be through the entire approval process necessary for that change by October 15th.
    - Only course changes can be implemented mid-academic year.
- All other changes must be submitted to the curriculum committee by January 15th for implementation in the following fall semester.
    - Program changes can only be implemented in the following fall semester.

This ensures that all changes can be processed in time for registration. The catalog will be published in July or early August.

8.3. Student's Catalog Year

Students are initially assigned to the catalog for the academic year in which they are admitted to Georgia Highlands College, provided that the student attended at least one course in the academic year culminating in a record of enrollment on the student's academic transcript.

Students who interrupt their enrollment at the college for one year or longer (three consecutive terms including summer) must be readmitted to Georgia Highlands College. Students will be officially reassigned to the catalog in effect when readmitted. Students lose any previous catalog rights and must meet all graduation requirements in effect at the time of readmission.

Students who change their major will be officially reassigned to the catalog in effect at the time of the change. They will lose any previous catalog rights and must meet all graduation requirements in effect at the time of the major change.

A student may petition to retain an old catalog's graduation requirements by filling out a Change Minor or Catalog Year form through the Registrar's Office.

8.4. Archived Catalogs

To access older copies of GHC's College Catalogs, visit the GHC Archives.

Appendices

Appendix A Credit Hour Ratio Examples

The following tables display the required minutes for direct and indirect instruction for 15-week courses. The ratio 2:1 states that two contact hours is equivalent to one credit hour.

Lecture Courses with a 1:1

(50 minutes of contact time per week of a 15-week semester is one credit hour.)

Credit Hours	Direct Instruction Required in 15-Weeks (Minutes)	Indirect Instruction Required in 15-Weeks (Minutes)	Entry Code
1	750	1500	1-0-1
2	1500	3000	2-0-2
3	2250	4500	3-0-3
4	3000	6000	4-0-4
5	3750	7500	5-0-5
6	4500	9000	6-0-6
7	5250	10500	7-0-7
8	6000	12000	8-0-8

Laboratory/Studio/Physical Activity with a 2:1

(100 minutes of contact time per week of a 15-week semester is one credit hour.)

Credit Hours	Direct Instruction Required in 15-Weeks (Minutes)	Indirect Instruction Required in 15-Weeks (Minutes)	Entry Code
1	1500	750	0-2-1
2	3000	1500	0-4-2
3	4500	2250	0-6-3
4	6000	3000	0-8-4
5	7500	3750	0-10-5
6	9000	4500	0-12-6
7	10500	5250	0-14-7
8	12000	6000	0-16-8

Laboratory/Clinical/Internship with a 3:1

(150 minutes of contact time per week of a 15-week semester is one credit hour.)

Credit Hours	Direct Instruction Required in 15-Weeks (Minutes)	Indirect Instruction Required in 15-Weeks (Minutes)	Entry Code
1	2250	0	0-3-1
2	4500	0	0-6-2
3	6750	0	0-9-3
4	9000	0	0-12-4
5	11250	0	0-15-5
6	13500	0	0-18-6
7	15750	0	0-21-7
8	18000	0	0-24-8

Laboratory/Clinical/Internship with a 4:1

(200 minutes of contact time per week of a 15-week semester is one credit hour.)

Credit Hours	Direct Instruction Required in 15-Weeks (Minutes)	Indirect Instruction Required in 15-Weeks (Minutes)	Entry Code
1	3000	0	0-4-1
2	6000	0	0-8-2
3	9000	0	0-12-3
4	12000	0	0-16-4
5	15000	0	0-20-5
6	18000	0	0-24-6
7	21000	0	0-28-7
8	24000	0	0-32-8

Appendix B Approved Course Time Options

Each of the meeting times provided in the tables below are approved by the Office of the Provost. These time options will have a scheduled final exam period in the Final Exam Schedule posted on GHC's academic calendars site.

For any course scheduled outside of the approved time options, the faculty member will need to work with the Office of the Provost to ensure no room conflicts arise.

Supervised Laboratories

Schedule laboratories and studios with respect to the availability of space and to other class times, so that students may build robust schedules.

- All labs labeled as a 0-3-1 must meet for 14 sessions regardless of 15- or 8-week option for 170 minutes. This allows for 2380 minutes of direct instruction per semester.
- All labs labeled as a 0-2-1 must meet for 14 sessions regardless of 15- or 8-week option for 120 minutes. This allows for 1680 minutes of direct instruction per semester.

15-Week Sessions in Fall and Spring

The following options are available for lecture courses:

2 Credit Hour Lecture Courses in 15-Weeks

Meetings Per Week	2
Days of the Week	MW or TR (50 minutes per session)
Course Meeting Times	8:00 am to 8:50 am
	9:30 am to 10:20 am
	11:00 am to 11:50 am
	12:30 pm to 1:20 pm
	2:00 pm to 2:50 pm
	3:30 pm to 4:20 pm
	5:30 pm to 6:20 pm
	6:30 pm to 7:20 pm

3 Credit Hour Lecture Courses in 15-Weeks

Meetings Per Week	2	1
Days of the Week	MW or TR (75 minutes per session)	M, T, W, R, or F (150 minutes per session)
Course Meeting Times	8:00 am to 9:15 am	8:00 am to 10:30 am
	9:30 am to 10:45 am	11:00 am to 1:30 pm (No F)
	11:00 am to 12:15 pm	2:00 pm to 4:30 pm (No F)
	12:30 pm to 1:45 pm	5:30 pm to 8:00 pm (No F)
	2:00 pm to 3:15 pm	
	3:30 pm to 4:45 pm	
	5:30 pm to 6:45 pm	
	7:00 pm to 8:15 pm	

4 Credit Hour Lecture Courses in 15-Weeks

Meetings Per Week	2	3 MWF	
Days of the Week	MW or TR (100 minutes per session)	MW (75 Minutes)	F (50 Minutes)
Course Meeting Times	9:00 am to 10:40 am	8:00 am to 9:15 am	8:00 am to 8:50 am
	12:30 pm to 2:10 pm	9:30 am to 10:45 am	9:30 am to 10:20 am
	5:30 pm to 7:10 pm	11:00 am to 12:15 pm	11:00 am to 11:50 am

8-Week Sessions in Fall, Spring, and Summer

The following tables are for traditional course options.

2 Credit Hour Lecture Courses in 8-Weeks

Meetings Per Week	3	2
Days of the Week	MWF (75 minutes per session)	MW or TR (110 minutes per session)
Course Meeting Times	8:30 am to 9:45 am	9:00 am to 10:50 am
	10:00 am to 11:15 am	11:00 am to 12:50 pm
		2:00 pm to 3:50 pm
		5:30 pm to 7:20 pm

3 Credit Hour Lecture Courses in 8-Weeks

Meetings Per Week	3	2
Days of the Week	MWF (110 minutes per session)	MW or TR (165 minutes per session)
Course Meeting Times	8:00 am to 9:50 am	8:00 am to 10:45 am
	9:00 am to 11:50 am	11:00 am to 1:45 pm
		2:00 pm to 4:45 pm
		5:30 pm to 8:45 pm

4 Credit Hour Lecture Courses in 8-Weeks

Meetings Per Week	3	2
Days of the Week	MWF (150 minutes per session)	MW or TR (215 minutes per session)
Course Meeting Times	8:00 am to 10:30 am	8:00 am to 11:35 pm
		12:30 pm to 4:05 pm
		5:30 pm to 9:05 pm

The following tables state the time options for partially at a distance 8-week courses.

2 Credit Hour Partially at a Distance Courses in 8-Weeks

Meetings Per Week	2
Days of the Week	MW or TR (50 minutes per session)
Course Meeting Times	8:00 am to 8:50 am
	9:30 am to 10:20 am
	11:00 am to 11:50 am
	12:30 pm to 1:20 pm
	2:00 pm to 2:50 pm
	3:30 pm to 4:20 pm
	5:30 pm to 6:20 pm
	7:00 pm to 7:50 pm

3 Credit Hour Partially at a Distance Courses in 8-Weeks

Meetings Per Week	2
Days of the Week	MW or TR (75 minutes per session)
Course Meeting Times	8:00 am to 9:15 am
	9:30 am to 10:45 am
	11:00 am to 12:15 pm
	12:30 pm to 1:45 pm
	2:00 pm to 3:15 pm
	3:30 pm to 4:45 pm
	5:30 pm to 6:45 pm
	7:00 pm to 8:15 pm

4 Credit Hour Partially at a Distance Courses in 8-Weeks

Meetings Per Week	2
Days of the Week	MW or TR (100 minutes per session)
Course Meeting Times	9:00 am to 10:40 am
	12:30 pm to 2:10 pm
	5:30 pm to 7:10 pm

Appendix C Direct Instruction, Indirect Instruction, and Regular and Substantive Interaction

Examples of Direct Instruction

Direct instruction is defined as instructional approaches that are structured, sequenced, and led by qualified instructors and/or the presentation of academic content to students by those qualified instructors. In an online course, direct instruction includes instructional approaches that the instructor would normally conduct in a physical classroom. The following are some possibilities for direct instruction:

- In-class and online instruction (synchronous or asynchronous)
- In-class and online tests/quizzes
- In-class and online student presentations
- Virtual synchronous class meetings
- Videoconference meetings
- Videoconference presentations
- Discussion boards facilitated by the instructor
- Educational technology tools (e.g., Perusall)
- Virtual labs
- Virtual or non-virtual field trips
- Virtual or non-virtual service learning
- Group and/or team-based activities facilitated by the instructor
- Audio lectures (including podcasts)

If an instructor must miss a class session, the instructor needs to provide a substitute method of direct instruction, such as ask a colleague to teach it instead, record the lecture in advance, or offer direct instruction via a D2L presentation, discussion, or other activity.

Examples of Indirect Instruction

Indirect instruction is any work the student completes in which the faculty member is not directly engaged. This could include:

- Assigned or supplemental readings related to course content
- Assignments
- Papers
- Projects
- Studying or reviewing instructional material
- Group work outside of class time
- Discussions between students

Regular and Substantive Interaction for Distance Education

The federal government has amended their policy on distance education to include a requirement of regular and substantive interaction (RSI) between the faculty member and students within an online course. To meet this definition the following factors must be present:

- The student/faculty interactions must be initiated by the instructor,
- The student/faculty interactions must be scheduled and predictable,
- The content of the student/faculty interactions must be relevant to the course, and
- The student/faculty interactions must contain at least two of the following:
    - Coursework assessments or feedback from faculty,
    - Information about the course content,
    - Group discussion of the course content supervised by the faculty, or
    - Other instructional methods approved by the Academic Dean.