

Course Approval Guidelines for the Dean's Course Review Committee

Introduction:

The Dean's Course Review Committee has established the following guidelines for their use in deciding whether or not a proposal for a new or revised course should be considered as appropriate for college credit or if the proposal more accurately describes a non-credit training activity.

1. If the course meets the **bulk** of the following "Credit" criteria, it then proceeds to the next stage. Both credit and non-credit courses may contain a mixture from the two columns, but to qualify as a credit course, the proposal must be clearly distinguished as such according to the following table.
2. Credit courses also need to be evaluated for the appropriate level of instruction: <100 for "pre-college" level, 100 for college freshman level, or 200 for college sophomore level instruction, as indicated on the following "Course Level Guidelines"
3. The course also needs to be evaluated with respect to the nature of the course – lecture and/or laboratory. If the course content and description appear to meet the definition listed below, the course **MUST** contain an embedded laboratory component as part of the course description and contact hour configuration.

<u>Credit</u>	<u>Non-credit</u>
Established curriculum benchmarked against national or international industry standards and principles of good practice in the field or discipline	Short-term offerings providing just-in-time instruction and training to address specific employer needs or client interests
Covers theoretical, philosophical, and social constructs -- answers the question of WHY	Demonstrates applications of theoretical concepts – answers the question HOW
Learning based on reflection and critical thinking as well as interactions with course content, peers, and faculty; time is required to master the content and gain understanding	Learning is based on time on task and building competency
Learning is qualitatively evaluated against standards for achievement and performance (formative and summative assessments)	Instruction is delivered without qualitative evaluation of performance (may include assessment for certification)

<u>Credit</u>	<u>Non-credit</u>
Course content is structured and sequenced as part of a total curriculum that builds breadth and depth of understanding	Course content narrowly focused on discrete skills and knowledge
Requires preparation outside of class meetings and prerequisite skills /knowledge	Instruction self-contained in classroom
Instructor is facilitator of learning (guided discovery) in and out of class	Instructor provides direct supervision in the classroom
Content taught at post-secondary collegiate level	Content taught at multiple skill levels
Faculty must be academically qualified and credentialed with relevant experience and contributions to the field	Faculty may be qualified or credentialed on the basis of experience
Instructional activities are varied and designed to provide opportunities for exploring alternative approaches and perspectives on the subject matter	Instructional activities are narrowly focused to deliver content and provide opportunities for practice or application
Minimum standards must be met for success	Minimum attendance required for success
Requires an amount of reading, writing and critical thinking appropriate for college-level and complexity and variety of instructional materials	Content taught at multiple skill levels with corresponding instructional materials and limited focus
Results in integration, transfer of learning and making connections in broad context	Learning narrowly focused on discrete skills and knowledge
Learner-centered experience	Instructor-centered experience
Based on academic hour that includes student workload (out-of-class preparation/assignments) and delivery of content (contact hours) sufficient for credit hours assigned (usually 3:1)	Based on clock-hours of instruction

