



BOSTON COLLEGE

Date: May 10, 2011

**To: Donald Hafner, Vice Provost for Undergraduate Academic Affairs
Susan Gennaro, Dean and Professor, Connell School of Nursing (CSON)**

**From: Stacey Barone, Clinical Associate Professor, and Co-Chair of CSON Educational Policy Committee
Allyssa Harris, Clinical Assistant Professor, and Co-Chair of CSON Educational Policy Committee**

Topic: CSON response to new U. S. Department of Education's regulations relative to credit hour definition

To ensure compliance with the U. S. Department of Education's regulations that define a credit-hour (as defined on page 2), the William F. Connell School of Nursing has designed and begun to implement the following plan:

1. The CSON Baccalaureate, Master's and PhD Program Committees have reviewed all current courses. As of March 2nd, 2011, all courses taught during the academic year are in compliance with the U. S. Department of Education's credit-hour definitions. As we have been following the Summer Session I and II schedule set forth by the Wood's School of Advancing studies which specifies a 6 week block of time for each session, we are aware that we are approximately 7.5 hours short of meeting the DOE requirements. In order to rectify the situation and ensure compliance with DOE regulations, we propose adding one week to summer session I and II beginning in academic year 2011-2012.
2. To ensure compliance of new courses, the Educational Policy Committee amended the CSON course review checklist (page 3) to include #2, "Credit Hours for this course are congruent with the U. S. Department of Education's definition of credit hours." Thus, every proposed course would be reviewed for compliance by the faculty submitting the course, the relevant program committee, and the Educational Policy Committee prior to final approval by the Faculty Assembly. The regulations will be included in the faculty handbook.

The U.S. Department of Education's definition of a Credit Hour:

"an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." [Section 600.2, effective October 29, 2010]

Course Checklist	TOR	Prog. Committee Chair	EPC
1. All key elements of the syllabus are present: a. Course number/ Title b. Credits c. Curriculum placement d. Pre/co requisites e. Course description f. Objectives	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Credit Hours for this course are congruent with the U. S. Department of Education's definition of credit hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The course is congruent with the mission/values of: a. University b. CSON	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. The course is congruent with CSON's strategic goals as well as with: a. Professional standards b. Professional guidelines (AACN etc.)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. The scope and level of objectives: a. Match the level of the course (see Bloom's Taxonomy) b. Include affective, cognitive & psychomotor domains as applicable	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
6. The course objectives demonstrate and are linked to student outcomes/objectives. a. The objectives are not redundant with other courses in the program(s) of study	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Is the course partnered with a theory or clinical course? Yes No a. If yes, the course objectives have a complementary relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Spelling and grammar check is accurate and complete.	<input type="checkbox"/>	<input type="checkbox"/>	
	<u>Initial/Date</u>	<u>Initial/Date</u>	<u>Initial/Date</u>