



# Wabash College Academic Credit Policy

## Overview:

All credits at Wabash College are issued as **course credits**. Each **course credit** is equivalent to four (4) **credit hours**. Each one-half **course credit** is equivalent to two (2) **credit hours**. Credit values of courses are assigned on the basis of instructional time, which is a combination of direct faculty instruction and out-of-class student work. Direct faculty instruction is defined in the “Forms of Instruction” section below. Instructional time is measured on the basis of an academic hour, which is 50 minutes in length. A semester at Wabash College includes 14 instructional weeks plus one week of exams.

The credit value assigned to courses at Wabash College is in accordance with the definition of a **credit hour** from the Code of Federal Regulations ([34 CFR 600.2](#)), which states “a credit hour is 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.”

The minimum standards for the assignment of credit generally abide by the criterion of one **credit hour** requiring three hours of instructional time per week (e.g. one hour of classroom instruction plus two hours of out-of-class student work). Faculty at Wabash College have discretion in the weekly distribution of this one-third/two-thirds ratio as long as this standard is met by the end of the course or semester. Thus, a course that is scheduled for less weekly classroom time than strict adherence to the one-third/two-thirds ratio can include other forms of instruction to offset the difference in classroom time and maintain the minimum standard for the assignment of credit.

## Wabash College course credit standards:

Minimum standard for a half-credit course: A half-credit course requires six hours of work per week (the equivalent of two hours of classroom or direct faculty instruction and four hours of out-of-class student work) over a period of 14 weeks of instruction plus one week of exams. Half-credit courses that meet for half the length of the full semester are thus expected to require the equivalent of 12 hours of work per week (the equivalent of four hours of classroom or direct faculty instruction and eight hours of out-of-class student work).

Minimum standard for a one credit course: A one credit course requires 12 hours of work per week (the equivalent of four hours of classroom or direct faculty instruction and eight hours of out-of-class student work) over a semester of 14 weeks of instruction plus one week of exams.

Minimum standard for courses over one credit: Courses offered for other than one credit are multiples of the one credit standard. A 1.5 credit course offering requires 18 hours of instructional time (the equivalent of six hours of classroom or direct faculty instruction and 12 hours of out-of-class student work over the semester. A two-credit course offering requires 24 hours of work per week (the equivalent of eight hours of classroom or direct faculty instruction and 16 hours of out-of-class student work) over the semester.



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Capstone/Research/Independent Study/Internship courses. Capstones, directed/independent studies, research and similar courses may require students to invest a greater amount of time in work outside of class. These courses will frequently shift the distribution of the one-third/two-thirds ratio described in the minimum standards above. These shifts should be articulated in course syllabi or on the independent study/special registration application, as applicable.

If a course is offered for less than a half-credit, it should conform proportionally to the one-third/two-thirds ratio of classroom or direct faculty instruction to out-of-class student work.

Many courses at Wabash will require students to invest more time than the required minimum to earn the credit awarded by the course. A student may not request or petition to be awarded additional academic credit for a course solely on the basis of the time beyond the minimum he invested in the course.

### Forms of Instruction and Student Work

At Wabash College, classroom instruction is just one form of Direct Faculty Instruction. Direct Faculty Instruction may occur in a variety of methods, including forms of instruction outside of regularly scheduled course hours. Direct Faculty Instruction at Wabash may include the following approaches, among others:

- Faculty office hours
- Advising for group or individual projects
- Laboratory meetings outside of regularly scheduled course hours (especially science, foreign language, and studio art courses)
- Review sessions before or after scheduled examinations
- Library or discussion sessions outside of regular class time
- Use of the discussion board in a learning management system (e.g. Canvas)
- Required attendance at lectures by outside speakers, on or off campus
- Required participation in community service activities
- Faculty-student preparation for attendance or presentation at conferences
- Required video/film viewing with discussion on Canvas or outside class
- Detailed feedback on student writing and other work
- Faculty-recorded lectures or presentations
- Concerts, museum visits, and associated field trips
- Rehearsals, music lessons, or ensemble participation with faculty members
- Required departmental or divisional colloquia

Out-of-class student work includes, but is not limited to, various types of reading, writing, and research activities; visits to the Writing Center, Quantitative Skills Center, or similar academic support units, and rehearsal, practice, and creative work.