

Credit Hours Guide

Columbia Business School has set the following standard for relating credit hours to in-class and out-of-class teaching and learning, to align with University, federal, New York State, and accrediting agencies policies and guidelines.

Time Expectations for Teaching and Learning

It is normally the expectation that a course should be designed with at least 2 hours of outside of class teaching and learning per 1 hour of in-class teaching and learning. See the table below for the base-level ratio per credit.

Credit Hours	Hours Teaching and Learning Per Week		Class Weeks Per Semester	Exam Weeks	Total Weeks Per Semester	Hours Teaching and Learning Per Semester		Total Hours
	In-Class	Outside-of-Class				In-Class	Outside-of-Class	
1	1	2	12 (Full)	2	14 (Full)	14	28	42
1.5	3	6	6 (Half)	1	7 (Half)	21	42	63
1.5	1.5	3	12 (Full)	2	14 (Full)	21	42	63
2	2	4	12 (Full)	2	14 (Full)	28	56	84
3	3	6	12 (Full)	2	14 (Full)	42	84	126

When approving and reviewing a class the School uses these guidelines as a minimum when assigning student credit hours to the class.

Columbia Business School classes are a full 60 minutes in length (not 50 minutes), thus in accordance with NYSED Guidelines below, fifteen 50 minute sessions of class time are equal to 12.5 hours and that is approximately equal to the twelve 60 minute periods of class time we offer.

In addition, 2 weeks per semester students are normally engaged in mid-term or final exams, which, as per U.S. Department of Education guidance (copied below) is to be counted as instructional time.

Credits for learning that takes place in formats other than traditional classrooms (such as independent studies, hybrid courses, and on-line courses, if they are created in the future), require the same minimum number of total hours devoted to teaching and learning as traditional classroom courses.

University Policy:

http://academicprograms.columbia.edu/files/viceprovost_ep/content/Credit_Hours_Policy_Statement.pdf

New York State Education Department Guidance:

<http://www.highered.nysed.gov/ocue/aipr/Part50.htm>

Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

United States Department of Education Guidance:

<http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit>

The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour or a quarter for a quarter hour.

Q.5. What is the relationship of a defined credit hour to a “week of instructional time” as defined under §668.3(b)(2) and used in determining the weeks of instructional time for purposes of an educational program and student eligibility?

A.5. In general, a week of instructional time is any seven-day period in which at least one day of regularly scheduled instruction or examination occurs; instructional time does not include vacation time, homework, or periods of counseling or orientation. Thus, in any seven-day period, a student is expected to be academically engaged through, for example, classroom attendance, examinations, practica, laboratory work, internships, and supervised studio work. In the case of distance education and correspondence education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement.