

Dixie State University Policy

603 Curricular Integrity of Special Learning Activities



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 To define special learning activities and outline policies and procedures for the administration, design, evaluation, and approval relative to these activities

II. Scope

- 2.1 All special learning activity programs, personnel and related support services designed for delivering special learning activities.

III. Definitions

- 3.1 ***Special Learning Activities:*** These activities are credit-bearing activities that are non-traditional in terms of instructional approach, instructional setting, and instructional media. They include, but are not limited to, credit-bearing internships, concurrent enrollments, independent studies, televised courses, 2990 Seminar courses, workshop courses, field trips and travel study, Upward Bound courses, off-site courses, credit for experiential learning, and other similar special learning activities.
- 3.2 ***Curricular Integrity:*** In granting college credit, Dixie State University adheres to generally accepted standards for contact time, amount and rigor of homework, appropriateness of content, and credentials of instructors. Regardless of the instructional approaches, settings, and media, all credit is to be roughly equivalent in satisfying these basic standards. All students earning credit, whether through traditional learning activities or through special learning activities, are to be held to the same learning standards, and all

instruction is to meet the same standards of quality and rigor.

IV. Policy

4.1 Design of Special Learning Activities

4.2 Special learning activities must adhere to the following standards, which full-time faculty representing the discipline addressed by the activity will substantiate and verify through an approval process:

4.2.1 Full-time faculty in the discipline will verify that contact time and student involvement, including homework, will be equivalent to forty-five hours for each credit granted. In general, these hours will be divided between lecture or in-class participation and homework or out-of-class participation, with fifteen hours of in-class participation and thirty hours of out-of-class participation for each credit granted. However, the ratio of in- and out-of-class participation may vary widely.

4.2.2 Full-time faculty in the discipline will verify that the amount and rigor of homework will be equivalent to that required in traditional instructional modes.

4.2.2.1 In general, credit will not be granted for attendance alone, including credit offered for travel-study. All students receiving credit for special learning activities will be required to write a paper or produce a project appropriate to the discipline and credit offered, unless the course credit is for an "activity" course, such as PEHR courses.

4.2.3 Full-time faculty in the discipline will verify that the content of the special learning activity will be appropriate to the discipline and will justify the granting of college credit. This verification may include a review of the proposed textbook, syllabus, learning materials, and exams of the special learning activity.

4.2.4 Full-time faculty in the discipline will verify that all persons who instruct special learning activities will have appropriate academic credentials for that instruction, including academic degrees and teaching experience.

4.3 Administration of Special Learning Activities

603 Curricular Integrity of Special Learning Activities

- 4.3.1 Credit-bearing special learning activities may be administered through a variety of campus entities; however, the academic dean has final right of assignment, scheduling, and course cancellation to ensure coordination among all types of credit offerings.
- 4.4 Evaluation of Special Learning Activities
 - 4.4.1 The department chair will oversee evaluation of special learning activities. This evaluation may include the following:
 - 4.4.2 An on-site class visit by the chair or other full-time faculty. If this visit requires extensive travel, the evaluator's appropriate travel expenses will be paid by the campus entity offering the special learning activity.
 - 4.4.3 A review of course syllabi and planned learning outcomes.
 - 4.4.4 A review of textbook and other course material.
 - 4.4.5 A review of course exams.
 - 4.4.6 A short evaluation report will be submitted to the academic dean.

V. References

VI. Procedures

6.1 Procedures for Approval of Special Learning Activities

- 6.1.1 Full-time faculty representing the appropriate disciplines and fields of work are involved in the design, approval, and evaluation of special learning activities. Before any special learning activity is scheduled and offered, it must be approved through the following steps:
 - 6.1.1.1 The person or entity proposing the special learning activity will write a proposal that describes in detail the proposed contact time and student involvement, amount and rigor of homework, the content, and the credentials of the proposed instructor.
 - 6.1.1.2 The proposal will be forwarded to the department chair, who will review it with full-time faculty in the discipline. If the proposal details meet the faculty's approval, the chair will sign and date the report indicating approval and place the proposal on the Academic Council agenda.

- 6.1.1.3 The Academic Council must review and approve the proposal as an action item before the special learning activity may be scheduled and offered.

VII. Addenda

Policy Owner: Provost and Vice President of Academic Affairs
Policy Steward: Director of Curriculum

History:

Approved 11/17/00

Revised 4/27/18