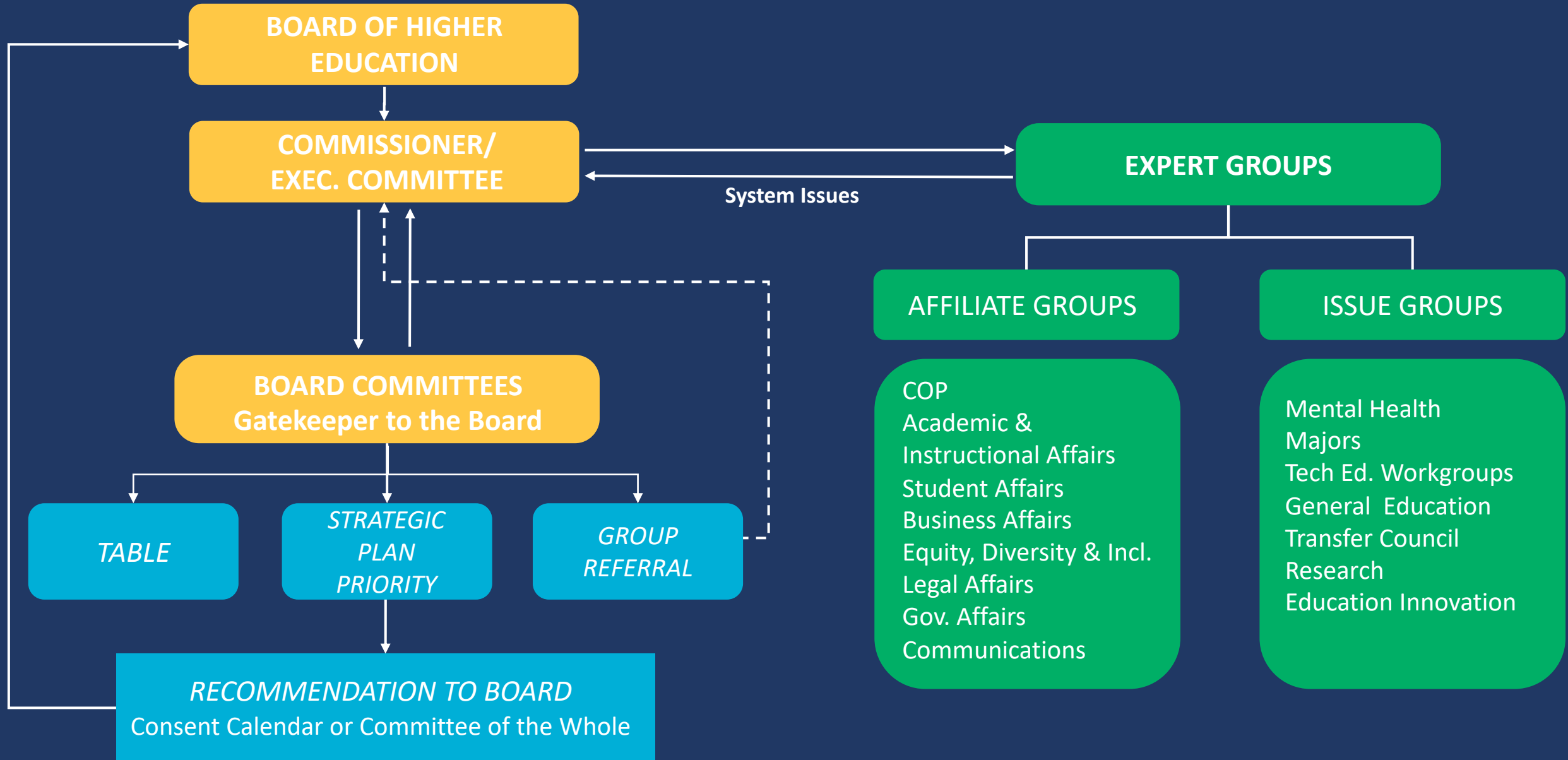


BOARD WORKFLOW

TAB B



Transition of Clock-Hours to Credit-Hours

June 18, 2021



UTAH
SYSTEM OF
HIGHER
EDUCATION

Credit Implementation Committee

Instructional

Student Services

Finance

Financial Aid

Data and Research

Approvals

Utah Board of Higher Education

Council of Occupational Education

U.S. Department of Education

Program Regulatory Bodies



Definitions

Lecture

Lab

Work-Based Activities

Conversion Formula

For every semester credit-hour awarded, no less than the following number of clock hours of instruction must be required:

- 30 Hours of Lecture (change from 15)
- 30 Hours of Laboratory Instruction
- 45 Hours of Work-based Activities



Conversion Nuances

- Certificate-granting must retain both clock-hours and credit-hours
- Courses and programs will be measured in whole numbers of credit-hours
- The conversion of clock-hours for individual courses will be rounded down
- Award of credit



Course Structure

- A single course may include combined lecture and laboratory instruction
- Courses that include work-based activities should not include lecture or laboratory instruction
- Asynchronous instruction

Other Considerations

FTE Calculation

Matriculation

Student Information System

Program and Course Alignment Initiative

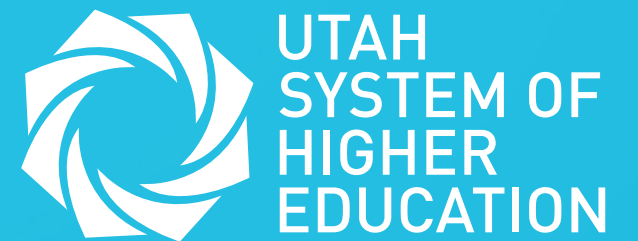
Scheduling and Tuition

Implementation

FY22 Approvals and beginning of implementation

FY23 Implementation of credit and peripheral policies and practices

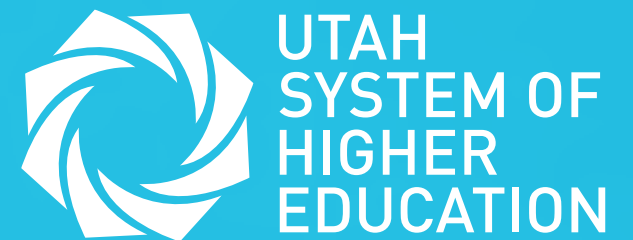
| Thank you



The background of the slide is a photograph of graduates in black and white caps and gowns. They are holding their diplomas and tassels, with some gowns featuring gold or white lettering. The image is partially obscured by a large blue rectangular overlay.

Program and Course Alignment Initiative

June 18, 2021



Strategic Plan

Strategy

Structure awards to facilitate completion and transfer

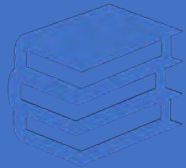
Tactic

Facilitate coordination among programs to align program structure to facilitate completion and transfer, as possible.



Purpose

- Efficiency
- Best Practices
- Consistency in Graduates
- Consistent Program Quality
- Faculty Collaboration
- Transferability



Considerations

Foundational
knowledge and skills

Regulated programs

Occupational Advisory
Committees

Faculty subject matter
experts

Curriculum
development
responsibilities



Expectations

System Office Coordination

Participation

Meaning of Alignment

Core/Electives

Program Committees

- Full-time Faculty
- Meeting Frequency and Format
- Simple majority
- Implementation
- Exceptions
- Data Use
- Modification



Timeline

FY22 Align programs and core courses,
encourage electives

FY23 Implementation of FY22,
alignment of electives

FY24 Complete Implementation



Frequently Asked Questions

- A program is “different/unique” and cannot be aligned. Does the institution have to participate?
- Will having to align course changes within technical education make us less responsive to industry?
- Doesn't this diminish the value of occupational advisory committees?
- What if faculty from multiple institutions cannot reach consensus?
- How do we address unique instructor qualifications?
- How do we address differences in equipment in programs and laboratories?

Discussion



Reporting

Approval

| Thank you

