

# Programs, Courses & Credits

---

## In this section:

- Academic Definitions (p. 1)
- Rules for Attaining Multiple Credentials (p. 2)
- Modality Definitions (p. 2)

## Academic Definitions

The following definitions are applicable to West Virginia University, WVU Potomac State College, and WVU Institute of Technology.

### DEGREE DESIGNATION

The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. B.A. - Bachelor of Arts, B.S. - Bachelor of Science, A.A. - Associate of Arts, etc. The degree designation is noted on the student's diploma and transcript.

### DEGREE PROGRAM

A degree program is defined by the combination of its degree designation (e.g., Bachelor of Science) and a program title that represents the overarching content areas the program's major or majors covers (e.g., Chemistry). Degree programs are approved by the institution and the Board of Governors (BOG) and listed on the official inventory of degree programs. An associate's degree program requires a minimum of 60 credits. A bachelor's degree program requires a minimum of 120 credits. A master's degree program requires a minimum of 30 credits. For a doctoral degree, the minimum number of required graduate credits is set by the program. A degree program must include at least one major.

### MAJOR

A major is a field of study within an approved degree program with its own curriculum. Typically, an undergraduate baccalaureate major requires a minimum of 30 credits with the majority of credits at the upper-division level. WVU includes majors on the student's diploma and transcript.

### MINOR

Minors are only available at the undergraduate level. A baccalaureate minor is an area of study outside of the major that encourages students to pursue a secondary field. A minor comprises at least 15 credits, 9 of which must be upper-division level. Minors are noted on the transcript but not on the diploma.

### AREA OF EMPHASIS

An area of emphasis is a focused curriculum within an approved major. An area of emphasis adds a specialization within a major area of study. Undergraduate areas of emphasis comprise 12-18 credits, 9 of which must be upper-division level. Graduate areas of emphasis comprise 6-15 credits. Areas of emphasis associated with certification or licensure requirements may exceed the credit limit. Areas of emphasis are noted on the transcript but not on the diploma.

### TRACK

A track serves the purpose of allowing students to select among different pathways to complete their major. Tracks are not included on the transcript or on the diploma.

### UNDERGRADUATE CERTIFICATE PROGRAM

A baccalaureate certificate program (as distinguished from the one-year Certificate Degree Program offered by community and technical colleges) is a specialized curriculum designed for students seeking a specific body of knowledge for personal/career development. A certificate is awarded with the degree and comprises 12 to 18 credits, which may overlap with other degree requirements. The certificate appears on the student's transcript and the institution issues an official certificate of completion.

### GRADUATE CERTIFICATE PROGRAM

A graduate certificate program is a specialized curriculum designed for students who have previously earned a baccalaureate degree or who are enrolled in a WVU graduate or professional program and who are seeking a specific body of knowledge for personal/career development. A graduate certificate program can be completed either independently or along with a degree program and comprises 12 to 21 credits. See the Academic Certificate Policies (<http://catalog.wvu.edu/graduate/graduatecertificates>) page for credit limitations applicable to earning a certificate. The certificate appears on the student's transcript and the institution issues an official certificate of completion.

## TEACHER SPECIALIZATION

A teacher specialization is a state-approved curriculum that prepares students to meet teaching certification standards in a specialized content area and at a specific programmatic level. Teacher specializations may be an area of emphasis, minor, or major. Teacher specializations are added to a student's transcript only at the time of graduation.

## Rules for Attaining Multiple Credentials

### UNDERGRADUATE MULTIPLE CURRICULA

Multiple curricula refers to the completion of minors, areas of emphasis, or majors in addition to the primary major. If these areas of study are related, some of the credit hours must be unique to each major or minor.

Requirements for multiple curricula include:

- Each baccalaureate major must have a minimum of 50% unique credit hours. Students pursuing a second bachelor's degree after the conferral of a first bachelor's degree must complete a minimum of 30 additional credits.
- Each associate major must have 15 unique credit hours.
- A maximum of 6 credits may be shared between multiple areas of emphasis.
- Each minor must have a minimum of 9 unique credit hours distinct from any other academic credential.

### GRADUATE MULTIPLE CURRICULA

Graduate and professional students may simultaneously or sequentially pursue more than one degree or major (although no more than one PhD degree), one or more certificates in addition to degrees or majors, or more than one area of emphasis within their major(s) according to rules specified below and elsewhere in the Graduate/Professional Catalog. Applicability of courses and credits to degree, major, certificate, or area of emphasis requirements is the decision of the program offering the curriculum. Individual course credits may be applied to no more than two degrees, majors, or certificates.

***Students pursuing multiple curricula are urged to consult with their advisor(s) to ensure adherence to credit sharing limitations.***

#### ***Credit Sharing Limitations for Graduate Degrees and Majors***

No more than a total of 12 of the credits required for a graduate degree (other than PhD degrees, which are not dependent on credit accumulation) can be:

- earned prior to admission to the degree program,
- earned prior to graduation with another WVU degree,
- earned at another institute, OR
- simultaneously applied to other degree programs or certificates (e.g., while enrolled in the degree program).

Students who simultaneously earn credits toward two or more WVU degrees must, in most cases, graduate with all degrees in the same term to ensure that all credits, including up to 12 credits shared by the degrees, can be applied. Once a student is awarded a graduate degree, only 12 credits earned to that point in time can be applied to a subsequent degree or major.

***Exceptions:*** Doctoral programs that require or allow students to earn a master's degree in the same discipline may count the courses earned in the master's degree program toward the doctoral program without credit limitations. In addition, some approved dual degree programs (<http://catalog.wvu.edu/graduate/advisingcoursesdegrees/#programstext>) are allowed to share more than 12 credits.

#### ***Credit Sharing Limitations for Graduate Certificates***

See Academic Certificate Policies (<http://catalog.wvu.edu/graduate/graduatecertificates>) for credit limitations applicable to earning a certificate. See Credit Sharing Limitations for Graduate Degrees and Majors (p. 2) for limitations on applying credits earned as part of a completed certificate to a graduate degree or major.

#### ***Credit Sharing Limitations for Areas of Emphasis***

Normally, students may share a maximum of 3 credits between areas of emphasis with the same major.

## Modality Definitions

<https://online.wvu.edu/>

## DISTANCE AND EXTENDED EDUCATION PROGRAM DEFINITION

At WVU, Distance Programs are categorized in one of the following three ways:

- Fully Online – (100% distant) – No residency requirement - All required credit-bearing and any non-credit bearing courses and activities are conducted at a distance with NO required campus attendance and/or visits to designated locations. Optional campus visits and/or visits to designated locations are permissible.

- Low residency (75-99% distant) – Limited residency requirement - A majority of the credit-bearing and non-credit bearing courses and activities are either entirely online or mostly online. Some credit- or non-credit-bearing activities may require campus visits and/or visits to designated locations. Example activities could be program orientations or cohort-based site visits.

- Blended (50-74% distant) - Extensive residency requirement - More than 50% of the credit-bearing and non-credit bearing courses or activities are delivered entirely online. The remaining credit-bearing courses may be offered as face-to-face, partially at a distance, or as distance delivery courses.

## DISTANCE EDUCATION COURSE DELIVERY

Distance Education Courses are credit-bearing courses in which 50% or more of the course is delivered through distance learning technologies.

- Entirely Online Asynchronous – (100% online + asynchronous only) 100% of class sessions are delivered via distance education technologies. There are no campus visits or visits to designated sites. No synchronous events can be required.

- Entirely Online Synchronous – (100% online + synchronous events) 100% of class sessions are delivered via distance education technologies. There are no campus visits or visits to designated sites required. Synchronous learning events may be required throughout the course.

- Mostly Online – (75-99% online) More than 75% of class sessions are delivered via distance education technologies. A course may require students to travel to campus or other designated sites to attend an orientation, take exams, or participate in other on-site experiences.

- Hybrid- (50-75% online) More than 50% and less than 75% of class sessions are delivered via distance education technologies, but some visits to a classroom or designated instructional site are required.

### In this section:

- Cooperative Education (p. 3)
- General Education Foundation (p. 4)

## Cooperative Education

### GENERAL DESCRIPTION

The Cooperative Education Program (Co-Op) alternates terms of on-campus study with terms of full-time employment. As an elective program, Co-Op presents students an opportunity to receive both practical and theoretical training in their chosen field of study over a five-year period. There are several advantages for students who elect to participate in this unique program. The Co-Op experience helps students decide early in their college career whether they wish to pursue their chosen academic major and helps students academically by adding new dimensions of understanding to their academic studies. The Co-Op Program also helps students establish contacts in their field, gain 12 to 20 months of practical work experience, and earn the funds to defray college education expenses.

### CO-OP ELIGIBILITY REQUIREMENTS

- Be in the process of completing the first year of a declared BA/BS academic curriculum as outlined in the college catalog
- Earn and maintain at least a 2.2 grade point average, although specific employers may require a higher grade point average
- Be enrolled as a full-time student
- Must be available for 3 work terms
  - A. FRESHMEN Students may apply to the program during their second semester of study. Upon successful completion of their freshmen year, students are eligible to accept a Co-Op assignment.
  - B. UPPERCLASSMEN (30 credit hours) Students who have completed more than 30 credit hours may apply to the program if grade point average, student status, and availability requirements are met.
  - C. TRANSFER STUDENTS may apply to the program during their first semester on campus. Upon successful completion of the first on-campus semester, transfer students are eligible to accept a Co-Op assignment.

### CO-OP AVAILABILITY

Co-Op work assignments are available to students enrolled in all BA/BS academic programs, depending upon the needs of potential employers.

## CO-OP EMPLOYMENT

Cooperative Education participants, while on work assignments, are considered to be enrolled as full-time students at WVU Tech. Therefore, student status and financial aid, while not disbursed during Co-Op terms, are maintained. Participants will enroll in a Co-Op course for each work term and this enrollment will be documented on the student's academic transcript.

Housing arrangements, while the responsibility of the student, are often coordinated by the employer. Each employer establishes his or her own policy on wage and benefit packages. Participants will receive term performance evaluations. There is no obligation on the part of the student or employer to continue employment upon graduation.

## INTERNSHIP PROGRAM

The Internship Program was created to better serve both employers and students when career related employment opportunities develop that do not meet the three-term cooperative education work requirement. To be eligible, students must meet the same academic requirements as stated for the Cooperative Education program.

## DEPARTMENTAL PRACTICUMS/INTERNSHIPS

A number of programs require supervised Practicum/Internships. The Practicum/ Internship is designed to combine theory and practice in a field integrated with the academic program. Examples include the Department of Social Sciences in the College of Business, Humanities and Social Sciences which require the Practicum Internship and Practicum Seminar for B.S. degree programs in Criminal Justice, Forensic Investigation, Health Services Administration, and Public Service Administration. The Practicum/ Internship and Practicum Seminar are arranged with cooperating sponsors during the student's senior year for up to 12 credit hours.

## General Education Foundation

### PURPOSE

The General Education Foundations (GEF) provides students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. WVU aims to help students build the foundational skills and knowledge necessary to reason clearly, communicate effectively, think critically, and contribute to society.

The General Education Foundations (GEF) are designed to ensure that students meet these goals through inquiry-based learning across disciplines. In conjunction with a major field, and in consultation with their advisors, students will design programs of study that satisfy the GEF. The GEF works to fulfill the University's goals of (1) creating well-rounded students with a broad base of skills and knowledge, (2) linking together the courses that students take at WVU, and (3) instilling in students a permanent connection to learning and education, giving them the skills to learn what they need outside a formal educational environment.

The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

## POLICIES GOVERNING THIS CURRICULUM

1. Students will take between 31 and 37 credits, organized into eight foundation areas (F1 through F8).
2. Courses used to satisfy requirements of the GEF may also simultaneously satisfy major or other requirements for an undergraduate degree at WVU. Colleges and schools may elect to restrict the number of credits that can be shared between the GEF requirements and others required for their program(s). All undergraduate students must at a minimum complete 120 credits (or higher as established by their degree program) to earn a baccalaureate degree at WVU.
3. In addition to fulfilling seven foundation areas (F1 through F7) (22-28 credits), students will choose a minimum of three courses (9 credits) to fulfill foundation area F8, the Focus. Working in consultation with their advisors, students will choose one of four options: 1) select 9 credits from the list of approved GEF courses not used to satisfy the seven foundation requirement, from any combination of disciplines; 2) completion of a minor; 3) completion of a double major; 4) completion of a dual degree.

## DESCRIPTIONS OF REQUIREMENTS

GEF courses are grouped according to specific expected outcomes, which are in addition to the AACU LEAP skills that are recognized as institutional objectives

### F1. COMPOSITION AND RHETORIC (3 OR 6 CREDITS)

Effective, concise, and clear use of English, in both speech and writing through various media, is essential to success both during the course of study and in a career or future professional life. The English Area ensures that students have understood the fundamentals of communicating in English, and works in tandem with college- or program-based communication requirements. Students will demonstrate effective communication in English, completing ENGL 101 and 102 or ENGL 103.

## **F2A/B. SCIENCE & TECHNOLOGY (4-6 CREDITS)**

A fundamental grasp of the nature of science is essential for responsible, sustainable, and intelligent interaction with the world. Each of us must be able to evaluate scientific developments, technological advancements, and our evolving natural world in order to thrive.

Students will apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. Students must complete either two lecture courses for a minimum 6 of credits from F2A or one lecture/laboratory combination for a minimum of 4 credits from F2B.

Students electing to fulfill the Foundation Area 2 requirement by completing F2B must successfully complete a science lecture course and its corresponding laboratory. Students who complete only the lecture or laboratory component for one science combination and complete only the lecture or laboratory from a different lecture/laboratory combination will not satisfy the Area 2B requirement. However, the lecture/laboratory component for any courses not used to satisfy another GEF requirement can be used to satisfy the Foundation Area 8 (GE Foundation Focus) requirement.

## **F3. MATHEMATICS & QUANTITATIVE SKILLS (3-4 CREDITS)**

Mathematics and quantitative skills are necessary in education, the workplace, and nearly every field of human endeavor. Quantitatively literate citizens must have the capacity to understand numerical aspects of daily life and apply critical reasoning to data. Students will demonstrate effective use of quantitative techniques and practical application of numerical, symbolic, or spatial concepts.

## **F4. SOCIETY & CONNECTIONS (3 CREDITS)**

As global citizens, we must understand human behavior in its many forms and expressions, which may include methods of communication, familial and professional relationships, or our place in social, political, and economic systems. Civic knowledge and engagement are critical to individual, societal, and global survival. Students will demonstrate understanding and analysis of human behavior, societal and political organization, or communication.

## **F5. HUMAN INQUIRY & THE PAST (3 CREDITS)**

Human development reminds us of the continued importance of understanding events in a larger context of past experience, philosophical inquiry, or spiritual questing. A fundamental knowledge of our forebears, their successes, mistakes, obsessions, and weaknesses allow us to progress. A fundamental grasp of the realm of human thought, reason, ethics, or beliefs enables us understand our world and ourselves. Students will interpret historical events or philosophical perspectives to identify patterns, develop analytical reasoning, apply methods of critical inquiry or expand problem-solving skills.

## **F6. THE ARTS & CREATIVITY (3 CREDITS)**

Creativity, as expressed through works of art, is a defining human characteristic. Regardless of the medium, art communicates and connects us to human innovations and achievements of the past, present, and shared future. Artistic expression employs integrative and creative thinking that promotes transformative ideas capable of crossing disciplinary and cultural boundaries.

## **F7. GLOBAL STUDIES & DIVERSITY (3 CREDITS)**

The world is more than our familiar neighborhoods and people who share our individual beliefs and traditions. We can come to appreciate our global society when we consider other ways of life, experiences, means of expression, histories, and modes of being. As we seek to expand our knowledge beyond the confines of our own experiences, we open up our minds and our worlds. Embracing human diversity enriches our understanding, including the understanding of what we have in common. Students will apply methods and principles of critical inquiry to explore global issues and cultural, linguistic, or experiential diversity.

## **F8. FOCUS (9 CREDITS)**

The GEF designates 9 credits (normally 3 three-hour courses) of Focus coursework, to help students capitalize on the range and diversity of courses offered at WVU. In order to maximize connections, incorporate additional competencies, and encourage true breadth of study, students must fulfill the Focus through completion of one of the following academic paths:

- Minor (link to minors available)
- Double major
- Dual degree

9 credits of additional coursework from the list of courses approved for GEF Areas 2-7. Students are expected to work with their advisors to ensure completion of the Focus. Students completing three minors as part of a MDS program must satisfy the Focus by completing 9 additional credits of GEF coursework, or a fourth minor.

## **COURSES AT WVU TECH FULFILLING THE GEF OBJECTIVES**

Courses fulfilling the GEF objectives at WVU Tech can be found at <http://techregistrar.wvutech.edu/files/d/60faddcb-c78f-4685-9066-68fa7466018b/wvutech-gef-masterlist-20160215.pdf>.

## In this section:

- Abbreviations Used in Course Listings (p. 6)
- Courses (p. 6)
- Course Number Guide (p. 6)
- Undergraduate Common Course Numbers & Descriptions (p. 6)
- Independent and Directed Study Classes (p. 7)
- Final Examination Policy (p. 7)
- Last Week of Classes (p. 8)
- Summer Term (p. 8)
- Visiting Students (p. 8)

## Abbreviations Used in Course Listings

Abbreviation	Description
HR	credit hours per course
Lec	lecture period
Rec	recitation period
Lab	laboratory period
GLAB	graded lab
WEB	web-based course
CONC	concurrent - listed with PR meaning the course may be completed at the same time as enrollment in the course for which it is listed
PR	prerequisite - course must be completed in a term prior to enrollment in the course for which it is listed
Coreq	co-requisite - courses must be taken in the same term
Consent	consent of instructor required
CR	credit but no grade

## Courses

Most courses taught at WVU Tech extend over one full term, although there are some courses that are exceptions to this norm (e.g., four-week or eight-week courses). Courses are considered successfully completed and credit for successful completion is awarded only when the student attends a class over its entire scheduled time frame and submits the necessary work to meet all requirements. Any exceptions to this practice must be approved by the Classification and Grades Committee.

## Course Number Guide

For convenience, each course of study is designated by the name of the department in which it is given and by the number of that course. The guide for numbering courses is as follows:

**Courses 100** Freshmen/Underclassmen: Intended primarily for freshmen, although upper-division students may take them if needed to complete degree requirements.

**Courses 200** Sophomores/Underclassmen: Intended primarily for sophomores. These courses may have 100 or 200-level prerequisites.

**Courses 300** Juniors/Upperclassmen: Intended primarily for juniors. These courses may have extensive prerequisites or be limited to specific majors.

**Courses 400** Seniors/Upperclassmen: Intended primarily for seniors and graduate students. These courses are typically limited to advanced undergraduate students within a particular major or degree program.

## Undergraduate Common Course Numbers & Descriptions

199. Orientation to [subject/field]. 1-2 Hr. Orientation to degree programs and requirements, departmental resources, curriculum options, student responsibilities, and opportunities.

293. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.

298. Honors. 1-3 Hr. PR: Students in Honors Program and consent by the honors director. Independent reading, study, or research.

393. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.

490. Teaching Practicum. 1-3 Hr. PR: Consent. Teaching practice such as a tutor or assistant.

491. Professional Field Experience. 1-18 Hr. PR: Consent. (May be repeated up to a maximum of 18 hours.) Prearranged experiential learning program to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

492. Directed Study. 1-3 Hr. Directed study, reading, and/or research.

493. Special Topics. 1-6 Hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.

494. Seminar. 1-3 Hr. PR: Consent. Presentation and discussion of topics of mutual concern to students and faculty.

495. Independent Study. 1-6 Hr. Faculty-supervised study of topics not available through regular course offerings.

496. Senior Thesis. 1-3 Hr. PR: Consent.

497. Research. 1-6 Hr. Independent research projects.

498. Honors, 1-3 Hr. PR: Students in Honors Program with consent by the honors director. Independent reading, study, or research.

499. Global Service Learning. 1-3 Hr. PR: Consent. Theory and practice of global service-learning. The main objective will be to pair the experiential aspects of meaningful and sustained service in the host community with work from the student's anchor course by offering a methodological framework for cultural immersion and community service as well as adding to the content of the anchor course.

## Independent and Directed Study Classes

### Independent Study Classes

Independent study classes are offered to students in order to provide opportunities for content exploration not typically offered via the normal course rotation.

Students interested in pursuing independent study should contact their academic advisers to determine if independent study is a viable option for them and to identify the process specific to their college and major.

### Directed Study Classes

Directed study classes may occasionally be contracted when:

1. The student has achieved good academic standing (GPA of 2.0 or higher),
2. The course requested for directed study is a requirement for graduation under the student's major, and
  1. There is no possibility of taking the course by the expected graduation date, or
  2. Unavoidable schedule conflict between required courses that are part of a sequence for which a real hardship would occur for the student to be able to complete their program within the expected time frame.

Students should consult with their academic advisers to see if directed study is a viable option for them. All requests for directed study classes require official approval.

## Final Examination Policy

No substantial examinations may be given during the last week of classes or during the prep days preceding the final examination period. An examination is considered to be substantial if it counts for more than 30 percent of the final course grade. The only examinations permitted during the last week of classes are final examinations for evening classes (classes meeting at 6 p.m. or later, or classes meeting at 4 p.m. or later if the class meets once a week), quizzes or non-substantial examinations, and bona fide make-up examinations.

The study days preceding final examinations are not to be used as dates on which papers are due, quizzes or examinations are administered, or for any other class-related activity, other than office hours

The final examination period is reserved for scheduled final examinations. No other class-related activity, with the exception of office hours, may be scheduled during the final examination period. No final examinations may be given before the examination period begins, and no change in time from that published in the official examination schedule is permitted without approval. An instructor with a compelling reason to change the time of an examination must obtain the approval of the dean of the college or school and the Associate Provost for Graduate or Undergraduate Academic Affairs at the Morgantown location, Dean of Academic Affairs at the WVU Potomac State College location, or the Campus Provost at the WVU Institute of Technology location before announcing an alternative examination procedure to the students.

In a course extending over two semesters, when the subject matter is continuous, the second-semester final examination may include the subject matter of the first semester.

The final examination schedule for each academic term is determined by the Office of the University Registrar. The final examination date and time for a class is determined by the class meeting time. Common examinations are scheduled for certain courses that administer examinations at the same time for all students enrolled in the course. Common examinations may only be administered during the specified common examination time slot in order to minimize conflicts in the students' schedules and help ensure room availability. No courses other than those listed on the final examination schedule may use a common examination time. Common examinations may only be administered for courses in which the total course enrollment exceeds 500 students or there are more than 20 sections of the course. Finals are held in the location of the regularly scheduled class meeting unless students are otherwise notified.

If a student has more than three final examinations on any one calendar day of the final examination period, the student may make arrangements to take the last examination of the day during the make-up examination time period. If a student has two final examinations scheduled during the same common examination time period, the student must contact the departments administering the common examinations to make arrangements for a make-up examination.

A student may address complaints related to the final examination procedures in a course to the dean of the college or school in which the course is offered, or to the Associate Provost for Graduate or Undergraduate Academic Affairs in Morgantown, Dean of Academic Affairs in Keyser, or the Campus Provost in Beckley.

## Last Week of Classes

Practical laboratory tests, make-up examinations, and regularly scheduled short quizzes are the only tests permitted for day classes during the week of classes preceding finals week. Faculty members can petition the Provost to give other types of tests during the last week of classes. This petition must be approved by the beginning of the second week of the semester in which the final exam is to be given.

## Summer Term

WVU Tech has one summer term, which begins mid-May and ends in early August. Requirements for admission and work performance for the summer term are the same as for fall and spring terms. Courses are offered in a variety of time frames, e.g., one week, three week, six week, eight week, and 12 week. Summer offerings vary from year to year. For complete information concerning course offerings during the summer term, please visit [courses.wvu.edu](http://courses.wvu.edu). Most summer courses have an on-line format.

## Visiting Students

Full-time WVU Tech students and those employed by the University (administration, faculty, or other regular University employees) may attend classes as visitors. Visiting students must have permission in writing from their advisor and/or supervisor, and all visiting students must have permission from the instructor of the course. A visitor will not receive credit and may not apply for credit by examination in a visited class.

## In this section:

- Classification of Students (p. 8)
- Course Overload (p. 8)
- Credit Hours (p. 9)
- Academic Credit for Military Training (p. 9)
- Credit by Examination (p. 9)

## Classification of Students

Students are classified as freshmen, sophomores, juniors, or seniors. These classifications are based upon the number of hours completed. The classifications are as follows:

Classification	Hours
Freshman	1-29 Earned Credit Hours, Inclusive
Sophomore	30-59 Earned Credit Hours, Inclusive
Junior	60-89 Earned Credit Hours, Inclusive
Senior	90 or More Earned Hours

## Course Overload

The maximum credit-hour load for fall and spring terms is 20 credit hours, and the maximum allowable for summer is 14. Exceptions may be permitted after consultation with the student's advisor. Registration for loads in excess of these maxima must be accompanied by a properly executed waiver form signed by the student's advisor, department chair, and dean of the college.



## Credit Hours

Academic advancement is measured by credit hours. Earning one credit hour generally means attending a 50-minute lecture class (one clock hour) each week of the full term. Laboratory credit of one credit hour generally means laboratory work of two to three clock hours per week. Course descriptions in the catalog show the number of credit hours for the course and the number of hours of lecture and/or laboratory per week. Credit hours for web-based courses are determined by comparison of the amount of material presented to that covered in an equivalent face-to-face course. Students are expected to devote additional hours to study outside of the classroom or laboratory for academic success.

## Academic Credit for Military Training

Academic credit may be granted to veterans or National Guard or Reserve members for successful completion of formal service-school training programs on the basis of evaluations made by the Commission on Accreditation of Service Experiences and published in the American Council on Education's (ACE) "Guide to the Evaluation of Educational Experiences in the Armed Services." Students who apply for such credit are required to submit official records such as the DD-214, transcript of in - service training, certificates or diplomas, or in-service training certified on DD Form 295 (Application for Evaluation of Educational Experiences during Military Service). Students may also request a record of their educational experiences (course work and occupational) associated with the Army, Marine Corps, Navy, and Coast Guard by submitting a request through the Joint Services Transcript Portal. Active duty National Guard and Reserve in listed Air Force personnel may request an official transcript of their education experiences through the Community College of the Air Force (CCAF).

## Credit by Examination

A current student with sufficient proficiency in material covered by a specific course may apply for credit for this course by examination. A student who desires to obtain credit by examination must petition the chair of the program that provides the course to be allowed permission to attempt an examination for credit. The chair of the concerned department shall determine the general proficiency of the student by preliminary examination. Assuming strong performance by the student, the chair may recommend to the committee on Classification and Grades that the student be given the opportunity to attempt examination for credit. If approved, the student will then sit for a comprehensive departmental examination that is administered by an examining board of one or more faculty, who are appointed by the department in which credit is being sought. Credit will be granted if a minimum grade of "C" is attained. The test and results shall be presented to the Classification and Grades Committee for final review (a fee of \$20 per credit hour will be assessed). A student who fails a departmental examination may not apply to retake it. Nor may a student request an examination on the basis of an audit course or one in which a grade less than "C" was earned.