

1C.5 Workplace Violence

2.21 Privacy of Education Records

3.21 Acceptance of Transfer Credits

Faculty

On the Acceptability of Transfer policy, we only accept paralegal courses from other ABA-approved schools. We will take generals from any regionally accredited school. Would this fall under the "Educational Considerations" section? I'm assuming yes, but want to make sure.

We added an additional consideration under Part 3 to address accreditation requirements.

3.22 Course Syllabi & Course Outline

Faculty

My only feedback is if there is ever a 'required' section added to the syllabus checklist, that the checklist is sent out earlier (end of spring or summer or three weeks before fall). For example, it was sent out during the first week of classes last time when we had already started and created our syllabi.

The only required sections that can be placed in the syllabus checklist are those required by our faculty Contract. The policy must be aligned with the Contract.

3.22.2 – I don't like that the faculty are completely out of the loop on this one. The syllabus is my intellectual property, right? I want some assurance that they're not just sending it out at random. We aren't even being informed if I'm reading this correctly.

If I'm going to be cut out of it, can we require that the request for the syllabus comes directly from the transfer institution (rather than the student)?

The committee agreed. We decided to rescind 3.22.2, keep 3.22, modify it to say we defer to MnState, and add a statement that the Course Outline is the only available document for transfer, and that syllabi will never be distributed by the College.

3.29 College Transcript Notations

3.30 Community and Technical College Advisory Committee

3.51 Credit Hour Assignment

Faculty

Most look fine to me, however, I find 3.5.1 Subpart F confusing. Is it this way so that instructors can take their 840 min (or 2,520 min for a 3 credit class) and divide them up into any size block that they want to? Don't we do that already anyway??

I think that these two subparts (see below) need to have their title changed. A lecture credit hour is not 840 or 1,680 min these are what I would call 'one semester lecture or non-lecture credit hour'. So is NHCC using the Carnegie unit as a credit hour? Then say that for these two subparts. The lecture credit hour at NHCC is one Carnegie unit as defined above.

The policy describes two different credit hours – federal and Carnegie but does not say what a single credit hour at North Hennepin is. I think that is what you are trying to do in the subparts below but to me it is not working.

I find either the titles or the statements beneath them confusing. Also, how do we control the out of class instruction? Does that mean student studying or specific instructor given assignments?

I may be really overthinking this, but maybe an example for each as I did in the second sentence up there would help.

Subpart F. Lecture Credit Hour.

The credit hour at North Hennepin Community College is 840 minutes of in-class instruction and 1,680 minutes of out-of-class instruction for all standard lecture courses.

Subpart F. Non-Lecture Credit Hour.

The credit hour for non-lecture courses at North Hennepin Community College is a minimum of 1,680 minutes of in-class instruction and a maximum of 2,250 minutes of in-class instruction. Total instruction (in-class time combined with out-of-class time) is not to exceed 2,250 minutes.

I am not so confused by the Carnegie unit as I am by what amount of time NHCC considers for a single credit hour. Those subparts F have the total amount of minutes per semester for one credit hour instead of what one credit hour is. That is what I am confused about. But I have the utmost confidence that you guys on the policy committee will create more clear language.

As always, just my two cents!

[The committee added a calculation for reference and clarifying language.](#)

Comment on Credit hours:

I see that "out of class instruction" is how the policy describes expected homework time, student reading, prep, studying.

The non-lecture credit hours is the category for science labs. We are usually in class near or even possibly above max time with one of our typical "3 hour" labs, which are one credit (for students). Our labs meet slightly less than 3 hours per week for 14-ish weeks. Thus, this policy says that we ought not assign any additional "out of class instruction" or we would exceed max student time. That would mean no lab homework, no required student reading prep for labs, no studying for lab tests. This does not describe the way we currently teach or set expectations for our labs. It also does not describe science labs at other typical colleges or universities.

This may not be the place to note it, but, of course faculty also do work outside of the credited "in-class" time for labs. In my experience, it takes equal time to prepare for, grade, and keep current in knowledge/skills for a lab course as it does for a lecture course.

We changed language to "need not exceed" for the 3-hour lab. We do want faculty to recognize that the credit hour generally is three hours of instruction (in and out of class in any combination thereof), so a three hour lab does not need extra out-of-class student work. The credit hour as a function of faculty pay is a completely different conversation, and generally follows a 15:40 ratio.

3.51 – I'm concerned that the number of minutes of class time for NHCC (subpart F) is stated as a number. It's not a minimum or maximum. Are we going to adjust the academic calendar so that courses which meet on days that are disproportionately affected by holidays (Thursdays in Fall, Mondays in Spring) will have increased meeting time? Or will we spread out our holidays? Whose full-time job will it be to make sure that everyone's courses meet for exactly the right number of minutes??? What kind of nightmare will this inflict on our classroom scheduling? [Look, this class needs more time, so let's just add 5 minutes to the end of class! Who cares about the ripple effect it'll have on all the other classes meeting in the room?!?]

In Spring 2016, my section of Math 0900 (a 5-credit class) met for 6 full clock hours less than Matt Foss' section of Math 0900. (That's more than 7 of the 50-minute class meetings. If his class met for $840 * 5 = 4200$ minutes, mine met for only $4200 - 360 = 3840$ minutes (which translates to 768 hours per credit rather than the 840 designated in the policy). This is a BIG DEAL. At the very least, the number given for NHCC's determination of meeting time per credit should be changed to a range of values.

We recognize the logistical differences. This policy cannot practically be put into practice until Fall 2018. The minimum number of minutes in the policy allows us to start conversations about how this will be practically implemented (ie, calendar with fixed number of class days, block scheduling, etc).

Also, a question about implementation. What happens if a class doesn't meet this lecture credit hour figure for some reason, like class cancellations or things like that. Does it only matter what's on the schedule in this case? Just curious how this will play out (and I realize this might be answered directly somewhere, but I just didn't see it, so I apologize if I missed something obvious).

Classes can use the Alternative Modes of Delivery if they fall short of the number of minutes, or in cases of class cancellation, the Class Cancellation Policy (put in number) applies.

3.52 Maximum Class Size

Faculty

Also, why are we including a set number in the class size policy? That policy won't be reviewed again until 2022 and a lot could change during those five years. The "economic considerations" part could remain, but setting a specific number seems to be unwise given our fluctuating budget situation.

Larger classes that fill, like History of Rock and Roll (50) offsets smaller classes like Piano (16). This creates balance, and the number of 23 is supposed to be the target for all a department's offerings, not for each class size. We chose 23 as "break even" because this was the number on Program Evaluation, will be the number on Program Review, and we want to be consistent. Also, if it is necessary, we can change practice before we officially change policy. We can also reopen policies at any time for any reason

5.11.1 Parking and Security Fee