

**QUEENSBOROUGH COMMUNITY COLLEGE**

**CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE**

**To:** Emily Tai, Academic Senate Steering Committee

**From:** Philip A. Pecorino, Chairperson, Committee on Curriculum

**Date:** November 6, 2012

**Subject: Monthly Report for NOVEMBER 2012 SPECIAL REPORT**

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**Additional Hours over Credits and Financial Aid Regulations**

The Committee on Curriculum has generally avoided including the financial aspects of academic proposals in its deliberations. Its decisions are best rested upon academic considerations. With regard to the Pathways matters the College administration has brought financial matters into the discussions and done so repeatedly. Both the Provost and President have met with the Committee and offered their concerns over what they presented as the financial impact of courses with more hours than credits in the matter of the Pathways restructuring of programs.

The principle issue appears to focus on the recitation hours in courses that might be proposed for inclusion in the new Common Core. Please note:

- The CUNY BOT resolutions in June 2011 did not limit the courses in the Common Core to only three hours.
- The Task Force authorized by the CUNY BOT did not limit courses in the Common Core to three hours.
- When the Chancellor accepted the Task Force recommendations (12-1-11) and the structure for the Common Core, the Chancellor did not limit the hours in courses in the Common Core to three hours.
- The CUNY OAA issued a number of successive guidelines that at first did not, and then did, and then with some limitations did direct that courses in the Common Core have only three credits and 3 hours, allowing for waivers for STEM courses and situations where more than 3 hours are permitted, but the issue of covering the costs is raised.

At first there were to be only courses that had 3 credits and no mention of hours and then all courses strictly 3 credits and 3 hours. This is no longer the case at all. Successive iterations of guidelines from the CUNY Office of Academic Affairs (CUNY OAA) altered that position and permitted variations for STEM courses and then for other courses. Now the key issue appears to be whether or not the recitation hours over credit hours are billable to students or to be covered by financial aid.

The committee is aware that:

- There are more than 967 course offered for credit at QCC. (See **ATTACHMENT A**)
- There are 459 courses with more hours than credits. (See **ATTACHMENT A**)
- There are 75 courses with recitation hours. (See **ATTACHMENT B**)

In the Spring of 2012 CUNY OAA sent a communication on the matter of courses with more hours than credits (**see DOCUMENT 1**). This document made references to three sources for the positions taken by CUNY OAA.

- The CUNY Tuition Fee Manual, Section III, p. 20 (see **DOCUMENT 3**).
- Code of Federal Regulations 668.2 (see **DOCUMENT 4**).
- TAP regulations (see **DOCUMENT 5**).

The Committee now has those references and includes them here. However, unfortunately this document from CUNY OAA was not shared with the Committee on Curriculum until the Fall of 2012 when the Committee learned of it and requested it from QCC OAA.

Based on this communication from CUNY OAA Vice President Steele presented an argument to the Committee on Curriculum that the MA-119 course that had just been approved by the Committee on Curriculum and the Academic Senate needed to be revised so as to have it qualify for the recitation hour being billable to students and covered by financial aid. The Committee approved of the revision and sent it on to the Academic Senate that approved of it in May 2012.

**From:** MA-119 College Algebra [4 class hours] 3 credits  
Catalog Description: A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions

**To:** MA-119 College Algebra 3 class hours 1 recitation hour 3 credits  
Catalog Description: A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

Rationale:

MA-119 contains a compensatory hour and this needs to be reflected in the designation of the hours. Hence, 3 class hours and 1 recitation hour.

Of particular interest is this passage in **Document 5** that the Committee thinks is part of the reason for the revision in MA-119.

“An institution’s faculty determines the equivalent hours, using the definition of a semester hour of credit in Commissioner’s Regulations: one semester hour requires (15) 50-minute hours of classroom instruction and 30 hours of outside assignments. When there is no classroom instruction involved, the expected equivalent is two or three supplementary hours for one class hour. A student’s noncredit, non course activity must be approved by the institution in a prefiled plan of study as an integral part of the student’s program.” (TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))

We believe this is what led to the revision in MA-119 so that it was approved by the QCC Academic Senate with the new wording.

Through the summer and early fall semester of 2012 there were continued discussions of hours over credits in CUNY and on October 10, 2012 the CUNY OAA issued yet another communication (see **Document 2**). The Committee on Curriculum learned of this communication when the College OAA began repeating that the previous position on recitation hours was no longer in effect. Due to conversations with the Vice Chancellor of Academic Affairs with the Chairperson of the QCC Department of Mathematics and Computer Sciences and the QCC Provost the MA-119 course would now be treated differently as a STEM course and granted a variant status in the Common Core. What of other courses that might be nominated for the CUNY Common Core with more hours than credits and not STEM variants, particularly with recitation hours? The College OAA repeated that recitation hours would not be permitted and then that they would be permitted and then that only the EN 101 and EN 103 would be permitted at QCC due to a decision by the QCC President concerning what the costs would be to the College.

At various times the Committee has heard from the QCC OAA that there would be no courses other than STEM with more hours than credits and then that there could be but that the College would not be able to charge the hours over three credit hours to students as such hours were not “billable”. The Committee was also informed that due to an audit at Medgar Evers College (MEC) that College was made to restore state funding that covered the hours over credits in certain courses. The Committee has never been given any details of the MEC case as to exactly what was the cause of MEC failing the audit. There could have been any one of a number of situations that led to the hours over credits being

disqualified for being billable to students and covered by financial aid from the State. The Committee believes that QCC may have a considerably better record with fulfilling regulations and requirements than does MEC.

At QCC the Committee on Curriculum has often considered adding recitation hours to courses and done so with sole consideration for the pedagogic needs and the cases being made for them by the academic departments. This was the case recently with course offered in Physics at QCC. Often additional hours are added on an experimental basis and after one or two semesters the Academic Department offers its findings of the impact of the additional hour on retention and grade point achievement and usually the change is proposed to the Committee and then to the Academic Senate as a permanent change. Such experimental periods are not an option under the timeline for the Pathways project as conducted by CUNY OAA.

At this time the Committee on Curriculum cannot conclude with anything approaching certainty that the recitation hours in the course in Liberal Arts and Sciences at QCC are not billable to students. Further, an examination of the documents cited by CUNY OAA are applicable to all courses at QCC and not limited to the Common Core as they existed prior to the Pathways project and make no reference to them.

- 1) The CUNY Tuition Fee Manual, Section III, p. 20 (see **DOCUMENT 3**).
- 2) Code of Federal Regulations 668.2 (see **DOCUMENT 4**).
- 3) TAP regulations (see **DOCUMENT 5**).

The courses now being sent to the Academic Senate by the Committee on Curriculum that have recitation hours may indeed be billable to students. The Committee queried the academic departments that currently have such courses with recitation hours and those for which the Committee is now nominating courses for the Common Core and finds that the recitation hours in them:

- Present no new material beyond what is provided in the three lecture hours
- Reinforce the learning in the three lecture hours
- Are NOT remediation
- Do not involve any hours of work outside of class as do the lecture hours (2 hours outside work for each class hour)

The QCC Academic Senate Committee on Curriculum concludes that it may be possible for QCC to make quite explicit the nature of recitation hours in courses offered by the College so that the hour is accepted as billable to the student. This would involve the QCC governing body, the Academic Senate, approving of such hours and the CUNY BOT approving of such hours as the revisions in MA-119 were intended to produce to satisfy the TAP regulations. Beyond this the Academic Senate might make explicit the nature of these hours in accord with the governing regulations for financial aid coverage.

Although the CUNY OAA has communicated that "... in accordance with the CUNY Tuition Fee Manual, Section III, p. 20, students cannot be charged tuition for the extra contact hours unless the CUNY Board of Trustees specifically approves this additional tuition." (**Document 2**, "CUNY OAA Clarification on hours over credits: Compensatory Courses") this may not mean that it is not possible for recitation hours to become billable. The two references in the CUNY Tuition Fee Manual (section III, p. 20, **Document 3**) to the authority of the Board of Trustees with regards to tuition and credits are the following:

- 1) "Tuition charges appearing in a college's catalog/bulletin as well as all registration material issued by a college are **subject to change by action of the Board of Trustees** at any time" (emphasis added).
- 2) "A billable equivalent credit may be assigned to either "Regular" credit-bearing courses or "Remedial," "Compensatory," or "Developmental" non-credit bearing courses. In relation to "Regular" credit-bearing courses, **the billable equivalent credits are those credits assigned to the course by the college's academic governing body, approved by the University's Board of Trustees** and appears on the University's "Show Registration" enrollment report. As concerns "Remedial," "Compensatory," and "Developmental" courses, billable equivalent credits are the number of equated hours attributable to these courses, regardless of the number of credits assigned to these courses. **The number of equated hours is determined by each college's**

**academic governing body, approved by the University's Board of Trustees**, and appears on the University's "Show Registration" enrollment report" (emphasis added).

As seen in quote #2, the authority to determine billable-equivalent credits resides with both the colleges' governing bodies and the University's Board of Trustees.

Further, although the CUNY OAA has communicated that "Students can never get financial aid for the extra hours, even if the board has approved that the students be charged extra tuition for those hours (see Code of Federal Regulations 668.2)." (**Document 2**) "CUNY OAA Clarification on hours over credits: Compensatory Courses") the Code of Federal Regulations 668.2 does not seem to contain the information to support this claim (See Document 4).

Although the CUNY OAA has communicated that

"Recitation hours (or, as they are sometimes called, conference hours) are not billable to students, either as tuition or as fees, because financial aid regulations prohibit TAP being used for such hours. Students should be billed only for the number of credits that they receive for a Pathways Common Core course." (see **Document 1**) E-mail to Chief Academic Officers On Behalf Of Academic Affairs"),

the following excerpts from TAP regulatory documents (**Document 5**) appear to contradict the above statement:

"If the following types of activities are required as integral to the student's program of study and contribute to the full-time study requirement and no tuition is charged for the activity, the student is exempted from the requirement of having a tuition liability for each of the full-time credits:

- independent study
- graduate assistantship
- thesis or dissertation research
- preparation for language or qualifying examinations
- remedial courses"

(Section 145-2.1 of the *Regulations of the Commissioner of Education*)

"[...] providing the student effort required for such activities is the same, on an hour-for-hour equivalent basis, as the effort required for a credit-bearing course, other educational activities can also be considered in the determination of full-time status, including:

- Independent or individualized study
- Practice teaching
- Graduate assistantships
- Thesis or dissertation research
- Preparation for language or qualifying examinations

An institution's faculty determines the equivalent hours, using the definition of a semester hour of credit in Commissioner's Regulations: one semester hour requires (15) 50-minute hours of classroom instruction and 30 hours of outside assignments. When there is no classroom instruction involved, the expected equivalent is two or three supplementary hours for one class hour. A student's noncredit, noncourse activity must be approved by the institution in a prefiled plan of study as an integral part of the student's program."

(TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))

On October 22, 2012 the Committee has sent a request for clarification to the QCC Administration on these matters but has had no reply as of 11-6-12:

**From:** Pecorino, Philip

**Sent:** Monday, October 22, 2012 12:39 PM

**To:** Steele, Karen B.; Newcomb, Sherri

**Cc:** Borrachero, Aranzazu; Chauhan, Moni; Corradetti, Arthur; Ellis, Lorena; Gibson, Ron; Klarberg, David; McKay, Devin; Olamide Lemori; Pearl, Kenneth; Pecorino, Philip; Santoro, Maurizio; Yuster, Richard

**Subject:** Request re support for claims re Billable Hours

Vice Presidents Steele and Newcomb:

On behalf of the Committee on Curriculum I most respectfully request that you indicate the exact passages in any of these three documents attached, which have been referenced by the CUNY Office of Academic Affairs,

- 1) The CUNY Tuition Fee Manual, Section III, p. 20
- 2) Code of Federal Regulations 668.2
- 3) TAP regulations

that supports the claim that the recitation hours in courses outside of remediation (Basic Education Skills and Mathematics) are not billable to students when the recitation hours:

1. Are not offering remediation
2. Are not requiring work outside of the hour as do the lecture or class hours associated with the course
3. Involve the entire class of students in learning activities in support of the instruction offered in the other hours of the course

We would also appreciate answers to these questions:

1. Prior to Fall 2012 were all such recitation hours, as we are now referencing, billable to students in any courses at QCC?
2. If they were so billable to students, then why are they not so now?
3. If they were not so billable to students, then how were they provided for?
4. If only a few were billable to students, then which ones were so and are they so now?
5. If only a few were billable to students and now they are not billable, then why is this the case?

Thank you so much,

**Philip A. Pecorino, Ph.D.**  
Chairperson, QCC Academic Senate  
Committee on Curriculum

## **CONCLUSION:**

The Committee on Curriculum is in the process of preparing communication for the appropriate State offices and Auditing Agencies in order to acquire information that would be both clear and applicable to the QCC situation with regard to recitation hours in Liberal Arts and Science classes whether intended for inclusion in the CUNY Common Core or not. As the key regulatory documents referenced above only became available within the last months and as communications from both CUNY OAA and QCC OAA have not been helpful, there has been a delay in this effort and as it is not central to the task of the Committee on Curriculum, it has not been given a priority higher than consideration of the basic academic issues associated with Pathways and the proposing of courses and changes in courses.

The Committee on Curriculum acknowledges that the financial considerations are important but at the same time they are not determinative at the level of the Committee on Curriculum. They are more appropriately dealt with at the Academic Senate. The Committee sends forward the academic matters based on academic and pedagogic considerations and not based on financial concerns, particularly when the financial situation is not made clear based on consistency with the pertinent rules and regulations. Should the Committee on Curriculum learn of or acquire more definitive communications and rulings it will send them forward to the appropriate offices of the College and to the Academic Senate.

## DOCUMENT 1

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CUNY OAA April 2012

Courses for Which Contact Hours Exceed Credits

### Introduction

CUNY offers a number of credit-bearing courses for which students have more contact hours than credits. These courses fall into a variety of different types, and the terminology for these different types has been inconsistent over the years. This document standardizes the terminology and explains the regulations governing each of these types of courses.

### Types of Hours and Credits

Please note that a contact hour is defined here in accordance with the CUNY-PSC Collective Bargaining Agreement (p. 89): "an undergraduate teaching contact hour is defined as an organized class which meets at a regularly scheduled time during the semester, quarter or session for one fifty-minute period or its approved equivalent period." Contact hours are thus distinct from student credit hours (the number of credits that a student gets for a course) and faculty workload hours (the number of hours of workload credit that a faculty member gets for teaching a course). When courses are approved by campuses and then come to the central office for approval, the central office reviews the student credit hours and the contact hours, but not the faculty workload hours. Faculty workload hours may differ for particular courses, or even for different sections of the same course, or even for the same course at different times, for a whole variety of reasons that are best determined by campuses. E.g., a faculty member may receive less workload credit for a course in a particular semester because that semester it is team taught, or more workload credit for a course in a particular semester because that semester it is taught as a jumbo section.

### Regular Credit-Bearing Courses

Such courses may have more contact hours than credits because the total amount of supervised work that a student does for such a course is more than other courses that have credits that equal the contact hours. A common example of such a course would be a CUNY laboratory course for which a student receives 4 credits but is in class for 3 hours of lecture and 2 hours of lab each week (a total of 5 contact hours). In such a class, there is relatively little work done outside of class for the laboratory portion of the class. In contrast, a typical 4-credit lecture course would have 4 hours of lecture per week. Please note, however, that New York State does not regulate how many credits a certain number of lab contact hours, or any other type of contact hours, must carry. In New York State the number of credits each course carries is determined by the total amount of work that a student does outside of, as well as inside of, class, not solely by what a student does when in class. Therefore it is entirely possible for a course that consists entirely of a 3-hour lab to carry 3 credits, as long as there is sufficient outside-of-class work to justify those 3 credits.

## Developmental Courses

- \* Only for students who have not passed one or more CUNY skills tests and thus are assigned to a particular developmental course-there must be some sort of process that places students in such a course
- \* Combine credit-bearing and noncredit-bearing work
- \* Contact hours exceed the number of credits by the amount of remedial work involved
- \* Students are charged tuition based on the number of equated credits, where the number of equated credits is the sum of the credits plus some function of the extra contact hours that the student spends related to noncredit-bearing work
- \* Students can get financial aid for the equated credits
- \* The credit-bearing part does not have to be an English or Math course if there is a specific mechanism that places the student into the course (as in the first bullet), and as long as the noncredit-bearing part of the course is designed to address the particular remedial needs of the students
- \* Colleges should be cautious in requiring developmental courses of students. There are limits in the number of remedial hours that can be paid for by both State and Federal financial aid, and the remedial portions of developmental courses count towards those limits

## Compensatory Courses

- \* Only for students who have passed the relevant CUNY skills test
- \* Combine credit-bearing and noncredit-bearing work
- \* Contact hours exceed the number of credits by the amount of extra contact the students are deemed to need.
- \* As is the case for all courses that have contact hours in excess of credits, and in accordance with the CUNY Tuition Fee Manual, Section III, p. 20, students cannot be charged tuition for the extra contact hours unless the CUNY Board of Trustees specifically approves this additional tuition.
- \* Students can never get financial aid for the extra hours, even if the board has approved that the students be charged extra tuition for those hours (see Code of Federal Regulations 668.2)
- \* Compensatory courses will only be approved by the central office for courses whose students have been judged skills proficient at the lowest levels of proficiency.

## DOCUMENT 2

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From: Chief Academic Officers On Behalf Of academic affairs  
Sent: Wednesday, October 10, 2012 8:05 AM  
To: Chief Academic Officers  
Subject: Credits, contact hours, workload hours, and recitation hours

Dear Colleagues,

It is my understanding that there has been a request for a summary of the information concerning the possible "recitation hour" for courses that are part of the Pathways Common Core. Following is such a summary.

Pathways Common Core courses must all be 3 credits for students and 3 contact hours (except for STEM variant courses), where a contact hour is defined as in the CUNY-PSC Collective Bargaining Agreement Appendix A: "An undergraduate teaching contact hour is defined as an organized class which meets at a regularly scheduled time during the semester, quarter or session for one fifty-minute period or its approved equivalent period." As an example, there is a CUNY senior college which, for a great many years, has scheduled the first English composition course as 3 credits for students and 4 workload hours for faculty, with the students meeting as a whole with the instructor for 3 regularly scheduled hours per week. In addition, each student is required to meet individually with the instructor during the semester. Such a course has 3 credits for students, 3 contact hours, and 4 workload hours for the faculty, and is thus perfectly within the Pathways policies.

These policies are not new. They have been in place for over seven months and several colleges have incorporated such extra hours into their Common Core plans. The perception that some or all of this is new probably stems from recent efforts to help colleges find a way of scheduling a "recitation hour." This has been done in response to requests from some colleges to find a way to ensure that faculty members and students will be sure of having a time and place to meet individually or in small groups (i.e., not as a whole class and so not as a contact hour) without conflicting obligations. A way has now been found to do this. Colleges will be able to schedule "recitation hours," which do not count as contact hours but do appear in course schedules and do count toward faculty work load. Colleges can decide whether or not to offer recitation hours in association with courses and, if they do decide to offer such hours, they can also choose whether to have them scheduled or whether to leave faculty members and students to find their own meeting times. Colleges currently follow each of these practices. Colleges will continue to be free to make their own choices on these matters. The only restriction is that the extra hour cannot be turned into a contact hour by requiring all students to meet during a regularly scheduled hour with the instructor. However, many instructional choices are possible, including, as the college or faculty member wishes, to have students meet with instructors in the recitation hour on a bi-weekly schedule, with half coming each week, or to have students come in small groups or individually.

Recitation hours (or, as they are sometimes called, conference hours) are not billable to students, either as tuition or as fees, because financial aid regulations prohibit TAP being used for such hours. Students should be billed only for the number of credits that they receive for a Pathways Common Core course.

I hope that this information is helpful to you. If you have further questions or concerns, please contact Associate University Provost Julia Wrigley ([julia.wrigley@mail.cuny.edu](mailto:julia.wrigley@mail.cuny.edu)<<mailto:julia.wrigley@mail.cuny.edu>><<https://owa.cuny.edu/owa/redir.aspx?C=Ggq7sQeiEEm4fZyEAeSSyI6KEa47eM8IwUclnAmoT4Ii8hTWHLyt91SH07T98Gsr6YB8CHi4Bo.&URL=mailto%3ajulia.wrigley%40mail.cuny.edu>>, 212-794-5658). Thank you for your help in effecting Pathways, which is so critically important for our students.

Sincerely,  
Lexa Logue

Alexandra W. Logue  
Executive Vice Chancellor and University Provost The City University of New York



**DOCUMENT 3**

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**CUNY Tuition Fee Manual, Section III, p. 20**

[http://www.cuny.edu/about/administration/offices/la/tuition-fee-manual/tuition\\_charges\\_10.27.11.pdf](http://www.cuny.edu/about/administration/offices/la/tuition-fee-manual/tuition_charges_10.27.11.pdf)

III. Tuition Charges

Tuition charges appearing in a college's catalog/bulletin as well as all registration material issued by a college are subject to change by action of the Board of Trustees at any time. In the event of any increase in the tuition amount, payments already made will be treated as partial payments. Notification will be given of the additional amounts due and the required date of payment.

This section offers a complete enumeration of all tuition charges within The City University of New York. Any tuition charges which do not conform to the schedules contained in this Manual should immediately be discontinued and deviations should be reported to the University's Vice Chancellor for Budget and Finance.

The tuition rate to be charged shall be determined by a student's status as a senior or community college student, full or part-time enrollment, the date of enrollment, resident or non-resident status, and degree or non-degree status. In addition, as a result of an amendment to the Education Law [see Laws of 2002 Section 6206, subdivision 7(a)] certain non-residents of New York State including undocumented or out-of-status students (see Section II C.) are allowed to be charged the resident rate of tuition. A more detailed discussion of residency is located in Section II.A. entitled "The City University of New York Residency Requirements and Guidelines." A full-time undergraduate student is one who is enrolled for twelve (12) or more credits/billable equivalent credits per semester. A full-time graduate student is one who is enrolled for twelve (12) or more credits. In addition, there are several courses of study in which a student registers for less than 12 credits, and yet is certified full-time. These students will be billed based upon the number of credits (See exception for Graduate School students in Section III.B.1.a.). Only the Cooperative Education Program students at LaGuardia Community College are billed at the full-time rate. A part-time student is one who is enrolled for less than twelve (12) credits/billable equivalent credits per semester. A billable equivalent credit may be assigned to either "Regular" credit-bearing courses or "Remedial," "Compensatory," or "Developmental" non-credit bearing courses. In relation to "Regular" credit-bearing courses, the billable equivalent credits are those credits assigned to the course by the college's academic governing body, approved by the University's Board of Trustees and appears on the University's "Show Registration" enrollment report. As concerns "Remedial," "Compensatory," and "Developmental" courses, billable equivalent credits are the number of equated hours attributable to these courses, regardless of the number of credits assigned to these courses. The number of equated hours is determined by each college's academic governing body, approved by the University's Board of Trustees, and appears on the University's "Show Registration" enrollment report.

Under no circumstances should a part-time student pay more than the full-time schedule rate for the same residency and degree status, with the exception of summer session, undergraduate non-degree students and non-residents who are billed on a per credit basis (excludes the Law School non-residents who have a full-time tuition rate per semester).

**DOCUMENT 4**  
**Federal Code of Regulations, 668.2**

**e-CFR Data is current as of October 11, 2012**

Title 34: Education

[PART 668—STUDENT ASSISTANCE GENERAL PROVISIONS](#)

[Subpart A—General](#)

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**§ 668.2 *General definitions.***

(a) The following definitions are contained in the regulations for Institutional Eligibility under the Higher Education Act of 1965, as amended, 34 CFR part 600:

Accredited

Award year

Branch campus

Clock hour

Correspondence course

Credit hour

Educational program

Eligible institution

Federal Family Education Loan (FFEL) programs

Foreign institution

Incarcerated student

Institution of higher education

Legally authorized

Nationally recognized accrediting agency

Nonprofit institution

One-year training program

Postsecondary vocational institution

Preaccredited

Proprietary institution of higher education

Recognized equivalent of a high school diploma

Recognized occupation

Regular student

Secretary

State

Telecommunications course

(b) The following definitions apply to all Title IV, HEA programs:

**Academic Competitiveness Grant (ACG) Program:** A grant program authorized by Title IV-A-1 of the HEA under which grants are awarded during the first and second academic years of study to eligible financially needy undergraduate students who successfully complete rigorous secondary school programs of study.

(Authority: 20 U.S.C. 1070a-1)

**Campus-based programs:** (1) The Federal Perkins Loan Program (34 CFR parts 673 and 674); (2) The Federal Work-Study (FWS) Program (34 CFR parts 673 and 675); and (3) The Federal Supplemental Educational Opportunity Grant (FSEOG) Program (34 CFR parts 673 and 676).  
**Defense loan:** A loan made before July 1, 1972, under Title II of the National Defense Education Act of 1958.

(Authority: 20 U.S.C. 421-429)

**Dependent student:** Any student who does not qualify as an independent student (see *Independent student* ).  
**Designated department official:** An official of the Department of Education to whom the Secretary has delegated responsibilities indicated in this part.

**Direct Loan Program loan:** A loan made under the William D. Ford Federal Direct Loan Program.

(Authority: 20 U.S.C. 1087a *et seq.* )

**Direct PLUS Loan:** A loan made under the Federal Direct PLUS Program.

(Authority: 20 U.S.C. 1078-2 and 1087a *et seq.* )

**Direct Subsidized Loan:** A loan made under the Federal Direct Stafford/Ford Loan Program.

(Authority: 20 U.S.C. 1071 and 1087a *et seq.* )

**Direct Unsubsidized Loan:** A loan made under the Federal Direct Unsubsidized Stafford/Ford Loan Program.

(Authority: 20 U.S.C. 1087a *et seq.* )

**Enrolled:** The status of a student who—

- (1) Has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending; or
- (2) Has been admitted into an educational program offered predominantly by correspondence and has submitted one lesson, completed by him or her after acceptance for enrollment and without the help of a representative of the institution.

(Authority: 20 U.S.C. 1088)

**Expected family contribution (EFC):** The amount, as determined under title IV, part F of the HEA, an applicant and his or her spouse and family are expected to contribute toward the applicant's cost of attendance.

**Federal Consolidation Loan program:** The loan program authorized by Title IV-B, section 428C, of the HEA that encourages the making of loans to borrowers for the purpose of consolidating their repayment obligations, with respect to loans received by those borrowers, under the Federal Insured Student Loan (FISL) Program as defined in 34 CFR part 682, the Federal Stafford Loan, Federal PLUS (as in effect before October 17, 1986), Federal Consolidation Loan, Federal SLS, ALAS (as in effect before October 17, 1986), Federal Direct Student Loan, and Federal Perkins Loan programs, and under the Health Professions Student Loan (HPSL) Program authorized by subpart II of part C of Title VII of the Public Health Service Act, for Federal PLUS borrowers whose loans were made after October 17, 1986, and for Higher Education Assistance Loans (HEAL) authorized by subpart I of part A of Title VII of the Public Health Services Act.

(Authority: 20 U.S.C. 1078-3)

**Federal Direct PLUS Program:** A loan program authorized by title IV, Part D of the HEA that is one of the components of the Direct Loan Program. The Federal Direct PLUS Program provides loans to parents of dependent students attending

schools that participate in the Direct Loan Program. The Federal Direct PLUS Program also provides loans to graduate or professional students attending schools that participate in the Direct Loan Program. The borrower is responsible for the interest that accrues during any period.

(Authority: 20 U.S.C. 10782 and 1087a *et seq.* )

*Federal Direct Stafford/Ford Loan Program:* A loan program authorized by Title IV, Part D of the HEA that is one of the components of the Direct Loan Program. The Federal Direct Stafford/Ford Loan Program provides loans to undergraduate, graduate, and professional students attending schools that participate in the Direct Loan Program. The Secretary subsidizes the interest while the borrower is in an in-school, grace, or deferment period.

(Authority: 20 U.S.C. 1071 and 1087a *et seq.* )

*Federal Direct Unsubsidized Stafford/Ford Loan Program:* A loan program authorized by Title IV, Part D of the HEA that is one of the components of the Direct Loan Program. The Federal Direct Unsubsidized Stafford/Ford Loan Program provides loans to undergraduate, graduate, and professional students attending schools that participate in the Direct Loan Program. The borrower is responsible for the interest that accrues during any period.

(Authority: 20 U.S.C. 1087a *et seq.* )

*Federal Pell Grant Program:* A grant program authorized by Title IV-A-1 of the HEA under which grants are awarded to help financially needy students meet the cost of their postsecondary education.

(Authority: 20 U.S.C. 1070a)

*Federal Perkins loan:* A loan made under Title IV-E of the HEA to cover the cost of attendance for a period of enrollment beginning on or after July 1, 1987, to an individual who on July 1, 1987, had no outstanding balance of principal or interest owing on any loan previously made under Title IV-E of the HEA.

(Authority: 20 U.S.C. 1087aa *et seq.* )

*Federal Perkins Loan program:* The student loan program authorized by Title IV-E of the HEA after October 16, 1986. Unless otherwise noted, as used in this part, the Federal Perkins Loan Program includes the National Direct Student Loan Program and the National Defense Student Loan Program.

(Authority: 20 U.S.C. 1087aa-1087ii)

*Federal PLUS loan:* A loan made under the Federal PLUS Program.

(Authority: 20 U.S.C. 1078-2)

*Federal PLUS program:* The loan program authorized by Title IV-B, section 428B, of the HEA, that encourages the making of loans to parents of dependent undergraduate students. Before October 17, 1986, the PLUS Program also provided for making loans to graduate, professional, and independent undergraduate students. Before July 1, 1993, the PLUS Program also provided for making loans to parents of dependent graduate students. Beginning July 1, 2006, the PLUS Program provides for making loans to graduate and professional students.

(Authority: 20 U.S.C. 1078-2)

*Federal SLS loan:* A loan made under the Federal SLS Program.

(Authority: 20 U.S.C. 1078-1)

*Federal Stafford loan:* A loan made under the Federal Stafford Loan Program.

(Authority: 20 U.S.C. 1071 *et seq.* )

*Federal Stafford Loan program:* The loan program authorized by Title IV-B (exclusive of sections 428A, 428B, and 428C) that encourages the making of subsidized Federal Stafford and unsubsidized Federal Stafford loans as defined in 34 CFR

part 682 to undergraduate, graduate, and professional students.

(Authority: 20 U.S.C. 1071 *et seq.* )

*Federal Supplemental Educational Opportunity Grant (FSEOG) program:* The grant program authorized by Title IV-A-2 of the HEA.

(Authority: 20 U.S.C. 1070b *et seq.* )

*Federal Supplemental Loans for Students (Federal SLS) Program:* The loan program authorized by Title IV-B, section 428A of the HEA, as in effect for periods of enrollment that began before July 1, 1994. The Federal SLS Program encourages the making of loans to graduate, professional, independent undergraduate, and certain dependent undergraduate students.

(Authority: 20 U.S.C. 1078-1)

*Federal Work Study (FWS) program:* The part-time employment program for students authorized by Title IV-C of the HEA.

(Authority: 42 U.S.C. 2751-2756b)

*FFELP loan:* A loan made under the FFEL programs.

(Authority: 20 U.S.C. 1071 *et seq.* )

*Free application for Federal student aid (FAFSA):* The student aid application provided for under section 483 of the HEA, which is used to determine an applicant's eligibility for the title IV, HEA programs.

*Full-time student:* An enrolled student who is carrying a full-time academic workload, as determined by the institution, under a standard applicable to all students enrolled in a particular educational program. The student's workload may include any combination of courses, work, research, or special studies that the institution considers sufficient to classify the student as a full-time student including for a term-based program, repeating any coursework previously taken in the program but not including either more than one repetition of a previously passed course, or any repetition of a previously passed course due to the student failing other coursework. However, for an undergraduate student, an institution's minimum standard must equal or exceed one of the following minimum requirements:

- (1) For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.
- (2) For a program that measures progress in credit hours and does not use terms, 24 semester hours or 36 quarter hours over the weeks of instructional time in the academic year, or the prorated equivalent if the program is less than one academic year.
- (3) For a program that measures progress in credit hours and uses nonstandard terms (terms other than semesters, trimesters or quarters) the number of credits determined by—
  - (i) Dividing the number of weeks of instructional time in the term by the number of weeks of instructional time in the program's academic year; and
  - (ii) Multiplying the fraction determined under paragraph (3)(i) of this definition by the number of credit hours in the program's academic year.
- (4) For a program that measures progress in clock hours, 24 clock hours per week.
- (5) A series of courses or seminars that equals 12 semester hours or 12 quarter hours in a maximum of 18 weeks.
- (6) The work portion of a cooperative education program in which the amount of work performed is equivalent to the academic workload of a full-time student.
- (7) For correspondence coursework, a full-time courseload must be—
  - (i) Commensurate with the full-time definitions listed in paragraphs (1) through (6) of this definition; and
  - (ii) At least one-half of the coursework must be made up of non-correspondence coursework that meets one-half of the institution's requirement for full-time students.

(Authority: 20 U.S.C. 1082 and 1088)

*Graduate or professional student:* A student who—

- (1) Is not receiving title IV aid as an undergraduate student for the same period of enrollment;
- (2) Is enrolled in a program or course above the baccalaureate level or is enrolled in a program leading to a professional degree; and

(3) Has completed the equivalent of at least three years of full-time study either prior to entrance into the program or as part of the program itself.

(Authority: 20 U.S.C. 1082 and 1088)

*Half-time student:* (1) Except as provided in paragraph (2) of this definition, an enrolled student who is carrying a half-time academic workload, as determined by the institution, that amounts to at least half of the workload of the applicable minimum requirement outlined in the definition of a full-time student.

(2) A student enrolled solely in a program of study by correspondence who is carrying a workload of at least 12 hours of work per week, or is earning at least six credit hours per semester, trimester, or quarter. However, regardless of the work, no student enrolled solely in correspondence study is considered more than a half-time student.

(Authority: 20 U.S.C. 1082 and 1088)

*Independent student:* A student who qualifies as an independent student under section 480(d) of the HEA.

(Authority: 20 U.S.C. 1087vv)

*Initiating official:* The designated department official authorized to begin an emergency action under 34 CFR 668.83.

*Institutional student information record (ISIR):* An electronic record that the Secretary transmits to an institution that includes an applicant's—

(1) FAFSA information; and

(2) EFC.

*Leveraging Educational Assistance Partnership (LEAP) Program:* The grant program authorized by Title IV-A-4 of the HEA.

*National Defense Student Loan program:* The student loan program authorized by Title II of the National Defense Education Act of 1958.

(Authority: 20 U.S.C. 421-429)

*National Direct Student Loan (NDSL) program:* The student loan program authorized by Title IV-E of the HEA between July 1, 1972, and October 16, 1986.

(Authority: 20 U.S.C. 1087aa-1087ii)

*National Early Intervention Scholarship and Partnership (NEISP) program:* The scholarship program authorized by Chapter 2 of subpart 1 of Title IV-A of the HEA.

(Authority: 20 U.S.C. 1070a-21 *et seq.* )

*National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) Program:* A grant program authorized by Title IV-A-1 of the HEA under which grants are awarded during the third and fourth academic years of study to eligible financially needy undergraduate students pursuing eligible majors in the physical, life, or computer sciences, mathematics, technology, or engineering, or foreign languages determined to be critical to the national security of the United States.

(Authority: 20 U.S.C. 1070a-1)

*One-third of an academic year:* A period that is at least one-third of an academic year as determined by an institution. At a minimum, one-third of an academic year must be a period that begins on the first day of classes and ends on the last day of classes or examinations and is a minimum of 10 weeks of instructional time during which, for an undergraduate educational program, a full-time student is expected to complete at least 8 semester or trimester hours or 12 quarter hours in an educational program whose length is measured in credit hours or 300 clock hours in an educational program whose length is measured in clock hours. For an institution whose academic year has been reduced under § 668.3, one-third of an academic year is the pro-rated equivalent, as measured in weeks and credit or clock hours, of at least one-third of the institution's academic year.

(Authority: 20 U.S.C. 1088)

**Output document:** The Student Aid Report (SAR), Electronic Student Aid Report (ESAR), or other document or automated data generated by the Department of Education's central processing system or Multiple Data Entry processing system as the result of the processing of data provided in a Free Application for Federal Student Aid (FAFSA).

**Parent:** A student's biological or adoptive mother or father or the student's stepparent, if the biological parent or adoptive mother or father has remarried at the time of application.

**Participating institution:** An eligible institution that meets the standards for participation in Title IV, HEA programs in subpart B and has a current program participation agreement with the Secretary.

**Professional degree:** A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. Professional licensure is also generally required. Examples of a professional degree include but are not limited to Pharmacy (Pharm.D.), Dentistry (D.D.S. or D.M.D.), Veterinary Medicine (D.V.M.), Chiropractic (D.C. or D.C.M.), Law (L.L.B. or J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Podiatry (D.P.M., D.P., or Pod.D.), and Theology (M.Div., or M.H.L.).

(Authority: 20 U.S.C. 1082 and 1088)

**Show-cause official:** The designated department official authorized to conduct a show-cause proceeding for an emergency action under 34 CFR 668.83.

(Authority: 20 U.S.C. 1070c *et seq.* )

**Student aid report (SAR):** A report provided to an applicant by the Secretary showing his or her FAFSA information and the amount of his or her EFC.

**Teacher Education Assistance for College and Higher Education (TEACH) Grant Program:** A grant program authorized by title IV of the HEA under which grants are awarded by an institution to students who are completing, or intend to complete, coursework to begin a career in teaching and who agree to serve for not less than four years as a full-time, highly-qualified teacher in a high-need field in a low-income school. If the recipient of a TEACH Grant does not complete four years of qualified teaching service within eight years of completing the course of study for which the TEACH Grant was received or otherwise fails to meet the requirements of 34 CFR 686.12, the amount of the TEACH Grant converts into a Federal Direct Unsubsidized Loan.

(Authority: 20 U.S.C. 1070g)

**TEACH Grant:** A grant authorized under title IV-A-9 of the HEA and awarded to students in exchange for prospective teaching service.

(Authority: 20 U.S.C. 1070g)

**Third-party servicer:** (1) An individual or a State, or a private, profit or nonprofit organization that enters into a contract with an eligible institution to administer, through either manual or automated processing, any aspect of the institution's participation in any Title IV, HEA program. The Secretary considers administration of participation in a Title IV, HEA program to—

- (i) Include performing any function required by any statutory provision of or applicable to Title IV of the HEA, any regulatory provision prescribed under that statutory authority, or any applicable special arrangement, agreement, or limitation entered into under the authority of statutes applicable to Title IV of the HEA, such as, but not restricted to—
- (A) Processing student financial aid applications;
  - (B) Performing need analysis;
  - (C) Determining student eligibility and related activities;
  - (D) Certifying loan applications;
  - (E) Processing output documents for payment to students;
  - (F) Receiving, disbursing, or delivering Title IV, HEA program funds, excluding lock-box processing of loan payments and normal bank electronic fund transfers;
  - (G) Conducting activities required by the provisions governing student consumer information services in subpart D of this part;
  - (H) Preparing and certifying requests for advance or reimbursement funding;
  - (I) Loan servicing and collection;
  - (J) Preparing and submitting notices and applications required under 34 CFR part 600 and subpart B of this part; and
  - (K) Preparing a Fiscal Operations Report and Application to Participate (FISAP);
- (ii) Exclude the following functions—

- (A) Publishing ability-to-benefit tests;
- (B) Performing functions as a Multiple Data Entry Processor (MDE);
- (C) Financial and compliance auditing;
- (D) Mailing of documents prepared by the institution;
- (E) Warehousing of records; and
- (F) Providing computer services or software; and
- (iii) Notwithstanding the exclusions referred to in paragraph (1)(ii) of this definition, include any activity comprised of any function described in paragraph (1)(i) of this definition.
- (2) For purposes of this definition, an employee of an institution is not a third-party servicer. The Secretary considers an individual to be an employee if the individual—
  - (i) Works on a full-time, part-time, or temporary basis;
  - (ii) Performs all duties on site at the institution under the supervision of the institution;
  - (iii) Is paid directly by the institution;
  - (iv) Is not employed by or associated with a third-party servicer; and
  - (v) Is not a third-party servicer for any other institution.

(Authority: 20 U.S.C. 1088)

*Three-quarter time student:* An enrolled student who is carrying a three-quarter-time academic workload, as determined by the institution, that amounts to at least three quarters of the work of the applicable minimum requirement outlined in the definition of a full-time student.

(Authority: 20 U.S.C. 1082 and 1088)

*Two-thirds of an academic year:* A period that is at least two-thirds of an academic year as determined by an institution. At a minimum, two-thirds of an academic year must be a period that begins on the first day of classes and ends on the last day of classes or examinations and is a minimum of 20 weeks of instructional time during which, for an undergraduate educational program, a full-time student is expected to complete at least 16 semester or trimester hours or 24 quarter hours in an educational program whose length is measured in credit hours or 600 clock hours in an educational program whose length is measured in clock hours. For an institution whose academic year has been reduced under § 668.3, two-thirds of an academic year is the pro-rated equivalent, as measured in weeks and credit or clock hours, of at least two-thirds of the institution's academic year.

(Authority: 20 U.S.C. 1088)

*Undergraduate student:* (1) A student who is enrolled in an undergraduate course of study that usually does not exceed four years, or is enrolled in a longer program designed to lead to a degree at the baccalaureate level. For purposes of 34 CFR 690.6(c)(5) students who have completed a baccalaureate program of study and who are subsequently completing a State-required teacher certification program are treated as undergraduates.

(2) In addition to meeting the definition in paragraph (1) of this definition, a student is only considered an undergraduate for purposes of the Federal Supplemental Educational Opportunity Grant (FSEOG) Program, the Federal Pell Grant Program, the Academic Competitiveness Grant (ACG) Program, National Science and Mathematics Access to Retain Talent (SMART) Grant Program, and TEACH Grant program if the student has not yet earned a baccalaureate or professional degree. However, for purposes of 34 CFR 690.6(c)(5) and 686.3(a) students who have completed a baccalaureate program of study and who are subsequently completing a State-required teacher certification program are treated as undergraduates.

(3) For purposes of dual degree programs that allow individuals to complete a bachelor's degree and either a graduate or professional degree within the same program, a student is considered an undergraduate student for at least the first three years of that program.

(4) A student enrolled in a four to five year program designed to lead to an undergraduate degree. A student enrolled in a program of any other, longer length is considered an undergraduate student for only the first four years of that program.

(Authority: 20 U.S.C. 1070g)

*U.S. citizen or national:* (1) A citizen of the United States; or

(2) A person defined in the Immigration and Nationality Act, 8 U.S.C. 1101(a)(22), who, though not a citizen of the United States, owes permanent allegiance to the United States.

(Authority: 8 U.S.C. 1101)



*Valid institutional student information record (valid ISIR):* An ISIR on which all the information reported on a student's FAFSA is accurate and complete as of the date the application is signed.

*Valid student aid report (valid SAR):* A student aid report on which all of the information reported on a student's FAFSA is accurate and complete as of the date the application is signed.

(Authority: 20 U.S.C. 1070 *et seq.*, unless otherwise noted)

*William D. Ford Federal Direct Loan (Direct Loan) Program:* The loan program authorized by Title IV, Part D of the HEA.

(Authority: 20 U.S.C. 1087a *et seq.* )

[59 FR 22418, Apr. 29, 1994] EDITORIAL NOTE: For FEDERAL REGISTER citations affecting § 668.2, see the List of CFR Sections Affected, which appears in the Finding Aids section of the printed volume and at [www.fdsys.gov](http://www.fdsys.gov).

## DOCUMENT 5.

### New York State Tuition Assistance Program (TAP) - Regulations

The following excerpts are from “Effective Oversight of the Tuition Assistance Program: Schools Can Avoid Disallowances by Ensuring Eligibility”

<http://www.osc.state.ny.us/reports/highered/12d1.pdf>

#### 1. Eligibility

**Approved Program of Study** §667(1) and part 145, Subpart 145-2.3

**Citizenship and Immigration Status** §661(3) and Part 2201, Subpart 2201.1

**Full-Time Status** §661(4) and Part 145, Subpart 145-2.1

**Good Academic Standing** §665(6) and Part 145, Subpart 145-2.2

**Income Part 2202**, Subpart 2202.7

**Maintain “C” Average** §661(4)(c)

**Matriculation** §661(4)(a) and Part 145, Subpart 145-2.4

**Minimum Tuition** Part 2202, Subpart 2202.2

**Residency** §661(5) and Part 2201, Subpart 2201.1

[Source for §: New York State Education Law and Regulations]

#### 2. Full-Time Status

Full-time status as defined by TAP: minimum of 12 credits that count toward the completion of their degree.

Students are advised to take as many major credits as possible during the first semesters of their college degree, since TAP is only awarded for six semesters (2-year institutions) or 8 semesters (4-year institutions).

#### 3. Good Academic Standing

“By the end of the second year of college, a student in receipt of a TAP award is generally required to earn 45 cumulative credits and a cumulative 2.0 grade point average. In addition, during the second semester of the second year, the student must complete at least nine credits that are mandated for the student’s declared major.”

#### 4. Tuition

Schools are “responsible for reporting the amount of tuition actually incurred by students, a figure that is used to calculate TAP awards. If an audit finds that a school has reported tuition amounts in excess of actual charges,” the audit may recommend returning the money.

The following excerpts are from TAP Coach

([http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study)) and from *Regulations of the Commissioner of Education*.

#### 1. Full-time study.

“In degree-granting institutions, full-time study requires enrollment in credit-bearing courses applicable to the students' program of study, for at least 12 semester hours in a semester of not less than 15 weeks or 100

calendar days, inclusive of examination periods; or 8 semester hours (12 quarter hours) in a quarter (or trimester) of not less than 10 weeks; or 24 semester hours for an academic year of not more than 12 months.”

“A semester hour is defined in the *Regulations of the Commissioner of Education* as ‘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 [...] 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.’

According to this definition, the typical 3-credit course would require 45 hours in class and 90 hours of supplementary, outside assignments.”

(TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))

“Up to the equivalent of 6 semester hours in remedial, noncredit study can be included as part of the minimum semester full-time course load, except that in the first semester of postsecondary study, a student’s minimum full-time course load need include only three semester hours of credit-bearing course work.”

“If the following types of activities are required as integral to the student's program of study and contribute to the full-time study requirement and no tuition is charged for the activity, the student is exempted from the requirement of having a tuition liability for each of the full-time credits:

- independent study
- graduate assistantship
- thesis or dissertation research
- preparation for language or qualifying examinations
- remedial courses”

(Section 145-2.1 of the *Regulations of the Commissioner of Education*)

## 2. Tuition.

TAP awards can never exceed student's tuition liability or the applicable maximum award, whichever is less. When the student's tuition liability is less than the maximum TAP award, HESC uses the actual tuition liability as a basis for calculating the award.”

(TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))

“[...] providing the student effort required for such activities is the same, on an hour-for-hour equivalent basis, as the effort required for a credit-bearing course, other educational activities can also be considered in the determination of full-time status, including:

- Independent or individualized study
- Practice teaching
- Graduate assistantships
- Thesis or dissertation research
- Preparation for language or qualifying examinations

An institution’s faculty determines the equivalent hours, using the definition of a semester hour of credit in Commissioner’s Regulations: one semester hour requires (15) 50-minute hours of classroom instruction and 30 hours of outside assignments. When there is no classroom instruction involved, the expected equivalent is two or three supplementary hours for one class hour. A student’s noncredit, noncourse activity must be approved by the institution in a prefiled plan of study as an integral part of the student’s program.”

(TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))

“[...] If a student needs fewer than 12 semester hours in a final semester, additional courses beyond those applicable to the degree or certificate program can be included in the determination of full-time status. A student will be deemed to meet the full-time (or part-time study) requirement in their last semester of eligibility if the student takes at least one course needed to meet their graduation requirements and the student enrolls in and completes at least 12 semester hours or its equivalent.

In determining full-time (or part-time) status, credit-bearing courses must be applicable to the student’s program of study as a general education requirement, major requirement, or specified or free elective. Credit-bearing courses not integral to the student’s program of study cannot be included as part of the minimum full-time (or part-time) study requirement (12 semester hours or 8 semester hours/12 quarter hours).”

“A student’s minimum full-time course load can include repeated courses under certain conditions: if the student is repeating a failed course; repeating a course in which the grade earned would ordinarily be passing but is a failure in a particular curriculum; or repeating a course where credit will be earned each time.

Restrictions and limitations on courses that can be used to establish full-time status apply only to the minimum 12-credit course load. There are no restrictions on courses taken over and above the minimum full-time course load.”

(TAP Coach [http://www.hesc.com/content.nsf/CA/TAP\\_Coach\\_Fulltime\\_Study](http://www.hesc.com/content.nsf/CA/TAP_Coach_Fulltime_Study))