



Policies & Procedures Memorandum

October 15, 2017

To: College Registrars
From: Vivek Upadhyay, University Executive Registrar
Re: University's Definition and Configuration for Equated Credit/Academic Progress Units for Non-Credit Instruction

This memorandum is intended to clarify the University's definition and configuration for equated credit/academic progress units for non-credit instruction and supersedes all prior communication on the subject. Please adhere to the following guidelines and course definitions as course offerings are configured. These definitions, which reflect the guidance provided by University Office of Academic Affairs, are based on New York State education law, federal financial aid regulations, and CUNY Board of Trustees policy. All course designations are subject to approval by the CUNY Board of Trustees.

Regular Courses

All hours associated with regular courses are college level, and all credits are applicable towards the degree. The degree credits and the equated credits/academic progress units are equal and used to determine tuition and financial aid enrollment status.

Remedial Courses

Remedial courses consist entirely of below college-level instruction, and are designed for students who do not meet CUNY's basic skill proficiency standards.

All contact hours associated with remedial courses are non-credit instruction below college level and are designed to serve the needs of students who have not demonstrated skill proficiency as defined by the CUNY assessment policy. Degree credits on remedial courses are zero. Equated credits/academic progress units on remedial courses are set equal to the number of contact hours, on a one-to-one basis. Equated credits/academic progress units are used to determine tuition and financial aid enrollment status.

For example, a remedial course that meets for 3 hours per week over a 15-week semester generates 0-degree credits, 3 contact hours and 3 equated credits/academic progress units.

Developmental Courses

Like remedial courses, developmental courses are designed for students who have not demonstrated skill proficiency, and are not open to students who have achieved proficiency as defined by the University. Unlike remedial courses, they carry some degree credit. Academic credit shall be given only for the college-level instruction in the course. Developmental courses carry excess contact hours of a remedial nature, which may be counted as equated credits/academic progress units in addition to the degree credits. Equated credits/academic progress units are used to determine tuition and financial aid enrollment status.

For example, a developmental course that meets for 6 hours per week for a 15-week semester, of which 3 hours per week are below college level, generates 3-degree credits, 6 contact hours and 6 equated credits/academic progress units.

Compensatory Courses

Like regular courses, compensatory courses are designed for students who have met the University's skill proficiency standards, and consist of college-level material. However, compensatory courses offer additional mandatory excess hours designed to provide skills needed to succeed in the course. The additional instruction may be offered in workshops, seminars, tutorials, study labs or other instructional formats. Degree credit shall be awarded only for the contact hours associated with college-level work. Excess hours in compensatory courses are not counted as equated credits/academic progress units and are not calculated in tuition and financial aid or academic load.

For example, a compensatory course that meets 4 hours per week over a 15-week semester, of which 1 hour per week is compensatory, generates 3-degree credits, 4 contact hours, and 3 equated credits/academic progress units.

Compensatory ESL Courses

ESL courses may be regular, developmental or compensatory. All follow the above definitions with the exception of Compensatory ESL course offerings. Like regular courses, compensatory ESL courses are designed for ESL students who have met the University's skill proficiency standards, and consist of college-level material. Compensatory ESL courses offer additional mandatory excess hours designed to provide skills specific to the ESL population needed to succeed in the course. The additional instruction may be offered in workshops, seminars, tutorials, study labs or other instructional formats. Degree credit shall be awarded only for the contact hours associated with college-level work. However, excess hours in compensatory ESL courses carry excess contact hours of a developmental nature, which may be counted as equated credits/academic progress units in addition to the degree credits. Equated credits/academic progress units are used to determine tuition and financial aid enrollment status.

For example, a compensatory ESL course that meets 4 hours per week over a 15-week semester, of which 1 hour per week is ESL compensatory, generates 3-degree credits, 4 contact hours, and 4 equated credits/academic progress units. Such courses or class sections must be identified with an ESL indicator.

If there are any questions about this policy or the uniform implementation, guidelines and procedures please contact me at our@cuny.edu.

Cc: Chief Academic Officers
Campus Enrollment Managers
Campus Directors of Student Financial Aid
Campus Bursars