

**FACULTY SENATE MEETING  
SEPTEMBER 17, 2013 - #214 FARRAH HALL – 3:30 P.M.**

**APPROVED MINUTES**

**ABSENT WITHOUT ALTERNATE:** Sheila Black, William Rabel, Dwight Hooper, Eyun-Jung Ki, Paul Puzinauskas, Clark Midkiff, Glenn Tootle, Heath Turner, Jay Robbins, Jeannine Lawrence.

**ABSENT WITH ALTERNATE:** Andrea Cevasco/Seth Panitch; Marysia Galbraith/Stacy Morgan; Aaron Kuntz/Karri Holley; Meredith Render/Heather Elliott.

**GUESTS:** Cresandra Smothers, Dialog; Will Pylant, SGA; Josh Garrett, Fox 6 News; Jennifer Edwards, WVUA; Meredith Armstrong, WVTM; Jerome Davis, WVUA; Jay Reeves, AP; Marlon Price, WIAT; Ed Enoch, Tuscaloosa News; Mark Hammontree, Crimson White; Melissa Brown, al.com; Jordan Ross, COM 499; Pat Duopious, Alabama Public Radio.

Roll call and quorum check by Faculty Senate Secretary Rona Donahoe.

The minutes of the August 20, 2013 Faculty Senate meeting were approved.

**Vice President's Report** – (*Donna Meester*) Donna Meester met with Executive SGA Vice President, Will Pylant, to discuss collaboration concerning Higher Education Day attendance. Will Pylant spoke affirming that the SGA wishes to extend their relationship with the Faculty Senate and to work together on important issues.

**Secretary's Report** – No report.

Parliamentarian Bob Riter reviewed Faculty Senate Parliamentary Rules of Order before the debate/discussion (one turn to speak until everyone has spoken, be recognized by the chair, remain germane to the topic) on “The Statement from The University of Alabama Faculty Senate Regarding Alleged Student Misconduct in Local and Campus Politics” and “Continued Segregation of the Greek System”.

President Steve Miller set the tone for the meeting by dividing the discussion into three sections: first - those extremely and fiercely upset to express their views; second – suggested action steps; and third – review and discuss the “Statement from The University of Alabama Faculty Senate Regarding Alleged Student Misconduct in Local and Campus Politics, and Continued Segregation of the Greek System”.

President Miller announced there would be a gathering on the Gorgas Library steps at 7:15 A.M. on Wednesday, September 18<sup>th</sup> to march to Rose with the message for UA administration to act immediately to end Greek segregation.

The following resolution from the Department of Anthropology was read:

“The Department of Anthropology authorizes Jason DeCaro to represent our concerns by asking the University to thoroughly and actively investigate the role of students and student groups in the August municipal elections, and take responsive actions to the extent any students or

sanctioned student organizations are found to have violated UA rules, and as a public university with a special civic responsibility, assume a leadership role in educational programs and policy actions designed to encourage ethical and civically responsible behavior in the future.”

Senator Pat Parmelee pointed out that there are two separate issues – the election issue and the Greek segregation issue and to deal with each separately.

Rona Donahoe stated the Faculty Senate statement was reached by several weeks of meetings and discussions by the Steering Committee.

President Miller said that the two issues are connected.

Jennifer Shoaff would like to focus on the fact that these are not single issues but that the Greek system has created an environment that is completely discriminatory through use of racial epithets, use of campus property to safety and security of students of color. She feels it is a situation of institutional transparency and accountability and sanctions might be in order.

Senator Fred Whiting, English Department, agreed that the issues are conceptually related but are centered around the Greek system. He expressed that the relationship between administration and faculty; faculty, administration and student should be addressed.

Senator Sierra Turner thinks the issues are related. Since the alleged voter fraud issue is being investigated by outside forces, the focus should be on the issue of Greek segregation. She can understand how these type policies on campus are offensive to minorities. As faculty we have a responsibility to our students to hold administration accountable. The steps and directions now being taken might be considered by some as a token gesture but it does not begin to address the injustices of the infrastructure of this University. There is more that needs to be done and to give students the opportunity to be the best and brightest. White students are affected as well as the students of color.

Senator Steve Bunker, History Department, agrees the two issues are related and voiced concerns about who is running the University with questions about administering policies. He would like to see real, sustained reform and benchmarks put in place for change. We want change so what is stopping change?

Another senator expressed the fact that faculty members want proactive and moral leadership. She felt too much emphasis was placed on students in the Faculty Senate statement.

A senator stated that outside influence trying to obtain illegal votes or people outside the University trying to orchestrate events should not be ignored.

Points that discriminatory behavior is learned early on and relearning behavior is an ongoing process were made.

Harold Stowell, Geological Sciences, a long time UA professor and resident feels the frustrating part is that the UA body has been unwilling or not wanting to make solutions within the University as a whole.

Priscilla Davis, Communicative Disorders, feels a Chief Diversity Officer, should be in place to deal with these issues. President Miller said the Faculty Senate will be having conversation with the administration for that to happen.

Jason DeCarto, Anthropology, stated something that should be underscored is the fact that some of the most eloquent voices have come from Crimson White editorials. He also reminded the meeting that the students are here for a short time and only the faculty members have the opportunity to carry forward these issues and leadership from within the faculty body. UA administration is not responsible for the education of students. They are not doing research and are not in the responsible role of the faculty with the moral authority to represent the people that make the University actually work. Follow up and make sure these issues do not fade away.

President Miller asked the senators to say “yes” if they agreed with the previous statement which resulted in a resounding “yes”.

Michael Picone, Modern Language, thought it was ironic that this meeting was held next to the watchtower and memorial of the courageous students who stood up to segregation at UA. He read a statement with the remarks that he felt it was critical that students are standing up to continuing discrimination on campus. The administration took a small step in the right direction in their response today hoping reopening the bidding process would take care of the issue but it only addresses the sororities, what about fraternities? Nor does the response have any indication of conducting any kind of internal investigation of the UA employee who played such a critical role in denying the admission of highly qualified African American candidates to the sorority. It is the height of hypocrisy for the administration to celebrate the fiftieth anniversary of the integration of the University while not acting vigorously to expunge discriminatory practices. The administration needs to come forth with a strong response to prove its integrity. We await that response.

President Miller now called for ideas of action that are not included in the Faculty Senate statement.

It was suggested to have a task force in a public meeting for discussion, different views and perspectives over a period of time.

Jennifer Shoaff asked if it would be possible to launch a large scale investigation into “The Machine”.

A senator stated that before that could be considered other issues must be addressed. It should be determined what constitutes the relationship between the administration and the Faculty Senate. The Faculty Senate is not an advanced committee on committees. It is a Senate with joint governance on how to keep the energy up to continue pushing for results on these issues.

Melondie Carter, Nursing, suggested faculty become more involved in student organizations such as faculty advisors and it is a critical element.

A senator also suggested greater control over sorority and fraternity advisors.

The University itself gives permission for Greek house construction.

Another suggestion from a senator was to have a list of faculty advisors and the criteria used to fill those positions with student groups. It makes a statement that the University was in fact sanctioning these organizations with allowing them to construct and reside on campus. UA should expect moral and ethical behavior and there should be some consequences. The administration has stated they have no control over these organizations. Money is loaned to the Greeks to construct their houses but the loans are made at a higher interest rate than banks which is then paid back to the University with interest.

Pat Parmelee made the point that the director of the Greeks position has been vacant for quite some time.

A senator made comments on the question – are there other Universities with codes of conduct who are doing better than UA – who and what are they. We should have rules worthy of enforcement and administration willing to call out those not abiding by the rules. He would like to see enforcement of the rules we do have and the enforcement of the better rules of tomorrow.

Jennifer Purvis – We should review rules including the non-discrimination policy and work on progressive rules rather than being reactive to the current problems. The University needs to adopt “best practices”, rather than merely following federally mandated minimums, and needs an inclusive non-discrimination policy as an opinion expressed earlier in the year. Further stated was that the University has historically responded (reactively) to infractions, violations, and egregious situations, but instead should get ahead of problems and (proactively) create a climate that is safe and encouraging of all students. We should review the rules and work on progressive rules, reflective of “best practices,” including but not limited to the adoption of an inclusive non-discrimination policy.

A student had questions and suggested conversation about the Alumni Office and donor relations.

There was concern that too much time would lapse before some action was taken. A Faculty Senate called meeting was set for Tuesday, September 24 in 214 Farrah Hall at 3:30 P.M.

Other suggestions included a time line, regular meetings with the UA President, continuing a pro-action Senate, continuing to ask the hard questions and time for q&a's. President Bonner will speak to the next regular Faculty Senate meeting.

The general sense of the Senate was the Faculty Senate statement was too generic, not specific enough, more teeth, appreciation for everyone that enters UA doors, appointment of a task force, beef up the language, focus on discrimination, the task force does not need to be appointed by the administration but include administration and address the election fraud and Greek desegregation and concern for the removal of any focus on voter fraud.

A motion was made and seconded allowing revision of the Faculty Senate statement and to include as many of the points made as possible. The Faculty Senate approved and the document will be brought back before the Faculty Senate at next week's called meeting.

## **Committee Reports-**

**Academic Affairs** – (*John Vincent & Sierra Turner*) The Academic Affairs presented the revised “UA Mission Statement” with an explanation of changes made in the document. The document was approved unanimously by the Faculty Senate. The committee will have two meetings in October; the second meeting will be with Provost Benson to discuss future faculty hiring trends along with other items from the committee.

**Faculty and Senate Governance** (*Charlotte Herrin & Amy Taylor*) The search continues for a Faculty Ombudsperson. Nominees or volunteers should be from Business or Engineering. Candidates shall have the following qualifications:

a. tenure,  
b. rank of associate or full professor, with at least seven years of service at the University of Alabama as full-time faculty members with teaching and research responsibilities.

Candidates shall not be:

a. current members of the Faculty Senate,  
b. current members of the Mediation Committee, or  
c. current administrators of the University of Alabama.

**Information Technology** (*Mangala Krishnamurthy & Clark Midkiff*) Steve Miller and co-chairs of the IT Committee, Mangala Krishnamurthy and Clark Midkiff, met with Dr. John McGowan, UA VPIT, and Patty Benton on August 9th. Dr. McGowan promised to meet with relevant departments this fall to discuss the availability of Internet 2, which provides much faster data transmission over the Internet. Most buildings have a trunk line of Internet 2, but fiber needs to be pulled to individual faculty computers. Dr. McGowan also told us that a new product on campus would soon be available to all faculty staff and students. This will be similar to the commercial product Dropbox, and will allow the campus community to store data in the "cloud," but it will be much more secure than Dropbox. We would appreciate other senators sending our committee their IT concerns so that we can discuss those with Dr. McGowan.

**Student Affairs** (*Melondie Carter & Joanne Hale*) We are continuing to work on the scholarship app and the online donation possibility for the Alabama Reach program.

**Legislative Action** (*Margaret Garner*)

**Financial Affairs** (*Reuben Cook & Rainer Schad*) The Financial Affairs Committee will be meeting with Dr. Lynda Gilbert on Friday, Oct 4 at 9:30 a.m. in Rose Admin in the Academic Affairs Conference Room to review the UA Budget and discuss the finances.

**Research and Service** (*Steve Burch & Ed Stephenson*) We have met with Dr. Pinkert, the new VP for Research and he would be very amenable to attending a meeting of the committee or the Steering Committee or the entire Senate. Since he will not officially begin his job until November 1st, it will be more likely that this meeting will take place some time in January at the earliest.

**Faculty Life** (*Carol Duffy & Jeannine Lawrence*) The Faculty Life Committee met on Aug. 28th. We drafted an outline for the report requested by President Bonner regarding campuses similar to UA that have gone smoke-free. The President has indicated that this will be the "final piece" in proceeding towards a smoke-free campus. Members of the

committee have since been interviewing smoke-free policy officials at these universities and writing the various sections of the report.

The Faculty Life Committee is also concerned with the continuance of faculty work-life initiatives by HR since the loss of the Work Life Specialist. An email was composed to invite Charlotte Harris to engage in a discussion of the future administration of these programs. This email was sent to Steve Miller (who was asked to send it to Ms. Harris) as it was thought such an invitation might be most effective coming from the faculty president. We await Ms. Harris' response.

The Academic Affairs Committee also presented Draft #14 of The University of Alabama – Credit Hour Definition/Policy for consideration of the Senate. Revisions were made to bring the document in line for the SACS reaffirmation process. It was approved unanimously and is attached to the minutes.

Meeting adjourned 5:00 P.M.

## **ATTACHMENTS:**

### **UA Mission Statement**

#### **Our Mission**

To advance the intellectual and social condition of the people of the State, the nation, and the world through the creation, translation, and dissemination of knowledge with an emphasis on quality programs of teaching, research, and service.

#### **Our Vision**

The University of Alabama will be the university of choice for the best and brightest students in Alabama and a university of choice for all students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic community united in its commitment to enhancing the quality of life, not only for all Alabamians, but for citizens of the nation and world.

#### **Our Strategic Goals**

1. Advance the University's academic, research, scholarship and service priorities, consistent with a top tier university, and continue to promote growth and national prominence in these areas.
2. Enhance the teaching, research and service mission of the University by retaining and recruiting outstanding faculty and staff.
3. Enhance the University's learning environment to attract and retain excellent students.
4. Develop a university-wide emphasis on leadership as a primary role of the flagship university of the State of Alabama.

The Academic Affairs Committee also presented Draft #14 of The University of Alabama – Credit Hour Definition/Policy for consideration of the Senate. Revisions were made to bring the document in line for the SACS reaffirmation process. It was approved unanimously and is attached to the minutes.

## Faculty Reactions

Departmental emails received to date by Steve Miller, Faculty Senate President  
September 17, 2013

The Department of American Studies unanimously passed the following resolution: "The Department of American Studies calls for the University of Alabama administration to conduct an investigation and appropriate response to the alleged student misconduct in the recent municipal election process." Emailed by Stacy Morgan

A resolution passed by the Department of Biological Sciences yesterday afternoon, Friday Sept. 6th (24 in favor, 1 opposed, 1 abstain). "The Department of Biological Sciences calls for an investigation and appropriate response to the alleged student misconduct in the municipal election process." Emailed by Laura Reed

The Department of History unanimously approved the below resolution at its August 30, 2013, faculty meeting. "The Department of History urges the University to conduct a thorough investigation and respond immediately and appropriately to alleged student, student organization, and administration misconduct and violations of the UA Code of Student Conduct in the municipal election process." Emailed by Kari Frederickson

A strong majority of the tenured faculty in the Department of Political Science agreed with the proposition that the university "should thoroughly and actively investigate the role of students and student groups in the city elections, punish any students or groups found to have violated UA rules, and assist city, state, and federal authorities in their investigations." However, I should emphasize that this language was approved through an informal e-mail poll, not through an official departmental process. Emailed by Joseph L. Smith

Department of Anthropology Resolution attached. Emailed by John Blitz

Philosophy Department Resolution attached. Emailed by Steven Bunker

# ALABAMA

ARTS & SCIENCES

Dr. Judy Bonner, President

The University of Alabama

Tuscaloosa, AL 35405

September 5, 2013

The tenured faculty of the Department of Philosophy urge the University and its administration to:

i. Thoroughly investigate the role of students and student groups in the August municipal elections;

ii. Take disciplinary action against all students and student groups who violated University rules;

iii. Take a leadership role developing policies to promote a cooperative and compassionate relationship between our students and the permanent population of Tuscaloosa;

iv. Condemn in no uncertain terms any actions of students and student groups in the August municipal elections that have violated the Capstone Creed's promise to "act with fairness, honesty, and respect" and to "foster individual and civic responsibility." And if the allegations are confirmed, these actions should be condemned even if they did not break any rules; those actions would be unethical and out of keeping the values the University claims to promote. If the University takes those values seriously, it will condemn those actions .

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Stuart Rachels

Associate Professor

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Chase Wrenn

Associate Professor

cc: Dr. Joe Benson, Interim Provost

Dr. Mark Nelson, Vice-President for Student Affairs

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Professor and Chair

Professor

## DRAFT #14

### University of Alabama

Tuscaloosa, Alabama

## Credit Hour Definition/Policy

[As of: 4/25/2013]

### **Purpose.**

The purpose of this policy is to guide the determination of credit hours to be awarded for course work in all University of Alabama degree programs in accordance with the Federal Definition of a Credit Hour and the Southern Association of Colleges and Schools Commission on Colleges



(SACSCOC) Credit Hours Policy Statement. For a detailed description of the Federal Definition of a Credit Hour and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Credit Hours Policy, please see Appendix #1.

**Implementation Date.**

06/01/2013

**Policy.**

The University of Alabama will normally grant one semester hour of credit for the learning outcomes expected upon the satisfactory completion of approximately fifteen 50 minute sessions of direct faculty instruction /examination or equivalent form of assessment in the typical fall and spring semesters.

Colleges may award credit for the any of the following reasons:

1. Experiencing one hour [50 minutes] of class attendance/faculty instruction/ examination or equivalent form of assessment per week.
2. Performing the equivalent amount of work over a different period of time.
3. Demonstrating evidence of achievement, represented in intended learning outcomes, that is equal to the amount of work that is equivalent to experiencing one hour of class attendance or faculty instruction per week, for 15 weeks, etc.

Instruction may take place in a variety of modes appropriate to the discipline. This basic measure may be adjusted proportionately to reflect modified academic calendars, standard calendar variations from one term to another, formats of study, and exigencies, e.g., severe weather, etc. Underlying this statement is the assumption that each 50 minute session requires the average student to spend twice as much time outside of class reviewing the material presented in class, preparing for upcoming classes, completing homework assignments, studying for quizzes and exams, and other tasks which verify evidence of student achievement and mastery of the course materials. More specifically,

1. A 1-credit hour class will *approximate* 750 minutes of instruction/examination per semester.
2. A 2-credit hour class will *approximate* 1,500 minutes of instruction/examination per semester.
3. A 3-credit hour class will *approximate* 2,250 minutes of instruction/examination per semester.
4. A 4-credit hour course will *approximate* 3,000 minutes of instruction/ examination per semester.

**Other Instructional Modes**

One semester credit hour may be granted for manifold modes of instruction:

1. Activity supervised as a group (laboratory, field trip, practicum, workshop, and group studio). The semester credit hours awarded vary depending on the amount of outside work required. When substantial outside work is required for each two hour block of laboratory per week, one semester hour of credit is awarded. Group activity requiring little outside work may require

three or four hours of laboratory each week for each semester credit hour awarded.

2. Supervised individual activity (independent study, individual studio, tutorial).
3. Full-time independent study (student teaching, practicum, internship).  
If a student's academic activity is essentially full-time (as in student teaching), one semester credit hour may be awarded for each week of work.
4. Experiential learning. One semester hour of credit may be awarded for each 40-45 hour week of activity that provides the learning considered necessary to the program of study.
5. Credit by examination. Semester credit hours may be awarded for mastery demonstrated through examination.
6. Short sessions (Interim Terms, Summer Terms (five and ten week), Weekend College, etc.). When credit hours are awarded for courses taught during a Part-of-Term, the learning outcomes expected must be the same as are expected for the same course taught during the fall or spring semester.

### **Online and Hybrid Instruction (Asynchronous).**

1. Courses offered using alternative forms of delivery [online, intensive, or a hybrid] shall be planned to enable students to achieve the equivalent student learning outcomes as courses offered in the traditional instructor led format in classrooms on main campus.
2. For each credit hour awarded, students should be spending approximately one hour (50 minutes) in contact with the instructor and two hours (100 minutes) of course work outside of class per week over the equivalent of a 15-week semester [including examinations or equivalent forms of assessment].
3. "Hours outside of class" include advance/daily readings, writing, participation in online discussions, studying, reflection projects, final papers, etc... **Caution:** Intensive classes typically meet for four, five, or eight hours per day, five days a week. Consequently, for students in an intensive course, depending on the length of the instructional day, students cannot be expected to spend 10+ hours per day studying outside of class.
4. For these courses the credit hour definition does not emphasize the concept of "seat time" as the primary metric for determining the amount of student work.
  - a. Credit hours may be assigned for an amount of work represented by verifiable student documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time,
  - b. Or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

### **Out-of-Class Coursework.**

In order to be successful, the average student will be expected to prepare for each class by engaging in a minimum of two hours of out-of-class work / week for each credit hour earned. Toward this end, students are expected to have completed the required assignments and reviewed previous lecture material in addition to completing any of the alternative forms of out-of-class work deemed appropriate by the instructor (term paper, lab work, problem sets, discussion questions, interviews, etc.).

### **Equivalent Coursework.**

Consistent with the federal definition of a credit hour, it is acceptable to replace sessions of equivalent instruction and- /-or examination with alternative forms of coursework (e.g., laboratory work, practicums, out - of-class assignments and projects, assigned readings, problem sets, discussion questions, service learning experiences, a “capstone” project, etc.).

### **Procedures for Implementation.**

#### **Designated Personnel Responsible for Implementation.**

The primary responsibility for ensuring compliance with the UA Credit Hour Policy is the faculty, Academic Department Chairs, and designated Assistant/Associate Deans within each college or school under the supervision of the respective academic dean. When a course is first proposed or a change to an existing course is submitted, via the Course Inventory Management Process, the Department Chair reviews the course syllabus and affirms that the appropriate credit hours have been assigned for the work to be completed both in class and outside of class. The syllabus should be descriptive enough that it may serve as evidentiary confirmation the course meets the UA Credit Hour Definition/Policy. The syllabus is subsequently submitted to the Office of the Vice Provost for Academic Affairs for undergraduate courses and the Graduate School for graduate courses for final approval. This review process will affirm that the course is planned to be in compliance with the credit hour definition/policy.

“Active” courses in the on-line course inventory are expected to be in compliance with the credit hour definition/policy. These will be reviewed on a continuing five year schedule.

Each year each academic department, using the University’s on-line planning and assessment tool, will include an outcome for the assessment of their respective faculty’s compliance of this Credit Hour Definition/Policy. For Fall and Spring terms of the academic year, each academic department Chair will randomly select one course in each Program of Study for a comprehensive, compliance determination.

#### **Means By Which Institutional Constituents Are Informed Of The Policy and Procedures It Entails.**

The Dean will distribute copies of the policy and procedures to their chairs and faculty within their schools and colleges and discuss and answer related questions.

## **Process of Amending and Approving the Credit Hour Policy Or Implementation Procedures.**

The Council of Deans in consultation with the Faculty Senate will consider and approve changes in the policy and its implementation and approve the procedures.

**Is Compliance with Procedures Mandatory? Yes.**

## **APPENDIX #1**

The Federal Definition of a credit hour is:

*“A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates*

- 1. not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester, or*  
*trimester hour of credit, or ten to twelve weeks for one*  
*quarter hour of credit, or the equivalent amount of*  
*work over a different amount of time, or*
- 2. at least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the*  
*institution including laboratory work, internships,*  
*practica, studio work, and other academic work*  
*leading to the award of credit hours.”*

According to the federal guidelines, each institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for federal program purposes. It is important to note that there is no requirement that a credit hour exactly duplicate the amount of work cited in the definition above. Rather, the requirement is that a credit hour reasonably approximates the minimum amount of work. This definition does not dictate particular amounts of classroom time versus out-of-class student work. In determining the amount of work the institution’s learning outcomes will entail, the institution may take into consideration alternative delivery methods, measures of student work, academic calendars

disciplines and degree levels. (Reference: Department of Education Dear Colleague Letter issuing Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010).

The federal credit hour definition does not emphasize the concept of “seat time” (time in class) as the primary metric for determining the amount of student work for federal purposes. Institutions may assign credit hours to courses for an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time or on the basis of documented student learning calibrated to the amount of academically engaged time for the typical student.

(Reference: Department of Education Dear Colleague Letter issuing Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010).