Instructional Equivalencies Chart

Many courses include online components and other types of activities as part of instructional time. Any course that does not meet face-to-face during all instructional credit hours must create an Instructional Equivalency Chart to track these components.

A credit hour is the unit of measuring educational credit, usually based on the number of classroom hours per week throughout a term. For the purpose of creating an Instructional Equivalency Chart, the Carnegie unit will be used to count credit hours. The Carnegie Unit defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. This means that one unit of credit equates to three hours of student work per week (1 hour lecture plus 2 hours of homework or 3 hours of lab) for 15 weeks.

Carnegie Chart

For the typical three-hour class, a student spends three hours per week in class. For the typical four-credit class, a student spends four hours a week in class. The total semester hours are calculated by multiplying the weekly hours by 15.

3 Credit Course	3 hours x 15 weeks	45 instructional hours
4 Credit Course	4 hours x 15 weeks	60 instructional hours

SPS Online Accelerated Courses

All SPS courses (general education and major courses) are asynchronous online courses that are delivered in an accelerated format of 7.5 weeks. All major courses and most general education courses are three credit hours. Some general studies courses (natural science courses with lab, for example) are four credit hours.

3 Credit Course	6 hours x 7.5 weeks	45 instructional hours
4 Credit Course	8 hours x 7.5 weeks	60 instructional hours

The above are instructional hours. Homework must be listed separately. The federal definition for student homework expectations is two hours of homework per credit hour every week.

Activities

The type of activity or combination of activities is to be determined by the instructor.

Activities should:

- be related directly to the objectives of the course/program
- be measurable
- have direct oversight or supervision of the faculty member teaching the course
- be equivalent to an activity conducted in the classroom

Activities may NOT:

- be homework assignments

Consider Technology Infused Activities

Faculty who are replacing instructional hours in a traditional day in-person course with technology components, or creating a fully online course for either the traditional day program or the SPS program, should consult the list of example learning activities and the technology options chart to design the hours of instruction. These examples and chart are just some, but not all, of the options that may be used**:**

- Discussion Board structured to provide guided or instructor-mediated threaded discussion with specified timeframes and expectations for participation
- Chat rooms for class or group projects that provide opportunities for collaborative learning and that have specific expectations for participation and feedback
- Case studies and problem-solving scenarios relative to course goals and objectives and utilizing higher order analytical skills with instructor and class designed feedback
- Blogs, journals, or logs in which students share the most relevant aspects with instructor and classmates
- Web Quest activities in which students find Internet sites that address specific course objectives and are shared with class as instructor-mediated activities.
- Library research in which instructor directs students to locate certain information or resources and relate them to course objectives and present them to class in a designated manner
- Lecture materials—Video, audio recordings --from which students are expected to develop questions, comments, or observations shared with class and instructor through discussion board postings or participation in chat rooms

- Instructional CDs to be utilized in one way or another
- Field trips or tours in which students may participate as an individual or group in analyzing an activity (concert, museum, art exhibit, religious service, political debate, etc.) and prepare a paper or presentation to share with instructor and class
- Final group projects which represent a culmination of learning objectives and by which students collaborate via e-mail, chat rooms, discussion boards, and “face-to-face” contact to research, analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group

Creating the Chart

Use Excel to create the chart. A template has been provided on the Faculty Toolkit Canvas page. This template is also available from the SPS staff.

Technology Options

ACTIVITY	DESCRIPTION	INSTRUCTIONAL HOURS
Communication & Class Participation		
Blogs, journals, discussion boards, wikis	Opportunity for students to apply learned concepts or reflect on learning experiences; shared with instructor and/or in a public forum for analysis, feedback and assessment. Can be used for class or group projects or feedback after instruction.	• 1 posting = ½ hour instruction • 1 response = ½ hour instruction
Chat rooms	Instructor or student led opportunities. Can be used for class or group projects or feedback after instruction. Provides for collaborative, synchronous learning with specific expectations for participation & feedback as well as possible asynchronous learning where post-review and discussion posts can assist in reflection. Where possible, chats should be posted for archive review. Can be done in Moodle or any program which supports archiving.	• 1 hour chat = 1 hour instruction
Learning Activities		
Case studies, online scenarios and simulations	Examination and exploration requiring utilization of critical thinking skills which relate to course objectives. Analysis is shared with instructor and/or class with posts.	• Guide through case study 1-3 hours as determined by instructor • 1 posting = ½ hour instruction • 1 response = ½ hour instruction
Collaboration & Peer Review		
Group project	Activity with specific learning objectives that is instructor mediated; students collaborate using electronic methods and/or face-to-face contact to research, analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group.	• 1 hour per week for duration of project is suggested
Guided project	Individual activity with specific learning objectives that is instructor mediated; student and facilitator collaborate using electronic methods and/or face-to-face to research, analyze, synthesize and prepare project with instructor receiving periodic updates and providing guidance and feedback.	• 1 hour per week for duration of project
Asynchronous Student Presentations	Web 2.0 and apps that engage students in online collaboration and peer critiques via programs like Voicethread, website creation tools, student-created posted videos, etc. This is an electronic substitute for in-class presentation time.	• 1 posting = ½ hour instruction • 1 response = ½ hour instruction
Synchronous Student Presentations	Presentations done via web conferencing. Gives the class opportunity for participation and direct feedback. Should be archived when possible for This is an electronic substitute for in-class presentation time.	• Time allotted for presentation = instructional time • 1 posting = ½ hour instruction • 1 response = ½ hour instruction

ACTIVITY	DESCRIPTION	INSTRUCTIONAL HOURS
Direct Instruction		
Synchronous Lecture/Web Conferencing	Instructor led instruction using web conferencing for synchronous learning using web conferencing like Adobe Connect. Gives students opportunity for participation and feedback. Should be archived when possible for review.	• Time allotted for instruction = instructional time
Asynchronous Lecture	Asynchronous instruction using instructor created resources such as narrated PowerPoints, written notes and screencasting. Gives students opportunity for comment and discussion through posts or chat room discussions. See Post or Chat equivalency above if this option is given.	• Instructor estimate time taken to view instruction = instructional time
Instructional CDs, videos	Instructor mediated to expand upon and clarify course concepts and objectives.	• Length of Video = instruction time • 1 Hour of CD Activities = 1 hour of instruction • 1 posting = ½ hour instruction • 1 response = ½ hour instruction
Assessment		
Online quizzes	Informal assessment tool to assess knowledge and provide feedback on progress. Tool should discourage "proxy cheating".	• 1 hour test = 1 hour instruction
Reflection paper/ article review	Writing assignment that requires submission of a draft for instructor comment and suggestions for improvement. Should be a guided activity for students to apply learned concepts or apply higher order analytic skills to assess scholarly articles.	• 1 private posting = ½ hour instruction • 1 shared posting (required to read all classmates' postings) = 1 hour instruction
Service-learning project	Instructor led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students and student shares experience and reflection with fellow classmates via emails, chats, discussion boards, and/or face-to-face.	• 1 hour per week for duration of project