



## Instructional Equivalencies Guidelines

NOTE: When any of the instructional activities below are completed during class, the time *cannot* be counted twice.

Instructional Activity	Description	Rate of Equivalency: Individual Assignment
Article reviews and reflection	Students apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals	1 article review = 1 hour of instruction
Assigned material (text, journal articles, audio, video, etc.)	Instructor-mediated to expand upon and clarify course concepts and objectives; opportunity for students to develop questions, comments, or observations to be shared with classmates and the instructor through discussion board postings or participation in chat rooms	Reviews and posts response to 1 unit = 1 hour of instruction
Case studies and problem-solving scenarios	In-depth analysis requiring utilization of higher-order analytical skills that relate to course objectives; shared with the instructor and/or classmates for feedback and assessment.	1 case study analysis and posting = 1-3 hours of instruction
Conference calls (group)/synchronous discussions	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation and feedback (including exam reviews). When possible, calls or online meetings are recorded for review.	1-hour web- or teleconference = 1 hour of instruction
Conference calls (individual)	Instructor engages students in collaborative, on-to-one synchronous learning experience. When possible, calls or online meetings are recorded for review.	30 minute conference = ½ hour instruction
Cultural or artistic events and field trips	Learners attend and review cultural or artistic events (such as a play, musical performance, exhibition of visual art, lecture, etc.). Reviews will be produced, assessed, and graded according to course rubrics and aligned with learning outcomes.	Time of attendance at event = time of instruction
		Three-page review essay = 1 hour of instruction
Debates	Verbal arguments on a controversial issue conducted within a set framework, including constructive speeches, cross-examination, posed questions, and rebuttal.	5-minute debate (research and preparation of content and argument) = 1 hour of instruction
Discussion boards	Instructor-guided threaded discussion that relates directly to course objectives. Postings have	Initial post – min. 250 words with supporting reference(s) = 1 hour of instruction

	specified timeframes, expectations for participation (quantity and volume), and thoughtful analysis	One secondary post/replies (requires reading all posts and responding to a minimum of 2 per forum) = ½ hour of instruction per forum
Group chats and discussions	Instructor led opportunities for collaborative, <i>synchronous</i> learning with specific expectations for participation and feedback. When possible, chats are posted for review.	1 hour chat = 1 hour of instruction
Guest lectures	Guest lecturers present on specialized topics relevant to course description, learning goals, and outcomes.	1 hour lecture = 1 hour of instruction
In-class instruction, presentations, quizzes, and tests	Instruction, presentations, and tests provided in person in live classroom setting.	1 hour = 1 hour of instruction (Note: Do not count as additional time)
Instructional CDs, podcasts, PowerPoints, videos, etc.	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives	Length of material = time of instruction
		Three-page review essay = 1 hour of instruction
Interactive tutorials and simulations	Tutorials with multiple media that allows the student to interact with the content that they are learning. Interactive tutorial components can include activities such as podcasts, learning games, quizzes, audio, and video.	Equivalency will vary and should be determined based on depending on the length of the tutorial and average time to complete required activities
Internships	Work-related learning experience in which students receive hands-on work experience. The student consults with his/her faculty advisor, develops learning objectives, and completes an academic paper or project for a grade.	Varies
Lecture activity - written, video, or audio	Students view, listen, and respond to streaming lectures in online format and then answer questions designed and assessed according to course rubrics and aligned with learning outcomes. Learner answers will be shared with instructor and peers in order to generate further discussion of salient topics.	Length of material = time of instruction
		One reflection posting = ½ hour of instruction
Library research	In-depth instructor or facilitator led opportunity for students to research scholarly articles or professional journals that relate to course objectives; to be shared with class in a designated manner	One-page reflection = 1 hour of instruction
Peer review/assessment	Employing instructor-designed criteria, students evaluate each other's work	Student review of peer work and follow-up response post/email to student/teacher = ½ hour of instruction
Presentations - individual	Students research, compile, and produce presentations prepared according to course/program rubrics and aligned with specific learning outcomes	Equivalency for preparation will vary depending the assignment <i>plus</i>
		Assigned length of presentation = time of instruction

Presentations - group	Students collaborate to research, compile, and produce presentations prepared according to course/program rubrics and aligned with specific learning outcomes	Equivalency for preparation will vary depending the size of the group and the assignment and should be determined based on individual contribution to the group presentation <i>plus</i>
		Assigned length of presentation per student = time of instruction
Projects - individual	Instructor mediated activity with specific learning objectives; student researches, analyzes, synthesizes, and prepares project with instructor receiving periodic updates and providing guidance and feedback.	Equivalency will vary depending on the size of the group and the assignment
Projects - group	Instructor mediated activity with specific learning objectives; students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research, analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to the group.	Equivalency will vary depending on the size of the group and the assignment and should be determined based on individual contribution to the group project
Quizzes and tests (online)	Opportunity for instructor to assess students' knowledge and provide feedback on students' progress	1 hour quiz/test = 1 hour of instruction
Virtual labs and lab reports	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories.	1 hour of virtual laboratory = 1 hour of instruction
	Instructors require students to submit, share, or post lab reports produces and assess work according to course rubric.	1 lab report post and review and respond to classmates posts = 1 hour of instruction
Virtual tours	Learners take virtual field trips or tours and report in to instructor and/or peers.	1 hour tour = 1 hour of instruction
		Three-page reflection paper = 1 hour of instruction
Web-conferencing	Instructor engages students in desktop-to-desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback (e.g., Skype, GoToMeeting)	1 hour webinar = 1 hour of instruction
Web-quests	Instructor guided opportunity for students to research information on the Internet that enhances student learning and addresses specific course outcomes; findings shared with the instructor and classmates	Equivalency will vary depending on the assignment ; consider 1 hour of research = 1 hour of instruction
		One-page reflection = 1 hour of instruction
Wikis, blogs, journals, portfolios	Students' opportunity to apply learned concepts or for reflection on learning experiences; to be shared with the instructor and/or classmates for thoughtful analysis, feedback, and assessment	1 posting = ½ hour of instruction