Alternative Instructional Equivalencies by Hour  
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| **Method of Instruction** | **Description** | **Instructional Hour Equivalency\*\*** |
| Threaded Discussions on NU Learn | Instructor-led and mediated threaded discussions (asynchronous learning) which are produced, assessed, and graded according to course rubrics and aligned with learning outcomes. Postings should have specified time frames and clearly delineated expectations for participation (both quality and volume). | 1 posting with careful reading of all other learner postings = 1⁄2 hour of instructional time  1 posting with careful reading of all other learner postings and replies to at least 5 postings = 1 hour of instructional time |
| Synchronous Discussions on NU Learn | Instructor-led online discussions (synchronous learning) which are produced, assessed, and graded according to course rubrics and aligned with course learning outcomes. Instructor will provide specific goals and objectives for assessing quality and volume of participation among members of online learning community. | 1 hour of substantive chat = 1 instructional hour |
| Journals and Weblogs (“Blogs”)\*\* | Learner postings of written work (asynchronous learning) produced, assessed, and graded according to course rubrics and aligned with course learning outcomes. Postings will be shared with instructor and peers for thoughtful and thorough analysis and assessment. | 1 private posting = 1⁄2 instructional hour  1 shared posting = 1 instructional hour |
| Library, Online, and Electronic Database Research\*\* | Instructor-guided research on peer-reviewed scholarly articles and digitized primary documents and resources leading to work products aligned with course objectives and American Library Association (ALA) outcomes for assessing information literacy competencies. Projects will be shared with instructor and peers and assessed according to course-based and ALA rubrics. | 1 five-page project = 1 instructional hour  1 three- to five-page literature review paper = 1 instructional hour |
| Online Lecture in Streaming Audio or Video | Learners 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. | View or listen to lecture and post responses = 1 instructional hour |

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| **Method of Instruction** | **Description** | **Instructional Hour Equivalency\*\*** |
| Attendance at Cultural or Artistic Events | 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. | Attendance at event + three-page review essay = 1 instructional hour |
| Conferences and Workshops on Learning Portfolio Preparation | Instructors meet with learners to compile, evaluate, and produce learning portfolios prepared according to course/program rubrics and aligned with course/program learning outcomes. | Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour |
| Guest Lectures | Guest lecturers present on specialized topics relevant to course description, learning goals, and outcomes. Assessment instruments will be used to assess learning outcomes, aligned with unit objectives and learner responses. | Lecture of 1 hour with assessments = 1 instructional hour |
| Learning Community Projects | Instructor-guided group learning projects culminating in work products aligned with course or unit objectives and assessed according to course rubrics. Learners interact online (through asynchronous and synchronous discussion, email, podcasts, and posted materials) or face-to-face and work with the instructor to research, analyze, and synthesize information culminating in a project with demonstrable outcomes. | 1 meeting hour per week = 1 instructional hour |
| Instructional CDs, PowerPoints, podcasts, DVDs, Impatica© Presentations, and Videos\*\* | Instructor-mediated instructional CDs, PowerPoint presentations, Impatica© presentations, podcasts, DVDs, or videos are used to enhance, clarify, or expand upon topics or concepts relevant to course content and learning outcomes. Learners submit, share, or post responses produced and assessed according to course or unit rubrics. | 1 hour of viewing/listening + shared or posted response = 1 instructional hour |
| Field Trips, Tours, and Virtual Tours | Learners take field trips or tours, including virtual tours, and report in to instructor and peers. In cases where students travel alone or in a group unaccompanied by instructor or facilitator, written reflection papers will be produced, distributed/posted, assessed, and graded according to course rubrics and aligned with course learning outcomes. | 1-hour instructor- or facilitator-led field trip or tour = 1 instructional hour  1-hour unaccompanied student field trip or tour + reflection paper = 1 instructional hour |

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| **Method of Instruction** | **Description** | **Instructional Hour Equivalency\*\*** |
| Case Studies and Problem-Solving Scenarios\*\* | Instructor-facilitated or instructor-mediated case studies and problem-solving scenarios requiring higher-order thinking and analytical skills. Learners submit, share, or post responses produced and assessed according to course or unit rubrics. | 1 case study analysis with report or posting = 1 instructional hour |
| Online Examinations, Tests, and Quizzes | Subject competencies are assessed according to learning goals and objectives using online examinations, tests, and quizzes. | 1 hour of testing = 1 instructional hour  NB: Final examinations may not be counted toward instructional hours, per *Pa. Code 22.* |
| Telephonic or Web-based Conference Calls | Instructor-led meetings (synchronous) with learners with assessable course and subject-specific expectations for participation and feedback. Instructors are encouraged to use audio capture technology for later review. | 1-hour web- or teleconference = 1 instructional hour |
| Virtual Laboratories | Learners use computer-simulation laboratories in blended lab-based courses or in order to replace missed laboratories. Learners submit, share, or post lab reports produced and assessed according to course or unit rubrics. | 1 hour of virtual laboratory = 1 instructional hour |

\* Instructional hours are measured in clock hours rather than Carnegie units. Fourteen (14) instructional hours must be provided for each credit hour earned (42 hours = one 3-credit course).

\*\* Please note that 22 *Pa. Code Chapter 31 (31.21 - 31.22)* designates these activities as “homework” assignments. Instructional hour equivalencies relate only to time spent posting materials, sharing work products for review (with instructors, facilitators, or peers), and providing peer or instructor feedback.