

Instructional Equivalencies Chart

Whether they are traditional, blended, or fall under the ADP umbrella, many courses now include online components and other types of activities as part of instructional time. Any course that does not meet face-to-face for all instructional credit hours must contain 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-unit class, a student spends three hours per week in class. For a 4 credit class, a student spends 4 hours per week in class. The total semester hours are calculated by multiplying the weekly hours by 15.

4 Credit Course	4 units x 15 weeks	60 instruction hours
3 Credit Course	3 units x 15 weeks	45 instruction hours

ADP General Studies Course

An ADP General Studies course is 4 credits. This requires 60 hours of instruction. The face-to-face hours in each course are 28. Use this guide to design the remaining requirement of 32 hours.

4 Credit Course	60 instruction hours	Course meets 7 times	28 face-to-face hours	$60 - 28 = 32$ remaining hours
-----------------	----------------------	----------------------	-----------------------	--------------------------------

ADP Major Specific Course

An ADP Major Specific course is 3 credits. This requires 45 hours of instruction. The face-to-face hours in each course are generally 20 (more for some majors). Use this guide to design the remaining instruction:

3 Credit Course	45 instruction hours	Course meets 5 times	20 face-to-face hours	$45 - 20 = 25$ remaining hours
		Course meets 6 times	24 face-to-face hours	$45 - 24 = 21$ remaining hours
		Course meets 7 times	28 face-to-face hours	$45 - 28 = 17$ remaining hours

Online Course

All online courses offered at Albright are 4 credit general studies courses. This requires 60 hours of instruction with 0 face-to-face meeting time.

4 Credit Course	60 instruction hours need to be charted
-----------------	---

Homework

The above are instructional hours. Homework must be listed separately. The federal definition for student homework expectations would be two hours of homework per week per credit across a fifteen week semester.

Activities

The decision to choose the type of activity or combination of activities is fully up to you.

Activities should:

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

Activities may NOT:

- be homework assignments

Consider Technology Infused Activities

If you are replacing any instructional hours in a traditional day course with technology components to make it a blended or fully online course, or you are teaching a course in an accelerated format in ADP, consult the list of example learning activities and the technology options chart to design the remaining hours of instruction. These examples and chart are just some, but by no means, 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 and instructor mediated
- 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 Website or contact the ADP office to have it emailed to you.

Technology Options

ACTIVITY	DESCRIPTION	INSTRUCTIONAL HOURS
<i>Communication & Class Participation</i>		
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 1 hour chat = 1 hour instruction
<i>Learning Activities</i>		
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.	<ul style="list-style-type: none"> • Guide through case study 1-3 hours as determined by instructor • 1 posting = ½ hour instruction • 1 response = ½ hour instruction
<i>Collaboration & Peer Review</i>		
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Time allotted for presentation = instructional time • 1 posting = ½ hour instruction • 1 response = ½ hour instruction

ACTIVITY	DESCRIPTION	INSTRUCTIONAL HOURS
<i>Direct Instruction</i>		
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Instructor estimate time taken to view instruction = instructional time
Instructional CDs, videos	Instructor mediated to expand upon and clarify course concepts and objectives.	<ul style="list-style-type: none"> • Length of Video = instruction time • 1 Hour of CD Activities = 1 hour of instruction • 1 posting = ½ hour instruction • 1 response = ½ hour instruction
<i>Assessment</i>		
Online quizzes	Informal assessment tool to assess knowledge and provide feedback on progress. Tool should discourage “proxy cheating”.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 1 hour per week for duration of project