**APP Proposed Online *Instructional Equivalency Grid***

While Saint Joseph’s University is committed to an outcome-based approach to curriculum and assessment in accordance with its accreditation by the Middle States Association of Colleges and Schools and other discipline based national accrediting associations, it also complies with and endorses the requirements of the Pennsylvania Department of Education on what constitutes a semester credit hour of instruction as set forth in Chapter 31.21 on curricula as amended. The standard states that “a semester hour represents a unit of curricular material that can normally be taught in a minimum of 14 hours of classroom instruction, plus outside preparation or the equivalent as determined by the faculty.” Thus, a three-credit course represents the equivalent of 42 hours of classroom instruction or its equivalent, not including final examination or homework as normally interpreted.

The following guidelines are intended to be used to insure compliance with the standard for courses offered online. The methods of instruction and their hours of utilization must be specified for each online course offered by a department. Hence, an Instructional Equivalency form must be completed for each course and be approved by the Department Chair to insure online instructional adequacy as well as compliance with the online course Instructional Equivalency requirements.

There are two basic mechanisms for delivering online instruction: Asynchronous and Synchronous.

* **Asynchronous (A)** = Asynchronous communication is a communication that can occur without the need for a sender and receiver to be time-synchronized. In this mode of online communications, students access course materials at any time, from any place without the instructor necessarily being available at the same time or place. Instructors provide materials, lectures, tests, and assignments that are accessed by the student typically via a Learning Management System (e.g., Canvas). Asynchronous activities include Discussion Boards, watching a video of a lecture, or viewing course PowerPoints online.
* **Synchronous (S)** = In synchronous communication, the instructor and students are online at the same time since lectures, discussions, and presentations take place at specific hours. This two-way communications mode enables real-time interaction between the instructor and the student(s). Forms of synchronous instruction include online chats, teleconferencing, and video conferencing (e.g., Zoom).

These forms of communication serve to inform and to structure the Instructional Equivalency Grid. Both the asynchronous and synchronous forms of online communications are broken down by codes that are used to define the relevant *Method of Instruction*, *Description*, and *Equivalency Hours of Instruction* employed in a given online course. While the *Method of Instruction* [Code] profile may vary by course and by department, the **Total Hours** of online instruction for all online courses must always total the required 42 hours.

***INSTRUCTIONAL EQUIVALENCY GRID***

**Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course #: \_\_\_\_\_\_\_\_\_\_\_\_ Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_ Completed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| *Code* | *Method of Instruction* | *Description* | *Equivalency Hours of Instruction* | *Number of Hours*  |
| **A1** | **Recorded Online Instructor Lecture in Audio or Video*****Asynchronous*** | Students view and/or listen and interact with lecture content. Students may the employ content to answer questions and/or assigned problems that are incorporated in the lecture that may be assessed by the instructor (typically according to a course rubric that is aligned with syllabus learning outcomes).  | 1 hour of content lecture only = 1 instructional hourContent lecture with accompanying questions/problems that may require repeated content review. Instructor estimates expected student hours of engagement and each hour = 1 instructional hour. \*  |  |
| **A2** | **Instructor led****Class Discussion*****Asynchronous*** | Instructor-directed, discussion board. Students post messages directly related to course content. This activity typically supports the application of concepts and/or reflection by analysis, synthesis, and evaluation and is evidenced by student postings and responses to the postings of others.  | -Initial relevant and substantive assignment posting(s) = ½ hour of instructional time- Multiple substantive responses to instructor and/or other student postings for an assignment that reflects active engagement in the discussion for one hour = 1 instructional hour. |  |
| **A3** | **Group Discussions** ***Asynchronous*** | Students discuss instructor assigned topic(s) with one another in assigned groups. Students interact on topical issues in online discussion board postings. | -Initial relevant and substantive assignment posting(s) = ½ hour of instructional time- Multiple substantive responses to other student postings for an assignment that reflects active engagement in the discussion for one hour = 1 instructional hour. |  |
| **A4** | **Classroom Peer Review Activities*****Asynchronous***  | Peer evaluation of an activity or assignment that provides substantive feedback that is evidenced by a document or recording. Students have substantive online interpersonal interaction on the assigned classroom activity. | Multiple threaded discussion postings that reveal careful reading of other student’s postings and/or provision by the individual or group of a document of a length prescribed by the instructor = 1 instructional hour for each hour of expected assignment engagement. |  |
| *Code* | *Method of Instruction* | *Description* | *Equivalency Hours of Instruction* | *Number of Hours*  |
| **A5** | **Online Quizzes and Tests*****Asynchronous***  | Subject competencies are assessed according to learning goals and objectives using online examinations, tests and quizzes. Use of LMS for delivery of online testing or submission of testing materials. | 1 hour of testing = 1 instructional hour**NB: Final examinations may not be counted toward instructional hours, per Pa. Code 22.** |  |
| **A6** | **Journals and Weblogs (“Blogs”)*****Asynchronous*** | Students postings show clear engagement in the assigned course objective. Postings reflect serious analysis, synthesis of course content, and contemplation of course material. Responses to posting of others indicates substantive engagement. | 1 private posting = ½ instructional hourMultiple substantive responses to other student postings for a specified assignment that reflects active engagement in the discussion for one hour = 1 hour of instructional time. |  |
| **A7** | **Library, Online and Electronic Database Research*****Asynchronous*** | Class directed research activity in lieu of online class meeting. Student engages in class-related research where the quality and quantity of the deliverable content is clearly delineated relative to the amount of time provided for the research. | 1 hour of research = 1 instructional hour |  |
| **A8** | **Lab Assignments or Required Attendance at Class Events*****Asynchronous*** | Student attendance in prescribed events/activities external to the class. Students provide documentation to the instructor that provides clear evidence as to their attendance at the event or the engagement in the prescribed activity | 1 hour of the event/activity = 1 instructional hour |  |
| **A9** | **Consultations with Faculty on Research and Writing*****Asynchronous*** | Interactive analysis and review of student project activities, project management activities, writing, and documentation etc. Online mentoring of student project activities with discussion and instructor feedback. | Multiple substantive exchanges between instructor/student as evidenced by discussion board postings/emails/podcasts that reflects active engagement in the discussion for one hour = 1 hour of instructional time. |  |
| **A10** | **Service Learning Community Projects** ***Asynchronous*** | 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 discussion boards, e-mail, podcasts, and posted materials) with the instructor to research, analyze and synthesize information culminating in a project with demonstrable outcomes. | Substantive exchanges between the instructor/student via discussion board postings/emails/podcasts that reflects active engagement in the discussion for one hour = 1 hour of instructional time. |  |
| *Code* | *Method of Instruction* | *Description* | *Equivalency Hours of Instruction* | *Number of Hours*  |
| **S1** | **Online Real Time Instructor Lecture** ***Synchronous*** **(Instructor or Guest)** | Instructor led online instruction. Lecture and accompanying question & answer activities between students and instructor using video conferencing and/or teleconferencing. Includes lectures by guest speakers either by video conferencing or teleconferencing | 1 hour of substantive classroom lecture and discussion = 1 instructional hour |  |
| **S2** | **Instructor-led Class Discussions*****Synchronous*** | Students discuss topic(s) with the instructor and/or with one another. Classroom topical dialogue discussed online via videoconference, teleconference, and/or chat. | 1 hour of substantive classroom lecture or case review and discussion = 1 instructional hour |  |
| **S3** | **Group Discussions** ***Synchronous*** | Students discuss instructor assigned topic(s) with one another in assigned groups. Students interact on topical issues in videoconferencing breakout rooms monitored by the instructor | 1 hour of substantive classroom synchronous discussion = 1 instructional hour |  |
| **S4** | **Classroom Peer Review Activities*****Synchronous*** | Peer evaluation of an activity or assignment that provides substantive feedback that is evidenced by a document or recording. Students have substantive online interpersonal interaction via video conferencing, teleconference or chat on assigned classroom activity. | Provision of a document of a length prescribed by the instructor or a recording of the student discussion. 1 hour of online peer review discussion/document generation = 1 instructional hour |  |
| **S5** | **Consultations with Faculty on Research and Writing*****Synchronous*** | Interactive analysis and review of student project activities, project management activities, writing, and documentation etc. Online mentoring of student project activities with discussion via video conferencing, teleconference and/or chat with instructor feedback. | 1 hour of substantive discussion = 1 instructional hour |  |
| **S6** | **Service Learning Community Projects** ***Synchronous*** | Instructor-guided group learning projects culminating in work products aligned with course or unit objectives and assessed according to course rubrics. Face-to-face and/or video conferencing work with the instructor to research, analyze and synthesize information culminating in a project with demonstrable outcomes. | 1 hour of substantive discussion = 1 hour of instructional time |  |
| **A + S** | **TOTAL HOURS** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 42 |

\* *The faculty member must estimate how many hours it would take students to review a video while also completing lecture associated problem-solving activities*

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| **Activity**: Description of the activity**Week in Course**: Specify where this occurs in the course |
| **Grid Code**: Enter the code from the course **INSTRUCTION EQUIVALENCY GRID** |
| **Equivalency Hours**: Enter expected equivalency for each activity |

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Chair Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_