

## Instructional Equivalencies Rubric

Please note: 14 hours per credit of instruction must be provided (42 hours for a 3 credit course).

### Barry University Credit-hour policy Concentrated Semesters (8 weeks) Traditional courses (face-to-face)\*

Number of credits	Direct instruction each week	Online/supplemental direction instruction each week	Out of class student work each week (homework)
3	200 minutes	81 minutes (average) (10.8 hours/648 minutes total per term)	11.25 hours

\*Researching, PowerPoint/video reviews, webquest activities, reading articles, etc. are considered “homework” assignments, not “direct instruction”. The Rate of Equivalency denoted pertains to posting, reviewing, sharing, and providing student-to student and/or instructor-to student feedback.

	Description	Rate of Equivalency	Equivalency
In-Class Instruction, Presentations, & Tests	Instruction, presentations, and tests provided in person in live classroom setting	1 hour= 1 hour instruction	<b>36 hours: (8 4-hour sessions).</b>
Cases studies & problem solving scenarios*	In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis & posting= 2 hours instruction	
Chat rooms for class or group projects	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (Chats are posted for review.)	1 hour chat= 1 hour instruction	
Conference calls	Instructor led opportunities for collaborative, synchronous learning with specific expectations for participation & feedback. (When possible, calls to be recorded for review.)	½ hour call = ½ hour instruction	
Discussion Board	Instructor-guided or mediated threaded discussion that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.	1 posting (requires reading all postings)= ½ hour instruction 1 posting (requires reading all postings and reply to a minimum of 5)= 1 hour instruction	
Field trips or tours (to include virtual tours)	Students participate as individuals or in groups in analyzing an activity & preparing a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	(Facilitator or Instructor-Led)- 1 hour tour= 1 hour instruction  (Student(s) alone without instructor or facilitator)- 1 hour tour plus reflection	

		paper= 1 hour instruction	
Group projects	An instructor mediated culminating activity with specific learning objectives; students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research, analyze, synthesize, & prepare project with instructor receiving periodic updates & providing guidance to group.	1 hour per week for duration of project	
Guided Project	An instructor mediated culminating individual project with specific learning objectives; student and facilitator collaborate via email, chat, discussion boards, and/or face-to-face to research, analyze & prepare project with instructor receiving periodic updates and providing guidance and feedback.	1 hour per week for duration of project	
Blogs, Journals, Logs	Students' opportunity to apply learned concepts or for reflection on learning experiences; to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private posting= ½ hour instruction 1 shared posting (required to read all classmates' postings)= 1 hour instruction	
Instructional CDs, Powerpoints, Videos*	Instructor-mediated to expand upon and clarify course concepts and objectives.	Reviews & posts response to 1 unit= 1 hour instruction	
Lecture activity-written or audio	Opportunity for students to develop questions, comments, or observations, to be shared with classmates & instructor through discussion board postings or participation in chat rooms.	Reviews 1 lecture & posts response= 1 hour instruction	
Library Research* (instructor led)	In-depth instructor 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.	1 five page project= 1 hour instruction 1 3-5 page paper= 1-2 hours of instruction	
Online Quizzes	Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress.	1 hour test – 1 hour of instruction	
Reflection Paper or Article Review*	Instructor guided activity for students to apply learned concepts and relate practices to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private posting= ½ hour instruction 1 shared posting (required to read all classmates' postings)- 1 hour instruction	
Service Learning Project	An instructor led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students and students 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	
Web-Quest* (Internet Research)	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.	1 in-depth posting= 1 hour instruction	

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