

DUQUESNE UNIVERSITY EQUIVALENT INSTRUCTIONAL ACTIVITIES

Duquesne University is in compliance with the Curricular Credit Policy of the Pennsylvania State Board of Education (PDE). In 22 Pa. Code Chapter 31, § 31.21 allows for determining activities that are “the equivalent” of classroom interaction. It states that

the faculty as a whole need to agree upon criteria for determining what online activities constitute the *equivalent* of classroom instruction for uniform implementation across the institution. Establishing such criteria across the institution and the number of hours each activity would represent as equivalent to instruction will help ensure that the amount of credit awarded per course complies with Pennsylvania regulations.

To identify high quality curricular content that is the equivalent of classroom instruction, the following should be considered. The activities that are the equivalent of classroom instruction *would best* be:

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

The equivalent content should *not* be:

- homework assignments
- ‘time spent’, that is, a calculation based on the amount of time the student spends accomplishing a task.

The following chart is meant to serve only as a guide for developing equivalent instructional activities. However, faculty members and departments ultimately determine what constitutes equivalency for students in their classes.

DUQUESNE UNIVERSITY
Equivalent Instructional Activities (EIA)

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	Description	Rate of Equivalency	Equivalency
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 hr. instruction 1 shared posting (required to read all classmates' postings = 1 hr. instruction	
Case 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 = 1-3 hrs. 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 hr. chat – 1 hr. 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 hr. call = ½ hr.	
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 hr. instruction 1 posting (requires reading all postings and reply to a minimum of 5) = 1 hr. 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 hr. tour = 1 hr. instruction (Student(s) alone without instructor or facilitator) – 1 hr. tour plus reflection paper = 1 hr. instruction	
Group Projects	An instructor-mediated culminating activity with specific learning objectives; students collaborate via email, 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 hr. per week for duration of project	
Guided Project	An instructor-mediated culminating individual project with specific learning objectives; student & facilitator collaborate via email, chat, discussion boards, and/or face-to-face to research, analyze, synthesize & prepare project with instructor receiving periodic updates and providing guidance and feedback.	1 hr. per week for duration of project	

	Description	Rate of Equivalency	Equivalency
In-class Instruction, Presentations & Tests	Instruction, presentations, and tests provided in person in live classroom setting.	1 hr. = 1 hr. instruction	
Instructional CDs, PowerPoints, Videos*	Instructor-mediated to expand upon and clarify course concepts and objectives.	Reviews and posts response to 1 unit = 1 hr. 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 participating in chat rooms.	Reviews 1 lecture and posts response – 1 hr. instruction	
Library Research*	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 hr. instruction 1 3-5 page paper = 1-2 hrs. instruction	
Online Quizzes	Opportunity for instructor to assess students' subject knowledge and provide feedback on students' progress.	1 hr. test = 1 hr. 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 hr. instruction 1 shared posting (required to read all classmates' postings) = 1 hr. instruction	
Service-Learning Project	An instructor-led service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support & feedback to students & students share experience and reflection with fellow classmates via emails, chats, discussion boards, and/or face to face.	1 hr. per week for duration of project	
Web-Quest*	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 hr. instruction	

*Researching, PowerPoint//video reviews, webquest activities, reading articles, etc. are considered “homework” assignments. The Rate of Equivalency denoted pertains to posting, reviewing, sharing, and providing student-to-student and/or instructor-to-student feedback.