

Online and Accelerated Instructional Equivalencies

According to MSCHE's Degrees and Credits document, the total amount of time spent over a term for a 3-credit course is 45 hours of class time (direct instruction) and 90 hours spent outside of class (student preparation). As an example, an 8 week course requires 5.6 hours of direct instruction per week. In addition, students will probably spend twice that amount of time preparing for those direct instruction activities. Use the suggested times on this chart to help you calculate the amount of direct contact hours.

Group Communication & Class Participation		Types of Activities	Hours of Instruction
Discussion Forum	Instructor-directed, asynchronous discussion board in LMS where class members post messages directly related to course content. This activity supports application of concepts and/or reflection by analysis, synthesis, and evaluation.	1 initial post	0.5 – 1
		Reading and responding to 1 – 3 other posts	1 – 1.5
Group Chat	Instructor or student-directed synchronous group conversation on course-related topics and group projects. Chat logs should be posted when possible.	0.5 hour chat	0.5
		Reviewing chat log	0.5
Online meetings and office hours	Instructor-directed, synchronous web conference that gives students opportunity for clarification and	1 hour of web conference	1

	feedback before and after instruction. Recordings should be posted for review when possible.	Reviewing 1 hour recording	1 – 2
<i>Individual Learning Activities</i>		<i>Types of Activities</i>	<i>Hours of Instruction</i>
Case Studies, Simulations, and Problem-Based Learning	Instructor or student-directed, in-depth inquiry and examination of a subject or problem and its context that supports critical thinking skills and knowledge application by analysis, synthesis, and evaluation. Analysis is shared with instructor and/or class.	Reviewing and working through case study	1 – 3
		Writing analysis	0.5 – 1
Individual Project	Instructor or student-directed, temporary set of interrelated tasks that involve research, planning, analysis, and synthesis with periodic guidance and feedback from instructor to support specific learning outcomes.	Individual project tasks	1 – 3 per week
		Reviewing instructor feedback and revising work	0.5 – 1
<i>Group Learning Activities & Collaboration</i>		<i>Types of Activities</i>	<i>Hours of Instruction</i>
Group Projects	Instructor or student-directed, temporary set of interrelated tasks that involve research, planning, analysis, and synthesis with small-group collaboration and periodic guidance and feedback from instructor to support specific learning outcomes.	Individual and collaborative project tasks	1 – 3 per week
		Reviewing instructor	0.5 – 1

		feedback and revising work	
Peer Review	Student-directed evaluation of work produced by peers to support specific learning outcomes, maintain standards of quality, and target higher order affective and cognitive skills. Peer review should be supported by examples and guidelines for review and responses.	Reviewing and responding to a peer's work	1 – 2
Service-Learning and Experiential Learning Project	Instructor or student-directed projects that integrate community service or firsthand, real-world experiences with course content to support specific learning objectives. Reflections should be shared with instructor and/or class for guidance and feedback.	Individual and collaborative project tasks	1 – 3 per week
<i>Formative & Summative Assessments</i>		<i>Types of Activities</i>	<i>Hours of Instruction</i>
Journals and Reflections	Self-reflective reporting on experiences, thoughts, and feelings related to course work and used for sharing formative feedback with instructor and/or class.	1 individual post	0.5
		Reviewing and responding to peer's work	1 – 1.5
Online Quizzes	A short, informal tool used to measure growth in content knowledge, abilities, and/or skills and provide formative feedback on progress towards specific learning outcomes. Questions and answers should be randomized and updated frequently to discourage cheating.	Answering questions and reviewing feedback	0.5 – 1

Consultations with Faculty on Research and Writing	Student-directed, formal writing on scholarly articles and journals that supports application of course concepts as well as analysis, reflection, and evaluation. Submission of at least one draft should be required for individualized, instructor feedback and guidance for improvement done either asynchronously or synchronously. Writing assignments should be specific and unique to course content and updated frequently to discourage plagiarism.	Reviewing articles and course content	1 – 3
		Writing drafts of 1 – 5 page paper	0.5 – 1
		Reviewing instructor feedback and revising work	0.5 – 1
Student Presentations	Student presentations, delivered synchronously in a web-conference or asynchronously through a video file, that provide opportunity for participation and feedback from instructor and/or class. Recordings should be posted for review when possible.	Creating and giving a 10 – 20 minute presentation	1 – 2
		Answering questions and reviewing feedback	0.5 – 1
Lecture & Content Delivery		Types of Activities	Hours of Instruction
Synchronous Lecture	Instructor-directed, oral presentation via web-conference used to deliver instruction on course concepts and provide opportunity for class participation and feedback. Recordings should be posted for review when possible.	1 hour of web conference	1
		Reviewing 1 hour recording	1 – 2
Asynchronous Lecture	Instructor-created, or -curated, multimedia presentations used to deliver instruction on course	Reviewing a ten minute recording	.5

	<p>concepts. Chunk recordings by topic into small segments (no more than 15 minutes). Include written notes or transcript, and provide an immediate opportunity for students to apply the content.</p>		
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