

## Alternative Instructional Equivalencies

Alternative Instructional Equivalencies are assessed in distance learning courses to ensure that we are in compliance with Federal Requirement 4.9 (definition of a credit hour).

Kennesaw State University adheres to the University System of [Georgia Board of Regents Credit Hour Definition](#). A minimum of 750 minutes (12.5 hours) of instruction or equivalent is required for each semester credit hour

This guide is provided to assist faculty with time-activity exchange rates. Please note that homework assignments, defined are distinct and separated from AIEs. AIE Rates of Equivalency pertain to posting, interacting, guiding, instructing, sharing, and providing student-to-student and/or instructor-to-student feedback. In order to count as an AIE, the activity must be required of all students.

Please note – this table offers many instructional alternatives. Many may not apply to your course. This is provided to offer a broad range of options in distance learning activities. The AIE table is a guide. The instructional equivalency measurements for any course are determined and assessed by the faculty member.

Instructional Activity	Description of Instructional Activity	Rate of Equivalency	UG	G
<b>Active learning strategies</b>	With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely-focused group activities in class.	1 active learning strategy = 1 hour instruction	X	X
<b>Blogs, journals, logs</b>	Instructor guides students in applying learned concepts or reflect on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private post = ½ hour instruction 1 shared post (incl. reading all classmates' posts) = 1 hour instruction	X	X
<b>Case studies &amp; problem solving scenarios</b>	Instructor leads students in performing In-depth analysis utilizing higher order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis & post = 1-2 hours instruction	X	
		1 case study analysis & post = 2 -3 hours instruction		X
<b>Chat rooms for class or group projects</b>	Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)	1 hour chat = 1 hour instruction	X	X

<b>Conferences (group)</b>	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation & feedback (including required exam reviews). When possible, calls or online meetings will be recorded for review.	½ hour conference = ½ hour instruction 1 hour conference = 1 hour instruction	X	X
<b>Conferences (In-depth individual)</b>	Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation & feedback expectations. (When possible, calls/online meetings will be recorded for review)	20 minute conference = 1 hour instruction (based on practice for independent studies)	X	X
<b>Discussion board</b>	Instructor guides/ mediates threaded discussion, engaging learners with content that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.	Initial post – min. 250 words (requires reading all posts) = ½ hour instruction 1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction; must meet specified criteria Equivalencies may vary further based on specific course expectations/content	X	
		2 posts (requires reading all posts and responding to a minimum of 2) = 2 hours instruction Posts may require citation, which would impact rate of equivalency.		X
<b>Field trips or tours (includes virtual tours)</b>	Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	Instructor-led 1 hour tour = 1 hour instruction Student(s) without instructor: 1 hour tour + reflection paper = 1 hour instruction	X	X
<b>Guided project</b>	Instructors lead students in summative individual project with specific learning objectives; student and instructor collaborate via email, chat, discussion board, and/or in person to research, analyze, synthesize and prepare project. Instructor receives periodic updates and provides guidance and feedback.	1 hour of instruction per week for duration of project (based on practice for independent studies)	X	X
<b>Instruction &amp; presentations</b>	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction	X	X
<b>Instructional CDs, Power Points, videos</b>	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives.	Student reviews and posts response to 1 unit of content = 1 hour instruction	X	X
<b>Learning Teams/ Group</b>	Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance,	1 hour of instruction per week for duration of project	X	X

<b>project</b>	students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group.			
<b>Lecture activity video, written or audio</b>	In response to direction from instructor, students develop questions, comments, or observations, to be shared with classmates and instructor through discussion boards or participation in chat rooms.	Student reviews 1 lecture & posts response = 1 hour instruction	X	X
<b>Library research</b>	Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research to be shared with class in a designated manner.	1 five (5) page project = 1 hour instruction	X	
		1 three-five (3-5) page paper = 1-2 hours instruction		X
<b>Modeling</b>	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	Student completes data analysis for one unit of study post = ½ hour instruction Detailed evaluative response to class on assessment from instructor post = ½ hour instruction	X	
		Student completes data analysis for one unit of study post = 1 hour instruction Detailed evaluative response to class on assessment from instructor post = 1 hour instruction		X
<b>Online quizzes</b>	Instructor creates quiz through which students demonstrate subject knowledge; provides faculty with feedback on students' progress (formative or summative quizzes)	1 hour test = 1 hour of instruction ( <i>cannot include final exam</i> )	X	X
<b>Peer Review/assessment</b>	Employing instructor-designated criteria, students evaluate each other's work.	Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction based on scope and estimated number of hours of review/interaction	X	X
<b>Portfolio Preparation</b>	Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes.	Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise.	X	X
<b>Reflection paper or article review</b>	In an instructor-guided activity, students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private post = ½ hour instruction 1 shared post (required to read all classmates' posts) = 1 hour instruction Posts may require citations, which would impact rate of equivalency.	X	
<b>Reflection paper or article</b>	In an instructor-guided activity, students apply learned concepts to personal experiences or apply higher order analytic	1 private post = ½ hour instruction 2 shared posts (required to read all classmates' posts)		X

<b>review</b>	skills in assessing scholarly articles or professional journals.	= 1.5-2 hours instruction Posts may require citations, which would impact equivalency rate.		
<b>Service-learning project</b>	Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with class-mates via emails, chats, discussion boards, and/or face-to-face.	1 hour of instruction per week for duration of project	X	
<b>Virtual Laboratory and Lab Reports</b>	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share or post lab reports produced and assess work according to course rubric.	1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise 1 lab report post and review with response to classmates posts = ½ hour instruction	X	
<b>Web-conferencing</b>	Instructor engages students in desktop to desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback. (i.e. Wimba, Skype, GoToMeeting)	1 hour webinar = 1 hour instruction	X	X
<b>Web-Quest (Internet research)</b>	Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings shared with the instructor and classmates.	1 in-depth post = 1 hour instruction	X	X
<b>Workplace Integration</b>	Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.	1 hour of instruction per week for duration of project A maximum of 2 hours per week	X	X
<b>Other</b>	Kennesaw State University recognizes and supports faculty members that include instructional activities unique to their course and discipline. These activities may not appear on the list provided. Please provide a description of the unique activity along with a corresponding rate of equivalency.  Please describe	Rate of Equivalency	X	X