

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
Active learning strategies	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 = 1hour instruction	X	X
Blogs, journals, logs	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
Case studies & problem solving scenarios	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
Chat rooms for class or group projects	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

Conferences (group)	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
Conferences (In-depth individual)	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
Discussion board	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
Field trips or tours (includes virtual tours)	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
Guided project	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
Instruction & presentations	Instructors provide students with instruction, including presentations in a virtual classroom setting.	1 hour = 1 hour instruction	X	X
Instructional CDs, Power Points, videos	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
Learning Teams/ Group	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

project	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.			
Lecture activity video, written or audio	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
Library research	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
Modeling	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
Online quizzes	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
Peer Review/assessment	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
Portfolio Preparation	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
Reflection paper or article review	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	
Reflection paper or article	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

review	skills in assessing scholarly articles or professional journals.	= 1.5-2 hours instruction Posts may require citations, which would impact equivalency rate.		
Service-learning project	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	
Virtual Laboratory and Lab Reports	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	
Web-conferencing	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
Web-Quest (Internet research)	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
Workplace Integration	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
Other	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