

Guidelines for Instructional Credit Equivalency

Salus University affirms the following Federal definition of a credit hour (34 CFR 600.2):

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.*

These guidelines are intended to assure consistency across various course delivery formats. Their intent is also to afford faculty the maximum opportunity to exercise academic freedom in adhering to this definition while achieving the learning goals and objectives of the specific course. Faculty and academic programs should follow the guidelines to determine credit value for an activity that does not clearly fall into any of the categories below (e.g., credit value for a workshop should be determined based on the individual activities that occur within that workshop).

Credit hour:

Salus University defines one credit hour as a reasonable approximation of the following:

- direct instruction (e.g., lecture): 15 blocks of instructional time (instructional time = 50 minutes of lecture with a 10-minute break) during a semester;
- general laboratory work: 30 hours of instructor mediated encounters in a laboratory setting in a semester;
- patient care/direct service: 45 hours of patient care or direct service experiences in a clinical educational setting.

The University recognizes alternative instructional modalities. See *Instructional Credit Equivalencies for Standardizing Academic Credit* (below) for definitions and rates of equivalency.

Determination of Credit Value:

Each program is responsible for determining credit value for courses consisting of direct instruction and alternative delivery methods. The Educational Policy and Curriculum Committee (EPCC) is responsible for reviewing all course syllabi and instructional equivalency materials to ensure that all courses are in compliance. Syllabi should be in sufficient detail so that credit equivalency is easily determined.

Instructional Credit Equivalencies for Standardizing Academic Credit

Activity Code	Alternative Educational Activity	Description	Rate of Equivalency (see notes at the end of document)
LE	Lecture	An instructor mediated educational session given on course-related subject material delivered to a class or audience for the purpose of instruction. This LE can be face-to-face or technologically mediated, synchronous or recorded.	60 minutes = 1 instructional hour; 15 LE hours = 1 semester credit
GL	General Lab	Instructor mediated encounters in a laboratory designed to provide a “hands-on” learning experience that is aligned with course learning objectives. GL encounters provide opportunities for independent, collaborative, small-group and student-instructor learning. Examples include basic science, virtual and demonstration labs.	60 minutes = 1 instructional hour; 30 GL hours = 1 semester credit
CSL	Clinical Skills Lab	Instructor mediated encounters, in a laboratory, simulated or standardized patient care setting, designed to provide a “hands-on” learning experience that is aligned with course learning objectives. CSL encounters provide opportunities for independent, collaborative, small-group and student-instructor learning. In clinical skills labs, students are required to practice and demonstrate proficiency in a clinical skill.	60 minutes = 1 instructional hour; 24 CSL hours = 1 semester credit
DS	Direct Service Patient Care/ Fieldwork/ Internship/ Externship / Practicum Experiences	Instructor mediated, interactive service delivery experiences in a clinical, educational, rehabilitation or community-based setting that relate to the student’s program of study. DS encounters provide opportunities to apply all acquired knowledge to the assessment and management of the presenting situation in accordance with expected professional standards.	60 minutes = 1 instructional hour; 45 DS hours = 1 semester credit
CP	Clinical Problem Solving (CPS)	Instructor mediated, collaborative small-group session, specifically designed to enhance a student’s critical thinking skills. These sessions focus on and reinforce information on key concepts from course material. CPS provides an interactive educational experience in which the student is encouraged to analyze and interpret clinical findings and data, develop accurate patient case assessments, and formulate appropriate patient case management plans.	60 minutes = 1 instructional hour; 30 CPS hours = 1 semester credit

RE	Recitation	An instructor-mediated small group setting designed to encourage a cooperative approach to problem solving. The RE environment provides the instructor with an opportunity to review each individual student's work and reinforce learning objectives to promote a better understanding of course material. New course material is generally not presented in recitation sessions.	60 minutes = 1 instructional hour; 45 RE hours = 1 semester credit
DB	Discussion Board	Instructor mediated threaded discussion that directly relates to course objectives and has specified timeframes, expectations for participation, and thoughtful analysis.	2 postings = ½ LE hour of instruction; (e.g. 1 posting and 1 response or 2 postings) OR instructor created rubric that defines participation
FI	Field Trips	Students engage at an assigned location with an instructor in a facilitated activity (instructor present).	1 FI hour of time spent at location = 1 hour of LE
FN	Field Trips - Non-instructor/ non-facilitator mediated	Students engage at an assigned location and meet the prescribed, instructor specified, objectives (instructor not present).	1 FN hour of time spent at location = 1/2 hour of LE
SQ	Summative Quizzes/ Examinations /Practicals	Assessments used to evaluate student knowledge and/or skills; typically used at the end of a module, session, quarter or semester. May present as high stakes with high points value without instructor mediation. Examples include tests, exams and final papers.	No credit assigned
FQ	Formative Quizzes/ Examinations / Practicals	Assessments utilized to track and measure student knowledge and/or skills; assessments designed to allow both students and faculty to monitor student progress throughout the course. May present as low stakes with low point value with instructor mediation. Examples include quizzes, minute papers, polls.	1hour FQ = 1 hour of LE
GR	Grand Rounds	Synchronous, interactive instructor-mediated presentation of a clinical issue.	60 minutes OR instructor created rubric that defines participation = 1 hour of LE

SP	Scholarly Paper	Opportunity for students to engage in a rigorous analysis of research that relates to course objectives. Students' written work will allow them to demonstrate higher level understanding of a topic or concept as it relates to program content.	1 page of written analysis = 1 hour of LE
RP	Reflection Paper	Opportunity for students to reflect on a practice, concept or theory aligned with course objectives.	3 pages of written analysis = 1 hour of LE
MGP	Mediated Group Project	Instructor-mediated group project with specific learning objectives; students collaborate via email, chat rooms, discussion boards, and/or face-to-face contact to research, analyze, synthesize, and prepare a project. Instructor access to group communication allows for instructor input and the ability to provide guidance, support and feedback to the group. This can include in depth analysis of a case study.	1 MGP hour = 1 LE hour per week for duration of project; Instructor sets the credit value in the syllabus based on a reasonable projection of the number of hours expected from students to successfully complete the project
MIP	Mediated Individual Project	Instructor- or mentor-mediated individual project with specific learning objectives; student and instructor communicate via email, chat rooms, discussion boards, and/or face-to-face to discuss project research, analysis and development. This communication allows for instructor input and the ability to provide guidance, support and feedback to the student. This can include in depth analysis of a case study.	1 MIP hour = 1 LE hour per week for duration of project; Instructor sets the credit value in the syllabus based on a reasonable projection of the number of hours expected from students to successfully complete the project.
RS	Research	Instructor/mentor mediated active lab-bench, clinical, clinical trial or social science research or similar activity involving the discovery of new information to be analyzed, summarized and presented (e.g., thesis, dissertation or commensurate culminating project/report).	Instructor defines overall expectations and credit value
SL	Service Learning Project	Instructor mediated service project aligned with specific course/program learning objectives that integrates community service with academic study. Instructor provides guidance/support/feedback to student and student shares experience and reflection with instructor via emails, chat rooms, discussion boards, and/or face-to-face. Students may also be asked to share experience and reflection with classmates.	4 SL hours = 1 LE hour

Notes:

Approved by EPCC 12/4/12; Revised 5/10/16;

1. In general, a 60 minute lecture period includes a 10 minute break; proportional breaks can occur in other instructional formats as appropriate. The instructor can use his/her discretion in the spirit of this document, which promotes standardization across all instructional modalities. Patient care hours do not include breaks unless specified based on the instructional objectives of the student's level of activity.
2. Unless otherwise indicated, instructional hours use the following equivalency: 15 lecture hours = 1 semester hour credit.
3. It is assumed that one hour of lecture has an additional 2 hours, approximately, of homework or out of class work. Some examples of homework include electronic research, journals, and blogs.
4. One page is defined as typed, 12 font, double-spaced, standard margins.
5. All credits are rounded to the nearest half credit with reasonable approximation. Unless otherwise indicated, 15 lecture hours = 1 semester hour credit.