

## 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 while also affording faculty the maximum opportunity to exercise academic freedom in adhering to this definition while achieving the learning goals and objectives of the specific course.

### **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;
- 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 or 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 both courses comprising of direct instruction and alternative delivery methods. The Educational Policy and Curriculum Committee 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
<b>LE</b>	<b>Lecture</b>	An instructor mediated educational session given on course related subject material delivered to a class or audience for the purpose of instruction. This can be face-to-face or technologically mediated, synchronous or recorded.	60 minutes <sup>1</sup> = 1 instructional hour; 15 lecture hours = 1 semester credit <sup>2</sup>
<b>LA</b>	<b>Lab</b>	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. These encounters provide opportunities for independent, collaborative, small-group and student-instructor learning.	60 minutes = 1 instructional hour; 30 laboratory hours = 1 semester credit
<b>DS</b>	<b>Direct Service Patient Care/ Fieldwork/ Internship/ Externship / Practicum Experiences</b>	Instructor mediated, “real world” interactive experiences related to the student’s program of study. These 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 patient care/service hours = 1 semester credit
<b>CP</b>	<b>Clinical Problem Solving (CPS)</b>	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; 24 CPS hours = 1 semester credit
<b>RE</b>	<b>Recitation</b>	An instructor mediated small group setting (preferably not greater than 20 students) designed to encourage a cooperative approach to problem solving. The learning environment provides the instructor with opportunity to review each individual student’s work and reinforce learning objectives to promote a better understanding of course material.	60 minutes = 1 instructional hour; 30 recitation hours equals one semester credit.

**Note:**

<sup>1</sup> 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.

Activity Code	Alternative Educational Activity	Description	Rate of Equivalency
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 lecture hour of instruction; (e.g. 1 posting and 1 response or 2 postings) <b>OR</b> 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 hour of time spent at location = 1 hour of lecture
FN	Field Trips - Non-instructor/ facilitator mediated	Students engage at an assigned location and meet the prescribed, instructor specified, objectives (instructor not present).	1 hour of time spent at location = 1/2 hour of lecture
SQ	Summative Quizzes/ Examinations / Practicals	Opportunity for instructor to assess each student’s knowledge and/or skills related to course learning objectives (without instructor mediation).	No credit assigned
FQ	Formative Quizzes/ Examinations / Practicals	Opportunity for the student and/or instructor to assess the student’s knowledge and/or skills related to course learning objectives (without instructor mediation).	1 hour examination with feedback by instructor = 1 hour of lecture hour equivalent instruction
GR	Grand Rounds	Synchronous, interactive instructor-mediated presentation of a clinical issue.	60 minutes = 1 lecture hour of instruction <b>OR</b> instructor created rubric that defines participation
SP	Scholarly Paper	In-depth opportunity for students to research scholarly articles or professional journals that relate to course objectives culminating in a higher order analysis. This will include a rigorous theoretical or analytical review, and allows students to demonstrate understanding of a topic or concept applied to program content. This paper will be shared with the instructor and fellow classmates as assigned.	3 pages of written analysis = 1 lecture equivalent hour of instruction

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Activity Code	Alternative Educational Activity	Description	Rate of Equivalency
<b>MGP</b>	<b>Mediated Group Project</b>	Instructor mediated group project with specific learning objectives; students collaborate via e-mail, 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 case study analysis.	1 lecture equivalent hour of instruction per week for duration of project. Instructor sets the credit value in syllabus based on a reasonable projection of the number of hours expected from students to successfully complete the project
<b>MIP</b>	<b>Mediated Individual Project</b>	Instructor 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 case study analysis.	1 lecture equivalent hour of instruction per week for duration of project. Instructor sets the credit value in syllabus based on a reasonable projection of the number of hours expected from students to successfully complete the project.
<b>RP</b>	<b>Reflection Paper</b>	In depth opportunity for students to apply learned concepts and practices, aligned with course objectives, to personal experiences.	3 pages of written analysis = 1 lecture equivalent hour of instruction
<b>RS</b>	<b>Research</b>	Instructor/mentor mediated active lab-bench, clinical or clinical trial 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
<b>SL</b>	<b>Service Learning Project</b>	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 project hours = 1 lecture equivalent hour of instruction

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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<sup>1</sup>.