

LANCASTER BIBLE COLLEGE
ACADEMIC AFFAIRS POLICY

TITLE: Course Delivery and Credit Hour Equivalency Policy
[Rev. 5/24/11]

STATEMENT: This policy has been established to define the delivery options for all courses at LBC and their credit hour equivalency to fulfill both federal and PDE requirements.

DEFINITIONS:

Standard On-campus Course

Unless otherwise noted, traditional courses at LBC at all levels follow the federal standards for a credit hour by requiring the equivalent of one hour per week of in-class faculty-led instruction along with two hours of learning activities outside of class. Included in the definition of a standard on-campus course would be any course that fulfills the federal standard but within a different time frame than the traditional 15-week semester (summer school, winterim, some graduate seminars, etc.)

Supplemented On-campus Course

A Supplemented On-campus Course is a course where all required contact hours are fulfilled similar to a standard on-campus course but using additional online components. This course uses an LBC provided course website to supplement the in-class delivery.

Modified On-Campus Course

A modified on-campus course includes some faculty-led instruction but substitutes additional instructional activities in lieu of in-class instruction. Included in this definition would be independent studies, practicums, internships, TravelLearn, accelerated courses, student teaching courses, co-curricular courses, and courses that include a significant amount of supervised laboratory work or studio time. (This definition does **not** include blended courses that utilize an online component for their classes. See definition below.) Most modified on-campus courses have identical student learning outcomes to those in the equivalent standard on-campus courses which are based upon the Carnegie Unit. The meeting of these outcomes in these modified on-campus courses validates the awarding of comparable credit hours.

Blended Course

A Blended Course is a course where a portion of the required contact hours are fulfilled through a combination of faculty-led instruction and online delivery using an LBC provided course website. For undergraduate blended courses, a maximum of one-third of the required contact hours are fulfilled through online delivery. For graduate blended courses, a maximum of two-thirds of the required hours are fulfilled through online delivery. Blended courses have identical student learning outcomes to those in the equivalent standard on-campus courses which are based upon the Carnegie unit. The meeting of these outcomes in blended courses validates the awarding of comparable credit hours. In addition, the Course Development Worksheet will clearly identify the

number of hours spent in instructional activities outside the class to ensure the course meets both the federal standards and PDE's Curricular Credit Policy for each credit hour awarded.

Online Course

An Online Course is a fully online course where all of the required contact hours are fulfilled through online delivery using an LBC provided course website. The course syllabus and schedule for an online course will clearly show that academic engagement by the student is taking place on a weekly basis. This engagement may come in the form of submitting an assignment, taking an exam, participating in an interactive tutorial or computer-assisted instruction, attending a study group, contributing to an academic online discussion, or initiating contact with a faculty member. Online courses have similar, if not identical student learning outcomes to those in the equivalent standard on-campus courses which are based upon the Carnegie unit. The meeting of these outcomes in online courses validates the awarding of comparable credit hours. In addition, the Course Development Worksheet will clearly identify the number of hours spent in instructional activities to ensure the course meets both the federal standards and PDE's Curricular Credit Policy for each credit hour awarded.

Credit for Prior Learning

When assessing prior learning for credit, LBC follows the guidelines of the Council for Adult and Experiential Learning (CAEL). CAEL guidelines include the standard that "the determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts." Faculty members and other individuals responsible for assessing prior learning are guided through the process of determining what constitutes college-level learning and the awarding of appropriate credit hours. (See also the Degree Completion Program's Assessing Prior Learning Policies and Procedures Handbook and Assessing Prior Learning Student & Faculty Handbook.)

PROCEDURES:

The following procedures apply for courses with online components.

1. On-campus Course

There are no additional procedures for offering courses in this delivery mode beyond what is established by the New Course Approval Policy.

2. Supplemented On-campus Course

A request must be submitted to the Online Education Department to set up or reset a course website each term. LBC sponsored course websites are managed by each individual instructor and faculty assistant.

3. Blended Course

A Blended Course must be approved by the department offering the course and included on the course planning sheets. Blended Courses must also be reviewed by the Online Education Department to verify contact hours delivered online have a defined unit of material comparable to

classroom activities as required by the Pennsylvania Department of Education Curricular Credit Policy: Ensuring Quality and Transferability (see below). A Course Development Worksheet must be submitted. Contact hours delivered online will be limited to one-third of the total contact hours for the course. Instructors desiring to offer a Blended Course will work with the Online Education Department to develop the online delivery portion of the course. Blended Course instructors must be certified by the Online Education department to have sufficient training in the use of the Learning Management System (LMS), development of online course materials and teaching in an online delivery mode.

4. Online Course

An Online Course must be approved by the department offering the course and included on the course planning sheets. Courses must also be approved by the Academic Council and the Online Education Department. Online Courses must have defined units of material comparable to classroom activities as required by the Pennsylvania Department of Education Curricular Credit Policy: Ensuring Quality and Transferability (see below). A Course Development Worksheet must be submitted. Instructors desiring to offer an Online Course will work with the Online Education Department to develop the course. Online Course instructors must be certified by the Online Education department to have sufficient training in the use of the Learning Management System (LMS), development of online course materials and teaching in an online delivery mode.

PDE CURRICULAR CREDIT POLICY:

In keeping with the PDE Curricular Credit Policy for Ensuring Quality and Transferability of our online courses, all attempts will be made by faculty members to ensure that activities within an online course are “equivalent” to classroom instruction. The five general areas of classroom activity are compared with the learning activities typically found in an online course in the following chart.

Classroom Activities	Online Course Activities
Audio and Video dissemination of information	Recorded audio/video lectures, visual presentations with audio, interactive learning objects, course notes, web searches
Question and Answer, Information clarification	Forums, chats, journals, email
Peer to peer interaction/discussions	Forums, chats, email, group projects
Practice	Interactive learning objects and exercises
Assessment	Quizzes

LBC’s online courses have the same objectives as their traditional counterparts and are communicated in each unit of study. The activities are directly related to the objectives of the course. The forums, quizzes, journals, and exercises are all measurable for grading purposes. Our courses are facilitated by the faculty member with a consistent and high level of participation. In some of our online courses, the online education department has observed activities within a classroom and recreated a comparable activity. In addition, our Comprehensive Assessment

Program (COAP) requires us to measure learning outcomes in comparison with our traditional classroom every two years. Examples of some of these measurements include comparing grades for identical quizzes and blind re-grading of final projects.



Course Development Worksheets

Course:	Week/Section #:	Dates:
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Week Title:	Worksheet #:
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¹ Exploration: Required PowerPoint, videos, audio, reading, studying, analyzing, etc., prior to student doing any work

² Assignments: The work the student is to do--papers, forums, assessments such as quizzes, etc.

Unit Title	Unit Title	Unit Title	Unit Title
Unit Objectives	Unit Objectives	Unit Objectives	Unit Objectives
HIA* =	HIA* =	HIA* =	HIA* =
Exploration¹	Exploration	Exploration	Exploration
Assignments²	Assignments	Assignments	Assignments

* approximate HIA (Hours of Instructional Activities). Note: According to PDE requirements, **total** instructional time for a 3-credit hour courses must equal 42 clock hours with additional homework and exam time of 84 clock hours. [Derived from the federal standard of credit hour equaling 1 hour faculty led instruction and 2 hours outside learning activities as well as the State standard (PA Code 31.22) for the definition of an academic year (28 instructional weeks, 14 for each semester).]