Method	Description
Discussion Forum	Instructor-directed discussion board where students post messages directly related to course content. This activity typically supports application of concepts and/or reflection by analysis, synthesis, and evaluation and is evidenced by student postings and responses to the postings of others.
Case Studies, Simulations, and Problem-Based Learning	In-depth inquiry and examination of a subject or problem and its context that supports critical thinking skills and knowledge application by analysis, synthesis, and evaluation. Analysis is shared with instructor and/or class.
Individual Project	Set of interrelated tasks that involve research, planning, analysis, and synthesis which result in a completed individual project. Periodic guidance and feedback from instructor to support specific learning outcomes.
Group Projects	Set of interrelated collaborative and individual tasks that involve research, planning, analysis, and synthesis which result in a completed small-group project. Periodic guidance and feedback from instructor to support specific learning outcomes.
Peer Review	Peer evaluation of work produced by students to support specific learning outcomes, maintain standards of quality, and target higher order affective and cognitive skills. Peer review should be supported by examples and guidelines for review and responses.
Service-Learning and Experiential Learning Project	Instructor guided projects that integrate community service or firsthand, real-world experiences with course content to support specific learning objectives. Reflections should be shared with instructor and/or class for guidance and feedback.
Journals, Blogs, and Reflections	Self-reflective reporting on experiences, thoughts, and feelings related to course work and used for sharing formative feedback with instructor and/or class. Postings reflect serious analysis, synthesis of course content, and

	contemplation of course material.
Online Quizzes and Tests	Subject competencies are assessed using online examinations, tests and quizzes. Growth in content knowledge, abilities, and/or skills are measured. Instructor to provide formative feedback on progress towards specific learning outcomes. Use of LMS for delivery of online testing or submission of testing materials. **NB: Final examinations may not be counted toward instructional hours, per Pa. Code 22.**
Consultations with Faculty on Research and Writing	Interactive analysis and review of student formal writing. Submission of at least one draft should be required for individualized, instructor feedback and guidance for improvement done either asynchronously or synchronously.
Student Presentations	Student presentations, delivered synchronously in a web-conference or asynchronously through a video file, which provide opportunity for participation and feedback from instructor and/or class. Recordings should be posted for review when possible.
Asynchronous Video/Audio Lecture/Content	Instructor created or curated multimedia presentations used to deliver instruction on course concepts. Students consume and interact with lecture content. Students may interact with quizzes embedded in videos.
Library, Online and Electronic Database Research	Class directed research activity in lieu of online class meeting. Student engages in class-related research where the quality and quantity of the deliverable content is clearly delineated relative to the amount of time provided for the research.
Lab Assignments	Student performs virtual or live-remote experiments.
Required Attendance at Live or Virtual Events	Student attendance in prescribed events/activities external to the class. Students provide documentation to the instructor that provides clear evidence as to their attendance at the event or the engagement in the prescribed activity
Office Hours and Synchronous Online Meetings	Synchronous online interaction, using a synchronous tool, e.g., web conference, chat, etc., which gives students opportunity for clarification and feedback before and after instruction. Recordings should be posted for review when possible.

Synchronous Lecture	Instructor-directed, live presentation via synchronous tool used to deliver instruction on course concepts and provide opportunity for class participation and feedback. Recordings should be posted for review when possible.
Instructor-led Synchronous Discussions	Students discuss topic(s) with the instructor and/or with one another. Classroom topical dialogue discussed online via videoconference, teleconference, and/or chat.
Breakout Room Group Discussions	Students discuss instructor assigned topic(s) with one another in assigned groups. Students interact on topical issues in videoconferencing breakout rooms monitored by the instructor

Activity	Rate of Equivalent Instructional Hours (Student)
Initial relevant and substantive student posting	1 posting (requires reading all postings) = ½ hr. instruction
Reading instructor and/or other student postings to contribute multiple (1-3) substantive responses that reflects active engagement in the discussion	1 posting (requires reading all postings and reply to multiple posts) = 1 hr. instruction
Reviewing and working through case study	1 case study analysis & posting = 1-3 hrs. instruction
Reviewing instructor feedback and revising work	½ hr. to 1 hr. of instruction
Individual project tasks	1 hr. - 3 hrs. per week for duration of project
Reviewing instructor feedback and revising work	½ hr. to 1 hr. of instruction
Individual and collaborative project tasks	1 hr. - 3 hrs. per week for duration of project
Reviewing instructor feedback and revising work	½ hr. to 1 hr. of instruction
Careful reading and responding to a peer's work. Evaluation should determine if the project demonstrated achievement of learing objectives.	1 hr. - 2 hrs.
Substantive exchanges between the instructor/student(s) via digital tools that define and focus work on the project	½ hr. to 1 hr. of instruction
Tasks completed in the field	1 hr. - 3 hrs. per week for duration of project
Reviewing instructor feedback and revising work	½ hr. to 1 hr. of instruction
1 individual post	1 private posting = ½ hr. instruction 1 shared posting (required to read all classmates' postings) = 1 hr. instruction

Reviewing and responding to peer's work	1 shared posting (required to read all classmates' postings) = 1 hr. instruction
Answering questions and reviewing feedback	1 hr. test = 1 hr. of instruction
Reviewing articles and course content	Multiple substantive exchanges, synchronous or asynchronous, of active engagement in the discussion. 1 hr = 1 hr of instruction
Reviewing instructor feedback and revising work	½ hr. to 1 hr. of instruction
Creating and giving a 10 – 20 minute presentation	1 hr. - 2 hrs. of instruction
Answering questions and reviewing feedback	½ hr. to 1 hr. of instruction
Reviewing a ten minute recording	½ hr. of instruction
1 hour of research	1 hr. of instruction
Perform experiment, submit lab report	1 hr of activity = 1 hr. of instruction
Attendance at event - 1 to 1	1 hr of activity = 1 hr. of instruction
1 hour of web conference	1 hr of activity = 1 hr. of instruction
Reviewing 1 hour recording	1 hr. - 2 hrs. of instruction

1 hour of web conference	1 hr of activity = 1 hr. of instruction
Reviewing 1 hour recording	1 hr. - 2 hrs. of instruction
1 hour of substantive classroom lecture or case review and discussion = 1 instructional hour	1 hr of activity = 1 hr. of instruction
1 hour of substantive classroom synchronous discussion = 1 instructional hour	1 hr of activity = 1 hr. of instruction

Faculty - Substantive Interaction is met by:
Facilitating a group discussion regarding the content of a course or competency
Assessing or providing feedback on a student's coursework
Assessing or providing feedback on a student's coursework
Assessing or providing feedback on a student's coursework
Assessing or providing feedback on a student's coursework
Providing direct instruction.
Assessing or providing feedback on a student's coursework
Substantive Interaction is met by direct participation in Blogs, etc., and providing feedback on a student's coursework

Assessing or providing feedback on a student's coursework
Providing information or responding to questions about the content of a course or competency
Assessing or providing feedback on a student's coursework
Recorded online instructor lecture can only be considered substantive interaction if the instructor provides direct feedback to questions or problems within the lecture.
Providing direct feedback on class-related research.
Assessing or providing feedback on the student's lab report
Providing feedback on reflections of event
Providing information or responding to questions about the content of a course or competency

Providing direct instruction
Facilitating a group discussion regarding the content of a course or competency
Facilitating a group discussion regarding the content of a course or competency