

**National Louis University
Credit Hour Compliance Audit Form**

College or Department:

CAS

CMB

NCE

General Education Course

Library Course

Course (number and title):

Format:

Weeks in length:

Number of class meetings per term (enter 0 for online):

(if your course is a week-end meeting format, list 1 class meeting for each week-end and total hours for the entire weekend in the hours per class meeting)

Hours per class meeting (enter 0 for online):

Credit hours awarded:

Total hours face-to-face instruction for entire class.

(If you are teaching a 10 week class and meet one hour per week the total would be 10)

Name and best contact number:

This form has four parts. Please complete all sections that apply to your format. The assessment section is required of all formats.

- 1. Assessment Information:** is being collected for university assessment. We have provided space to list ten program level outcomes for your course. If your course has more than ten outcomes, please submit all outcomes on a separate document to kgorski2@nl.edu.
- 2. Direct Instruction:** to be completed by faculty teaching mixed face-to-face (blended, hybrid) and online courses only.
- 3. Faculty-Monitored Co-Curricular Activities:** to be completed by faculty teaching all formats.
- 4. Homework:** to be completed by faculty teaching all formats.

PART 1

Assessment:

Identify the shared university-level outcome(s) (ULO) associated with this course:

Communication: Students will be able to communicate appropriately and effectively. Students will be able to establish and enhance meaningful personal and professional relationships through listening, speaking and writing in multiple formats and forums.

Quantitative and Qualitative Reasoning: Students will be able to acquire, analyze, interpret and create quantitative and qualitative concepts and information. Students will be able to distinguish between valid and invalid analysis and reasoning, and communicate results in an appropriate and effective manner.

Analysis and Problem Solving: Students will be able to effectively access and analyze information from different knowledge bases to make complex decisions and solve problems.

PROGRAM LEVEL OUTCOMES: Identify the program-level outcome(s) (PLO) associated with this course.

I Don't Know Course is not a part of a program Program-level outcomes are listed below:

EXAMPLE: Students will be able to communicate effectively

PLO 1.

PLO 2.

PLO 3.

PLO 4.

PLO 5.

PLO 6.

PLO 7.

PLO 8.

COURSE LEVEL OUTCOMES: List the course-level outcome(s) (CLO) associated with this course. Please note that course level outcomes often include university level outcomes. It is expected that CLOs will include (or encompass) one or more ULOs.

EXAMPLE: Develop skills in critical thinking and reflective writing
CLO 1.
CLO 2.
CLO 3.
CLO 4.
CLO 5.
CLO 6.
CLO 7.
CLO 8.

ARTIFACTS THAT ASSESS OUTCOMES: For every CLO listed above, identify and briefly describe the assessment or series assessments used in the course as evidence of achievement of the CLO/PLO. As part of the description, identify the type of assessment (e.g., paper, test, discussion board, etc.) and the approximate point in the course at which the assessment is administered (e.g., 3-5 page paper, 3rd week of the course). Assessment 1. Should match up with CLO 1. Assessment 2. Should match up with CLO 2. etc.

EXAMPLE: Final Paper (Week 5)
ASSESSMENT 1.
ASSESSMENT 2.
ASSESSMENT 3.
ASSESSMENT 4.
ASSESSMENT 5.
ASSESSMENT 6.
ASSESSMENT 7.
ASSESSMENT 8.

Credit for Assessment: For every assessment listed above, identify how much of the total course credit should be associated with each. For example, Assessment 1. (3-5 page paper) = 1 QH; Assessment 2. (mid-term and final exam) = 3; and so on.

EXAMPLE: 1 Quarter Hour (out of 3 total quarter hours)
ASSESSMENT 1.
ASSESSMENT 2.
ASSESSMENT 3.
ASSESSMENT 4.
ASSESSMENT 5.
ASSESSMENT 6.
ASSESSMENT 7.
ASSESSMENT 8.

Part 2

DIRECT INSTRUCTION

“Direct Instructional time” is also known as “in-class time.” It is simple to calculate Face-to-Face (FTF) direct instructional time – in its most basic form; this is the amount of time the faculty member is personally interacting with students within the context of the classroom. However, the task is not so straightforward when it comes to online, blended, independent study, and internship/pratica delivery modalities. In these cases, “DIRECT INSTRUCTION” can constitute a variety of activities that count as “in-class time.” Essentially, any online activity which the instructor-of-record actively facilitates and is **planned with a pedagogical purpose and documented** counts as “DIRECT INSTRUCTION”. The estimated minutes must be the average expectation for an individual student.

Below is a list of NLU faculty defined Direct Instruction components. Use these components to audit your **ONLINE or **MIXED FACE-TO-FACE** course.**

Mixed Face-to-face course: Activities completed in the classroom portion of your course will be counted in the face-to-face hours that you listed at the top of this form. Listed below are the online activities that can count toward Direct Instruction.

Faculty Directed Activities (To be completed for Online and Mixed F2F formats ONLY)

Course Component-Direct Instruction	Description	Average Hours per occurrence	Number of occurrences	Total Hours
Blogs and Reflective Journals	Students' opportunity to show learning and application of learning through reflection, thoughtful analysis and application to new experiences.	1 hour		
Case Study	Faculty directed activity requiring in-depth, application, synthesis, evaluation related to course objectives. Includes faculty feedback and assessment.	2 hours		
Chat rooms	Faculty directed synchronous opportunity for collaborative learning. Defined expectations of participation are given to all students through the syllabus.	.5 hour		
Consultation / meeting / Conference	Can include phone meetings, in person or other multimedia communication, formative or summative feedback and must be planned and documented on syllabus.	1.25 hours		
Discussion Boards	Faculty directed threaded discussions that relates directly to course objectives. Thoughtful analysis of course material and readings as well reflective and insightful comments on the posts of others is expected.	1.5 hours		
Field Trips	Faculty directed outside of class analysis resulting in paper preparation or student presentation.	2 hours		
Group activity writing	Faculty directed group activity including writing. Can count each week as an occurrence.	1 hour		
Group activity reading	Faculty directed group reading. Can count each week as an occurrence.	1 hour		
Group project	Faculty directed activity targeted toward specific learning objectives; students work together and prepare project with faculty provided guidance to group. Can count each week as an occurrence.	1 hour		
Hands on simulated, active, learning	Independent application of learning.	1 hour		

Lecture (on-line, live synchronous/asynchronous)	Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives. Time over an hour must be listed clearly on the syllabus.	Enter Time in Hours if specified or 1 hour		
Library Guidance and overview of resources	Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives.	1 hour		
Multimedia	Faculty Directed use of social media, video, podcasts, VOD casts, music etc. including a written analysis.	1 hour		
Orientation to syllabus/course guide/responsibilities and policies	Faculty directed review including student signature of completion.	1 hour		
Orientation to technology	Faculty directed review of technology related to course objectives.	1.5 hours		
Presentation	Faculty directed viewing of film or filmed speaker event related to course objectives.	1 hour		
Self or Peer Assessment of work	Planned facilitated and monitored with a pedagogical purpose.	1 hour		
Student Project	Faculty directed activity targeted toward specific learning objectives; student works independently and completes project with faculty provided guidance. Can count each week as an occurrence.	1 hour		

Part 3

Faculty-Monitored Co-Curricular Activities

Fieldwork	Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time must be listed on the course syllabus.	Enter Time in hours if specified or 6 hours		
Group or organization participation	Faculty directed participation in an outside group or organization.	2.5 hours		
Observation/Consultation	Faculty directed observation, on-site or off-site, including notes, analysis and reflection.	1.5 hours		
Service learning	Involves in and out of class with service to the community as the pedagogical strategy.	1.5 hours		
Clinical Supervision On-site	Face-to-face weekly clinical supervision.	1.25 hours		

Total direct instruction

PART 4

OUT-OF-CLASS WORK (Homework)

Use the form below to audit your course homework assignments to determine compliance.

Course Component	Description	Average Hours per occurrence	Number of occurrences	Total Hours
ASSIGNMENT	Examples: editing, math problems, questions at the end of the text, application of a lesson, or work sheet.	1 hour		
Clinical Case Analysis/ Transcription	May include written analysis or verbatim transcription of client/student session.	2.5 hours		
Clinical Field Application	Work related to the placement for student teaching or clinical agency or school.	2 hours		
Exam	Assessment of knowledge can be take home or online.	3 hours		
Instructive Feedback	Assigned student review of a project or paper for revision purposes. Must be listed on syllabus.	.5 hours		
Multimedia	Assigned video, podcasts, vodcasts, music, PowerPoint.	1 hour		
Online Discussion Boards	Reading, responding and contributing to an online discussion.	1.5 hours		
Papers/ Essays	Papers and Essays using APA / MLA formatting. Occurrence equals the number of page numbers required.	2.5 hours		
Portfolios	Compilation of student artifacts.	3 hours		
Practice / Simulation Activities	Completion of a task or application of knowledge.	1.5 hours		
Presentations	Preparation of already researched topic, includes creating multimedia for the presentation.	1.5 hours		
Quizzes	Assessment of knowledge can be in a timed, online environment or take home.	.5 hours		
Reading Assignments	Any type of assigned reading such as textbook, or journal. Number of occurrences equals the number of pages.	.25 hour		

Reflective Writing Assignment	Any type of student written reflection such as a journal. Number of occurrences equals the number of pages.	.25 hour		
Research	Finding, reviewing and reading for presentation or paper.	2 hours		
Self-Assessment/ Evaluation	Formative student self-analysis activity to gain insight.	1 hour		
Statistical Analysis	Analysis of data. Occurrences equal the number of analyses.	.25 hour		
Tutorials	Online or otherwise available multimedia lesson such as ADA, DCFS, and Library.	1 hour		
Work Plan Analysis	Analysis of lesson or other professional work plan.	1.5 hours		
Total out of class				

Quarter Hours Awarded	Required Direct Instruction	Required Out-of-Class Homework
1	10 hours	20 hours
2	20 hours	40 hours
3	30 hours	60 hours
4	40 hours	80 hours
5	50 hours	100 hours

Semester Hours Awarded	Required Direct Instruction "seat"	Required Out-of-Class Homework
1	15 hours	30 hours
2	30 hours	60 hours
3	45 hours	90 hours
4	60 hours	120 hours
5	75 hours	150 hours

TOTAL DIRECT INSTRUCTION TIME:	
TOTAL OUT-OF-CLASS TIME:	
COMPLIANCE STATUS:	