

Credit Hours Guide

Time Expectations for Teaching and Learning

The School has a set standard for relating credit hours to in-class teaching and learning. There is also the expectation that the course should be designed with at least 2 hours of outside of class teaching and learning to 1 hour of in-class teaching and learning. See the table below for the base-level ratio per credit.

Credit	Hours Teaching and Learning for Week		Hours Teaching and Learning for Semester	
	In Class	Outside of Class	In Class	Outside of Class
1	1	2	14	28
2	2	4	28	56
3	3	6	42	84

Requests for Reduction of Hours of In-Class Teaching and Learning

For courses with extensive out of class readings and assignments, faculty can petition the curriculum committee for a reduction of in-class teaching and learning hours. The course syllabus, readings and assignments should reflect the increased expectations for teaching and learning outside of class. The “rule of thumb” is that a decrease of in-class teaching and learning by 1 hour must be matched by at least a 2-hour increase in the number of hours of outside teaching and learning.

Credit	Hours Teaching and Learning for Week		Hours Teaching and Learning for Semester	
	In Class	Outside of Class	In Class	Outside of Class
2	1	6	14	84
3	2	8	28	112

Learning Objectives Guide

Stating intended learning outcomes provides direction for teaching, sets the necessary foundation for assessment of learning, conveys instructional intent to others, and serves as an implicit contract between teacher and student. Learning objectives, found on course syllabi, describe the knowledge and skills that a student is expected to demonstrate upon completion of the course. Ideally, each of these objectives relates, in some discernable way, to the learning objectives for the overall program of study.

All learning objectives should be specific, measurable and written in behavioral terms. All learning objectives have two parts – an action verb and a content area. In selecting action verbs, avoid terms like “appreciate,” “realize,” or “understand” since these terms refer to an internal state that cannot be observed by an outside evaluator. Learning objectives are not statements of topics to be covered, not statements of learning activities, and not statements about the teaching methods. Instead, learning objectives describe what the student will do when they have reached a specific level of competency with a skill or subject.

Learning objectives should be framed in terms of types of learning outcomes and should reflect progressively higher-level functioning. A set of learning objectives that relies primarily on terms such as “list,” “define,” “identify,” and “describe” reflects a fairly elementary level of attainment.

Public health professionals need to be proficient in critical thinking and problem-solving and this level of functioning should be reflected in the learning objectives. Terms more likely to capture higher-level functioning include, for example, “analyze,” “evaluate,” and “design.” The table below contains examples of illustrative verbs that are useful in stating specific learning outcomes.

Knowledge	define, describe, diagram, draw, identify, label, list, match, name, outline, recall, record, reproduce, select, state
Comprehension	convert, discuss, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, paraphrase, predict, report, review, rewrite, summarize
Application	apply, change, compute, demonstrate, discover, dramatize, employ illustrate, interpret, make inferences, manipulate, modify, operate, predict, prepare, produce, recognize new instances, relate, show, solve, teach, translate, use
Analysis	analyze, break down, compare, contrast, examine, diagram, differentiate, distinguish, identify, illustrate, infer, outline, point out, predict, relate, select, separate, sub-divide
Synthesis	arrange, assemble, categorize, combine, compile, compose, construct, create, devise, design, formulate, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, setup
Evaluation	appraise, assess, conclude, critique, estimate, justify, interpret, measure, rate, revise

This section has been adapted with permission from “Writing Clear and Measurable Learning Objectives,” Council on Education for Public Health (CEPH), and is also based on the work of the Center for Education Research and Evaluation (CERE).