Guidelines for Blending Face-to-Face and Online Formats
at Shippensburg University
(4-15-11 Draft)

A. Background Information

1. A 2005-2006 Shippensburg University white paper titled *Policies and Best Practices for Teaching with Technology: Classroom Models and Academic Dishonesty* was directed by Forum back to the Distance Education Subcommittee for reconsideration due to a variety of concerns related the use of hybrid/blended classes at SU.

2. In 2007-2008 PASSHE instituted a series of distance education course format codes that all 14 universities are required to apply to classes and report to PASSHE. OES has been applying these codes to its courses. SU IR is responsible for reporting to PASSHE. These codes are as follows, and were defined by PASSHE to be congruent with the Sloan Consortium:
    a. OL – 100% online course
    b. O8 – 80%-99% online course
    c. BL – blended, 30%-79% online replaces f2f
    d. IH – ITV Home (includes ITV and web-blended courses), in which the faculty member is instructing students at the home and remote locations
    e. IR – ITV Remote (includes ITV and web-blended courses), in which the faculty member is only instructing students at remote locations
    f. 99 – no distance education, less than 30% online replaces f2f

3. A 3/14/08 memo from PDE addressed policy 31.21 and stated:
    a. "faculty as a whole need to agree upon criteria for determining what online activities constitute the equivalent of (face-to-face) classroom instruction for uniform implementation across the institution"
    b. "establishing such criteria … and indentifying the number of hours each activity would represent as equivalent to instruction will help ensure that the amount of credit awarded per course complies with PA regulations"
    c. "Activities that are the equivalent of classroom instruction would best be: directly related to the objectives of the course/program, be measurable for grading purposes, have the direct oversight or supervision of the faculty member teaching the course, and in some form be the equivalent of an activity conducted in the classroom."
    d. "The equivalent content should not be: homework assignments or 'time spent', that is, a calculation based on the amount of time the student spends accomplishing a task."

4. An SU 2008 summer DE Working Group began efforts to define seat time and equivalents activities per the PDE guidelines.   The working group consisted of Angela Bartoli, Sally Paulson, Vicki Taylor, Shelley Gross-Gray, and Chris Sax.

5. A University Professional Continuing Education Association (UPCEA) Peer Learning Circle (PLC) was formed in summer 2009 to discuss compliance with the PDE memo and policy 31.21. A representative of PDE attended this meeting and provided clarification that defining face-to-face

classroom equivalents was the primary intent of their memo and policy, not the actual hours per activity, and it was on this former aspect that universities should focus.

6. Also at the summer 2009 PLC a number of universities shared their lists of classroom equivalent activities. These institutions included: Kutztown University, LaSalle University, Messiah College, Misericordia University, Penn State University World Campus, and Widener University. Subsequent to this, Sax crossed checked these against the work of the SU 2008 Summer Working Group and various national best practices and guidelines for blended/hybrid courses (Sloan-C, WCET, ITC, EDUCAUSE, Quality Matters, etc).

7. As one its agenda items for the 2010-2011 academic year, the Distance Education Subcommittee identified a need to provide greater guidance on the blending of face-to-face and online delivery formats.

8. The above were synthesized to produce the following initial draft guidelines.

B. Guidelines for Blending F2F and Online Instructional Formats

The alignment of PASSHE DE course codes, relative F2F and DE "seat time", and the use of online instructional technologies are described in the following table and summarized in the diagram below.

PASSHE DE Course Codes	Definition	Instructional Time*	
		F2F	Online
OL – 100% online	Courses in this category are offered fully online. They do not involve a f2f meeting of student and faculty member or f2f instruction by the faculty member. Students may be required to complete non-online work, such as independent hands-on work, field work, or visits to course-relevant facilities (e.g. museums, work-place settings, interviewing others).	0%	100%
O8 - 80%-99% online	Courses in this category replace 80%-99% of f2f instruction time with online technologies and activities. In these courses, such f2f sessions often include, but are not limited to, orientations, student presentations, lab work, group work, and proctored exams. Online equivalents of f2f classroom instruction follow the guidelines below.	1%-20%	80%-99%
BL – blended, 30%-79% online replaces f2f	Courses in this category replace 30%-79% of f2f instruction time with online and/or ITV technologies and activities. Online equivalents	21%-70%	30%-79%

		71%-100%	0%-29%
	of f2f classroom instruction follow the guidelines below.		
99 – no distance education, less than 30% online replaces f2f	Courses in this category include the following: 1. fully face-to-face courses, with no online technology replacing f2f instruction time 2. fully f2f courses enhanced with online technologies, while not replacing f2f instruction time with online technologies; for example, classes might be enhanced with online technologies in the areas of providing the syllabus and additional instructional resources, assessment, self-assessments, online discussions, reporting grades, student /faculty communication, collaborative/group work through wikis. 3. courses that replace up to 29% of f2f instruction time with online technologies and activities. Online equivalents of f2f classroom instruction follow the guidelines below.	71%-100%	0%-29%

*Instructional Hours – In practice at Shippensburg University, each 3 credit face-to-face class has a total of 2100 instructional minutes. For example, for a 14 week class the total instructional minutes are computed as (14 weeks) x (150 face-to-face instructional minutes per week). Each 3-credit, face-to-face class might also have an additional 2 hour final exam, which is not included in the 2100 instructional minute calculation, per PDE code 31.22. All classes, regardless of delivery format, are required to have 2100 instructional minutes. 2100 instructional minutes are considered the equivalent of 42 instructional hours as required by PDE code 31.22.
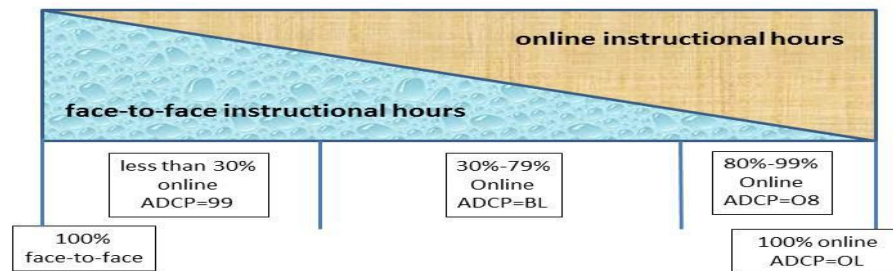
C. Guidelines for Online Equivalents of Face-to-Face Instruction - Per PDE memo and policy 31.21:

1. PDE 31.21: activities that are the equivalent of classroom instruction would best be:
   - directly related to the objectives of the course/program,
   - be measurable for grading purposes,
   - have the direct oversight or supervision of the faculty member teaching the course, and
   - in some form be the equivalent of an activity conducted in the classroom.

   At Shippensburg University, online activities that fall into this category are *activities that might typically be included in a face-to-face class meeting*, as appropriate and specific to particular disciplines. Such activities might include, but are not limited to:

Activity	Description
1. Instruction, Lecture, Presentations, Demos, Guest Speakers, Quizzes, Tests	Instruction, presentations, demonstrations, quizzes, and/or tests provided synchronously or asynchronously by the faculty member using a variety of online technologies.
2. Discussions	Instructor guided or facilitated discussions that relate to course objectives and that, for example, engage students in thoughtful analysis, the application of course concepts, collaborative learning, feedback on individual or group projects, the opportunity to interact with guest speakers, and the opportunity for students to develop and share questions, comments, or observations. Such discussions may occur synchronously or asynchronously, and use technologies such as discussion boards, chat rooms, conference calls, web-conferencing software, and wikis.
3. Instructional CDs, PowerPoints, Videos (clips or full films), Audio Clips, Podcasts	Student viewing/listening of these instructional materials, coupled with faculty-mediated discussion and expansion of the course concepts and objectives.
4. Journals, Blogs, Logs, Reflective Paper/Article Reviews, Peer Reviews	Instructor guided activity for students to apply learned concepts, reflect on their learning experiences, relate practices to personal experiences, and/or apply higher order analytic skills in assessing scholarly articles, professional articles, or the work of fellow classmates. Such work is the shared with faculty and classmates for thoughtful analysis, discussion, and feedback.
5. Case Studies & Problem Solving Scenarios	In-depth analysis requiring utilization of higher order analytical skills which relate to course objectives and is shared with the faculty member and/or classmates for feedback and assessment. In some disciplines (e.g. math) this might include individual problem solving in class with immediate feedback from the instructor or classmates.
6. Group Projects, Guided	Instructor guided and mediated activities and projects with

	Projects	specific learning objectives; students and faculty collaborate via online technologies to research, analyze synthesize, and prepare projects with the instructor receiving periodic updates and providing guidance and feedback on an ongoing basis.
7.	Student Presentations	Individual or group project presentations to the class using a variety of online technologies.
8.	Library Research, Internet Research	In-depth active faculty-guided opportunity for students to research scholarly articles, professional journals, current events, and/or topics that relate to course objectives.
9.	Online Labs, Field Trips, Site Visits, Tours, Service Learning	Students participate as individuals or as groups in observing and analyzing a scenario, situation, site, or activity, and preparing a paper or presentation, to be shared in whole or in part with instructor and/or classmates. Faculty provides guidance, support, and feedback to students.
Adapted from: SU 2008 DE summer working group, and examples provided by Kutztown University, LaSalle University, Messiah College, Misericordia University, Penn State University World Campus, Widener University		

2. PDE 31.21: The equivalent content should not be:
    - homework assignments, or
    - 'time spent', that is, a calculation based on the amount of time the student spends accomplishing a task.

    At Shippensburg University, activities that fall into this category include, but are not limited to:
    - Assigned readings
    - Homework assignments
    - Self-check assessments such as practice quizzes
    - Group work or group study that is not guided or supervised by the faculty member
    - Individual time spent research, writing, and preparing papers, projects, and presentations