

Title

Instructional Methods (Course Delivery Methods)

Purpose of the Policy

The purpose of these guidelines is to provide instructions for the assignment of course-level instructional methods as defined by the United States Department of Education, the Colorado Department of Higher Education, and the Higher Learning Commission.

Detailed Policy Statement

The Colorado Department of Higher Education (CDHE) requires all public institutions of higher education in the State of Colorado to be accredited by the Higher Learning Commission (HLC). Starting in 2013, the HLC is required by federal law to review an institution's compliance with federal regulations. Part of the federal compliance review includes a detailed report on the format of courses and the number of credits awarded for each course. The report is structured per federal definitions for instructional methods also known as course delivery method. Additionally, beginning in February 2013, UNC must complete and submit reports to the CDHE that are based on instructional methods as defined by the US Department of Education (DoE).

This Instructional Methods policy document provides guidelines for the assignment of federally-defined instructional methods for all UNC courses as needed for legislative compliance at the state, federal, and accreditation levels.

Applicability

These guidelines apply to all UNC credit and non-credit bearing courses. Misrepresentation of the course delivery method puts UNC at risk for financial penalties, student federal financial aid repayment to the DoE, and accreditation sanctions from the Higher Learning Commission.

Definitions

CDHE Student Course Enrollment Field Definitions

<https://surds.colorado.gov/Documentation/StudentCourse/FieldDefinitions.asp>

The following definitions have been copied from the link above and pasted into this document with no modifications except for spacing as indicated below. The definitions for delivery methods on the CDHE, DoE and HLC websites are in agreement.

- **FTF (Face to Face):** For courses where instructors interact with students in the same physical space for 75% or more of the instructional time.
- **Mixed FTF (Face to Face):** For courses where instructors interact with students in the same physical space for less than 75% of the instructional time with the remainder of the instructional time provided through distance or correspondence education.
Mixed FTF (Face to Face) includes hybrid courses and those using a mix of distance education and face to face but not delivering instruction exclusively via distance.
- **Distance:** For courses where instructors interact with students through one or more forms of distance delivery.
(blank line removed) *A course in which the instructional content is **delivered exclusively via distance education**. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.*

Federal Definitions of Distance/Correspondence Education:

Distance education/course means education that uses one or more of the { following} technologies (i) to deliver instruction to students who are separated from the instructor: and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

- **Correspondence:** For courses where instructors interact with students through mail or electronic interface according to a typically student self-paced schedule.

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.

- **Independent/Directed Study:** For courses where instructors interact with students through a flexible format.
- **Evening/Weekend College or Continuing Education:** Some institutions may have an evening or weekend college that, while on the same calendar, may structure its courses differently than the same courses offered in regular FTF or other deliver formats

Report here ONLY if the course is part of a formal evening or weekend college
Note: UNC does not have an evening/weekend college

- **Internships/Practica:** Some institutions may provide internship or practica experiences for which credits are awarded by the institution.

Relationship between Correspondence Coursework and Federal Financial Aid

2012-2013 Federal Student Aid (FSA) Handbook

<http://ifap.ed.gov/fsahandbook/1213FSAHandbookCompleteActiveIndex.html>

Enrollment Status (1-13 FSA Handbook)

At least half of a student's full-time workload must be non-correspondence coursework.

“A student taking only correspondence courses is never considered to be enrolled more than half time.”

(1-18 FSA Handbook)

“A student enrolled in a correspondence course can only receive FSA funds if the course is part of a program that leads to an associate's, bachelor's, or graduate degree; if the program leads to a certificate, the student is not eligible for aid for that course.”

Implementation Procedures

Every section of every course must be assigned an Instructional Method. Instructors are to choose the Instructional Method based on one of the definitions below. Different sections of the same course

may have different instructional methods. Some courses have default instructional methods due to the course type. College schedulers will enter the code into the Banner.

Instructional Methods (priority order is numbered below)			October 21, 2013	
Instructional Method (IM)		Definition	Course Types**	
Priority Order*	Banner Code	IM Name	General guidelines	
1	ID (was NT)	Directed Study	Instructors interact with students through a flexible format.	
2	IP (was NT)	Internships/ Practica	NOTE: Different IMs may be scheduled for two different sections of the same course. Instructional method is a section level code. EX: FND 250, a lecture course, may be offered as TR or DS.	
3	TR (same)	Face to Face	Instructors interact with students through a flexible format.	
4	MF (was HY)	Mixed Face to Face	Instructors interact with students through a flexible format.	
5	CR	Correspondence	Instructors interact with students through a flexible format.	
6	DS (was OL)	Distance/online	Instructors interact with students through a flexible format.	
	NA (same)	Non-Academic Non-Credit	Place holder courses; checkpoint courses	

***Priority Order:** The numbered order is to be used in situations where more than one instructional method could be applied to a course. Example: A directed study could be face-to-face with the instructor or could be mixed face-to-face, etc. The priority order indicates that the directed study code takes precedence over face-to-face or mixed face-to-face. Only one IM may be assigned per course section.

**Course Type	Description (Course type is a course level code that applies to every section of every course for a single course prefix and number. Ex: FND 250 is always a “lecture” but the IM may be TR or DS.)	Code	Minimum Contact Hour Ratio
Clinical	Participation in client and client-related services that are an integral part of an academic program. Clinical instruction occurs in or outside an institutional setting and involves work with clients who receive professional services from students serving under direct supervision of a faculty member and/or approved member of the agency staff.	CLI	2:1 = 1 credit
Directed Study	Faculty and student negotiate an individualized plan of study.	DST	.75:1 = 1 credit
Dissertation	Credit enrolled for formal period of work on doctoral dissertation.	DIS	.75:1 = 1 credit
Field Instruction	Instructional activities conducted by the faculty and designed to supplement and/or extend an individual course or classroom experience.	FLD	2.5:1 = 1 credit
Internship	Applied and supervised field-based learning experience where students gain practical experience following a negotiated and/or directed plan of study.	INT	3:1 = 1 credit
Lab	Instructional activities conducted by the faculty which require student participation, experimentation, observation, or practice.	LAB	2:1 = 1 credit
Lecture	Faculty member responsible for delivery and discussion of learning material and related instructional activities.	LEC	1:1 = 1 credit
Physical Educ./ Recreation	Participation in or the performance of some form of physical activity. Knowledge associated with the proper performance of the activity is presented.	PER	2:1 = 1 credit
Practicum	Practical student work under the supervision of a faculty member or under supervision of a professional in the student’s field and regular consultation with faculty member.	PRA	2:1 = 1 credit
Private Music Instruction	Formal presentation in a one-to-one relationship between student and instructor.	PMI	.50:1 = 1 credit Updated 5-10-13 per CDHE guidelines
Recitation/ Discussion	A course, or a section of a larger course, designed for group discussion or student recitation/discussion.	REC	1:1 = 1 credit
Research	Credit formally enrolled for during period of research instruction in pursuit of a graduate degree (e.g., doctoral proposal research).	RES	.75:1 = 1 credit
Seminar	A highly focused course that may include student presentations and discussions of reports based on literature, practice, problems, or research (e.g., a capstone course)	SEM	1:1 = 1 credit
Student Classroom Observation	Teacher candidates observe, participate in, analyze, and reflect on issues in education.	SCO	2:1 = 1 credit
Student Teaching	Faculty supervised learning experience in which student applies knowledge gained in the teacher education program to a classroom setting.	SST	2.5:1 = 1 credit
Studio	Lab-type activities conducted by faculty (e.g., music ensembles, art studio, etc.)	STO	2:1 = 1 credit
Thesis	Credit enrolled for formal period of work on thesis.	THS	.75:1 = 1 credit

Extended Studies Instructional Methods (10/21/13)

Schedule (Course) Type	Inst Method	Description	
	BC	Basic Skills F2F Ext Stu	CIE Courses
	BH	Basic Skills Mixed F2F Ext Stu	
	BO	Basic Skills Distance Ext Stu	
DST	BD	Basic Skills Directed Studies	
	CH	Contract Mixed F2F Ext Stu	Contract Courses
	CO	Contract Distance Ext Stu	
	CT	Contract F2F Ext Stu	
	DC	Dual Credit F2F Ext Stu	Dual Credit
	DH	Dual Credit Mixed F2F Ext Stu	
	DO	Dual Credit Distance Ext Stu	
	IS	Correspondence Ext Stu	Independent Study
	NA	Non-Academic Non-Credit	CheckPoint Courses
	NC	Non-Credit F2F Ext Stu	Non Credit
	NO	Non-Credit Distance Ext Stu	
	PD	Prof Dev F2F Ext Stu	Professional Development
	PH	Prof Dev Mixed F2F Ext Stu	
	PO	Prof Dev Distance Ext Stu	
INT, PRA	PI	Prof Dev Internship/Practica	
DST	NE	Directed Study Ext Stu	Directed Study /Non Scheduled
	OC	F2F Ext Stu	Degree Programs
	OE	Distance Ext Stu	
	OH	Mixed F2F Ext Stu	
INT, PRA	OI	Internship/Practica Ext Stu	
	UE	Urban Education F2F Ext Stu	UG Degree Programs that are COF Eligible: Urban Ed, ASLEI
DST	UD	Urban Ed Directd Study Ext Stu	
	UH	Urban Education Mixed F2F Ext Stu	
INT, PRA	UI	Internship/Practica Ext Stu UE	
	UO	Urban Education Distance Ext Stu	

Priority Order*	IM Name
1	Directed Study
2	Internships/ Practica
3	Face to Face
4	Mixed Face to Face
5	Correspondence
6	Distance/Online

Policy Authority

Provost

Contact Information

Ann T. Bentz, PhD

Special Assistant to the Provost

Carter Hall 4008A

970-351-1519

ann.bentz@unco.edu