

## Distance Learning Evaluation Guidelines for Use with the Form 2

### ***Determining if a Course Requires a Form 2.***

Form 2 should be complete for only those courses utilizing some form of technology for equivalent contact hours. Use the following definition to assist with determining whether your course is a standard class, a technology enhanced class or a distance learning class.

### **Courses not requiring a Form 2:**

**Standard Class:** Typically occurring in a classroom or lab, the delivery of the instruction may or may not make use of the follow technologies or devices: chalk or white board, overhead, TV, VCR/laser disc/DVD, radio/audio, computer LCD projector, Internet. Technology is not used in lieu of class meeting time or as a supplement to the course beyond the use of such materials within a classroom. Seat time (contact hours) ***is not replaced or supplemented*** by any alternative delivery method or medium.

**Technology-Enhanced Class:** The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the “standard” (traditional) classroom. Enhancements to learning therefore must include activities or instructional resources developed for student use that extend beyond the classroom instructional use of these items. *In short, the use of the technology **supplements but does not replace** contact hours.*

### **Courses requiring a Form 2:**

**Combined Class Offering:** Technically distance learning classes, courses in this category are typically offered in the traditional face-to-face format on the main or branch campus. Combined courses **offer less than** 75% of the total course content through the use of some alternative means, i.e., web site, video, I-chat, etc. The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the “standard” (traditional) classroom. *In short, the use of the technology **does supplement and replace some** contact hours for courses taught on main or branch campus.* Courses of this type require the completion of a Form 2.

**Distance Learning Class:** The delivery of some or all of instructional content is reliant upon an alternative delivery method in addition to or in place of traditional face-to-face instruction where students and the instructor meet in the same place and at the same time. If any one student receives instruction (contact hours) through an alternate delivery method then the course by default may be termed as a distance learning course. Courses of this type require the completion of a Form 2.

### ***Guideline for Contact Hour Replacement***

Office hours may not be substituted for contact hour. Use the following guideline to distinguish between contact hours and office hours.

Contact hour equivalence is determined by peer review curriculum committees at Department/School/College level. When a class does not meet face-to-face with the instructor, alternative modes of instruction may substitute for standard classroom contact hours when an approved Form 2 for that variant of delivery is on file. Determination of contact hour

equivalence is justified for planned activities, involving both instructor and students, that have the intent of delivering course content and achieving course objectives.

For example, an asynchronous discussion board on the web *might* substitute for some standard classroom contact hours, just as some standard class time might be used by the instructor for class discussion. It is the responsibility of the peer review curriculum committees at Department/School/College level to determine the appropriate and academically-justified number of contact hour equivalents assigned to each element of the proposed alternate delivery variant of a class. However, the instructor/designer of the alternate delivery variant may [and normally should] suggest the appropriate equivalents to be assigned.

**Note:**

Unplanned contact between instructor and student(s) that does not directly relate to *planned delivery of course content or achievement of course objectives* should be regarded as the equivalent of office hours, and should NOT be assigned equivalents to standard classroom contact hours;

Asynchronous activities that are not interactive involving both instructor and students are normally appropriately regarded as the equivalent of graded homeworks or assignments and should NOT be assigned equivalents to standard classroom contact hours.

***Examples of Course Coding Based on These Recommendations***

***BSC 1005***

This class is taught in Ruby Diamond Auditorium, on the main FSU campus, using an overhead projector, video-projection, and Internet access as a presentation tool. This is a traditional face to face course.

**Note: This course does not have an official Web site. If the faculty were to post information about the course on a Web site it would not change the coding of the course. This would be considered a technology enhancement and does not affect contact hours.**  
This course would be coded as follows:

|                                    |  |
|------------------------------------|--|
| Instructional Delivery Indicator   | S (Synchronous)                        |
| Instructional Technology Indicator | 0 (Traditional Classroom)              |
| Instructional Origin Indicator     | 1 (Scheduled use of Main Campus Space) |

***LIS 5487***

This course is offered completely on the Internet. It utilizes I-Chat, Web pages, email, threaded discussions, and streaming audio/video over the Internet. This course would be coded as follows:

|                                    |  |
|------------------------------------|--|
| Instructional Delivery Indicator   | M (Mixed synchronous and asynchronous)                                     |
| Instructional Technology Indicator | 9 (Internet based)   |
| Instructional Origin Indicator     | 4 (No scheduled use of instructional space, e.g., Internet, CD-ROM, print) |

**Explanation:**

*Instructional Delivery Indicator* is M (mixed) because the instructional contact between the instructor and the student in the course is shared between synchronous and asynchronous activities, neither of which makes up more than 75% of the total course contact.

*Instructional Technology Indicator* is 9 (Internet) because all instructional contact occurs over the Internet regardless of type. (streamed video, email, I-Chat, etc.)

*Instructional Origin Indicator* is 4 because the instructor does not require use of any instructional space i.e., no computer lab or classroom. The instructor may actually be in his or her office or at home while participating in synchronous activity.

**COP 3502**

Sections of this course are offered in the traditional face-to-face format utilizing instructional space on the main FSU campus. Additional sections are offered at a distance using printed materials, CD-ROMs, Web pages, email, threaded discussions and streaming audio/video over the Internet. A Form 2 is required for approval of the sections of this course utilizing an alternative format. This alternative format would be coded as follows:

|                                    |  |
|------------------------------------|--|
| Instructional Delivery Indicator   | A (Asynchronous)   |
| Instructional Technology Indicator | 9 and 10 (Internet based, CD-ROM, and printed material)                    |
| Instructional Origin Indicator     | 4 (No scheduled use of instructional space, e.g., Internet, CD-ROM, print) |

**Explanation:**

*Instructional Delivery Indicator* is A (asynchronous) because in the alternative format sections, delivery of more than 75% of the *total* course instructional content does not require simultaneous interaction by the student and the instructor.

*Instructional Technology Indicators* are 9 and 10 (Internet, CD-ROM) because each represents a significant portion of the instructional delivery.

*Instructional Origin Indicator* is 4 because course delivery does not require scheduled use of instructional space i.e., no computer lab or classroom.