Purdue Course Modality and Scheduling Guidance

The following guidance applies to both West Lafayette and Indianapolis locations. retain in-person instruction and adhere to West Lafayette's online education practices. However, there will be circumstances where online instruction should be utilized to offer innovative content to a larger student population and to accommodate growth and larger enrollment. Our collective goal is to deliver excellent instruction that engages students and ignites their creativity and potential.

QUICK START DEFINITIONS

Course Modality refers to the delivery method of course material.

Modality	Code	Definition
Hybrid	B/H	Hybrid courses offer intentionally scheduled course activities combining in-person and online learning where <u>at least 25%</u> (but no more than 75%) of instruction is delivered online.
Primarily Online	DPT	<u>76-99%</u> of course content is delivered online where students are required to come to a campus infrequently. A small in-person component is required, such as taking an exam on location. However, it cannot be more than 24% of the course. Note, student visas are not allowed enrollment in more than one online course (up to three credits) per semester, or term, toward their degree program. In some cases, foreign financial sponsors will not allow any online coursework to count toward a degree.
Online	DO	<u>100%</u> of course content and exams are exclusively taught through online and distance methods. Online courses do not require the student's physical attendance for classes. There are no in-person requirements for any activity or exams integral to completion of the class.
Synchronous Online	SYNC	<u>100%</u> of course content and exams are exclusively taught through online and distance methods. There are synchronous meeting requirements. Students will have scheduled lectures, and meetings requiring specific login times through tools such as video conferencing.

Synchronous instruction refers to when course activities are scheduled at the same time, but not in the same place (i.e., meeting days, times, and discussions are arranged via class scheduling). Both instructors and students meet remotely during the course schedule to engage students in real-time learning activities.

Asynchronous instruction refers to course activities occurring in an unscheduled way within the unit timeline (i.e., no specific virtual meeting times). Learning activities are self-paced with instructor provided resources (e.g., pre-recorded lectures, assignments, discussion boards), and students engage with course content at different times (and from different locations). The instructor guides the students, provides them with feedback, and assesses them as needed.

Instructor of record is the individual responsible for delivering course content and meets the qualifications for instruction established by an institution's accrediting agency. Generally, the instructor of record is responsible for student grades.

Brightspace is the learning management system (LMS) used to organize and deliver course content. Brightspace resources are found here: Purdue Brightspace Resources

PURDUE GUIDELINES FOR INCORPORATING ONLINE TEACHING MODALITIES

When deciding on a course modality, the following considerations should be made:

(1) Instructional outcomes are met by students.
Course modalities may engage students differently and influence their learning in unique ways. Considering effective teaching and learning pedagogies when deciding on a course modality is encouraged. Documenting evidence of students meeting course outcomes is imperative for the continuous improvement of a program, particularly one that is regularly reviewed for accreditation.

(2) Students experience engaged instruction in all modes of teaching and learning.
Students must experience _substantive interaction_ during each course, no matter the delivery mode. Not only is this best for student outcomes, but it is also a requirement of our accreditors. This means engaging students in teaching, learning, and assessment within your course by including two or more of the following:
* Providing direct instruction whether remote (i.e., video stream), recorded, or in-person.
* Responding to questions about the course content quickly and effectively.
* Engaging students in rich, content-based group discussion. This can happen in-person or online (synchronously or asynchronously).
* Providing meaningful feedback on student assessments.

(3) Different course modalities have different guidelines.
The Indianapolis location is an extension of West Lafayette, not the sole location for employing distance or online learning. However, we do expect a mix of online and in-person instruction in Indianapolis, as we do in West Lafayette. The table in this document highlights guidance and examples for Hybrid, Primarily Online, and Online options.

(4) Implications of course modality choice.
It is possible to have a mix of modalities across sections of the same course. For example, some course sections may be in-person, but a few sections could be hybrid, or fully online. Students often prefer course modality choices, too. However, strive to create in-person instruction options as much as possible for first year students. We learned from the pandemic environment that first year students need a lot of in-person interaction for better success. Also plan in-person options for international students. International students on F-1 and J-1 visas for undergraduate programs must maintain full-time status (12 Int hours) and are only permitted to take one course, up to 3-credits Online or Primarily Online modality, per semester. International graduate students must meet full-time enrollment of 8 credits or research hours. Those with Graduate Staff Appointments (GSA) only need 6 credits/research hours. The same online rule applies to graduate; they are permitted only one course up to 3-credit per semester to count toward full-time enrollment requirements and toward completing their degree program.

REGULATORY REFERENCE FOR DISTANCE EDUCATION COURSES

The Higher Learning Commission (HLC) defines a distance course as one in which 75% or more of the instruction is offered by distance education. HLC uses the term Distance Education to refer to degrees or courses that "deliver instruction to students who are separated from the instructor." It includes education delivered online using technology to support "substantive interaction between the students and the instructor, either synchronously or asynchronously." With Purdue's framework, both Primarily Online and Online will be categorized by HLC as Distance Education.

For more details about all regulatory requirements, please visit the HLC website or contact Catherine Golden cagolden@purdue.edu.

ADDITIONAL ONLINE COURSE MODALITY GUIDANCE

Hybrid (B/H): When considering hybrid courses or programs, care in planning is important so that courses and programs retain a high level of interaction with students and do not come to be labeled distance education by our accreditors because too much is happening online.		
Hybrid: a mix of designed online components and on-campus instruction.	• The instructor of record has in-person labs, discussions, or other activities with students at least 25% of the time or more (but not more than 75%). • Giving a quiz or exam in-person cannot be the only time students are physically located in a classroom or interacting with the instructor. • Online components should be designed with purpose and integrated with in-person activities, so it makes a seamless course experience for students.	Purdue has resources and helpful tips for planning hybrid instruction located here: Hybrid/Hyflex Instructors interested in seeing examples of online course exemplars from faculty around Purdue West Lafayette can register for the online course Purdue University Online Innovation Space. Once registered, instructors will be able to view these examples and create their own course innovations.
Engaging Students	• Students should have as much substantive interaction for the online modality as they receive during in-person instruction. • Fully online, asynchronous-only delivery is not an appropriate modality for our residential students either at West Lafayette or Indianapolis. Online courses, or hybrid online components, should have synchronous elements and require interaction and/or feedback provided by classmates and the instructor.	To help you create engaging online content for students, consider visiting the Purdue Repository for Online Teaching and Learning. The site has quick tips and PDF instructions for specific instruction needs. For a deeper dive, consider taking Purdue's self-paced/non-credit course "Online Teaching and Learning in Action". Sign up here: PoRTAL 2.
Online (DO): Delivery of course content and exams take place exclusively online with Brightspace and are specifically designed to be fully online for the duration of the course. For online (OA) courses, the expectation is that students should have as much substantive interaction for the online modality as they receive during in-person instruction.		
Policy and Practice	• In general, Purdue does not recommend online courses for undergraduate programs. Please discuss with your associate dean or dean if you need an exception. • At this time, Purdue does not allow online undergraduate degrees in relation to Indianapolis. (Programs already approved as teach-out online degrees are an exception.)	Please discuss with your associate dean or dean before deciding to teach online sections, or courses for undergraduate programs. College leadership will need to approve this modality of instruction.

Engaging Students	• Online courses have the same expectations for interaction as hybrid. Online teaching should be as robust and substantive as in-person instruction. • Online delivery should provide plenty of opportunities for interaction, discussion and timely feedback. • Online courses must be designed and complete before the first day of class. Instructors should not be adding content and making major changes after the course has opened.	If you have never taught an online course, please consider taking the self-paced/non-credit course "Online Teaching and Learning in Action – sign up here PoRTAL 2.
Multiple Section Courses: These are courses offered in your department that require you to offer more than one section. Do you have multiple sections and/or locations of the same course? It's possible to have a mix where some sections are in-person, and some sections are hybrid or fully online.		
Considerations	• Are both in-person and online options available each semester when the course is taught? If not, is there good communication to international students about when in-person versions are available? Many international students must take in-person classes and their graduation timeline could be affected if there isn't an available face-to-face section. • Courses offered in hybrid or online modalities should provide students with resources, just as in-person courses are offered resources.	International students' graduation timelines will be negatively impacted if in-person options are not consistently available and accurately published. It is unacceptable for these students to be forced into delayed graduation because the minimum in-person instruction was not available within an average 8-semester plan.

REFERENCE FAQs

Can I give an in-person exam in an online (DO) course?
No, in-person exams cannot be required for online (DO) course offerings. Delivery of course content and exams take place exclusively online with Brightspace and are specifically designed to do be fully online for the duration of the course.

Can I offer one section of a class as Hybrid (B/H) and another as in-person?
Yes. Please ensure that all sections equally engage students and have the same resources and learning outcomes. Our accreditor (HLC) assumes equitable student outcomes and experience are achieved regardless of modality. Modality cannot be a differentiator for student outcomes.

Can my undergraduate degree program have a mix of in-person and online coursework?
Yes, but only to a specific limit. To meet residential degree requirements, at least 50% of the course work must be fully in-person. The rest of the courses could have a mix of hybrid or online. However, teaching numerous online courses could affect accreditation, budgets, international student visas and graduation timelines. Purdue does not currently have undergraduate programs with a large number of online courses, and you should consult with your associate dean and dean before proceeding.

Does live video streaming or video conferencing of lectures count as 'in-person' interaction?
No. The Department of Education still classifies this as remote or distance education. See HLC website for more detailed information.

I have specific questions about utilizing technology at Indianapolis classroom locations. Where can I find information about what is available and how to use it?
Start with these two sites: Innovative Learning and Purdue IT Classroom Technology. Staff familiar with Indianapolis classrooms will soon be incorporated into the Purdue technology teams contacted through the above websites.

If a Teaching or Lab assistant is present and running the classroom, does that count as "in-person" instruction?
Yes. As long as the individual is listed as an instructor of record. Graduate students can be listed as instructor of record for undergraduate courses, but not for graduate coursework.