

## Guidelines on Flexing up to 15% of Course Instruction via Distance Education

According to the Faculty (APSCUF) Collective Bargaining Agreement, Article 41.B.1., Distance Education (DE) is defined as any modality with the “instructor and students in different locations.” DE can be accomplished synchronously (e.g., via Zoom) or asynchronously (e.g., via D2L discussion boards, etc.). Approval through the Curriculum and Academic Policies Council (CAPC) process is required to offer  $\geq 15\%$  of a course via DE, including synchronous and asynchronous modalities. In some formats (e.g., “Multi-Modal,” see APSCUF CBA, Article 41.B.1.a. for definition, also referred to by some as “hyflex”), multiple modalities, both DE and face-to-face, are used simultaneously, and “the student may participate in the class using any of the modalities through the semester.” In such cases the maximum amount of time that any individual student could engage via DE is used in determining whether prior DE approval via the CAPC process is needed.

Following the [Student Academic Credit Hour Policy](#), a typical 3-credit course would involve a minimum of 2250 minutes of instructional time over the course of a semester (3 credits \* 50 minutes per credit per week \* 15 weeks). Per CAPC guidelines, without explicit approval, faculty have the flexibility to deliver up to 15% of this total via DE, which includes the final exam (i.e., 337 minutes, 6.75 academic hours).

The following are examples of how this flexibility can be employed for a number of common meeting patterns in a typical 15-week semester:

Class Days	Class Duration	Classes per week	Total classes per semester (excluding final exam)	Maximum DE class sessions
MWF	50 minutes	3	42	6.75
TR	75 minutes	2	28	4.5
W	150 minutes	1	14	2.25

The same principles would apply for a course offered on a timeline shorter than 15 weeks (e.g., summer, winter, or dynamically dated term).

When considering whether and how to employ DE within a given course, faculty should consider the following:

- **The same academic standards, expectations, and requirements apply to in-person and DE coursework.**
- **DE approaches to instruction require clear statements of learner responsibilities and expectations, including student participation.**
- **DE approaches must provide multiple avenues for appropriate and flexible student-faculty and student-student interaction.**
- **The technology selected for a DE class must be appropriate for the intended learning and accessible by all students in the course.**
- **Generally speaking, DE offerings should be announced in advance and carried out in a predictable and pedagogically sound manner.**
- **In extenuating circumstances (e.g., COVID-related self-isolation), faculty can use DE options to maintain course continuity. Such decisions should be clearly communicated to students.**