

Note: **Highlighted text** = new/revised language

UAR Number: 136.03
Title: Instructional Delivery
Originator: Provost and Vice President for Academic Affairs
Initial Adoption: 07/01/14
Revision Dates:
Purpose: To Document Course Scheduling Policies and Procedures
Procedural References:
Scope: Academic Affairs, Academic Programs, Student Affairs

Background: Morehead State University is required by the U.S. Department of Education (USDE) to comply with the Code of Federal Regulations that governs post-secondary education. In turn, the USDE requires that our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) ensure the enforcement of these regulations, as are all other program-specific accrediting associations and agencies. These administrative policies and procedures provide for the application of the federal regulations pertaining to USDE Title 34 and compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards.

DEFINITIONS (USDE CFR Title 34: Section 600.2)

1. Credit Hour Calculation

The minimum instructional clock time required for a semester hour of credit is calculated using 50 minutes as the recognized length of 1 hour of classroom instruction.

2. Length of Semester

The length of the term is 17 weeks, including one week that is allotted for breaks in instruction and one final examination week. Therefore, the actual "instructional" semester is 15 weeks.

3. Clock hour Requirements for Courses

3.1. 15-week Courses: Each 3-credit lecture-based course requires 37.5 hours of instructional time. These courses typically have 150 minutes per

week of instructional time that accounts for 37.5 hours per semester [(50 minutes x 3 x 15 weeks) ÷ 60 minutes].

- 3.2.** In the following clock hour requirements, the term “instructional time” is synonymous with “in-class” and “direct faculty instruction.” Term and Mid-term examinations may be included as instructional time. (Final examinations are not included). Instructional time applies to courses taught in all modalities (i.e., face-to-face, online, hybrid, etc.)

4. Distance Learning

- 4.1.** Distance Learning (DL) refers to the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction and when instruction is offered via interactive television (ITV), WebEx, and/or online via the internet.
- 4.2.** A Distance Learning Degree or Certificate Program is one in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance learning courses.
- 4.2.1.** DL programs must be approved through the usual University curriculum proposal review process.
- 4.2.2.** When DL Programs are developed for approval, a notification of Substantive Change must be submitted to the SACSCOC before the program can be offered.

5. Delivery Types

- 5.1.** *Face-to-Face Instruction:* The instructor and student(s) interact during the same time and at the same location. It may include a full range of

instructional techniques, including those that involve the use of technology.

5.1.1. *Web Enhanced Course:* A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

5.2. *Synchronous Distance Learning:* The instructor and student(s) interact during the same time but from different locations. It may include multimedia components, chats, web seminars, and video or phone conferencing.

5.2.1. *Instructional Television (ITV):* ~~Is a synchronous delivery type that is similar to face-to-face instruction, in that a percentage of the students interact with the instructor during the same time and from the same location. However, another percentage of students interact with the instructor from different locations via an interactive instructional television network.~~

5.3. *Asynchronous Distance Learning:* The instructor and student(s) interact during different times and from different locations. It often relies on Internet technology such as message boards, email, and streamed or downloadable audio and/or video components. An Online Course is an asynchronous delivery type where students interact with the instructor from different locations via the Internet using the University-approved online delivery platform. A majority (more than 50 percent) of the instruction occurs when the student (s) and instructor (s) are not in the same place. Two categories of online courses are defined:

5.3.1. *Fully Online Course:* A course that may have mandatory face-to-face sessions totaling no

more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

5.3.2. *Hybrid/Blended Online Course:* A course where a majority (more than 50 percent but less than 85 percent) of the instruction occurs online when the students and instructor are not meeting face-to-face.

5.3.3.

5.3.4. *HyFlex Course:* A course taught with a mix of students enrolled face-to-face and students enrolled online. Instructor and student interactions are simultaneous in a classroom and use appropriate technology for some students to participate simultaneously.

~~**5.4.** Faculty are required to receive formal DL training and approval prior to teaching a DL Course.~~

5.5. *Adaptable Learning:* Extenuating circumstances may dictate that the traditional/usual delivery method for courses be adjusted temporarily to meet the needs of the students, the instructors, and/or the University. Circumstances may dictate that adjustments in delivery of courses be made prior to a semester, during a semester, and possibly more than once during a semester. Some examples of extenuating circumstances that may invoke adaptable learning are: natural disasters, facility or equipment malfunction, potential exposure to hazardous materials, or a health epidemic/pandemic. The method of adaptable learning to be utilized under the dictated circumstances will be determined by the faculty member in conjunction with appropriate University leadership, an accrediting body and/or the state of Kentucky (i.e., Governor, Council on Postsecondary Education). In every case, the adaptable learning approach should be flexible

enough to meet the immediate circumstances and any circumstantial developments so that the academic integrity of courses can be maintained and the student learning outcomes (SLOs) can be achieved.

5.6. *Proctored Exams:* Where a Distance Learning course requires test proctoring, whether that be in-person proctoring or University-approved online proctoring available through an online delivery platform, students must be notified in advance of anticipated extra costs. Free test proctoring is available at the Morehead campus and the regional campuses at Prestonsburg, Mount Sterling, and Ashland. Online proctoring services that are provided at no additional cost to students are typically provided through the University-approved online delivery platform. If an in-person third-party proctored exam or quiz is required, the course will be appropriately marked so that students are notified at the time of registration.

Faculty choosing to use outside proctors who require students to pay a fee must indicate such to their Department Chair/Associate Dean at the time of schedule build. Department Chairs/Associate Deans are responsible for verifying with their faculty the necessity and cost for third-party proctoring expenses that may be passed on to students. When the course is built in the scheduling system, a statement will be added to the comments that says:

This course may require students to take quizzes and/or exams in the presence of a paid proctor. There are (insert number) exams and quizzes in this course. Students may encounter \$ (insert dollar amount) in proctoring fees plus potential transportation and parking charges. If you have questions about these fees or charges, please contact the instructor.

5.7. Training: Faculty are required to receive formal Distance Learning training and approval prior to teaching a Distance Learning Course.

6. Course Types. The student contact time or learning engagement time for Course Types is generally expressed as hours per week or minutes per week, for an entire 15-week semester. A value equivalent, expressed as minutes per credit hour, should be used for condensed courses (e.g., half-semester courses, summer-term courses, winter-term courses).

6.1. Lecture and Seminar Courses: 3 semester hours of credit (3 lecture/ 0 lab/ 3 total)

3 hours of Classroom or Direct Faculty Instruction each week per semester (150 minutes x 15 weeks = 37.5 hours or 2250 minutes).

6.2. Laboratory Courses: 1 semester hour of credit (0 lecture/ 2 lab (minimum)/ 1 total)

A minimum of 2 hours of scheduled laboratory instruction each week per semester (100 minutes x 15 weeks = 25 hours or 1500 minutes, minimum).

6.3. Combined Lecture/Laboratory Courses: Clock hour requirements for courses that consist of a combination of lecture plus laboratory credit should be calculated based upon the credit allocation and equivalencies cited for lecture and laboratory courses. For example, a 3-hour lecture plus a minimum of 2-hour lab (3 lecture/ 2 lab (minimum)/ 4 total).

~~Clock hour requirements for courses that consist of a combination of lecture plus laboratory credit should be calculated based upon the credit allocation and equivalencies cited for lecture and laboratory courses. A 2-hour lecture plus a 2-hour lab (2 lecture/2 lab/3 total) version is an option.~~

- 6.3.1.** Lecture Instruction: 3 hours of Classroom or Direct Faculty Instruction each week per semester (150 minutes x 15 weeks = 37.5 hours or 2250 minutes).
- 6.3.2.** Laboratory Instruction: **A minimum of 2** hours of Classroom or Direct Faculty Instruction each week per semester. **At the minimum 2 hours of instruction:** 100 minutes x 15 weeks = 25 hours or 1500 minutes of laboratory instruction, excluding final examinations. (1 semester hour of credit).
- 6.3.3.** ~~One semester credit hour for clinical requires three 50 minute contact clinical hours per week (3 x 50 = 150 minutes/week; 150 minutes x 15 weeks = 2250 minutes of clinical contact for each credit hour earned; 4 hours of clinical credit requires 12 hours/week (600 minutes/week; 600 x 15 = 9,000 minutes/semester).~~
- 6.3.4.** Education Methods Courses: Must be a 3 credit hour course that is considered a “teaching methods” course, with an embedded field experience. (1.25 x 3 = 3.75)
- 6.4.** Practice-Based Guided Instruction Courses
~~Supervised clinical rounds, visual art studio, performance based studio, performing ensembles, practice-based fieldwork, etc.~~
- ~~1 to 6 hours of Faculty Guided Instruction each week per semester (50 to 300 minutes x 15 = 12.5 hours to 75 hours or 750 to 4,500 minutes).~~
- Practicum, art studio, private applied music, performing ensembles, theatre and dance applied performance, personal skill development courses, etc.

6.4.1. Practicum Courses: Practicum courses are highly variable in their delivery across different academic programs. As such, faculty guided instruction is dependent on the student learner outcomes where one semester credit hour is associated with a practicum meeting ~~100~~ 200 to 800 minutes per week over the semester.

6.4.2. Art Studio Courses: One semester credit hour is associated with an art studio class meeting 75 minutes per week over the semester. ~~One semester credit hour is associated with an art studio class meeting 200 minutes per week over the semester (2 lecture/ 2 lab/ 3 total)~~

6.4.3. Private Applied Music Lesson: Credit hours for private applied music lessons are variable (1 – 4 credit hours). One semester credit hour is associated with a private applied music lesson meeting 75 minutes per week over the semester. ~~Students enroll for credit depending on the requirements of the degree program.~~

6.4.4. Ensemble Performance Courses: One semester credit hour is associated with an ensemble laboratory class meeting 50 to 300 minutes per week over the semester.

~~6.4.4.1. Minor Ensembles: 50-minutes per week (0 lecture /1 lab/1 total)~~

6.4.4.1. Chamber Ensembles: 100-minutes per week (0 lecture /2 lab/2 total)

6.4.4.2. Major Ensembles: 150 minutes per week (0 lecture/ 3 lab/ 3 total)

6.4.4.3. Marching Band: 300 minutes per week (0 lecture/ 6 lab/ 6 total)

6.4.5. Theatre and Dance Applied Performance

Courses: One semester credit hour 50 minutes per week (0 lecture/1 lab/1 total) ~~The credit formula is calculated similarly to that for major and/or minor ensembles.~~

6.4.6. Personal Skill Development Courses: One semester credit hour 100 minutes per week (0 lecture/2 lab/1 total)

~~6.5.— Internship, Cooperative Education, or Apprenticeship Courses: The supervising faculty and the work supervisor at the cooperating site must both judge and certify specified aspects of the student's work.~~

~~6.5.1.— Teaching Internship (Full-time Clinical Practice): 12 semester credit hours is associated with a class meeting 37.5 hours per week or 2250 minutes per week over the 15-week semester.~~

~~6.5.2.— Cooperative Education: Cooperative Education courses are characteristically work experience, credit bearing opportunities for students that require a work-related supervisor and a faculty sponsor. Coop credit is based on a 60 minute clock hour where one hour of credit is equated to 60 clock hours of supervised work experience; a 6 credit hour coop requires 360 clock hours of work experience per semester (6 credits x 60 hours = 360 work hours).~~

~~6.5.3.— Other Internship or Apprenticeship or Internship Courses: Credit hour determinations based on the teaching internship credit guidelines.~~

6.5. Clinical Instruction, Clinical Practice, Internship Professional work experience (paid or unpaid), where the student is mentored/supervised by a professional as the student gains hands-on experience working with patients or clients.

6.5.1. Clinical Instruction: One semester credit hour for clinical requires three 50 minute contact clinical hours per week ($3 \times 50 = 150$ minutes/week; $150 \text{ minutes} \times 15 \text{ weeks} = 37.5 \text{ hours}$ or 2250 minutes of clinical contact for each credit hour earned.

6.5.2. Clinical Practice or Student Teaching (Full-time Clinical Practice): Clinical Practice credit is based on a 60-minute clock hour. One semester credit is equated to 46.88 clock hours of supervised clinical work experience.

6.5.3. Internship: Internship credit is based on a 60-minute clock hour where one hour of credit is equated to 60 clock hours of supervised work experience.

6.5.4. Exceptional Cases: Credit hour determinations based on the cooperative agreements, contracts, or memorandums of agreement (MOAs) with each experiential site, or in accordance with definitions imposed by accrediting bodies.

6.6. Independent Study, Special Problems, Directed Research/ Study, Applied Projects, Thesis/ Doctoral Capstone: One semester hour of credit is the equivalent of 1 to 6 contact hours per week. Credit hours associated with this type of instruction are assigned depending upon the amount of activity associated with the course, faculty supervision, and student out-of-class work activity.

POLICIES AND PROCEDURES

7. Guiding Principles

Effective class and classroom scheduling is critical to the academic mission of the University. Therefore, the primary objective of these Academic Scheduling Policies and Procedures is to provide opportunities for students

to fully participate in academic life at Morehead State University (Monday through Sunday) while achieving timely and successful completion of degree requirements, and to make efficient and effective use of valuable institutional resources.

These institutional course scheduling policies and procedures are intended to maximize the probability that the following specific objectives are met:

- 7.1.** Offer traditional and non-traditional students at each campus location non-conflicting access to general education and program courses according to a prescribed map of curricular offerings.
- 7.2.** Allow opportunities for students to participate in co-curricular offerings.
- 7.3.** Ensure that the frequency and length of class meetings provide for the application of appropriate pedagogies for the discipline and/or course type.
- 7.4.** Ensure that differences in academic programs and campus locations are valued, understood and accommodated.
- 7.5.** Make efficient and effective use of University facilities, equipment and technology.
- 7.6.** Allow time for students, faculty and staff to participate in professional development and shared governance activities.

8. Space Utilization

- 8.1.** Classes should be scheduled in rooms best suited for the instructional type.
- 8.2.** Classes should be scheduled in rooms that can accommodate the potential maximum enrollment of a class section.

9. Schedule Distribution

- 9.1. General Education and program courses ~~are to~~ **should** be distributed based on a prescribed map of curricular offerings that is designed to ensure timely program completion and the efficient and effective use of institutional resources.
- 9.2. Student learning is facilitated when the length and frequency of class meetings are aligned with the subject matter and/or course type. For instance, students may benefit from more frequent supervised encounters with technical, language, and writing courses, whereas studio, ensemble, and laboratory science courses may require longer blocks of time to accommodate project development, setup, and cleanup. Therefore, courses are to be distributed according to the frequency and length required to apply appropriate pedagogies for the subject and/or course type.
- 9.3. Course distributions should ensure that the needs and differences of the various academic programs and campus locations are valued, understood and accommodated.
- 9.4. Course distributions should ensure that time is allowed for students, faculty, and staff to accommodate participation in professional development and shared governance activities.
- 9.5. Course distributions should ensure that time is allowed for students to participate in co-curricular and extra-curricular activities.

10. Rules and Guidelines

Departments must strictly adhere to the approved standard set of time patterns (see Appendix), including courses scheduled at the regional campuses. Any deviation can affect the coordination of instruction times

between the various campuses, limiting access to classes and participation in meetings and activities.

~~10.1. In order to provide all students with the largest number of opportunities to register for as many courses as possible, academic units are expected to schedule courses according to the following temporal distributional targets (Morehead Campus only). Lecture, labs, recitation, discussion, and seminar class components count towards the distributional calculations, as well as events scheduled in classrooms.~~
First-Year

~~Seminar (FYS) and other course components, such as internships and independent studies, are not included as part of the distributional calculation.~~

~~10.1.1. Target A: At least 30% of classes should be scheduled before 9:00 a.m. or after 3:00 p.m. (Calculation: Hours scheduled in timeframes listed in each goal ÷ total hours scheduled Monday through Friday, 8:00 a.m. to 10:00 p.m.)~~

~~10.1.2. Target B: At least 50% of classes should use a format that includes Fridays. (Calculation: Hours scheduled on Friday ÷ total hours scheduled Monday through Friday 8:00 a.m. to 10:00 p.m.)~~

10.1. Course caps are expected to be set at a level that is most conducive to student learning. ~~Course caps are expected to be set as large as possible based on the potential enrollment for the given course type and instructional level.~~ Equated courses should have the same cap.

10.2. Rooms are scheduled for courses based on course or activity type and course caps or activity size. Room location is not necessarily a factor when scheduling rooms.

10.3. Because the standard meeting lengths are in 50 minute (MWF Classes) and 75 minute (TTh) time blocks, non-standard sections should be offered

in multiples of these times to avoid end times that preclude students from registering for courses that may precede or follow the non-standard section.

- 10.4.** Schedule all multiple lecture and laboratory sections so that student course enrollments will be distributed throughout the day and between the different meeting patterns, as applicable.
- 10.5.** The use of hybrid and blended delivery is unacceptable when used to eliminate Friday classes.
- 10.6.** Evening and Saturday class time slots offer educational opportunities for students who are unable to enroll in the day program and who are seeking additional flexibility in their school/work schedule. Courses are offered at the undergraduate and graduate levels in two day per week 75-minute periods and one day per week 160-minute periods (150 minutes of instruction plus a 10-minute break).
- 10.7.** Departments who offer programs, General Education, and service courses at the regional campuses are expected to ensure a rotation of courses that meets the needs of the regional campus student while ensuring the efficient use of institutional resources.

~~10.9.—Athletic practices, ensemble rehearsals and other curricular and co-curricular activities involve students that are enrolled in all academic programs. Therefore, departments should attempt to schedule courses to facilitate student involvement in campus activities (NOTE: Athletic practices are scheduled at the earliest available time block as dictated by team members' class schedules and the availability of facilities).~~

~~10.9.1. Refrain from scheduling single section undergraduate courses between 2:00 p.m. and 7:00 p.m.~~

~~10.9.2. Schedule course sections with alternate morning/afternoon and fall/spring options.~~

10.8. Departments should attempt to schedule courses to facilitate student involvement in campus activities (NOTE: Athletic practices are scheduled at the earliest available time block as dictated by team members' class schedules and the availability of facilities).

10.8.1. In order to assist students with progression toward graduation, schedule course sections with alternate morning/afternoon and fall/spring options.

11. Deviations from Approved Time Patterns

11.1. In order to ensure the integrity of the schedule, all units are expected to follow the policies and procedures outlined in sections 7-10 and the Appendix when planning and scheduling classes and activities. It's the academic deans' responsibility to ensure the integrity of the schedule under the supervision of the Provost.

~~11.2. Approval from deviations will be granted on a case-by-case basis and will be approved only if a compelling case can be made as to why the approved patterns will not meet the needs of students and/or the program. Requests to deviate from approved patterns must be made by the Chair of the requesting department to the Dean of the course-offering unit prior to the course build periods (February 1 & September 1). The Office of Institutional Research and Assessment will provide a list of course sections deviating from approved course scheduling patterns to the Provost following schedule build each semester.~~

11.2. The University final exam schedule is published in advance of each semester. All final exams are to be administered at the time scheduled by the University.

11.2.1. Exception: Any student with more than two final examinations scheduled on any one date is

entitled to have the examination for the class with the lowest catalog number rescheduled at another time during the final examination period. If a suitable arrangement cannot be made between the student and the instructor, then the course with the next highest number may be rescheduled. In case the lowest number is shared by more than one course, the one whose department prefix is first alphabetically will be rescheduled. The desire to make use of option to reschedule must be communicated in writing to the appropriate instructor at least two weeks prior to the last class meeting.

12. Third-Party Instruction

12.1. Third-party instruction refers to any individual or entity, other than the MSU student or an MSU employee, entering into the instructional process.

12.1.1. Third-Party Instructional Software: Software from third-party vendors that communicates FERPA-sensitive information (e.g., student name, ID number, and grade information) must be integrated with MSU's Portal, using MSU login and password. Third-party software that does not store FERPA-protected information is acceptable for use outside the MSU Portal system.

13. Faculty Workload Credit based on Instruction Type

13.1. Faculty are compensated and given workload credit according to the scheduled formulas contained in PAC-29.

Appendix. Class Schedule Meeting Time Patterns

MORNING AND AFTERNOON TIMES					
<i>Three Days Per Week – MWF (150 minutes): 50 minutes per meeting</i>					
<i>Two Days Per Week – TTH (150 minutes): 75 minutes per meeting</i>					
<i>Two Days Per Week – MW or WF (100 minutes): 50 minutes per meeting</i>					
<i>One Day Per Week – M or W or F (50 minutes): 50 minutes per meeting</i>					
<i>One Day Per Week – Evening and SAT (160 minutes): 150 minutes of instruction plus a 10-minute break per meeting</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 - 8:50	8:00 – 9:15	8:00 - 8:50	8:00 – 9:15	8:00 - 8:50	8:00 – 10:40
9:00 - 9:50	9:30 – 10:45	9:00 - 9:50	9:30 – 10:45	9:00 - 9:50	
10:00 - 10:50		10:00 - 10:50		10:00 - 10:50	
11:00 – 11:50	11:00– 12:15	11:00 – 11:50	11:00 – 12:15	11:00 – 11:50	11:00 – 1:40
12:00 – 12:50	12:30 – 1:45	12:00 – 12:50	12:30 – 1:45	12:00 – 12:50	
1:00 – 1:50		1:00 – 1:50		1:00 – 1:50	
2:00 – 2:50	2:00 – 3:15	2:00 – 2:50	2:00 – 3:15	2:00 – 2:50	2:00 – 4:40
3:00 – 3:50	3:30 – 4:45	3:00 – 3:50	3:30 – 4:45	3:00 – 3:50	
4:00 – 4:50		4:00 – 4:50		4:00 – 4:50	
5:00 – 5:50	5:00 – 6:15	5:00 – 5:50	5:00 – 6:15	5:00 – 5:50	5:00 – 7:40

MORNING AND AFTERNOON TIMES					
<i>Four OR Five Days Per Week (200 OR 250 minutes): 50 minutes per meeting</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 - 8:50	8:00 - 8:50	8:00 - 8:50	8:00 - 8:50	8:00 - 8:50	
11:00 – 11:50	11:00 – 11:50	11:00 – 11:50	11:00 – 11:50	11:00 – 11:50	
2:00 – 2:50	2:00 – 2:50	2:00 – 2:50	2:00 – 2:50	2:00 – 2:50	

LATE AFTERNOON AND EARLY EVENING TIMES					
<i>Two Days Per Week (150 minutes): 75 minutes per meeting</i>					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:00 – 4:15	3:30 – 4:45	3:00 – 4:15	3:30 – 4:45	3:00 – 4:15	
4:30 – 5:45	5:00 – 6:15	4:30 – 5:45	5:00 – 6:15	4:30 – 5:45	
<i>Two or Three Days Per Week - MWF or TTH (200 OR 300 minutes): 100 minutes per meeting</i>					
3:00 – 4:40	3:30 – 5:10	3:00 – 4:40	3:30 – 5:10	3:00 – 4:40	
4:50 – 6:30	5:20 – 7:00	4:50 – 6:30	5:20 – 7:00	4:50 – 6:30	

