**Definitions of course modalities – example definitions compiled by LATAC**

1. **CSU Sources**
	1. Definitions used by CSU campuses – see section 4 of Online\_policies\_CSU\_Oct\_2013\_v1.docx
	2. CSU Inventory of Modes of Instruction Definitions

A spreadsheet describing how the CSU campus describe various levels of online learning offerings and their policies related to creating, maintaining, and implementing the definitions.  Compiled by the CSU Directors of Academic Computing (DATs).

CSU-Inventory-of-Modes-of-Instruction-Definitions\_v1\_3.xls

 [This is older and may be out of date compared to the listing in Online\_policies\_CSU\_Oct\_2013\_v1 ]

* 1. Specific campus policies – Bakersfield and Sacramento State
1. **External sources:**
	1. Definitions from the [The Sloan Consortium Commons](http://commons.sloanconsortium.org/) wiki

<http://commons.sloanconsortium.org/document/starting-point-document-definitions>

**COURSE-LEVEL DEFINITIONS**

**Web-Enhanced Course – Online course activity complements class sessions without reducing the number of required class meetings.**

Any course tied to the traditional classroom but involving some sort of computer usage, say as in a software simulation, or design software for art or engineering applications but still anchored to the normal time spent in classes would fall in this category. Also in instances where usage of internet technology is not used to *supplant* any classroom activity or time spent in the classroom, but rather *augment* it, it is common practice, though not universally accepted, to use the term *web-enhanced* ; and they are likely to be applicable to out-of-the-classroom learning and some apply in either instance. Traditional courses and web-enhanced courses are very similar, indistinguishable in most cases, and therefore they appear in a single category. These traditional, web-enhanced courses are not normally considered to be e-learning courses.

**Blended/Hybrid Course – Online course activity replaces at least 30 percent of required face-to-face meetings.**

When the technologies used for education and communication outside the classroom are used to *supplant* some of the classroom work, reducing the time actually spent in the classroom, the result is a blended or hybrid course. For example, if a course traditionally meets in a classroom three times per week, a hybrid or blended version might use online sessions to replace one or two of the traditional weekly classroom sessions or to eliminate all but a few key face-to-face sessions for laboratory work or examinations. Current convention is to classify a course as blended if 30% or more of the education is provided online. Blended/hybrid courses are one component of E-Learning; they will be attractive to many traditional full-time students, in addition to non-traditional learners, typically working adults who are within commuting distance and who wish to earn a degree.

**Online Course** **– All course activity is done online; there are no required face-to-face sessions within the course.**

Online courses totally eliminate geography as a factor in the relationship between the student and the institution. They replace all face-to-face sessions with online elements that facilitate the three critical interactions between the student and content, the instructor, and other students. While these courses may appeal to on-campus students, they are designed to meet the needs of students who do not have effective access to campus. They may reside near the campus, or they may reside quite a distance away in other states or even in other countries.

Over the years, universities have sought to serve this “non-traditional” population through a variety of media—from correspondence courses to satellite teleconferences—but only since the mid-1990s has technology enabled easy and continuous communication—interaction—among the learners and instructors at a distance. The Internet also has made library and other information resources available to this group. Improvements in basic technology also permit this user group access to complex data as in precision images, mathematical visualizations and simulations of various kinds. Social networking applications allow these learners to participate in both formal and informal learning communities.