

FLEXIBLE COURSE OPTIONS

Lecture Courses

100% of the course occurs face-to-face in regularly scheduled sessions. This course meets synchronously at one or more sites. Learners have face-to-face interaction with their instructor on a regular basis through the course. Technology is supplementary. The course may include use of a learning management system and extensive Internet-based reading/research assignments and online discussions.

Blended Courses

Approximately 25% - 75% of the course occurs face-to-face. Significant portions of the course are delivered both online and face-to-face. Seat time is reduced to reflect the proportions of the course delivered online. Face-to-face meetings may include but are not limited to lectures, active learning sessions, learner centered discussions, group work projects, presentations, posters, demonstration, performance art, movies, laboratory experiences and assessments. Portions of the course are mediated by technology. Learners can gain an understanding of the overall structure and requirements of the course online.

Modular Courses

Courses in the *Adult Degree Completion* program and some graduate programs are scheduled in a 7- or 8-week modular format. Modular courses require students to be self-motivated and self-directed as a significant amount of independent work is to be done in advance of the first class meeting and during the duration of the course. This allows the course to be completed in a shortened time period.

When an accelerated/modular course becomes full, *Adult Degree Completion* students are given first priority in registration over other students registering for a new section. The appropriate program administrator and dean will consider exceptions to these guidelines. Modular courses have accelerated refund policies and accelerated deadlines for dropping and withdrawing from courses.

Online Asynchronous

The University of St. Francis offers a number of courses and programs online through use of the Internet. The University uses *Canvas* software to deliver its Internet classes. A major difference between an online course and a traditional course is that *Canvas* students can participate in courses at times that are convenient for them. As with any class, students will read texts, participate in class discussions, submit various kinds of course work and take exams through the USF online program. Courses are offered in select programs at the graduate and undergraduate level.

Note: Failure to login to online course(s) will **not** result in the student being automatically dropped or withdrawn from the course(s). Students are responsible for following the drop and withdrawal procedures in the USF Academic Catalog.

Online Synchronous

Online Synchronous courses use live streaming video such as Zoom, Big Blue Button, Teams or similar technology and meet at regularly scheduled class times. Participation is remote, but classes allow for real time presentations, discussion, demonstrations, performances, laboratory experiments and assessments. Online synchronous courses do not meet in a physical classroom location. Courses may include use of a learning

management system and extensive Internet-based reading/research assignments.

Independent Study, Directed Study, Tutorial Courses

Independent Study – is an academic learning experience that the student initiates, designs, and executes. The student also recommends the evaluation criteria and procedure. Thus, the student assumes most of the responsibilities and decisions traditionally executed by the instructor. Prior to seeking the instructor's approval, the student should clearly define the goals of the project, describe the methods for achieving the goals, and explain the criteria for evaluation. Registration is limited to students who have achieved Junior or Senior status and have a 3.0 or higher cumulative GPA. The request includes a detailed description of the independent study, reasons why the project contributes toward achieving the student's educational goals, and the proposed criteria for evaluation and procedure. Forms are available through the Registrar's Office.

Directed Study – is an academic learning experience designed by the instructor for the student. The instructor stipulates the goals, the materials, and the criteria for evaluation. Any student who intends to take a course as a directed study must develop, in collaboration with the instructor, a detailed description of the objectives of the directed study, a proposed evaluation procedure, and the criteria for evaluation. The following regulations apply to both independent and directed study:

- The student must file an application for an independent or directed study.
- The student must provide a statement explaining why this project contributes more toward attaining educational goals and objectives than any of the courses scheduled for the upcoming semester.
- The student must receive approval from the instructor, academic advisor, the department chair of the department in which the course is housed, and the appropriate college dean.
- Ordinarily an independent or directed study is allowed only to students with a cumulative GPA of 3.0 or higher. A special recommendation must be made by the instructor for students who wish to pursue such study and has a GPA of less than 3.0.
- Ordinarily, students may take no more than one course designated as independent or directed study during a semester.

Generally, a member of the faculty may undertake the direction of no more than four courses designated as either independent or directed study during any one semester. If more than four students request an independent or directed study course from the same instructor, it is the instructor's prerogative to establish the criteria for selecting the four requests to be honored.

Tutorial Study – is a course that is an academic learning experience described in the catalog under a specific course number and title. If a student cannot take a course when it is offered, it is possible to arrange with an instructor to conduct the course independently as a tutorial, but following the regular syllabus of the course. It is understood that tutorials are available only for students who have a minimum cumulative grade point average of 2.0 and who have achieved junior or senior status. Forms requesting permission to take a course as a tutorial are available in the Registrar's Office and require the approval of the department chairperson and the appropriate college dean. Completed tutorial forms must be presented to the Registrar for registration. Exceptions to the above can only be granted by the appropriate college dean.

Maryland students are not able participate in an externship (which includes internships, practicum, directed study, independent studies,

tutorials, or clinicals) in the state of Maryland for the completion of USF programs.

Experiential Term (ET)

The purpose of an Experiential Term is to create opportunities for courses that use experiential learning as a way to engage students. By focusing on a single intensive class, students are better able to immerse themselves in experiences such as fulltime travel abroad, undergraduate research, service learning, language immersion, etc. In some cases, the ET course may be a sequel to a regular spring course allowing students to pursue the course topic in a greater depth. The ET courses are not to be condensed or accelerated versions of existing 15 week courses. The ET will be scheduled to meet for four weeks immediately following the spring semester. For traditional undergraduates, an ET makes it possible to take one additional course toward graduation and still have time for a summer job or traditional summer school classes.

Eligibility - Students wishing to participate in an ET course must be enrolled at USF for at least one semester in the preceding academic year and be in good standing. Any USF student in good standing who has completed required prerequisites may register for an ET course. Some ET courses may have special requirements such as recommendation letters, travel requirements (passports), or health safety requirements (immunizations). Students who are dismissed at the end of the Spring Semester may not participate in ET courses.

Senior students walking in the May commencement may participate in an ET course after commencement but the student's diploma and transcripts will only be released after the ET course grade has been submitted.

Tuition/Fee Schedule - Students who do not exceed 18 hours with Spring and Experiential Term (Spring credit hours + Experiential Term credit hours \leq 18), pay no additional tuition charge. Students who are enrolled for more than 18 hours for Spring Semester and Experiential Term courses combined, pay the summer credit hour rate.

All Experiential Term courses will be charged an additional course fee determined by course expenses. For courses offered at a USF campus, room and board will be available at normal summer rates. Financial aid will be available for students (although this will be no more than the total available for the academic year).

Experiential Learning Definitions

In order for a course to be considered Experiential Learning and be assigned the EXPL attribute, it must:

1. be aligned with course/program learning outcomes,
2. include student reflection on direct experience as a required element,
3. and assess learning outcomes based on performance and reflection.

Experiential Learning Categories

Internships involve work experiences, including student teaching, that are supervised by faculty and/or career success center staff. Internships are typically no longer than a semester and can be full or part-time and credit or non-credit bearing. They can be established on or off campus and may be paid or unpaid. The USF supervisor collaborates with an on-site supervisor and monitors and supervises student progress related to internship outcomes and evaluates final achievement. Internships may be an elective opportunity or a program requirement. A credited internship

(reference University credit hour policy) must be overseen by a faculty member.

Clinical Education engages the student with context-based learning that is gained through first-hand client and professional interactions to experience "the doing" in the clinical practice setting facilitated with the provision of professional support, supervision, guidance, feedback and evaluation by a registered clinical educator.

On Campus Work Programs engage students in paid professional or service activities under the supervision of campus administrators. On-campus work programs in which students are engaged in activities that are relevant to program outcomes, have learning goals, and include ongoing reflection with faculty or professional staff to qualify as experiential learning.

Service Learning is a teaching and learning strategy that integrates meaningful community service with course instruction and reflection to enrich the learning experience, teach civic responsibility, strengthen communities and provide lived experience of the Catholic Franciscan values of the USF.

Undergraduate Research includes collaborative interaction between a faculty mentor and student in which the student

1. is intellectually engaged in the goals of the project;
2. makes a meaningful contribution to work that has significance to the discipline, community, or institution;
3. employs techniques and methods appropriate to and recognized by the discipline including a reflective component; and
4. communicates results in a manner consistent with disciplinary standards.

Practicum/Field Experience: The practicum offers opportunities for students to serve the community by participating in their chosen professional setting (education, recreation, business etc.) while gaining experience in the field of their choice. Practica are typically for-credit program requirements and overseen by a faculty member. Practica are supervised by faculty at a less extensive level than an internship. Practica might include structured experiences, shared oversight between the cooperating site and the university, specific hours requirements, assurance of site supervisor competence, requirement for professional credentialing (i.e. certification), and academic accountability including specific assignments and performance evaluation.

Travel Experiences are learning experiences that involve travel to locations where unique learning opportunity may be found. The travel might be combined with any other types of experiential learning. These experiences normally last at least 10-14 days and may be offered during any term. The travel may be within the borders of the United States or international.

• **Short-Term Faculty-Led Study Abroad (International) or Study Away (In-Country)**

The goal of these programs is to attract students who may not have the time or finances to participate in long-term study abroad/away programs, but are interested in experiencing more than a cultural tourism trip. Credit will be available for these courses. Actual course work can be completed prior to, during, or after the abroad experience. All course work shall meet contact hour requirements of the Higher Learning Commission and applicable corollary federal regulations. Generally, One (1) hour of classroom or direct faculty instruction and at least two (2) hours of out of class student work

for approximately fifteen (15) week semesters. For example, if there is a 10 day abroad student trip as part of a class, there should be approximately 45 hours of classroom or faculty instruction with approximately ninety (90) hours of student work time outside of the class or faculty instruction. Specific learning outcomes must be identified and assessed. These trips may last between 3-4 weeks, preferably during the May term.

Other experiences that are considered Travel Experiences include participation in exchange programs with partner institutions.