Introduction

In the Spring of 2020, a team of over 40 faculty participated in the development of new course formats that would allow our institution to rise to the challenge of teaching in a world besieged by COVID-19. Four distinct course types (In-Person, Hybrid, Remote, and Online) were adopted by the campus community. Faculty and staff worked intensely over the summer to make the changes necessary for the university to be able to offer this new array of instructional options. Now that the dust has settled (just a little), it is clear that the course-types adopted by the campus could be described with slightly greater precision. Confusion about what a hybrid class is, or what a remote class looks like is greater among both faculty and students. Some of this confusion has led to difficulties experienced by both faculty and students as we adjust to this new reality.

As we approach the time when faculty will be choosing the formats in which they will be teaching for the Spring 2021 semester and students will begin to register for classes, we offer this document as a guide to help faculty and students make informed decisions. It is intended as a guide only and is NOT proposed as policy. The features of each course type are suggestions that we hope will help faculty and students envision the type of instruction that may characterize each course type. The examples provided are hypothetical and are only a few examples of the many creative ways that each of these course types could be brought to life by our faculty.

For each course type we have also included a notation of the possible “locations” for the course format. Faculty will choose the location of their course when they choose their course format. This information will be visible to students registered for a course. This information will help students to determine if instruction will take place in a physical space, virtual environment, or both.

Faculty approach their teaching with creativity and a clear sense of their pedagogical perspectives. Ultimately, faculty, departments, and schools/colleges decide what courses will look like. We hope that this guide is useful and will help faculty to characterize the teaching and
learning environment that they will be creating. We also hope that with slightly more precise
definitions of the course types faculty can more easily communicate with their students about
their course format and expectations.

To create this guidance, we listened to the voices of over 30 faculty members who participated
in the Course Formats Team on the Safe Return Working Group. We received feedback from
Michael Zinser, President of the Faculty Assembly, consulted with Terry Potter who leads
university accreditation efforts, and consulted with the Registrar’s Office on the issue of contact
hours and credit hours. We also considered current policies related to course format which
impact our international students and veterans.

In-Person

Taught primarily on-campus at pre-scheduled meeting times.

Features of In-Person Course:

- Most instruction (approximately 90 percent or more) involves direct interaction between
  faculty and students and occurs synchronously and in a physical classroom.

- If all of the instruction does not occur synchronously in a physical classroom, then the
  remainder of instruction could be carried out either synchronously or asynchronously
  through the delivery of content, activities, labs, discussions, group work, peer interaction,
  etc. that is moderated, guided, facilitated or reviewed by faculty and occurs virtually.

- Because students must schedule multiple courses, synchronous session occur at pre-
  scheduled times indicated in the course schedule.

Example 1: Irene teaches her In-Person, upper-division Mechanical Engineering class in the
North Classroom building. Her class of 10 enrolled students meets on Mondays and
Wednesdays from 9:30 am – 10:45 am. Irene was able to get a classroom that accommodates
her entire class so all of her students attend class on-campus twice a week. When her class
meets, Irene presents short lectures, asks students to solve problems in small groups,
moderates discussion, and facilitates student presentations. Irene assigns students problem
sets as homework which they bring to class to discuss.

Example 2: For the Anthropology class he teaches, Gerardo intersperses lecture with small
group discussion. The class is scheduled to meet on Mondays and Wednesdays at 11:00 am –
12:15 pm, but because the room only accommodates 15 students, Gerardo can only have half
of his students physically in the classroom at one time. Gerardo has split his class into two
groups (A & B). Each group attends class in-person once a week. The remainder of the
students sign into Zoom to attend virtually. For the small-group discussions, Gerardo uses
Zoom Breakout rooms so the students attending virtually can have a similar learning experience
to those in the classroom. For each class session, Gerardo delivers new material and discussion prompts.

**Location:**

- Location = Building Name and Room # (classes with enrollment caps that can be accommodated by room capacity and class meets as a whole in a classroom)

- Location = Building Name and Room # and Zoom (classes with enrollment caps larger than room capacity where cohorts of students rotate attendance)
Remote:

Taught virtually (using Zoom) with pre-scheduled meeting times. No on-campus component.

Features of Remote Courses:

- Most instruction (approximately 90 percent or more) involves direct interaction between faculty and students and occurs synchronously and in a virtual environment.

- The remainder of instruction could be carried out either synchronously or asynchronously through the delivery of content, activities, labs, discussions, group work, peer interaction, etc. that is moderated, guided, facilitated, or reviewed by faculty and occurs virtually.

- Because students must schedule multiple courses, synchronous session occur at pre-scheduled times indicated in the course schedule.

Example 1: Donna teaches a chemistry class that she now delivers as a Remote course. Donna joins her students each Tuesday and Thursday between 2-3:15 pm for class in a Zoom room. During class time, Donna lectures and has students work in small breakout rooms on problem sets.

Example 2: Franklin teaches a Remote history class. For most of the semester, Franklin holds lecture and discussion sessions using Zoom during the regularly scheduled class times. During the last 2 weeks of the semester, however, regular class meetings cease, while students work in groups to complete a major project that synthesizes their learning over the semester. Students work in groups and Franklin drops into their Zoom sessions to coach them and give them feedback on their projects as they progress. In addition, during these last four weeks, students post in the discussion board on Canvas where both Franklin and their peers provide feedback and support.

Location

- Location = Zoom
Hybrid:

Taught with a mix of pre-scheduled, on-campus or virtual meetings and flexible-schedule online learning components.

Features of Hybrid Courses:

- Twenty to 80 percent of instruction involves synchronous direct interaction between faculty and students and can occur virtually or in person.

- For the Spring 2021, Hybrid courses must have at least one in-person, on-campus meeting to accommodate the needs of international students and veterans. If you cannot hold the synchronous portion of an otherwise hybrid course on campus, please classify your course as Remote for Spring 2021.

- The remainder of instruction is carried out asynchronously through the delivery of content, activities, labs, discussions, group work, peer interaction, etc. that is moderated, guided, facilitated, or reviewed by faculty and occurs virtually.

- Because students must schedule multiple courses, synchronous session occur at pre-scheduled times indicated in the course schedule.

Example 1: In a class scheduled to meet once per week, Maryam meets with her 3-credit hour Criminal Justice class in-person, on-campus every Monday morning between 3:30-4:45 pm for the entire semester. For the remaining instructional time, Maryam has designed challenging discussion prompts, activities, and thought problems. To address these, students post videos, discussion posts, and complete peer editing of written products. Maryam facilitates the online discussion and guides students as they engage in activities in a virtual setting.

Example 2: Hue asks her Architecture students to come into class for the first five weeks of the semester. After that, Hue assigns the students to group and uses Problem Based Learning techniques to challenge students to address foundational concepts and skills. Hue meets with the student groups over Zoom to coach them on their problem solving. She reviews drafts of their presentations and provides feedback on the solutions they have developed.

Example 3: For the 3-credit hour Philosophy class he teaches, Chris intersperses lecture with small group discussion. The class is scheduled to meet on Mondays and Wednesdays at 11:00 am – 12:15 pm, but because the room only accommodates 15 students, Chris can only have half of his students physically in the classroom at one time. Chris has split his class into two groups (A & B). Each group attends class in-person once a week. Chris repeats his lecture and discussion for the week (Group A hears it on Monday and Group B on Wednesdays). For the rest of the week, both groups work independently on activities in Canvas.

Location:

- Location = Building Name and Room # (classes with in-person meetings)
- Location = Building Name and Room #, and Zoom (classes with in-person meetings and virtual instruction)
Online:*

Taught using online learning materials with a flexible schedule. Class takes place entirely online. There are no on-campus components.

Features of Online Courses:

- All instruction is carried out through the delivery of content, activities, labs, discussions, group work peer interaction etc. that occurs virtually and is moderated, guided, facilitated, and reviewed by faculty.

Location:
- Location = Online

Example 1: Doug teaches an introduction to art course online. He has students work through content and activities organized into modules and gives students feedback on their discussions and assignments. There are no required meeting times although Doug does offer an optional study hall session for an hour a week in a Zoom room.

Example 2: Nora teaches an online accounting class. Students are required to meet once at the beginning of the semester (with a remote option) to establish community and to demonstrate how to use the accounting software. There are no other required meetings during the semester and students work through weekly content and activities in Canvas.

*Note: some online programs may have classes that have some in-person meetings and/or synchronous