

Fall 2020 Course Types	Description	Example (illustrative only, not meant to be exhaustive)
Lectures	100% face to face	
Seminars	100% face to face	
100% online – Synchronous	100% real-time interaction with faculty	Example: all students participate in Zoom session at the same time
100% online – Asynchronous	No real-time interaction with faculty	Example: all students complete assignments and participate in discussions via BlackBoard or another platform, often using a mix of technology (e.g., social media, Google, etc)
100% online – Blended	A combination of synchronous and asynchronous online learning	Example: real-time Zoom or other live sessions mixed with students working online on their own (asynchronously) using a variety of platforms and technology
Hybrid	Combination of in-person and online learning (asynchronous or synchronous), class schedule usually pre-determined by faculty; <b><i>some measure of in-person student participation is required.</i></b>	<p>Traditional Example: The entire class meets in person 1 or more times/week and completes remaining sessions or assigned work online.</p> <p>Example for a class that is larger than the modified seat capacity: Faculty set up a schedule that rotates students into the classroom over the course of 1 or more weeks</p> <ul style="list-style-type: none"> <li>• Week 1 = Group A in person; Group B and C online</li> <li>• Week 2 = Group B in person; Group A and C online</li> <li>• Week 3 = Group C in person; Group A and B online</li> </ul>
“Flex” (official term to be determined)	<p>Combination of in-person and online learning; <b><i>in-person student participation is optional, not required.</i></b></p> <p>A traditional "hyflex" modality assumes faculty simultaneously create and deliver an online and classroom version of the course. Students select their preferred course experience. Both formats must achieve learning equity.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Student A may wish to attend 100% online the entire term because they are identified as immunocompromised</li> <li>• Student B may wish to attend 100% in-person because of LAP needs</li> <li>• Student C may wish to flip back and forth because of their job schedule</li> </ul>	<p>Example:</p> <ul style="list-style-type: none"> <li>• Faculty member runs their class in-person and synchronously online at the same time <ul style="list-style-type: none"> <li>• Faculty member assigns students a participation schedule (ex: 1/3 come to class in person one day, the other 2/3 participate online, then rotate)</li> <li>• Students can choose themselves whether to join online or attend in-person (a Blackboard sign-up sheet could be used to monitor in-person capacity, with faculty mindful of equity)</li> </ul> </li> </ul>