Information and Examples regarding Fall Instruction Modes (7.22.20)

The Fall 2020 Instruction Modes are:

- **Bi-modal**: A class or laboratory that has a safe number of students in a socially distanced face-to-face room with lectures/lab content also provided in another format to allow participation in the class remotely.

- **Online-Asynchronous**: A class that has no face-to-face interactions or required virtual meeting times. The class is completed fully online.

- **Online-Synchronous**: A class that has no face-to-face interactions but does meet at a scheduled day and time in a virtual classroom as indicated on the class schedule. The class is completed fully online and lectures may be recorded to view at a later time. There are consistent expectations for specific day/time participation throughout the semester.

- **Online-Synchronous/Asynchronous**: A class that has no face-to-face interactions but does occasionally meet on a scheduled day and time in a virtual classroom as indicated on the class schedule. The class is completed fully online and lectures may be recorded to view at a later time. While course requirements will have flexibility, there will be some expectations for specific day/time participation.

Information about these four modes can be found on the UHCL Enrollment & Registration Website: Faculty selected from among these modes on 6/12/20 and they were updated/went live in the class schedule on 7/6/20. Below is some additional information about each instruction mode and a few examples of what courses taught in these modes might look like or how they might function. This is designed to help add clarity and to offer a resource for those who are getting questions about the four instruction modes.

This is designed as an internal document to be used by administration, staff, and faculty to better understand the four instruction modes. Additionally, it is designed to help staff (Advising, Orientation, Dean of Students, etc.), faculty, and administration to be more comfortable responding to questions from students and others about the four modes. This document is not designed to be given to students or externally facing.

Bi-modal Instruction – Additional Information:

- Bi-modal classes are courses that include some face-to-face classroom sessions on a UHCL Campus.
- The percentage or number of class sessions that are face-to-face is up to the instructor, was submitted on 6/12/20, and is available to view in the class schedule.
- It is possible to have as few as one or two face-to-face sessions or as many as all class sessions be face-to-face. Again, faculty made this decision in June.
- The online portions of Bi-modal classes may be synchronous or asynchronous; this was determined by faculty in June and is available to view in the class schedule.
- There must be an option for any student who might not be able to come to campus (health vulnerabilities, caregiving, front-line essential worker, etc.) to be able to get content and complete the course (perhaps just a few sessions or perhaps the entire semester) online.
  - o The online content does not have to be identical to what happens in the classroom. The student must be able to meet the learning goals of the course, even if they cannot come to class.

- Face-to-face sessions of the Bi-modal classes will happen at the date and time indicated on the class schedule for that specific course.
- Faculty will likely have to split up their students into smaller groups and have only a portion of students in each of the face-to-face sessions. In keeping with social distancing regulations and classroom configurations, these groups must have the same students throughout the entire semester. The determination about how many students come and who comes which week is to be made by the faculty member. This information must be conveyed to students (likely also with frequent reminders).
  - New classroom assignments and student capacity will be available to faculty by the end of July. The current plans are to use 25% of the classroom capacity for total numbers of students allowed to come to the classroom.
- All Bi-modal courses must be prepared to pivot to fully online (synchronous or asynchronous – discretion of the instructor) if public health, state/regional authorities, or the university decides to move to fully online at any point in the semester.   Additionally, bimodal classes may have to pivot online should the faculty member or students who have attended face-to-face sessions contract COVID-19.

Examples of Bi-modal class structure:
- A course could meet only the first two weeks to set the stage for the semester, build connections and community, and then all other sessions could be done online (Synchronous or Asynchronous).
- A lab could meet every week of the semester.
- Any face-to-face sessions can be shorter than the originally scheduled class time or can meet the full length of the regularly scheduled session.
- Faculty might choose to do lectures online (synchronous or asynchronous) to cover content and use face–to-face sessions for application of skills, discussion, activities, smaller group conversations, etc.
- Faculty might choose to have students come into the art studio to work on projects and utilize tools for face-to-face sessions after lecturing and demonstrating online.
- Faculty might choose to have face-to-face sessions only prior to a large project launch, prior to assessments of learning (exams, paper due dates, etc.).

Online Asynchronous – Additional Information:
- These courses are completed fully online.
- Online Asynchronous courses do not require engagement by the student at any scheduled day/time.
- Online Asynchronous courses allow a student to log in, engage, and complete content on their own schedule.

Examples of Online Asynchronous Class Structure:
- A faculty member might have all content loaded into the course and students are able to do as much or as little as they want at their own pace while adhering to instructor-chosen deadlines for major deliverables.
- A faculty member might have the content structured with 'modules' or 'sections' of work that open each week, every two weeks, etc. to intentionally 'pace' the course and the students' work.
- A faculty member might have content structured such that each 'chapter', 'module' or 'section' opens one after another; leaving the pacing of the course dependent upon the students' engagement, contributions, and timing/pace.

- All assessments of learning: projects, papers, exams, quizzes, etc. will have a due date and time.
- It is important to attend to the structure of the course and the due dates/times and complete work according to that schedule for the course. This could be different across multiple Online Asynchronous Classes and will require solid organizational and time management skills to help ensure success.
- An instructor might use a proctored assurance of learning assessment where the student is able to reserve a time, within an instructor defined assessment window, for the student's individual proctored session.

Online Synchronous – Additional Information:
- Online Synchronous classes occur on set schedules and time frames. These will be the dates and times listed in the course schedule. Students and instructors are online at the same time and lectures, discussions, and presentations take place only during the scheduled class days and times. All students must be online at that exact time in order to participate in the class.
- Students will be able to interact with their instructor and their peers during synchronous sessions.
- It will be important that students' schedules permit their regular attendance in class according to the days/times of the class posted on the course schedule in Eservices.

Examples of Online Synchronous Class Structure:
- Faculty might choose to do lecture and class discussions with all students engaged and logged in at the same time.
- Faculty could choose to use breakout groups for small group discussion in Zoom or BB Collaborate.
- Students might need to do presentations online to their peers or a small group during class sessions, etc.
- There could be any number of activities, projects, demonstrations, and opportunities to engage and connect at your scheduled class day/time.

Online Synchronous/Asynchronous – Additional Information:
- Online Synchronous/Asynchronous classes are a combination of the two modes outlined above. There will be some content or portion of the course that can be completed on the student's own time/schedule and there will be a portion of the class sessions that occur online at set schedules and time frames.
- The required days and times for students to be online and engaged in the class, no matter what their focus or purpose is, should be the day/time listed on the class schedule. These days and times for the synchronous work should be noted on the syllabus and course calendar.
- The percentage of time that can be expected in both the synchronous and asynchronous sessions can be found on the Course Schedule in Eservices; this information was turned in by the faculty in June.

Examples of Online Synchronous/Asynchronous Class Structure:
- Faculty might choose to schedule synchronous meetings with small groups of students to provide formative feedback on projects while also requiring students to engage in self-directed, autonomous research.
- Faculty might have all coursework being done online week by week on the students own schedule/timing. However, there might also be weekly guest lectures or 'visitors' from the discipline or field and all students log in on a specific date/time to attend and participate.

- Faculty might have all coursework happening online on the students' own time/schedule, but host class meetings where all engage at the same time for groups to present projects, experiments, presentations.
- Faculty might schedule synchronous meetings to introduce a technology and its uses with a subsequent asynchronous activity where the student practices with the technology.
- Faculty might require an asynchronous development of a deliverable followed by a synchronous session for formative feedback.

Important Overall Components of Fall 2020 Instruction & Reminders for all:

- Faculty have been repeatedly encouraged to ensure that there is flexibility afforded to students around attendance for any Bi-modal face-to-face sessions. However, students should not expect to do any course fully online and asynchronously (on their own time/at their own pace), unless it is listed in the schedule as "Online Asynchronous". All other courses will have some expectations of time/place engagement - either on the computer or face-to-face.
- Students who have a medical concern or vulnerability that prevents them from attending (or that requires them TO attend) a face-to-face session of a class AND who are registered for a Bi-modal class, should contact Health Services to provide documentation/information so that it can be shared with their instructors.
- Students are encouraged to contact faculty with specific questions about individual courses. However, it is important to note that faculty are still in the process of developing courses, finding out their classroom size (for those teaching Bi-modal courses) and determining how to approach the semester. Students are asked to have patience when they reach out and to understand that faculty might not reply or might not have answers until much closer to the start of the semester.
- All courses must be prepared and created in a way that will allow a pivot to fully online at any point in the semester, possibly with no advance notice. All Bi-modal face-to-face activities should have a fully online "Plan B" backup.
- All Bi-modal courses, including science labs and studio arts courses, are highly encouraged to be structured so that there are no face-to-face requirements after the Thanksgiving holiday.