

Dear colleagues and friends,

Many of you have reached out to us with some great ideas of how you are accommodating student desire/need to be on-campus with creative instructional delivery solutions. We wanted to let you know how you can use hybrid modalities for your Spring 2021 class to identify these classes for what they are: hybrid.

There are two modalities used to indicate a hybrid class. The first, mode H, is reserved for classes designed and/or taught by Certified Hybrid Instructors. If you are a Certified Hybrid Instructor, you can design and teach any class as hybrid (although you do not get the stipend again). The second, mode Q, is used to identify other hybrid classes. Mode Q is a highly flexible version of hybrid with a minimum 20% on-campus instructional requirement (e.g. more than 9 hours of on-campus instruction for a 3 credit class) so we will talk about it as our HyFlex modality. It allows for the blending of in-person and online activities so you can limit your time on campus but still have in-person classes as needed.

Below is a table describing some class options where HyFlex (Mode Q) might be a good choice for your class.

The Academic Continuity Team is working to create a support model specifically for faculty choosing to teach a HyFlex course for the spring so even if you are a little uncertain of how you would operationalize such a class, don't let that stop you. We will work with you to make sure you have the course design you need. We will offer both workshops and Instructional Designer support. This may also take some extra care with scheduling. Please work with your scheduler to identify the times, dates, and, if known, specific classrooms.

When Mode Q might be a good choice:

Considerations:

Courses in which all students can fit into a single classroom, does not need to meet every week, but would benefit from on-campus meetings (e.g. for debates, pulling challenging content together, demonstrations, problem solving sessions).	The classroom is the right size for physical distance, a robust Canvas course, and clear "on-campus dates" set in the syllabus.
A lab where some touchstone experiments can be done on-campus and the rest of the lab work done via simulation and/or data analysis.	Students may need to rotate through touchstone labs to ensure social distancing needs are being met.
Courses where a recitation/discussion model can support students on challenging topics. Provides an	Students assigned to or sign up for class/recitation meetings. You may have these

opportunity for in-person active learning activities.	as optional or required. If required, they need to be at the time scheduled in PS.
Courses where student presentations/performances can be done on-campus so that all students can experience being in front of a live audience and faculty have the opportunity to assess both verbal and non-verbal communication.	Students may be uncomfortable with wearing face coverings while presenting/performing. Faculty would need to observe physical-distancing requirements and take into account technical equipment in the classroom.
Students are in class on-campus while the faculty “Zooms in”	Very small classes where the faculty/student dynamic is already in place, e.g. upper level elective courses, special topics classes, etc.
Courses that don’t need to meet every week (i.e. scheduling the course to meet every other week (8 meetings) for 75 minutes provides a total of 10 in-person hours).	Ensure continued course engagement through long periods between course meetings with clearly defined assignments and instructions, a robust Canvas shell, and clear objectives for each class meeting (share with the students so they know why they are coming to class).
Courses where special equipment or applications are necessary and are only available to students on-campus.	Consider structuring assignments in chunks with clear expectations for each on-campus class so that students come ready to work with the specialized equipment.
Classes where in-person assessment is preferable/necessary.	Performance based classes are an excellent example. How many students do I need to assess at one time? Do I need to create multiple exam versions? Multiple exam days?

Sincerely,

Academic Continuity Team