

# Course Delivery Modality Hierarchy



		Considerations
More Face-to-Face	<b>Campus (100% Face-to-Face)</b> <ul style="list-style-type: none"> <li>• Regularly scheduled class meetings (i.e., set days &amp; time)</li> <li>• 100% live class meetings</li> <li>• 100% in-person faculty-student interactions</li> <li>• Can be supplemented by online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Same as traditional</li> <li>• Most disrupted if remote transition needed</li> <li>• Will require more space (social distancing) or time (due to accreditation needs)</li> </ul>
	<b>Agile-Hybrid Campus</b> <ul style="list-style-type: none"> <li>• Regularly scheduled class meetings (i.e., set days &amp; time)</li> <li>• Live faculty-student interactions (~50% of class learning)                             <ul style="list-style-type: none"> <li>• <b>safe conditions:</b> on-campus faculty-student interactions</li> <li>• <b>unsafe conditions:</b> online-live (i.e., video conferencing)</li> </ul> </li> <li>• ~50% asynchronous (i.e., not live) online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible—allows for either in-person or remote (if required) faculty-class interactions</li> <li>• Amenable to a “flipped classroom” model</li> </ul>
	<b>Virtual Campus</b> <ul style="list-style-type: none"> <li>• Regularly scheduled class meetings (i.e., set days &amp; time)</li> <li>• 100% live class meetings</li> <li>• Class meetings “broadcast” from a “Classroom of the Future”                             <ul style="list-style-type: none"> <li>• Most students participate in class remotely (via broadcast)</li> <li>• Some student participate in the Classroom of the Future</li> </ul> </li> <li>• Can be supplemented by online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses “Classrooms of the Future”</li> <li>• Limited rooms must be reserved</li> <li>• Could transition to remote broadcast (if needed)</li> <li>• Allows for students who cannot come to campus</li> <li>• Handling two audiences simultaneously tricky</li> </ul>
	<b>Online-Synchronous/Online-Live</b> <ul style="list-style-type: none"> <li>• Regularly scheduled live class meetings (i.e., set days &amp; time)</li> <li>• Real-time faculty-student interactions (~50% of class learning)                             <ul style="list-style-type: none"> <li>• Classes meet via video conferencing</li> </ul> </li> <li>• ~50% asynchronous (i.e., not live) online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Amenable to a “flipped classroom” model</li> <li>• Allows for faculty or students who cannot come to campus (e.g., health issue)</li> <li>• International student restrictions</li> </ul>
	<b>Online</b> <ul style="list-style-type: none"> <li>• No scheduled class meetings (i.e., no set day or time)</li> <li>• 100% asynchronous (i.e., not live)</li> <li>• Faculty-student interaction required, but not live (e.g., chat/discussion/feedback/email)</li> <li>• 100% online technology-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Course must undergo specific Distance Education review process to be certified</li> <li>• Course design must ensure substantial faculty-class interaction</li> <li>• International student restrictions</li> <li>• Includes an additional course fee</li> </ul>
	<b>Online-SP (self-paced) - NOT PERMISSIBLE</b> <ul style="list-style-type: none"> <li>• Not allowed by the state or accrediting body</li> <li>• 100% asynchronous (i.e., not live) online technology-based learning experiences</li> <li>• No faculty-student interactions</li> <li>• Student completes the content at their own pace, progresses based on technology-assessed performance</li> </ul>	
More Virtual		