## Course Delivery Modality Hierarchy

### Campus (100% Face-to-Face)
- Regularly scheduled class meetings (i.e., set days & time)
- 100% live class meetings
- 100% in-person faculty-student interactions
- Can be supplemented by online learning

### Agile-Hybrid Campus
- Regularly scheduled class meetings (i.e., set days & time)
- Live faculty-student interactions (~50% of class learning)
  - **safe conditions**: on-campus faculty-student interactions
  - **unsafe conditions**: online-live (i.e., video conferencing)
- ~50% asynchronous (i.e., not live) online learning

### Virtual Campus
- Regularly scheduled class meetings (i.e., set days & time)
- 100% live class meetings
- Class meetings “broadcast” from a “Classroom of the Future”
- Most students participate in class remotely (via broadcast)
- Some student participate in the Classroom of the Future
- Can be supplemented by online learning

### Online-Synchronous/Online-Live
- Regularly scheduled live class meetings (i.e., set days & time)
- Real-time faculty-student interactions (~50% of class learning)
- Classes meet via video conferencing
- ~50% asynchronous (i.e., not live) online learning

### Online
- No scheduled class meetings (i.e., no set day or time)
- 100% asynchronous (i.e., not live)
- Faculty-student interaction required, but not live (e.g., chat/discussion/feedback/email)
- 100% online technology-based learning

### Online-SP (self-paced) - NOT PERMISSIBLE
- Not allowed by the state or accrediting body
- 100% asynchronous (i.e., not live) online technology-based learning experiences
- No faculty-student interactions
- Student completes the content at their own pace, progresses based on technology-assessed performance

### Considerations
- Same as traditional
- Most disrupted if remote transition needed
- Will require more space (social distancing) or time (due to accreditation needs)
- Flexible—allows for either in-person or remote (if required) faculty-class interactions
- Amenable to a “flipped classroom” model
- Uses “Classrooms of the Future”
- Limited rooms must be reserved
- Could transition to remote broadcast (if needed)
- Allows for students who cannot come to campus
- Handling two audiences simultaneously tricky
- Amenable to a “flipped classroom” model
- Limited rooms must be reserved
- Could transition to remote broadcast (if needed)
- Allows for students who cannot come to campus
- Handling two audiences simultaneously tricky
- Course must undergo specific Distance Education review process to be certified
- Course design must ensure substantial faculty-class interaction
- International student restrictions
- Includes an additional course fee

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Creative Course Delivery Taskforce, 6/11/20