Teaching Modalities

New Paltz will recognize the following five teaching modalities. Details, including definitions, when/ where descriptions, instructional considerations, contingency planning, and COVID-19 considerations, follow this modality matrix.

Modality	Assigned Day/Time?	Considerations
Fully Seated	Yes (seated)	• Traditional format, in-person course.
Hybrid	Yes (seated)	• Seated and online elements • The percentage of seated time vs. online time can vary as appropriate to the course needs • Seated sessions should include interaction; cannot be used solely for exams
Extended Virtual	Yes (both seated and web-based)	• Simultaneous instruction to students in seated class and online • Faculty must request specifically equipped rooms • Faculty must have a high level of skill with instructional technology
Online Asynchronous	No	• All elements of the course are conducted online • No physical presence on campus is required • No synchronous activities are required • Any synchronous sessions must be optional and/or recorded and available for asynchronous review
Online Synchronous	Yes (web-based)	• Synchronous elements are online rather than seated • *No physical presence on campus is required* • The percentage of synchronous time vs. asynchronous time can vary as appropriate to the course needs

On-Campus Modalities

Fully Seated

Definition
- Face-to-face class sessions in the physical classroom for the full credit hours.

When and Where
- Class sessions are on campus in the scheduled room.
- Class sessions will occur on the scheduled day(s) and time(s).

Instructional Considerations
- No additional instructional considerations.

Contingency Planning
- Faculty should draft a plan for how they would transition a fully seated course to an online course model if face-to-face classes sessions are no longer viable.
- Faculty should have notes or an outline for the course ready ahead of time to make it easier to transfer the course to a colleague if they, themselves, should become ill.
- Housing content, assignments, or assessments in Blackboard could make a transition easier.

COVID Considerations
- Facial coverings and social distancing guidelines apply to all class sessions.

Hybrid

Definition
- A blend of face-to-face class sessions and asynchronous activities and/or interactions.

When and Where
- Face-to-face class sessions are on campus in the scheduled room at the scheduled date and time.
- The specific days when the seated sessions will be held should be listed in the course syllabus and, if possible, should be designated in the schedule prior to August 14.
- Asynchronous activities and/or interactions take place in Bb (unless otherwise noted). Due dates for asynchronous components are determined by the instructor.
- The percentage of face-to-face time vs. asynchronous online time can be determined by the faculty member and department:
  - **Fall 2020 Example Scenario 1**: If more than one day is listed on the schedule, faculty can use their own discretion to only require students to attend once a week, if the room size and class size allow all enrolled students to attend safely.
  - **Fall 2020 Example Scenario 2**: If more than one day is listed on the schedule and room size and class size do not allow all enrolled students to attend safely on one day, faculty can use their own discretion to require half the students to attend on one day and half the students to attend on another day. Faculty will repeat the same lesson for both groups of students.

Instructional Considerations
- The face-to-face components of a hybrid course should be planned to facilitate hands-on activities or types of interactions that cannot easily be replicated in an online environment.
- The course should be planned so that the face-to-face and online elements of the course reinforce one another and the activities planned in both spaces intersect.
- Instructors should not require students to only attend face-to-face classes to offer exams.

Contingency Planning
- Faculty should draft a plan for how they would transition the face-to-face components of their hybrid course to an online course model if face-to-face classes sessions are no longer viable.
- Faculty should have notes or an outline for the course ready ahead of time to make it easier to transfer the course to a colleague if they, themselves, should become ill.
- Housing content, assignments, or assessments in Blackboard could make a transition easier.
- Transitioning to an Online Combined delivery model is probably easiest.

COVID Considerations
- Facial coverings and social distancing guidelines apply to all class sessions.

Extended Virtual

Definition
- A face-to-face class in a space where all students can not attend safely in person due to social distancing guidelines.
- On a rotating schedule, some students will attend in-person, while others will participate remotely via a synchronous web-conferencing session.
- In limited cases, faculty may allow a student who can't physically attend the classroom session attend only the remote, web-conference sessions.

When and Where
- Face-to-face class sessions are on campus in the scheduled room.
- Web-conference occurs on platform chosen by the faculty member, preferably Blackboard Collaborate Ultra or Webex.

Instructional Considerations
- Faculty must reserve a room that has been specifically equipped for Extended Virtual Learning.
- Faculty must possess a high level of skill with classroom technology, including the instructor station computer, document camera, classroom display, and web-conferencing software.
- Faculty must consistently monitor both the students in the physical classroom and the remote students who are participating through web-conference.
- Lessons and interactions should be carefully planned to work within the parameters of the extended virtual class space and equipment.

Contingency Planning
- Faculty should draft a plan for how they would transition the face-to-face components of their course to a fully online course model if face-to-face class sessions are no longer viable.
- Faculty should have notes or an outline for the course ready ahead of time to make it easier to transfer the course to a colleague if they, themselves, should become ill.
- Housing content, assignments, or assessments in Blackboard could make a transition easier.
- Transitioning to an Online Combined delivery model may be easiest, since students and faculty should already have a familiarity with the web-conference format.

COVID Considerations
- Facial coverings and social distancing guidelines apply to all class sessions.

Fully Online Modalities

Online: Asynchronous (OLA)
Definition
- The online format that offers maximum flexibility because it is fully online and does not require participants to meet synchronously for any activities.

When and Where
- Online Asynchronous classes are designed and built in the campus Learning Management Platform, Blackboard
- Most faculty create learning modules that are completed over the course of a seven-day period.
- "Milestones" and due dates provide parameters for activities rather than specific, scheduled days and times.

Instructional Considerations
- Any synchronous elements or activities that are offered must be optional and/or recorded for asynchronous access.
- Students cannot be required to go to campus for any reason.

Contingency Planning
- Online Asynchronous courses can continue without interruption, even if face-to-face class sessions are no longer viable.
- Faculty should have most, if not all, of the course built ahead of time to make it easier to transfer to a colleague if they, themselves, should become ill.

COVID Considerations
- Not applicable – no physical interaction

Online: Synchronous (OLS)

Definition
- This type of course is entirely online but uses synchronous elements that take place through web-conference.

When and Where
- Synchronous sessions are held on the days and times published on the schedule. Because students are enrolled in other courses that may also be requiring synchronous elements, faculty cannot schedule synchronous times outside the days/times listed in the schedule.
- Where the OLS course uses reduced synchronous time, the specific days when the synchronous sessions will be held should be listed in the course syllabus and, if possible, should be designated in the schedule prior to August 14.
- Web-conference occurs on platform chosen by the faculty member, preferably Blackboard Collaborate Ultra or Webex.
- Asynchronous elements of the class are designed and built in the campus Learning Management Platform, Blackboard

Instructional Considerations
- Requires planning to make sure lessons and planned interactions can be conducted virtually.
- Faculty must be proficient in using web-conferencing software and technology skills like sharing screens and navigating other programs while in the web-conference.
- The synchronous components of an OLC course should be planned to facilitate meaningful interactions and real-time exchanges of ideas and information.
- Synchronous and asynchronous elements of the course should reinforce one another and the activities planned in both spaces should intersect.
- The percentage of synchronous time vs. asynchronous time can be determined by the faculty member and department:
    - **Fall 2020 Example Scenario 1:** A 3-credit hour course might meet via video-conferencing 4-6 times during the semester, each for 2 hours, using the synchronous online sessions for presentations, performances, or class discussions while the rest of the course (ex: recorded lectures, films, quizzes/exams) is offered in an asynchronous online format.
    - **Fall 2020 Example Scenario 2:** A 3-credit hour course might meet once a week for 75 minutes for demonstrations, discussions, Q&A, presentations and/or small

group break-out sessions, while the rest of the course is offered in an asynchronous online format.

- o **Fall 2020 Example Scenario 3**: A 3-credit hour course might meet via video-conferencing every M/Th, just as a traditional seated course might meet, but instead of meeting in a physical classroom, the course meets via video-conferencing. Quizzes, exams, or papers may be submitted through the Learning Management Platform (Blackboard).

Contingency Planning

- Faculty should have notes or an outline for the course ready ahead of time to make it easier to transfer the course to a colleague if they, themselves, should become ill.
- Housing content, assignments, or assessments in Blackboard could make a transition easier.

COVID Considerations

- Not applicable – no physical interaction