

Hybrid Teaching and Learning Model: COVID-19 Implementation Guidance Spring 2021

Overview

The Hybrid teaching and learning model is being used for many course sections based on prevailing health guidelines related to COVID-19 and associated reductions in classroom capacities (maximum 1/3 of official classroom capacity). The decision to make a course hybrid involves a number of factors including, academic and professional needs, enrollment, and COVID classroom capacity (consult with your Department Chair). See University [Coronavirus Updates](#) for on-campus health and safety guidance (e.g., face coverings, social distancing, cleaning).

Hybrid courses operate with a mixture of online (synchronous or asynchronous) and in-person meeting time, with prescribed in-person meeting schedules to accommodate the reduced classroom capacity required by social distancing guidelines. It remains a best practice to require attendance, but attendance policies need to be implemented with special flexibility during COVID-19. Attendance policies need to be formulated in such a way as not to force or even encourage any student to come to campus who should be in quarantine due to possible COVID-19 exposure or with symptoms of an illness. Therefore, penalties for insufficient attendance must be implemented carefully. Accommodations must be made for students with approved requests (see Student Accommodations section below).

Hybrid courses include a combination of independent self-paced work supported through online learning tools and selected in-person activities involving the instructor and/or other students. The decision for students to work independently or in-person will be a function of the course activities combined with individual student needs. Faculty may employ a combination of in-person classes and synchronous virtual classes to conduct in-person activities.

The academic and professional needs of courses vary to ensure a high-quality learning experience for students. A core element of the hybrid learning model is that the virtual learning contact time is counted as part of the required contact hours. **University guidelines indicate hybrid classes may be virtual for as much as two-thirds (2/3) of the class contact time.** For example, students in a hybrid course that is 2/3 virtual will only need to have in-person time equal to 1/3 of the total required contact time. For a 3-credit hour full semester course, the required in-person contact time for each student would be 1 hour per week on average throughout the semester.

Faculty and programs must develop contingency plans to support a transition to 100% virtual learning if required (faculty or students who are quarantined or in the event Shelby County or the State of Tennessee require remote work).

Procedure to determine the Hybrid in-person meeting schedule

1. Identify the COVID 1/3 CAPACITY for your course to determine the maximum number of students who can be in the classroom at one time (see the [OIR Social Distance Schedule Planning](#) tool or your Department Chair). Note, classroom locations are subject to change to meet the needs of the entire portfolio of FCBE course sections.
2. Determine required in-person class time per week based on the course design (minimum of 1/3 in-person, not including office hours).
3. Allocate individual students to assigned in-person days/times to accommodate the maximum COVID 1/3 CAPACITY.
4. Notify students both by email and in eCourseware before the first day of class which group assignments students have been given. This will prevent all enrolled students from arriving on the first day of class, which is unsafe and in violation of the 1/3 room capacity rule.

Examples of Hybrid learning model schedules

- **Course meets two days per week.** Segment course time for 1 hour per week of in-person class time (1/3 of total class time) and 2 hours per week of virtual class time (2/3 of total class time). For many course sections, this will require segmenting classes into two groups. Content for the in-person meetings with one group of students should be made available online (asynchronous or synchronous) to the other students as needed. For example, a course scheduled TTH 9:40-11:05am with an enrollment of 30 students with an official classroom capacity of 50 (COVID 1/3 CAPACITY = 16) could be segmented as follows:

Day and Time	Assigned Students
Tuesday 9:40-10:40am	Group 1, max 16 (e.g., alphabetical by last name)
Thursday 9:40-10:40am	Group 2, max 16 (e.g., alphabetical by last name)

- **Course meets one day per week, split sessions.** Segment course time for 1 hour per week of in-person class time (1/3 of total class time) and 2 hours per week of virtual class time (2/3 of total class time). One option is to segment in-person class sessions into two groups. Content for the in-person meetings with one group of students should be made available online (asynchronous or synchronous) to the other students as needed. For example, a course scheduled T 7:10-10:10pm with an enrollment of 30 students with an official classroom capacity of 50 (COVID 1/3 CAPACITY = 16) could be segmented as follows:

Day and Time	Assigned Students
Tuesday 7:10-8:10pm	Group 1, max 16 (e.g., alphabetical by last name)
Tuesday 8:30-9:30pm	Group 2, max 16 (e.g., alphabetical by last name)

- **Course meets one day per week, alternating sessions.** Segment course time throughout the semester for an average of 1 hour per week of in-person class time (1/3 of total class time) and 2 hours per week of virtual class time (2/3 of total class time). One option is to alternate weeks for class sessions with students attending 2 hours per class session every other week. Content for the in-person meetings with one group of students should be made available online (asynchronous or synchronous) to the other students as needed. For example, a course scheduled T 7:10-10:10pm with an enrollment of 30 students with an official classroom capacity of 50 (COVID 1/3 CAPACITY = 16) could be segmented as follows:

Day and Time	Assigned Students
Week A, Tuesday 7:10-9:10pm	Group 1, max 16 (e.g., alphabetical by last name)
Week B, Tuesday 7:10-9:10pm	Group 2, max 16 (e.g., alphabetical by last name)

Student accommodations

There may be students unable to attend in-person class meetings. Students with concerns that may affect their ability to attend in-person class meetings during the pandemic should contact the [Office of Disability Resources for Students](#) as soon as possible. Faculty must provide meaningful alternative virtual instruction to students who are unable to attend in-person. Alternative virtual instruction options should be purposely included in the course design and included in the course syllabus to provide fair disclosure to students enrolled in the course and equitable implementation should such support be necessary.

Examples of alternative virtual instruction options include:

- Recorded asynchronous instruction videos
- Recorded in-person instruction sessions
- Option to virtually complete and submit all required coursework (e.g., assignments, projects, exams)
- Synchronous virtual office hours

See the [FCBE Teaching Resources](#) for support with implementing alternative instruction options.

Sample Hybrid description for course syllabi

Below is sample language to include in your course syllabus:

This course will include a mixture of independent, self-paced work supported through online learning tools and in-person activities involving your instructor and/or other students. The decision to work independently or in-person will be a function of the course activities combined with your individual needs. Some in-person work will be pre-planned and involve multiple students while others will be scheduled on an “as needed” basis with individual students or small groups. This class will use a combination of virtual and in-person instruction and activities. Classroom location is subject to change.