

These models are designed to help you plan for teaching and learning in ways that support your strengths while acknowledging the necessity to accommodate our current situation. Please consult with your chairperson for guidance about your particular classroom, lab or studio space. These models may be revised to accommodate current situations or environments. For more information and resources, check out the [CTE Instructional Models](#) website.

	Model	Description	Considerations	Possible Scenario
	Essential/Traditional Face-to-Face	<ul style="list-style-type: none"> • Courses whose enrollment do not exceed maximum occupancy limits • Courses deemed most critical to meet learning objectives and to best provide students with a necessary college experience • Courses that have clinical, practicum, or other situations and need F2F to meet accreditation, certification, or licensure requirements • Lab and studio classes that cannot be effectively delivered online 	<ul style="list-style-type: none"> • Space must accommodate 100% attendance. • Priority to classroom space may be given to these classes. • Classes might meet in non-traditional settings such as the Student Center. • A process needs to be established to use non-traditional spaces to offer priority to those courses with the greatest F2F need (e.g., a clearinghouse). • Online delivery must still be available for students who physically cannot attend class. 	<ul style="list-style-type: none"> • A first-year course that is deemed essential to form a strong foundation and to set expectations for future courses meets F2F in a space that can accommodate 100% attendance. • A course with eight students in a classroom that can accommodate them all meets in-person at its assigned time while adhering to social distancing protocols does not need to alter its delivery method.
	Split Sections	<ul style="list-style-type: none"> • A single F2F section of a course is split into multiple F2F sections so that each section does not exceed maximum classroom occupancy limits. • Section sizes determined by occupancy limitations, available spaces, and times that do not conflict with other regularly scheduled classes. 	<ul style="list-style-type: none"> • All students get the benefit of 100% F2F delivery. • Students who share resources (such as transportation or childcare) will need to be in the same section. • The new section(s) cannot conflict with existing class schedules. • Online delivery must still be available for students who physically cannot attend class. 	A faculty member prefers to repeat the instruction one or more times so that all students get F2F delivery rather than utilizing the technology to provide real-time or recorded instruction.
	Hybrid Delivery: Modular Approach	<ul style="list-style-type: none"> • Instruction requires planning in a series of modules. • Some modules are F2F and others are completed online. • Modules are repeated for groups of students until all students have completed the same instruction. 	<ul style="list-style-type: none"> • Every student gets equal in-class and online experience. • Students who share resources (such as transportation or childcare) will need to be in the same group. • Works best when content does not have to be delivered sequentially (i.e., students can complete the online module without having had the F2F interaction). 	Faculty plans a module that can be done online while teaching another module F2F. On the next class day, the groups switch and get the module not presented to them on the previous day.
	Hybrid Delivery: In-Class/Online Groups (Synchronous)	<ul style="list-style-type: none"> • Students are assigned to either the in-class or the online group. • How to divide up students can be determined by faculty or other factors. • Class is live-streamed for those who “attend” online. 	<ul style="list-style-type: none"> • Allows for interaction with those viewing online. • In-class attendance must not exceed maximum occupancy limit. • In-class/online groups can alternate delivery method so that both groups receive some in-class instruction (e.g. the two groups switch at some interval and those in-class become the online students and vice versa) 	Faculty delivers the content for an in-class group while the remaining students view the content real-time but online.
	Hybrid Delivery: In-Class/Online Groups (Asynchronous)	<ul style="list-style-type: none"> • Students are assigned to either the in-class or the online group. • How to divide up students can be determined by faculty or other factors. • Class is recorded so that those in the online group can view when convenient. 	<ul style="list-style-type: none"> • Online attendance gets no real-time interaction. • In-class attendance must not exceed maximum occupancy limit. • In-class/online groups can alternate delivery method so that both groups receive some in-class instruction (e.g. the two groups switch at some interval and those in-class become the online students and vice versa) 	Faculty delivers the content for an in-class group and then provides a recording of the content for the online group to view.
	Hybrid Delivery: Consultation Model	<ul style="list-style-type: none"> • All content delivered online. • Faculty meet F2F with small groups on a regular basis. 	<ul style="list-style-type: none"> • Small groups must be organized and scheduled. • Small group meetings must follow safety guidelines. 	A faculty member delivers all content online and then schedules regular consultations with small groups of students for F2F interaction.