

# A Guide for Transitioning from Emergency Remote Instruction to Face-to-Face Instruction

Loma Linda University

## Introduction

There is some confusion as we approach the new academic year (AY2023) about extending emergency remote instruction. This Guide is an attempt to help faculty to live with the pandemic and to forge a clearer pathway to a new post-pandemic normal. This brief Guide will be updated as needed.

## WSCUC's Remote Instruction Authorization

The WSCUC Remote Instruction Authorization allows institutions to teach face-to-face (f2f) courses and programs remotely without having to meet all the federal and WSCUC requirements normally required during non-pandemic times.

**LLU is authorized for emergency remote instruction in courses starting in terms beginning up to July 31, 2022**, giving LLU the opportunity when necessary to put approved f2f courses online or hybrid during the pandemic. However, WSCUC and the DOE expect us to improve our Emergency Remote Instruction (ERI) courses each quarter that the pandemic continues.

**Process to Request ERI Permission:** course instructors who want or need their course be covered by ERI online or hybrid, must submit a proposal to their school's academic dean or school committee that is authorized to guide the school's online courses and their quality. When these requests are approved, the approving person or committee must notify Educational Technology Services – [edtech@llu.edu](mailto:edtech@llu.edu); the University needs to keep a record of ERI courses and who approved them.

## Regulations

While WSCUC's Remote Instruction Authorization covers many of the federal regulations, there are at least two that *must* be met even during the pandemic:

- *Student attendance:* remote students must participate in at least one activity for each scheduled session to be counted as present. Simply logging into Canvas or showing up in Zoom is not enough to be marked as present *unless they participate*.
- *Interactions:* regular and substantive interactions between the instructor and student are still required during the pandemic even for ERI courses whether synchronous, asynchronous, or hybrid.

**ERI at LLU Will End** when the WSCUC Remote Instruction Authorization ends. LLU must then go back to meeting *all* the Title IV regulations for all hybrid and online courses.

## Course Models

### Overview

There are some course models to consider both for the pandemic transition and after the WSCUC Remote Instruction Authorization is no longer available. **The following overview table is for courses currently designated as f2f.** More information for each model will be in the next section (p. 3).

Type/Name	Description	T-Audit <sup>1</sup>	N-Audit <sup>2</sup>
F2F Flex	This strongly recommended model is for all f2f courses both during the pandemic transition and afterward. Adding just five components in Canvas for each F2F Flex course will make it easier for f2f faculty and students to pivot quickly from f2f to online again should there be new pandemic surges and lockdowns. Research suggests that these components also enhance f2f student success.	N	N
Online: Synchronous, Asynchronous, &/or Bichronous	Online courses come in various combinations: (1) all asynchronous, (2) synchronous with Canvas components, and (3) bichronous online learning with both synchronous and asynchronous instructional components.	N	Y
Hybrid	This is an excellent model to enhance student success. There are two types of hybrid courses: (1) correspondence and (2) distance education. Note that whenever a f2f course replaces just one regularly scheduled weekly session with online instruction of any kind, the course becomes a hybrid course (Title IV regulations for distance education).	N	Y
HyFlex	HyFlex courses include both f2f and online students. This model can be challenging to do well. There are some federal regulations that require some extra steps but are doable. It can also be expensive because f2f and online students need to see and hear each other and to be able to fully participate in the course that requires appropriate technologies. It is also intensive for the instructor in both planning and teaching best practices.	N	Y

<sup>1</sup> T-Audit – Pandemic audit; *only* officially designated online courses will be audited during the pandemic

<sup>2</sup> N-Audit – Normal audit; *after* the WSCUC Remote Instruction Authorization has ended, institutions will have to comply with all regulations for f2f, hybrid, and online courses and LLU hybrid and online standards

Type/Name	Description	T-Audit <sup>1</sup>	N-Audit <sup>2</sup>
Flipped Classroom	The flipped classroom model is when instructors post their recorded lectures for students' out-of-class work before they come to the f2f class. They are then ready during class to apply principles to problems, participate in deep discussions, etc. No credit hour time is lost in this model when done correctly.	N	N

### F2F Flex Course Model

This LLU f2f model includes five components in the Canvas course that are designed to enhance F2F student success and to make it easier to pivot back to ERI, if there is a new pandemic surge in our local area.

#### Strongly Recommended

Every F2F Flex course should include the following components in Canvas for the course term:

1. Post a complete **hybrid/online course syllabus** ([annotated hybrid/online course syllabus template](#))
2. [Post other course materials](#) for easy accessibility
  - Handouts
  - Presentations
  - Etc.
3. Post **weekly course announcements**
4. Have [students submit assignments](#) in Canvas
5. Use [grades](#) and keep them up to date

#### Recommended

- Use the **quiz tool** for low stake assessments as a learning exercise to help students discover what they know and don't know. (*Small Teaching: Everyday Lessons from the Science of Learning*)
- Have an **online discussion** with an engaging question that doesn't have one right answer or one that has a lot of conflicting approaches.
- Create a **discussion area for course Q&A** so all the students can see both the students' questions and the instructor's answers
  - Answer students' questions promptly.
  - All students will learn from the questions and answers, so the instructor won't have to individually answer the same question repeatedly.

## Online Model: Synchronous, Asynchronous, and Bichronous

If program directors and course instructors decide to keep a course online permanently after the end of WSCUC Remote Instruction Authorization, they need to start working now to meet all the Title IV regulations for distance education and the LLU online course standards: Quality Matters Standards<sup>3</sup> and LLU's Mission Focused Learning Standards<sup>4</sup>.

There are three ways to conduct an online course:

- ***Asynchronous in Canvas*** – this is the most convenient delivery modality for many online students especially those who are working professionals with families. There are countless ways to make it dynamic and engaging for both faculty and students.
- ***Synchronous in Zoom with Canvas support*** – faculty often gravitate to synchronous because it seems more natural and engaging to them. Long lectures in Zoom, however, are usually not engaging, so special attention should be given on ways to actively engage students. Zoom courses also need to have Canvas support.
- ***Bichronous with Canvas support*** – when an online course has significant asynchronous and synchronous instructional activities it is bichronous. Bichronous online learning can support a variety of instructional strategies while providing engaging student-to-content, student-to-instructor, and student-to-student interactions.

**NOTE:** All hybrid and online courses beginning in Winter quarter will need to meet the full LLU online course standards. Online faculty for Winter Quarter may qualify to be part of a one-on-one guidance and support process with Ellucian that when successfully completed will count as being fully audited. Contact Educational Technology Services for more information.

## Hybrid Course Model

Hybrid courses can be a wonderful mix of F2F and online learning. Hybrid courses promote student success when done well because they combine the unique strengths of both f2f and distance education. Whenever a regularly scheduled, weekly course session in a f2f course is digitally delivered and the instructor and students are not in the same physical room, it becomes a hybrid course.

### Required

Every Hybrid Course should include the following components in Canvas for the course term:

- ⦿ Post a complete course syllabus ([see the LLU Annotated Online and Hybrid Syllabus Template](#) (near bottom of the page))
- ⦿ [Post other course materials](#) for easy accessibility
  - Handouts
  - Presentations

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<sup>3</sup>Quality Matters Standards Rubric -

<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheOMHigherEducationRubric.pdf>

<sup>4</sup>LLU's Mission Focused Learning Standards - <https://home.llu.edu/education/office-of-provost/departments-and-divisions/educational-effectiveness/mission-focused-learning>

- Other course documents and resources
- ⦿ Post weekly [course announcements](#)
- ⦿ Have [students submit assignments](#) in Canvas
- ⦿ Use [grades](#) and keep them up to date

### Required for Each Online Session

- ⦿ Develop each online session like a regular distance education course session. Contact ETS for help and the current support materials. Only the online sessions need to be built out in Canvas for distance education and include:
  - *\*<sup>5</sup>Session announcement:* Announcements should be friendly and outline the goals and outcomes for the week's session/s, assignments, due dates, and course news. Write in an inviting way to make students feel at home in the course.
  - *\*Content:* Could be posted video mini-lectures, articles, etc.
  - *\*Interactions:* Discussion, case study, etc.
  - *Assessment:* Could be a mixture of formative, low stakes quizzes, polls, appropriate game, etc., and summative, higher stakes activities, projects, papers, etc.
  - *Engagement:* Anything that requires the student to do something that is meaningful with the content; it can include the instructor and fellow students, so interactions and some assessments, etc., require student engagement.
  - *Assignment:* Out-of-class activities such as assigned readings, papers, projects, activities, group projects and more

### HyFlex Course Model

This approach can work very well but has many moving parts that need to be coordinated: technology and planning course design. In addition, this model can be expensive and challenging to teach well. However, ETS is currently pulling together some less expensive technology approaches. Much more detail is outlined in the Resource section under the HyFlex Course Model (see linked resources - p. 8).

**Technology** – In this model all students—f2f and remote—need to hear and see the instructor and all the students, plus need to be heard and seen as well. There are many different classroom technology model designs including:

- ⦿ Cameras front and back of classroom depending on size of room, number of students, and budget
- ⦿ Audio enhancements such as good mics and speakers
- ⦿ Large screen/s in the room
- ⦿ Good camera control system so the instructor can smoothly teach the course by adjusting the cameras as needed, e.g., zoom into the whiteboard to see a formula, if not using an electronic whiteboard.

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<sup>5</sup> \* - Required

### **Course Design and Planning**

- ⦿ *Engagement*: it is especially easy for the remote students to feel neglected by those in the physical classroom and disconnect. So, the instructor *must* plan for engaging activities in which *all* the students can participate
- ⦿ *Course resources*: it is often a strategy with this model to provide resources in multiple ways to better accommodate the needs of both f2f and online students.
- ⦿ *Synchronous and asynchronous*: with both f2f and remote students it is particularly important to plan both types of activities for the course using Zoom and Canvas.
- *Assessments*: these should be planned so all students—f2f and online—can be assessed in the same way or equivalent

### **Flipped Classroom Course Model**

Flipped classroom courses have been popular with many:

In essence, “flipping the classroom” means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

Brame (2013).

Detailed guidance about how to develop an effective flipped classroom is given in the two articles listed under “Flipped Classrooms” in the Resources (see p. 9)

### **Questions? Need Help?**

- Contact Educational Technology Services: [edtech@llu.edu](mailto:edtech@llu.edu)

## How to Officially Move a Program from ERI to Online or Hybrid

### Programs

There is a process for programs that want to move from f2f to hybrid or online or to begin a separate iteration of the hybrid or online program in addition to the existing f2f program. Brand new programs must also go through the same process.

- The full program proposal must be approved fully by the school and university processes
- Program must be in the 2022-2023 LLU Catalog to open the program in 2022 summer or fall
- Contact information:

LLU Resource	Contact
1. Get the current WSCUC/LLU distance education template	Nikki Nicolas, Provost's Office <a href="mailto:nnicolas@llu.edu">nnicolas@llu.edu</a>
2. Get answers for questions regarding LLU Catalog requirements	Janelle Pyke, Provost's Office <a href="mailto:jpyke@llu.edu">jpyke@llu.edu</a>
3. Ask early for the OEE Program Assessment Plan self-assessment form and submit for approval when it is complete	Ken Nelson, OEE <a href="mailto:wknelson@llu.edu">wknelson@llu.edu</a>  <a href="#">Program Assessment Self-Evaluation Form</a>
4. Request faculty support and training for online course design and delivery	Educational Technology Services – <a href="mailto:edtech@llu.edu">edtech@llu.edu</a>  <a href="#">Excellence in Teaching &amp; Learning</a> <ul style="list-style-type: none"> <li>• Training and resources for faculty</li> </ul>
5. Schedule required review: Joint Digital Education and Learning & Technology Committees	Office of Educational Effectiveness <a href="mailto:assessment@llu.edu">assessment@llu.edu</a>
6. Schedule required two readings: University Academic Affairs Committee	Nikki Nicolas, Provost's Office <a href="mailto:nnicolas@llu.edu">nnicolas@llu.edu</a>

## Courses

- All online and hybrid courses need to be audited to be sure they meet the federal regulations and all the LLU Online Course Standards before they can be added to the course schedule for registration.
  - Contact ETS early to get guidance and support to make this process easier.
  - Ask ETS for the “Quality Matters Rubric Workbook” – Every online and hybrid course instructor can get one. It contains many examples and helps on how to meet each Quality Matters Specific Review Standard.

LLU Resource	Contact
1. Request Faculty Support, Training for Online Course Design and Delivery, and Audit	Educational Technology Services – <a href="mailto:edtech@llu.edu">edtech@llu.edu</a>
2. Deadlines to submit online courses for Audit	Summer 2022: May 23, 2022

## Resources

### Articles and Websites

#### Course Modalities

Course Modalities, DePaul University, Teaching Commons. Retrieved May 7, 2021 from <https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-modalities.aspx>

#### Hybrid Course Model

Hybrid Course Design, University of Colorado, Boulder. Retrieved May 7, 2021 from <https://www.colorado.edu/assett/faculty-resources/resources/hybrid-course-design>

Getting Started with Designing a Hybrid Learning Course, Cornell University, Center for Teaching Innovation. Retrieved May 7, 2021 from <https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course>

Hybrid Course Design: All the Learning, Less Class Time, Northeastern University, Center for Advancing Teaching and Learning through Research. Retrieved May 7, 2021 from <https://learning.northeastern.edu/hybrid-course-design/>

## HyFlex Course Model

Hybrid/HyFlex Teaching & Learning, Columbia University, New York, Center for Teaching and Learning. Retrieved May 7, 2021 from <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/hyflex/>

7 Things You Should Know about... The HyFlex Course Model. Retrieved May 7, 2021 from <https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf>

Fall Scenario #13: A HyFlex Model. Retrieved May 7, 2021 from <https://www.insidehighered.com/blogs/learning-innovation/fall-scenario-13-hyflex-model>

Hybrid Flexible Class: A Professor's Guide to Hyflex Teaching. How to conquer teaching during a pandemic. Retrieved May 7, 2021 from <https://medium.com/the-faculty/hyflex-teaching-d1347143ef3d>

## Online: Asynchronous, Synchronous, and Bichronous Models

Engagement and Interactivity in Online Synchronous Learning Amelia Gentile-Mathew, Instructional Designer, University of Denver, January 28, 2021. Retrieved May 7, 2021 from <https://otl.du.edu/engagement-and-interactivity-in-online-synchronous-learning/>

Bichronous Online Learning: Blending Asynchronous and Synchronous Online Learning, [Florence Martin](#), [Drew Polly](#) and [AlbERI Ritzhaupt](#), September 8, 2020. Retrieved May 7, 2021 from <https://er.educause.edu/articles/2020/9/bichronous-online-learning-blending-asynchronous-and-synchronous-online-learning>

## Flipped Classrooms

What, Why, and How to Implement a Flipped Classroom Model, Office of Medical Research and Education, College of Human Medicine, Michigan State University. Retrieved August 17, 2021 from <https://omerad.msu.edu/teaching/teaching-skills-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>

Brame, C. (2013). Flipping the classroom. Vanderbilt University Center for Teaching. Retrieved May 7, 2021 from <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.

## ERI Course Permission Request Form

Face-to-face instructors must submit a request to their school for permission to have their f2f course be online or hybrid under ERI. Please give this completed Request Form to the Academic Dean or school committee authorized to guide the school’s online and hybrid courses. If the school approves, the signed form should be sent to Educational Technology Services – [edtech@llu.edu](mailto:edtech@llu.edu).

Course Demographics	
<b>Program Name</b>	
<b>Course Name</b>	
<b>Course Number</b>	
<b>Course CRN</b>	
<b>Course Instructor/s</b>	
<b>Quarter and Year</b>	
Course Demographics	
<b>Rationale/Need for ERI Course</b>	
<b>ERI Course Type and Method of Instruction</b>	<b>Select one course type:</b> <input type="checkbox"/> Hybrid <input type="checkbox"/> Online  <b>Select one method of instruction:</b> <input type="checkbox"/> <b>Synchronous:</b> Zoom with course materials in Canvas <input type="checkbox"/> <b>Asynchronous:</b> only in Canvas (may have videos, etc.) <input type="checkbox"/> <b>Bichronous:</b> synchronous and asynchronous combination
<b>Preparations for ERI (Canvas support, etc.)</b>	
<b>Plan for Taking Attendance (p. 1)</b>	
<b>Plan for Faculty and Student Substantive Interactions (p. 1)</b>	

\_\_\_\_\_  
Program Director’s Signature

\_\_\_\_\_  
Program Date

\_\_\_\_\_  
Course Instructor’s Signature

\_\_\_\_\_  
Position Date

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School Approver’s Signature

\_\_\_\_\_  
Position Date