

## SUNY Oswego HyFlex Policy February 2023

SUNY IR defines a hyflex course as one that “combines online and face-to-face instruction simultaneously into one single course section, with the mode of direct instruction determined by each individual student. Students are able to choose how to participate in any given class meeting - online or face-to-face” (Open SUNY, n.d., retrieved [from https://online.suny.edu/wp-content/uploads/2020/05/SUNY-and-IPEDS-Online-Learning-Definitions-May-2020.pdf](https://online.suny.edu/wp-content/uploads/2020/05/SUNY-and-IPEDS-Online-Learning-Definitions-May-2020.pdf)).

A hyflex framework moves beyond the delivery of an in-person class that incorporates synchronous online option to engage or a recorded lecture posted for viewing asynchronously. It’s critical to recognize that a hyflex-designed course includes the following for every class session:

- Fully asynchronous virtual learning/engagement
- Synchronous virtual learning/engagement
- In person learning/engagement

In building the instructional activities, the instructor must provide equity and equivalency in learning activities and instructor interaction for students across modes of instruction. More specifically, in each of the learning modes, the instructional activities, lecture, and assignments are designed to be equivalent and result in the same learning outcomes for students regardless of the selected method of participation. Instructor presence should be equivalent across each session. Instructors should consider instructional ‘seat time’ for students across each method of instruction. Given that instructors must consider each modality for each class session, the hyflex framework may be best suited for courses that meet once per week.

At minimum, instructors electing to teach in a hyflex course have previously taught that course virtually, synchronously or asynchronously. Instructors must consult with their department chairs and/or program directors to evaluate the appropriateness of the hyflex framework for a particular course. As with all courses, the course modality must be informed by student need, and include quality assurance mechanisms, such as peer observation across each mode of instruction, peer review of learning activities, and student course evaluation. No instructor will be required to teach in a hyflex modality unless specified at the time of initial hiring.

In scheduling courses built upon a hyflex framework, instructors and chairs must plan for maximum enrollment when considering the location for the course, in addition to the technical capabilities of the classroom. For example, the technology must allow students joining the course synchronously to engage in real-time with the instructor and peers. Effective instruction in a hyflex framework should not be undertaken unless appropriate technology and preparation is available.