Guidelines for Synchronous and Asynchronous Teaching Options in FHS

Synchronous, in-person, classroom teaching is the default teaching mode for FHS/SFU. Nevertheless, FHS strives to offer flexibility in delivery when it supports student learning. This document defines various course options and the criteria used to decide when they are appropriate.

Synchronous Course Options:

Standard course: A standard course in FHS typically offers 3 hours of synchronous, face-to-face contact time, which may be buttressed by a one-hour tutorial per week. SFU has a policy governing scheduling options for all synchronous, undergraduate courses. FHS prefers in classroom, full semester delivery for 100-level courses. Being in person and on campus is important for first year students in making a successful transition to SFU and to cohort formation.

Remote, synchronous teaching: Remote, synchronous teaching occurs when a standard course is taught synchronously, in person, via a virtual platform, rather than synchronously, in person, in a classroom. If an instructor would like to consider teaching **more than two classes remotely**, they must work with CEE on the design of their course. In addition, instructors are required to submit a request for consideration to the appropriate graduate/undergraduate committee.

FHS prioritizes the following **criteria** in deciding when remote, synchronous teaching is appropriate:

1. The number of class sessions the instructor proposes for remote, synchronous format
2. The case for why increased synchronous, remote teaching enhances pedagogy or otherwise benefits students
3. Instructor's access to appropriate equipment that replicates classroom experience (N.B. There is no additional budget to support instructor purchase of equipment needed for synchronous, remote teaching).
4. The role of the course in the curriculum
5. The numb(t to)2 Tc of tn the   in the remote, synchr
   format
6. Fit within ove2all program/degre gcal
7. Unless accommodations are required as outlined in GP40 and GP26, permi be granted for partial or full remote, synchronous instruction based on pers or convenience.

Please note: Our graduate programs (MSc, MPH, & PhD) are *in-person* programs, where forming a cohort is important. Because of this, decisions regarding when synchronous, remote teaching is appropriate for graduate courses will include an evaluation of overall program goals and how synchronous, remote teaching might facilitate or curtail overall program goals.

courses (i.e., a full-time instructor, TA support as per policy). The registrar has a separate designation for online courses. Please note, due to challenges to academic integrity, reliance on exam-based assessments (e.g., closed-book multiple choice and/or true false testing) is not appropriate for classes that do not have in person, proctored testing.

FHS prioritizes the following **criteria** in deciding whether or not an online course is appropriate:

1. FHS routinely faces gaps in identifying appropriate course instructors
2. Course presents a bottleneck to degree completion
3. A pedagogical rationale and the student experience support asynchronous learning over synchronous learning in course
4. Fits within overall program/degree goal

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