Fall 2020 On-Campus Planning Guide

UND will strive to provide students with both on-campus and online courses in fall of 2020. Given the fluid nature of COVID-19 conditions, all faculty should be prepared to move their on-campus class into a virtual mode as necessary when conditions change. Further, faculty should prepare for teaching on-campus classes with physical distancing considerations within their currently assigned classroom. This planning document provides faculty with teaching adjustment options that allow for faculty-student and student-student engagement while maintaining safe physical distancing requirements.

Section One: Overall Guidelines & Plan for all On-Campus Classes and Labs

General Guidelines:

- UND is following physical distancing guidelines which will restrict the number of students in a classroom and lab at any point in time.
- For courses whose enrollment exceeds the physical distancing capacity, the tables below provide guidance on how many students can be taught at a time in the classroom.
- Faculty will consult with their chair and dean to determine which course design option should be selected to meet physical distancing requirements (see Section Two for options).
- All classrooms and labs will be equipped with disinfectant stations—hand sanitizer and disinfectant wipes—that students should be instructed to use for their hands and on their seating/desk area when entering the classroom. Labs may have additional PPE requirements.
- Masks will be provided for students and faculty, and they are strongly encouraged to wear them in the classroom. (Please note that faculty cannot require this of students).
- For their protection, faculty should always have a minimum 6-foot distance from students while in the classroom.
- Students should be seated at least 6 feet apart from one another while in the classroom.
- Students should be instructed to enter and exit the classroom one at a time. Faculty should plan to dismiss students by row to avoid crowding near the exit.
- Faculty will hold office hours in accord with normal expectations with the same social distancing requirements. If the faculty member’s office is not large enough to accommodate required distancing, phone or zoom is appropriate. Faculty should include a statement about how their office hours will be conducted in their syllabus.
- Faculty with concerns about their ability to safely return to the classroom with the above precautions are encouraged to review information about requesting a workplace accommodation under the ADA. See: https://campus.und.edu/equal-opportunity/request-accommodation.html. Faculty who wish to pursue an accommodation request for Fall 2020 should do so by June 10th to allow sufficient time for the review process.

Classroom Times and Rooms:

- All fall on-campus courses are scheduled to meet at established times and there will be no adjustments to the schedule in terms of date/time. MWF classes will have 15 minutes scheduled between classes to accommodate the extra time necessary to follow physical distancing requirements.
- Faculty should plan to teach in their assigned classroom rather than request a larger classroom to accommodate the number of enrolled students. On a case-by-case basis, a request can be made to find a larger classroom but at this time there are substantial limits to the ability to move classrooms. In some departments, there may be a...
conference room or other non-classroom space that would accommodate the number of enrolled students; before using a non-classroom space please ensure the room meets the COVID-19 capacity requirements and work with your dean and/or department chair to consider those options before informing the Registrar’s Office that you no longer need your assigned classroom.

Communicating COVID-19 Teaching and Learning Adjustments to Students

- To effectively communicate expectations for on-campus and online courses to students, Blackboard will be designated as UND’s official learning management system (LMS) beginning fall 2020.
- All blackboard sites will contain the following generic message posted by TTaDA before the start of the fall semester:
  
  UND is committed to providing you the highest quality education in the safest environment possible and we are glad you have chosen to be part of the UND family. Our return to campus, while an occasion to celebrate learning together, requires us to be vigilant in our behaviors and actions to minimize COVID-19 transmission. All fall 2020 UND courses and learning environments are designed to be COVID-resistant to minimize disruptions to your learning experience. UND instructors are prepared to deliver your courses using a blend of digital technology, virtual classrooms, and in-person instruction. The flexible use of these multiple delivery modes will provide you with an excellent learning experience and allow adherence to current and emerging public health guidelines. Although we will work extremely hard to maintain as much in-person contact as possible in our on-campus courses, the evolving nature of the COVID-19 pandemic may require adjustments in delivery methods; as such, all students will need reliable access to a computer/laptop that meets UND’s minimum requirements (seen by clicking here). Instructor’s methods for accomplishing learning goals will vary. Instructors will provide specific details on your course’s Blackboard site and in the course syllabus as soon as they can. As an example, in large classes, students may be divided into groups and rotate through meeting in-person in the classroom and attending class virtually. Be assured of your ability to successfully complete your coursework regardless of mode of delivery. Whether you are new to UND or are a returning student, we look forward to seeing you this fall. Thank you for choosing to be part of the UND family. We are stronger together!

- To keep students informed and decrease student complaints and concerns, faculty should provide students with specific details on planned class adjustments to accommodate physical distancing--e.g. which groups of students will meet in what format on which days, etc.--on their course syllabus.
Section Two: Teaching Adjustment Options

Option 1: Flipped Classroom Modified with Smaller Groups of Students

A flipped classroom provides students with the resources (e.g. readings, online lectures) they need to engage outside of class, thus reserving classroom time for more engagement, problem solving, discussion, and overall application of knowledge. In this option, faculty members will provide varied course materials (readings, recorded lectures, power points, etc.) to students through the course Blackboard site. Rather than meet as one large class, faculty members will assign smaller groups of students to in-classroom participation on specific days given classroom space and meeting frequency. This option is ideal for courses with enrollment larger than 50 and requires chair and dean approval for funding support.

Resources:

- Chairs and deans will work with faculty to determine selection of this option.
- Those selected will be granted access to flipped classroom modules available in May and developed by TTaDA to help them prepare for the fall.
- Faculty who select this option with approval from their chair and dean will be compensated $1500 this summer to work with a cohort of faculty and an instructional designer to effectively “flip” their classes for the fall.

Option 2: Hybrid Classroom Options

Faculty members hold class in the assigned classroom at the scheduled time, but with a smaller portion of the enrolled students. For students unable to physically be in the classroom, faculty provide a live or recorded feed of the class meeting. The group of students who meet live will rotate based on meeting schedule, class size, and room space, but all students will have access to the course material via Blackboard and through live or recorded feeds of class lectures. This option is ideal for mid-size courses that can allow for students to be physically present on a rotating basis. This option also works well for lab sections of courses in which students are physically present for some of the labs and use simulations/computer exercises for others.

Resources:

- TTaDA modules for how to use Yuja to record class meetings that can then be posted in Blackboard course sites.

Option 3: Modular Courses

Faculty provide the course in modules (potentially condensing content) so the schedule can accommodate smaller groups of students. This allows students to work on the content outside of class and allows thorough coverage of the content with each group as you meet. This is a more feasible option in courses where groups only need to be split in half. For example, faculty could organize the class into 8 two-week modules where the first week involves in-class instruction and the second week involves working independently on an assignment. Group 1 would meet in class week 1 and then week 2 work independently on a task. During week 2, Group 2 would meet in class and then during week 3 they would work independently on the task. This option is ideal for upper-level, seminar-style courses in the major.
Section Three: Classroom Meeting Guidelines by Room and Enrollment

*New information for each classroom will be provided that details the capacity of the room given the layout. We are currently working with facilities and safety on the information as they are visiting each classroom and lab on campus to determine if the square footage provides correct capacity information or if it needs to be modified based on the layout of the room. The list will also include available technology in each room. Thank you for your patience as this will take some time but will provide specific, accurate information for each space.*