

Teaching Guidance Academic Planning Spring 2021

This document has a number of detailed resources to provide guidance in teaching. The information includes action items, COVID19 syllabus language, useful links to resources, and most common Q&As. The prevailing important messages are:

- Communicate with your students early and often about any changes in your course keeping in mind students might have Internet accessibility issues;
- Remain ready to implement your academic continuity plan to accommodate remote participation (e.g. students who are quarantining);
- Remain flexible and understanding towards students, your colleagues, and yourself throughout this pandemic; the health, safety, and well-being of our community is most important.
- Your Director of Undergraduate or Graduate Programs and/or Department Head are your best resources; they will know who to connect with in the Dean's Office if they cannot answer your question.
- **Be sure to stay up to date with the [Protect the Pack](#) website.**

Instructor Action Item List

Before the Semester Begins:

- Review [seating capacity charts](#) (Unity Login required) to assess actual enrollment vs. classroom seating capacities /charts.
- Review the [equipment and recording capacities](#) in your classroom.
- Review the DELTA [Hybrid Teaching at NC State](#) document.
- In the week of January 11, communicate with your students (email) the in-person and remote expectations and requirements (before the first day of class).

During the First Week of Class:

- Reiterate expectations for attendance when on campus **and** remote (e.g., if hybrid, what are the group assignments, rotating schedules, etc.?).
- Communicate expectations for participation in remote and F2F contexts.
- Create a seating chart (this is optional, but strongly recommended) to facilitate contact tracing: ([Contact Tracing Program](#))

Weekly:

- If teaching a hybrid course, update your group assignments (e.g., who is remote, who is F2F) weekly to ensure even distribution.
- Communicate at the beginning of each week any changes in group assignments due to evolving enrollments and potential changes in group assignments.

Syllabus language for changes due to COVID-19

The following information was vetted by the Associate Deans of Academic Affairs and the Registrar's office.

You may copy and paste this content into your syllabus. Please read through this in its entirety and make appropriate changes for your specific course.

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](https://www.ncsu.edu/coronavirus/) website (<https://www.ncsu.edu/coronavirus/>). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self reporting ([Coronavirus Self Reporting](#)): Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your instructor for the appropriate process to make a COVID-19 request (a university-level form can be found [here](#)).

Health and Well-Being Resources

These are difficult times, and academic and personal stress are natural results. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the [community standards](#) (released on 7/28/2020) and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](#).

Course Expectations Related to COVID-19:

- **Face Coverings:** All members of the NC State academic community are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. In addition, students are responsible for keeping their course/work area clean. Please follow the cleaning guidelines described by the university.
- **Course Attendance:** NC State attendance policies can be found at: [REG 02.20.03 – Attendance Regulations – Policies, Regulations & Rules](#) . Please refer to the course’s attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the health and participation section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- **Course Meeting Schedule:** Your course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.
- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- **Technology Requirements:** This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see the [syllabus technology requirements](#) for your course. If you need access to additional technological support, please contact the Libraries’ Technology Lending Service: ([Technology Lending](#)).

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- **Enhanced S/U Grading Option:** [Enhanced Satisfactory/ Unsatisfactory Grading Option](#)

- **Late Drop:** [Enhanced Late Drop Option](#)

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **Protect the Pack FAQs:** [Frequently Asked Questions | Protect the Pack](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **NC State Keep Learning, tips for students opting to take courses remotely:** [Keep Learning Tips for Remote Learning](#)
- **Introduction to Zoom for students:** <https://youtu.be/5LbPzzPbYEw>
- **Learning with Moodle, a student's guide to using Moodle:** <https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226>
- **NC State Libraries** [Technology Lending Program](#)

END OF SYLLABUS LANGUAGE: Copy and Paste until here if using this language.

Some other thoughts to consider for your syllabus or course design:

- If teaching in any F2F/Hybrid class format, please consider having **seating charts** to support effective contact tracing. Seating charts for 110 classrooms can be found at: <https://scheduling.registrar.ncsu.edu/>
- Information on the [Contact Tracing Program](#)

University Resources

- [Keep Teaching](#)
- [DELTA's Online Course Creation Guide](#)
- [Office of Faculty Development](#) upcoming workshops (Go to the "Catalog", type "OFD" in the Search box, click "Search" button)
- [DELTA](#) upcoming workshops (click "Advanced Search", turn on "Only show courses with active instances", click "Search" button)
- NC State Libraries: a [https://www.lib.ncsu.edu/hours/hill/general_and Technology Lending Program](https://www.lib.ncsu.edu/hours/hill/general_and_Technology_Lending_Program).

Safety Measures & Protocols

See the [NC State COVID-19 FAQs](#) for the most updated information, including information about preparation of classrooms for fall classes.

If students need assistance in requesting special consideration for remote learning, they can fill out this [form](#). It is not required if a student has worked out a situation with you, but it provides

them with an opportunity to work with an independent unit to get consideration, should they need or want it.

The **personal safety rule** was posted on July 21, lays out when face coverings are/are not required, what those who have a medical or religious reason to request a reasonable modification, and what the disciplinary actions are for those (students, faculty, staff, visitors) who do not comply: <https://policies.ncsu.edu/rule/rul-04-21-01/>

Common instructional Q&As:

1) How to Implement Hybrid Formats?

Hybrid 50/30/25 are merely terms used by the university to describe capacity constraints for a given course/classroom. These terms don't imply a pedagogical model - that is left to the instructor. Hybrid 50 means that 50% of your class enrollment can be accommodated safely (with physical distancing parameters) at one time or on a given day. Likewise, Hybrid 30 is 30%, 25 is 25%. For example, in HYBRID 50, half the students come one day, the other half the other day. It is up to the instructor to decide which group comes on which day and to then communicate this to students before the first day of class.

Ways to split up class:

- Alphabetical distribution into Groups A, B, C, etc.
- Random distribution into Groups A, B, C, etc.
- Last digit of Student ID distribution into Groups A, B, C, etc.
- Allow students to choose which group they prefer. "Group Choice" in Moodle allows students to select their group assignments, and instructors can cap the number for a group.
- Some other creative option (see for example this doc prepared by DELTA: ([Hybrid Teaching at NC State](#)))

Recommendation:

- Whichever group you choose, review, update and communicate at the beginning of each week. This is VERY important - we don't want students coming to class when they shouldn't be there.
- Consider the capacity of the room (through R&R) when making group size decisions.
- If a student shows up on a day they are not assigned and you have safe room capacity, you can choose to let them in. Otherwise, you will need to inform them of their grouping and ask them to participate in whatever remote system you have set up.

Principles to consider when splitting up class:

- Support diversity.
- Consider a system that is easy for students to understand and quickly know (e.g., random distribution will not be easy to access for students).
- Acknowledge that the students assignment to a group may shift as the class rosters change, especially throughout the drop add period.
- Review your method to ensure an even distribution across groups.
- Consider flexibility for students trying to align their in-person days.

The instruction for a HYBRID 25/30/50 could be any of the following:

- Instructor delivers a regular lecture each class date, which is classroom captured. For each class date, some students view the capture and some students attend live.
- Instructor asks all students to view pre-recorded lectures online. Live sessions are devoted to problems/cases/discussions.
- Instructor delivers the same lecture twice (three times for Hybrid 30) a week, once to each subset of the roster, with additional work/problem sets online.

2) **Are common instructional practices still in place?**

- a. Office hours - In person office hours should be avoided in the fall. However, holding office hours is even more important now than ever as many students need interpersonal interactions, and are moving to a different type of instruction than they are used to. You may also want to encourage your TAs to hold additional virtual office hours as well.

You can host virtual office hours in a variety of ways:

- Via google hangouts as chatting, voice, and/or video
 - Via Zoom
 - Normal phone but that may be more limited
 - Set up a Google chat room (chat.google.com)
- Use other interactive session technologies, please also see the "[How do I still foster interactions among students and with the TAs and instructor\(s\) when teaching online?](#)" section.
- b. Handouts/Paper materials - Try to minimize handing out and collecting hard copies.

3) **Should I allow students to be remote, even without health concerns?**

Plan for students who may opt to remain remote; *this does not mean that you have to run a fully online and fully face-to-face sections simultaneously*. Accommodations will depend on the course and its pedagogy and learning outcomes, but can simply be recording the lectures.

There is a form that students (and employees) can fill out for special accommodations (including for ADA-compliant masks) available on the EMMC website for documented reasons (physical, medical, religious): <https://emmc.ehps.ncsu.edu/workingnc-state-during-covid-19/>. All others will be up to the instructor.

Consider:

- Is it possible to grant the request? If not, the answer can be no. If no online offering is available for the course, then the student will need to find a different course unless the request is for special health accommodations. These have to be granted.
- If so, it is up to you on how to make the accommodation possible, as long as you are fair and consistent with all students with course expectations.

4) **Questions on Final Exams**

- a. Exam week is May 3-10. Please do not give major tests, exams or assessments in the prior week, as the rule against no major tests in the last week of class still holds ([REG 02.20.14 – Test and Examinations – Policies, Regulations & Rules](#))

- a. Final exams should take place during the allotted time frame provided by the university. The exam schedule will be posted [here](#).
- b. There will be limited availability to have your exam proctored if you are teaching an online course. See the [prioritization criteria](#) for proctored exams.
- c. Guidance for final exams in Asynchronous Online courses include:
 - Providing a longer exam window (all week) and using [proctoring software](#).
 - Providing alternative assessments, such as open-book, open-note exams; a final paper; or a final project, etc.
 - Spring 2021 asynchronous courses will have an assigned exam period that can be found here: [Final Exam schedule](#)

5) Questions about privacy issues (FERPA)

Please refer to the 'student privacy' section of this FAQ Website:
<https://provost.ncsu.edu/faculty-resources/keep-teaching/faqs/>

6) Assistance to struggling students

The best thing to do is to listen. Anything that can be done to reassure students that instructors are being flexible and that instructors and advisors are here to navigate the situation with them.

Helpful resources:

- a) The Emergency Management and Mission Continuity (5-9657) available for guidance.
- b) Pack Essentials website info include the student emergency fund, Feed The Pack Pantry, Student Ombuds, and more. <https://dasa.ncsu.edu/pack-essentials/>
- c) The Counseling Center is open but is virtual. Section on Managing Concerns and Emotions about COVID-19 is a great resource.
<https://counseling.dasa.ncsu.edu/coronavirus/>
- d) Off-campus resources include:
 - National Suicide Hotline: 1.800.273.TALK (8255) — 24 hours/7 days a week;
 - Hopeline: 919.231.4525 or 1.877.235.4525 — 24/7 confidential local hotline.

7) Issues with technology

a) DELTA Teaching Resources page:

<https://projects.delta.ncsu.edu/deltashare/>
<https://delta.ncsu.edu/learning-technology/instructional-tools/>

b) LearnTech instructor help desk, 919-513-7094, learntech@ncsu.edu

8) Securing measures for online exams

- Thoughts to consider when using Respondus:
<https://delta.ncsu.edu/news/2020/04/02/remote-teaching-and-assessment-some-considerations-and-concerns-for-exam-monitoring-and-online-testing/>
- Add a statement on the examination to include the honor code stating students did not give or receive help on the exam. <https://provost.ncsu.edu/faculty-resources/keep-teaching/resources/>
- Think about alternative formats including having students submit pdf files as evidence of their work (i.e., photocopies, camera pictures).

- To minimize possible collusion, give your timed exam at the same time as your class this way one person cannot take and then email it off to another student who might take it later. Setting up a Zoom meeting, a google chat window, or some forum for students to ask questions is a viable and good idea.

Diversity Resources for Teaching and Learning

Inclusive Teaching: [5 Principles as Pathways to Inclusive Teaching](#) is based on a survey of research and inclusive teaching and provides an overview of inclusive teaching principles and classroom strategies for incorporation into any course.

Accessibility: As students are taking more online and hybrid classes, it becomes even more important for instructors to think about accessibility. The [Quick Course Content Checklist](#) provides links to information on how to use learning technologies, including [Google Documents](#), [Google Slides](#), and [Zoom](#), accessibly. The Disability Resource Office also provides additional [Accessibility Information](#).

Educational Equity: Coronavirus is [accelerating and exacerbating problems](#) of educational equity and undermining the retention of students of color and low-income students. Instructors face the challenge of helping to support the academic success of these students, as they cope with strains on their families' well-being and personal finances. Consider asking students about educational equity issues, like access to technology, food and housing insecurity, and well-being amid coronavirus, and familiarize yourself and connect your students with resources like [Technology Lending](#) through the NCSU Libraries, [Student Ombuds Services](#), [Pack Essentials](#), and the [Counseling Center](#).