Residential Learning Fall 2020: Our teaching mission is at the heart of what we do as a University – the student-instructor relationship is deeply valued by our students and our instructors. While that relationship can be a virtual one, the residential learning experience is prized and prioritized by students and by instructors and is central to our position as an institution committed to active and experiential learning. To that end, we have committed to our students to offer a residential learning experience in Fall 2020, albeit one that will look very different as we modify that experience to protect the health of our faculty, staff, and students. Therefore, we are asking instructors to plan their courses around a resilient learning model of pedagogy (defined below) that recognizes that our students are on our campus and incorporates as much in-person instruction as possible and appropriate, taking into account both public health and space restrictions and the need to prioritize learning effectiveness within the context of each course.

Resilient Pedagogy: Purdue has a long history of developing innovative teaching methods and employing technology to deliver an extraordinary education to our students. Resilient pedagogy seeks to build on that legacy and design Purdue courses to meet our high standards of rigor and excellence, while accounting for the fact that some students and instructors may be quarantined and not able to attend their classes in person. In addition, resilient pedagogy is designed to provide instructors with tools to effectively change teaching modes if the fall class schedule is disrupted. Resilient pedagogy is student-centered, engaging, and effective while remaining adaptable, flexible, and able to meet the guidelines set forth by the Protect Purdue framework. Resilient pedagogy enables academic continuity with a minimum of disruption if conditions change. All instructors are encouraged to participate in IMPACT X ACCESS for resources and a community of practice to help develop their courses using this pedagogy.

Classroom Lab/Safety: We will be implementing a wide variety of safety practices to make the classroom/lab as safe as possible for instructors and students, many of which are described in the Protect Purdue Plan (https://protect.purdue.edu/app/uploads/2020/06/protect-purdue-plan-20200612.pdf). We will be providing common language for syllabi and student education in Brightspace about the Protect Purdue Plan including public health and safety expectations of students in the classroom/lab. Students and instructors will be in masks/appropriate PPE, the classroom/lab will be de-densified with extra distance between students and instructors, enhanced disinfectant measures will be employed, plexiglass dividers or face shields will be used when appropriate, and classroom entrance and exit may be controlled, among other measures. Instructor protocols and guidance will be provided on how to handle situations where students forget their mask/refuse to wear a mask. All instructors will be provided with masks, hand sanitizer, and any PPE necessary to protect their health.

Course Design: Instructors will have the choice and freedom to design the course experience as they see fit, within a broad set of criteria that defines a residential resilient pedagogy model and meets all learning objectives for the course, and respects the fact that our students are on campus and that they expect in person instruction when possible and appropriate. Classrooms will be properly equipped for technology such as lecture capture in support of resilient pedagogy. Instructors can tailor their means and methods of instructional delivery to their discipline, student level, teaching style, etc. within a broad set of guidelines (attached). However, fully online, asynchronous-only delivery is not an appropriate modality for our residential students unless such a course is deemed part of a Department's overall course delivery strategy.

Accommodations: If an instructor is identified as being in a high-risk category (Category 1 - https://www.purdue.edu/hr/COVID-19/assessment.php), then accommodations will be made available that do not require meeting students in person. If an instructor is not in risk category 1, and despite the modifications in learning spaces, the instructor cannot teach any part of their course in person, an attempt will be made to determine if some form of synchronous, on-line or remote teaching strategy can meet the course objectives.

Fall 2020 - Expectations and Description of the Purdue Teaching and Learning Experience

Two cohorts of students in Fall 2020: Residential and Fully Online. In response to the continuing pandemic, students have the option of choosing an on-campus/residential or fully online fall experience.

- **Residential Option:** Purdue will deliver a residential experience that will necessarily be different than past fall semesters but will remain focused on engaging and transformative experiences.
    - Students in the residential option may select courses from any Fall 2020 course in the University Catalog. The residential experience may include face-to-face, hybrid[1], hy-flex[2], and synchronous online (distance) courses[3].
    - The residential option is the default. No student action is required to remain in the residential option.
    - For more information: https://protect.purdue.edu/students/campus-2020/
- **Fully Online Option**: In May, the Board of Trustees approved a fully online option for students who cannot or choose not to come to West Lafayette for the fall 2020 semester.
    - Students in the fully online option may only select courses from a limited list of available courses published in the University Catalog.
    - Students may make a request for new courses to be added to the fully online course list by filling out the survey that accompanies the course list. This survey makes clear that "*Not all on-campus courses will be available for online students, and courses offered online will have all the same course pre-requisites and restrictions as the on-campus versions.*" Units will determine whether they have the need and capacity to add these courses to their on-line offerings. The deadline for units to add courses to the fully online list is July 1.
    - Undergraduate students have until **July 6** to opt-in to the fully online option.
    - For more information: https://protect.purdue.edu/students/online-2020/
- Students in the fully online and residential options need to be enrolled in separate CRNs and tracked as distinct cohorts for the following reasons:
    - The student experience will be different
    - Contact tracers need to understand which students are on campus
    - Tuition and fee pricing are different
    - The university has federal and other requirements that necessitate the tracking and validation of students by location and course delivery mode

Course Design for all Courses

- **Mandatory Brightspace Presence**. To support student-instructor engagement and academic continuity through any possible disruptions from the pandemic, all courses should maintain a presence in Brightspace that includes *at minimum*: a syllabus, means of communication with the instructor(s), and feedback/grades. In this way, Brightspace can serve as a digital rendezvous should the university be faced with disruption and also provides maximum flexibility for both students and instructors to adapt to transient needs of individuals to be in and out of the classroom.
- **Guiding Principles.** The IMPACT Team and the Faculty Advisory Board have developed guiding principles as a resource to all instructors and courses. These principles address but are not limited to:
    - Student well-being in a challenging environment
    - More interactions with the instructor and other students to reduce feelings of isolation

- o Robust, resilient, and adaptable approaches to changing social distancing guidelines
- o New hybrid formats with an emphasis on adaptability and flexibility
- o Assessments of student's performance designed to be adaptable to an online environment

Delivery of Residential Course Sections: – Hybrid[1], Hy-flex[2], and some Synchronous Online[3]

- Courses serving students in the residential option should balance the on-campus experience with student/instructor safety and adherence to Protect Purdue guidelines.
  - o *Most* residential sections are expected to be delivered in a hybrid or hy-flex mode.
    - There is no fixed or defined target % of face-to-face components.
    - Instructors should use face-to-face when it adds value and can be completed within the Protect Purdue Plan guidelines (https://protect.purdue.edu/faculty-staff-faq/#health-wellness)
    - Instructors can adjust the face-to-face % up or down during the semester based on their best judgement and changes in state of the pandemic.
  - o Residential sections *can* deliver in fully face-to-face (in person) mode if it is possible to do safely
  - o Residential sections *can* deliver in synchronous online mode *if* necessary, but face to face, hybrid, or hy-flex should be the first option explored (except in high risk cases)
  - o Residential sections should *avoid* delivering in a mode that *only* includes asynchronous online delivery.
    - Note: Inclusion of optional, asynchronous access to activities and assessments by students may be valuable in courses delivered in a hybrid, hy-flex, or synchronous online mode to discourage students from coming to class if they have symptoms, test positive to COVID-19, are identified by contract tracers as potentially exposed, or need to quarantine.
- Department heads should evaluate the delivery mode of their entire programs' offerings as a whole for appropriateness for a residential experience of the students and adherence to Protect Purdue Plan guidelines.
  - o The majority of a student's experience should be hybrid with some face-to-face (in person components).
  - o The protection of the most vulnerable to severe illness from COVID-19 is a priority.
  - o Options to accommodate vulnerable instructors who are teaching residential students may include but not be limited to:

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[1] Hybrid – Involves replacement of <u>some </u>portion of face-to-face (in person) content delivery or activity with an online format. This can include videos of lecture content, structured on-line group activities, or simulated lab experiments

[2] Hy-Flex – Follows a hybrid model, but learners may switch between in-person and online completion of activities and assessments at will (e.g., illness, quarantine).

[3] Online - refers to components of the course being housed in a learning management system and/or conducted with the absence of most, if not all, in-person proximity. Below are two designations:

- Fully online asynchronous - refers to a course where all components are conducted in the online environment with no meetings at established times.
- Online synchronous - refers to a course where all components are conducted in the online environment and there are components of the course, such as office hours, question sessions, or relationship-building portions of the class (group or teamwork), are available at set times (times are established based on the availability and time zones of your students).

- Requesting a larger room to allow for more distancing
- Requesting a class time when campus traffic in buildings is reduced (e.g. evenings)
- Enhanced PPE
- Remote access for the instructor to engage with the in-person portions of the course from a distance
- Conversion of the course to a synchronous online delivery mode.
- Other creative means as identified. The Innovative Learning Team is available for consultation as needed. Contact InnovativeLearningTeam@purdue.edu
- All classrooms have new room capacities, signage and seating/furniture arrangements based on detailed mapping and measurements conducted by Physical Facilities and to meet the physical distancing and other requirements defined by the Protect Purdue Implementation medical advisory committee
  - De-densification of a residential section to meet the new room capacities and physical distancing requirements may be met by any or a combination of:
    - Reduction of face-to-face (in person) class activities to non-zero levels (i.e. greater than 0 and less than 3 contact hours per week for a 3-credit lecture course) by conversion to hybrid format
    - Adjustment to a larger room
    - Adjustment of the total number of sections and sizes (without canceling currently enrolled students)
    - A rotation of groups of students through standard or expanded meeting times.
    - Other creative means as identified. The Innovative Learning Team is available for consultation as needed

  For some courses, the majority of the instruction could be conducted in person. This might be the case for experiential learning courses, labs, or smaller discussion-based courses. For other courses, only a limited portion of the course or certain specific components of the course might be delivered in person. For example, the lecture portion of a large lecture course might be delivered online, while the labs associated with that large lecture course could be delivered in person. Alternatively, in large lecture courses, the instructor may give students the choice to come to an in-person lecture on certain established days, while students watch the lecture online on other days and complete associated assessments and activities online. Instructors have the academic freedom to design and deliver a wide variety of course experiences depending on the type of courses, the physical classroom space, and student/pedagogical needs.

Delivery of Fully Online Option Course Sections - Online Asynchronous Delivery

- Online Option sections **must** include asynchronous delivery of all course components.
  - Because students in the fully online option will be participating from anywhere in the world and in various learning environments, courses serving fully online students should include asynchronous delivery of all course content, activities, and assessments.
- Online Option sections **may** include synchronous delivery of any course components.
  - Synchronous is often preferred by students and instructors, but unfortunately synchronous participation isn't always possible for students in the fully online option; therefore, an asynchronous alternative to any synchronous component must be available.