TO: Undergraduate Program Administrators
CC: Department Managers
FROM: Rebekah Massengill, Associate Dean of the College
RE: Updated Guidance about Changes to Fall 2020 Course Offerings

June 29, 2020

I write to offer more information about how departments can institute a series of course changes that will be necessary to support the University in offering remote instruction in the fall term, in particular the following: reflecting pre-recorded lectures in the course schedule, indicating that laboratories will be conducted by students remotely and asynchronously, making scheduling changes to seminars in order to facilitate remote instruction, calendaring precepts by time zone, and removing all references to University-sponsored course travel.

Please read the following guidance carefully and be in touch with your questions.

Pre-Recorded Lectures

A lecture course that will use entirely pre-recorded lectures should use the new “FLP” (“flipped”) meeting pattern rather than the existing lecture meeting time. This will allow enrolled students to potentially take another class that meets at the time at which the in-person lectures would have otherwise been delivered.

If a scheduled lecture already has students enrolled, you will not be able to change the meeting pattern to FLP. Instead, include a comment in the Notes section of CUP that the lecture will be flipped (pre-recorded). In addition, add a sentence in the “Other Information” or “Reading/Writing Assignments” section detailing how the lecture material will be provided and how much time students will be expected to devote to it.

Finally, please note the following guidelines when selecting the “flipped” lecture meeting pattern:

- Instructors are expected to give at least two hours of lecture per week.
- Pre-recorded lectures should be supplemented with additional synchronous course elements, such as a precept, practicum, or recurring weekly office hours.
- In a course with an asynchronous, flipped lecture, the accompanying synchronous course elements should meet for a minimum of one hour (e.g., two hours of lecture plus one hour of precept for a course with a lecture-precept format).

Asynchronous Laboratories

A FLP meeting pattern is also appropriate for a laboratory session in which students will regularly complete the lab work asynchronously, on their own time. If all lab work will be
completed this way, students may be moved from timed sections into one section with a FLP meeting pattern. Add a sentence in the Other Information or Reading/Writing Assignments section detailing how the lab work will be conducted and how much time students will be expected to devote to it.

**Scheduling Changes for Seminars**

Seminars that are currently scheduled for three hours may wish to break up the meeting time to avoid fatigue online and to provide more personal interaction with enrolled students (this may be particularly important for seminars with more than 12 students). The following three options may be used; only the latter two require any updates in CUP:

- Maintain the existing three-hour seminar meeting pattern, but divide the time so as to vary the instructional format and facilitate more interaction with the faculty member. This does not require any formal change or update in CUP. (See the McGraw [course design templates](#) for more information about best practices for online teaching and learning, including guidance around instructional time.)

- Split the three-hour time block into two 80-minute meetings in a MW or TTh meeting pattern. The new meeting time can be requested by the undergraduate program administrator, but will require approval from the Office of the Registrar.
  - Note that requests will only be approved if they do not pose course conflicts for 90% of the currently enrolled students (e.g., no more than 2 students in a 25-person seminar).

- Shorten the three-hour meeting time to two hours, with the addition of a “practicum” component. The practicum is an appropriate way to reflect a range of interactive, hands-on learning formats that students would complete on their own time, in small groups that could be organized by time zone, area of interest or focus, special project, etc.
  - The seminar would request a time change so as to meet for two hours during the assigned slot (for instance, a 1:30 – 4:20 p.m. seminar would meet from 1:30 – 3:20 p.m.), with the course time led by the instructor.
  - A one-hour “practicum” would be added to the course, with a “TBA” meeting pattern. Students would be expected to maintain this one hour of meeting time outside of the seminar, perhaps reporting back each week or keeping a log or journal about their group work. Students could be assigned to work in pairs or in small groups, connecting on Zoom, Google hangout, Facetime, etc.
  - As a general rule, no more than one-third of a course’s formal meeting time should be devoted to a practicum (e.g., a maximum of one hour in a course with three hours of meeting time).
**Scheduling Precepts**

Precepts should continue to meet in standard meeting patterns to facilitate scheduling around other enrollment. If a precept section at a non-standard time is needed to accommodate students in another time zone, use the NSM meeting pattern and request the time in the Notes section of CUP. Once this section is created, it should be locked using the sectioning tool so that only students meeting this criteria can be moved into it.

**University-Sponsored Course Travel**

Given that the University’s prohibition on all University-sponsored travel is still in place, course references to required international or domestic travel should be removed from course listings. Please remove both the international and domestic “TRVL Required” attributes for all fall courses in your department and revise any references to course travel in the course description appropriately. In some cases, virtual visits to museums or performances may be possible, and if so, it would be appropriate to signal this in the Other Information field.

We know that you will still have questions about these and other course changes for the fall term. Please do not hesitate to reach out to Ashley Boost in the Office of the Registrar with your questions about these instructions. Faculty are also welcome to contact me directly with additional questions.

Sincerely,

[Signature]