Planning for a Return to Residential Teaching and Learning
AY20-21 Objectives

1. New and continuing students who do not return to campus for any reason must have access to courses and opportunity to make progress toward their degree. Students should work with their advisors to determine if a change in course schedule is needed (e.g., switching from face-to-face classes to online classes).

2. Instructional faculty who are unable to return to campus for reasons related to the COVID-19 pandemic should still have opportunities to teach and engage students remotely.

3. Decisions about Fall 2020 instruction should be driven by health and safety considerations. Educationally, we would prefer on-campus instruction, but only if community health and safety can be assured. This includes effective implementation of social distancing, personal protective equipment, additional safety infrastructure and other guidance and benchmarks regarding public health.

4. Students, faculty and staff must all contribute and commit to the health, safety and wellbeing of our campus community. It is not sufficient to undertake special protective steps on-campus if individuals are going to engage in unsafe behavior on or off-campus.

5. The University should utilize face-to-face instruction where it can have the most impact on the student experience, providing social distancing is possible. Examples include performance courses, studio experiences, laboratories and peer-interaction/peer-learning situations.

6. Even as the University must rely on remote course delivery for modified instruction, we should strive to maximize face-to-face instruction to the degree that safety allows. Prioritization for registration in face-to-face courses/sections should include:
   a. First-year undergraduate and graduate students
   b. International students who may need to meet an in-person credit hour requirement for VISA related purposes
   c. Students with disabilities for whom appropriate accommodations to online delivery is not possible.

7. When possible, units should strive to deliver some sections of discussions and lab experiences online and prioritize these sections for students who are unable to attend in person due to medical reasons. If not possible, alternative experiences may be needed.

8. In the case were multiple sections of the same course are offered, units may consider developing and implementing at least one section fully online. This approach could facilitate a transition should a pivot to online delivery be needed due to conditions associate with the pandemic.
9. Large classes may be required to deliver content online if it is not feasible to provide adequate social distancing. Recorded content could be performed remotely or in front of small groups (live audience) which would benefit real-time questions/answers.

10. To the extent feasible, units should have the ability to determine the appropriate delivery modality for their major/minor courses.
   a. Class registrations may be prioritized to majors/minors for whom the class is required for timely degree completion.

11. Accommodations which are necessary for face-to-face instruction remain necessary in courses with online content. In some cases, additional accommodations are necessary for online learning.
   a. For courses with on-line content, appropriate captioning of videos, live interpreters during Zoom meetings, and access to electronic content and learning management platforms for text-to-speech readers must be provided to allow all students to have access to the materials. (For more information, contact Disability Support Services [http://www.uwyo.edu/udss/].)
   b. Given the human, psychological, and economic costs of the COVID-19 pandemic, instructors must anticipate an increase in the numbers of students experiencing mental distress, anxiety, and acute stress. [Report concerns to UWYO Cares at https://www.uwyo.edu/dos/students-concern/index.html ]

12. University instructional needs have priority over department managed spaces. (More details about classroom schedules forthcoming.). This includes judicious sharing of space and utilization of the entire day and evening times available for instruction.

13. Non-academic spaces for instruction, including the student union, campus recreation, conference center, etc., may be needed for instructional delivery and academic testing.

14. Saturday instructional days may be considered as a possible flexor for classroom capacity in face-to-face instruction. Saturday instruction would be beneficial in terms of space usage, but would also pose challenges in other dimensions, such as religious practices, child care on weekends, and work-life boundaries; thus departments should balance these considerations.

15. Alternative/unconventional times may be needed to accommodate exams, including final exams (including but not limited to evening, Saturday and segmented examinations)

16. Classroom behavior policy required for course syllabi (UW 2-117) should include statement about COVID-19 policy, including facial covering requirement. Academic Affairs will provide language for inclusion in syllabi.
   a. Faculty have the authority to remove a student from their classroom for violating the COVID-19 policy.

17. Units may consider increasing delivery of online courses in J-Term and summer 2021 offerings to help those who chose a gap year and/or who opt to take few classes in the fall or spring to allow for the increased time demand for fully online courses.

18. All faculty providing face-to-face instruction must be prepared to pivot to online instruction should conditions warrant.