Additional Considerations and Recommendations

Course Delivery Formats

- Face to Face Courses: In-person courses are regular courses that meet in a classroom at specified times on specified days. These courses are small enough that the entire class is able to meet in a regular classroom at the same time and still maintain acceptable physical distancing.
- Hybrid Courses: These courses meet in person at specified times, but you won't necessarily teach class every day that is noted on the class schedule. Hybrid courses can take many formats – you may be meeting once or twice a week, or every other week, depending on the structure of the course.
- Online synchronous: These courses will meet fully online but will typically meet at specific days/times for some or all of the semester. Those days/times are indicated on the course schedule.
- Online asynchronous: These courses will meet fully online and do not have any specific scheduled time that you have to be logged in for class meetings.

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 that they prefer. "Group Choice" in Moodle allows students to select their group assignments, and instructors can cap the number for a group

Recommendation:
- Whichever group you choose, review and 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.
- Some other creative option (see for example this doc prepared by DELTA: (Hybrid Teaching at NC State)

General Course Recommendations

Office Hours

In person office hours should be avoided in the fall. Please consider using zoom or google chats.

Handouts/Paper Materials

Try to minimize handing out and collecting in hard copies.

Seating Charts.

If teaching in any F2F/Hybrid designation, please consider using a seating chart to support effective contact tracing. For information on the contact tracing program, see Contact Tracing Program

Final Exams

Exam week is Nov 16-Nov 20. 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).

For online exams, here is some guidance to mitigate instructors picking the same time frame for all final exams (and hence leading to many more students needing to apply for an exemption to avoid more than the 3 exams in 24 hours; (REG 02.20.14 – Test and Examinations – Policies, Regulations & Rules). If you decide to deviate from this guidance, consider deviating in a way

that increases the degrees of freedom for the students (e.g., having a wider window in which a student can take the final).

Final Exams in Hybrid, Face to Face, and Synchronous Online Courses

You should give your final exam during the allotted time frame provided by the university. The exam schedule will be posted here when available. There will be limited availability to have your exam proctored if you are teaching an online course. See the prioritization criteria for proctored exams.

Final Exams Asynchronous Online Courses

It is important to ensure that the entire college does not offer all exams for asynchronous courses at the same time (e.g., on Monday morning of exam week). Suggested solutions 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.
- Scheduling the exam during the originally scheduled time frame (before the online asynchronous designation)
- Again, there will be limited availability to have your exam proctored if you are teaching an online course. See the prioritization criteria for proctored exams.

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.

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, clock "Search" button)
- [DELTA](#) upcoming workshops (click "Advanced Search", turn on "Only show courses with active instances", click "Search" button)

NC State Libraries [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 and cleaning of classrooms and much more.

To highlight a few FAQs (there are MANY more, here are key questions related to safety):

1. [What should a faculty member do if a student has concerns regarding COVID-19 symptoms or has been exposed?](#)
2. [Will NC State run tests on all students, faculty and staff?](#)
3. [How are classrooms being prepared for fall classes?](#)
4. [What is the plan for cleaning classrooms?](#)
5. [What is the plan for cleaning offices?](#)
6. [What is the plan for cleaning high-touch areas?](#)
7. [Should I prop open doors to increase ventilation?](#)
8. [How will or who will manage students' congregating in hallways, etc., between/before classes, or managing "flow" during class change?](#)
9. [Has information been collected about the quality of air circulation within NC State buildings that will be in use this fall?](#)
10. [Are efforts in place to install HVAC filters that would help prevent virus spread (or kill the virus) within closed spaces? Or are there other strategies you're aware of to improve indoor air quality and circulation in buildings?](#)

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.