

Western Carolina University
Fall 2020 Instructional Plan
June 1, 2020

Inspired by those we serve

Western Carolina University provides our students with a high quality education and preparation for responsible citizenship in a changing world. Our core values embrace excellent teaching, scholarship, and service; collaboration with and respect for our communities; free and open interchange of ideas; cultural diversity and equal opportunity; responsible stewardship and organizational effectiveness; and environmental sustainability.

The recent global developments around COVID (Coronavirus) 19 have tested our capacity to deliver on our promises and taken on new significance for higher education generally, and WCU, specifically. Safety and health concerns have generated stringent protocols to mitigate the spread of the virus and half way through the 2020 spring semester more than 2,400 sections of courses at WCU transitioned from face-to-face to online, or remote, teaching. These are extraordinary times and while the challenges we experienced to accommodate such a sudden and far-reaching action are real, the commitment to student success by our faculty and staff are as strong and persistent as ever and remains a cornerstone of our campus culture.

Thank you for your tireless work on behalf of our students. Their voices, and those whom they reach, are the evidence of our labor!

Intent

As we continue to offer summer courses and programs remotely, we are actively planning for the fall 2020 semester. We anticipate that we will be operating in a multimodal instructional arrangement with faculty flexibility, student success, staff support, and multiple pedagogical and logistical realities as our guides. This plan provides a roadmap to address current uncertainties in as nimble and responsive a way as possible, while adhering to common pedagogical standards and teaching excellence, quality staff engagement, and preserving to the degree circumstances allow, the valuable face-to-face components of our residential programs.

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Purpose

The purpose of this plan is to provide a shared framework for how we will prepare for and operate instructionally this fall semester. The timeline on page 1 provides a common structure for departments, programs, and colleges, to

- 1) incorporate pedagogical goals while honoring the disciplinary differences that exist at WCU;
- 2) consider and apply the criteria that will determine the most appropriate instructional modality for each course;
- 3) make (and share) decisions that will guide student understanding and choice regarding their programs of study; and
- 4) meet institutional infrastructure and logistical processes in preparation for the fall semester, e.g., classrooms, technology, book rental and purchase, student billing and financial aid, and residential contracts, etc.

Students and faculty alike expect to engage in high quality educational experiences undergirded by our distinctive mission. To that end, we offer the following assumptions regarding engaged learning:

- 1) Engaged learning can be described as students employing operative (active participation and involvement), cognitive (conscious intellectual activity), and affective (perceptions and feelings) domains in their academic experiences;
- 2) Engaged learning can occur in online, hybrid, face-to-face, and other instructional modalities;
- 3) Engaged learning results from academic challenge, effective teaching practices, collaborative educational experiences with others, rich student-faculty interaction, higher order learning, reflective and integrative activities, and a supportive broader learning environment (the National Survey of Student Engagement).

Fall 2020 Instructional Modality - Timeline

The timeline below is designed to guide us in making and communicating smart, timely, strategic decisions that provide maximum flexibility to department heads, program directors, and faculty to best serve our students and university community at-large. Establishing deadlines for decisions affords us the opportunity to offer a multimodal 2020 fall semester that prioritizes student learning and engagement, faculty autonomy, and staff support while also fostering our community's health and safety.

Action	Steps	Responsibility	Submit To	Date(s)Due
Preliminary communication to faculty, staff, and students regarding this process and timeline.	1) Create targeted communications to populations about nature of, and when to expect, decisions.	Provost and Provost's Office	Students, faculty, and staff	May 28
1) Develop college-level plan for determining instructional modality by course.	1) Clarify criteria for determining each course modality* using existing codes (see Appendix D).	Deans with department heads/leadership teams	Provost	June 3
2) Review and provide feedback on college modality plans.	1) Vet college plans and share concerns/questions.	Provost	Dean	June 5
3) Implement instructional modality plan at department and program levels.	1) Run list of all courses by program and department 2) Seek faculty input on fall instructional modality	Registrar, Department heads and program directors	Dean	June 12
	3) Attribute courses by modality (internal only)	Department head and program directors	Dean	June 18
	4) Identify additional associated resource needs	Department heads and faculty	Dean	June 18
	5) Complete course list review by instructional modality	Dean	Provost	June 23
4) Complete modality plans	1) Finalize plans based on feedback and current information	Dean	Dean/Registrar	June 26
5) Attribute course modality in Banner	1) Update each course's modality in Banner	Registrar	Provost	July 7
6) Student Bills	1) Students will receive bills for fall semester and know teaching modality of all courses for which they are registered.	Bursar	Registrar	Early July (historically) billed, with early August due date

*e.g., on campus (face-to-face); modified on campus; blended/hybrid; modified experiential hybrid; online (synchronous or asynchronous).

The steps in this plan are not discrete. For example, some actions under 3) may occur concurrently. Courses' attributes should be completed as approved, not at the end of the timeline, if possible.

Fall 2020 Planning Framework

Academic Calendar

- Fall 2020

Fall semester will begin Monday, August 17 and end Friday, December 4. Fall break will be eliminated. Classes on November 23-24 will be online. Final exam week will be November 30 – December 4. Scheduled final exam times are required instructional time. All final exam week activities will be conducted in a distance modality. The December holiday break will begin at 5:00 pm on December 4.

- First day of classes: Aug 17
- Labor Day holiday: Sept 7
- Last day for “W” withdrawal: Oct 23
- Advising Day: Oct 27th
- Last face-to-face classes: Nov 20
- Online instruction: Nov 23-24
- Thanksgiving break: Nov 25-27
- Final exams (online): Nov 30-Dec 4
- Final grades due: Dec 14
- Commencements: Spring 2020: Saturday, Dec 12; Fall 2020: Sunday, Dec 13

The academic calendar for fully online/distance programs remains unchanged.

- Spring 2021

Any potential modification to the Spring 2021 will be announced in the coming weeks.

Instructional Strategy

Multimodal Hybrid Strategy

Instruction for the 2020 fall semester will occur within a multimodal hybrid strategy with the intent to **provide for meaningful face-to-face interactions** between faculty and students while meeting social distancing protocols and/or effective online instruction as necessary.

- Multimodal instructional strategies include face-to-face, hybrid (including the examples of: modified on campus, blended/hybrid, modified experiential hybrid), and online. (Course design strategies are described in [Appendix A](#))
 - Online courses serving distance programs continue as scheduled.
 - Prioritization of face-to-face instruction for courses with academic outcomes that cannot be measured or achieved virtually, such as performance, laboratory, and clinical experiences.

- Classes that can meet face-to-face while maintaining social distancing standards of six feet between individuals meet face-to-face.
 - Development of a social distancing plan for each course that includes:
 - Number of students and faculty present in each session.
 - Length of session.
 - Nature of instruction/activities.
 - Public health practices: face coverings, 6 feet of physical distancing, cough/sneeze etiquette, hand hygiene, etc.
 - Provisions for hand sanitizer and enhanced classroom cleaning.
 - Instructions to participants on the course-specific social distancing protocol.
 - Availability of remote options.
- The majority of courses will likely be offered in some **hybrid** mode of instruction to help facilitate social distancing and maximize flexibility. These hybrid courses combine face-to-face class interactions and asynchronous online teaching.

For example: a 3 hour MWF class would occur in 2 asynchronous meetings and one face-to-face meeting per week. The face-to-face meetings will be limited in size to adhere to social distancing practices. A class of 30, for example, that meets in a classroom seating 15 under social distancing practices, would have 2 discussion groups meeting face-to-face on alternate days. These face-to-face meetings will allow for meaningful interactions between faculty and students while maintaining social distancing standards. Some example formats for consideration are provided in [Appendix A](#).

- Remote options planned for and available in the event that a rebound in local infections necessitates continued physical distancing and to support vulnerable students and staff, students in quarantine or isolation, and students and staff who cannot physically return to campus.
- An analysis of classroom capacity with social distancing constraints is underway and updates are available [here](#) to help guide planning. Access to the site requires the VPN if off campus.
- Labs, clinical, performance, and related courses will follow guidelines developed by programs and departments, and approved by the dean and the Office of the Provost.
- Programs and departments will have maximum flexibility to meet the intent of this framework, while also retaining the ability to use pedagogy appropriate for the discipline and creativity to deliver instruction and meet student learning and program outcomes.

- Faculty who are at-risk of COVID-19 transmission or have other factors related to COVID-19 exposure may request to teach 100% online. WCU's Office of Human Resources will develop a process for managing these requests.
- Consideration should be given when planning course attendance and absence policies that acknowledge and support students who become ill, without creating barriers and without requiring unnecessary visits to health facilities for documentation of illness.
- Assessment strategies may be modified to best measure student learning outcomes in this altered modality.
- Syllabi must include details of work expectations inclusive of planned mix of face-to-face, hybrid or online course delivery to ensure that classes meet the minimum instructional time according to federal credit hour guidelines.
- Faculty office hours may be held in-person and/or via Zoom.
- As the COVID-19 situation evolves, we may be required to move to online modality for all courses.
- Plans will be communicated to students for each individual course once they are approved.
- Planning must take into account available IT infrastructure in classrooms. Accommodations will be made where possible, but are not guaranteed.

Faculty Support

Coulter Faculty Commons Instructional Support for Fall 2020

The Coulter Faculty Commons (CFC) has increased support for online course development through several workshops including, *Moving Rapidly to Remote Instruction* (MRRI) and the *Online Course Development Institute* (OCDI). A total of 93 faculty participants and 12 faculty facilitators are registered this summer.

In support of a multimodal hybrid schedule this fall, the CFC will offer a multi-day online workshop on designing blended/hybrid courses. Schedule and registration information is forthcoming.

The UNC System Office is offering 10 Open Educational Resource (OER) courses to any UNC faculty member to use partially or fully. Courses include: Accounting I, Anatomy and Physiology, Biology I, Chemistry I and II, Organic Chemistry, Micro and Macroeconomics, Calculus I, and Statistics. The CFC will assist any instructor in incorporating these 10 OER course components into Blackboard. Open educational resources are materials for teaching or learning that are either in the public domain or have been released under a license that allows them to be freely used, changed, or shared with others. They are created and curated by qualified teachers and faculty.

Additional plans for partnering with faculty for the fall semester include facilitating a *Teaching Online with Impact* (TOWI) seminar for faculty teaching fully online and a separate one for faculty teaching in a blended/hybrid arrangement. Both courses will offer just-in-time mentoring for faculty who are new to the teaching modality as well as a variety of touchpoints for faculty to discuss goals, lessons, teaching strategies, and the use of technology – as they pace through the fall term.

The CFC is also compiling a list of WCU faculty with expertise in various aspects of online pedagogy to connect faculty seeking ideas or peer support with these on-campus faculty experts.

The CFC continues to update resources available on its website:

<https://affiliate.wcu.edu/cfc/emergency-online-instruction-checklist/>

Assessment Support

The **Office of Assessment** is available to assist (remotely or face-to-face) with outcomes assessment and documenting assessment findings. If you have questions regarding assessment or program/unit review, visit the links below and/or email Amy Strickland, stricklanda@wcu.edu.

Resources for WCU faculty and staff are accessible using the following links:

Information and Resources for Changes Related to the Pandemic provides links to resources for assessment and online instruction

Assessment at WCU is the hub of all assessment related information and activity at WCU

Program and Unit Review is the periodic, comprehensive review of academic programs that do not participate in programmatic/professional accreditation reviews.

Administrative and student success units also participate in unit reviews.

Support in Educational Technology

Improved Help-Desk, Technology Commons Cross-Training – The CFC has cross-trained the IT Help-Desk and Technology-Commons staff and crafted new and improved help articles that are linked to the new IT help portal at help.wcu.edu.

Online Laboratory Pilot – The Department of Chemistry is piloting the use of [Labster.com](http://labster.com) to offer virtual laboratory exercises. The merits of the tool will be analyzed by faculty and students and the potential for use in other programs is under consideration.

Online Proctoring Option Now Available in Blackboard – In response to faculty concerns about academic integrity for high-stakes testing in courses, the CFC has [developed resources and presented seminars about reworking assessments](#) for best practice in an online environment. Recognizing that there are some disciplinary accreditors that require a monitored proctoring solution, and that timed one-time testing is currently a part of many face-to-face instructional plans, the CFC, with direction and support from the Office of the Provost, has implemented

[Respondus Monitor and Lockdown Browser](#) as an integrated part of our installation of Blackboard. (For faculty who intend to use Respondus, the CFC has added text to the sample syllabus that should be included in your syllabus that allows students who have issues with the inevitable invasion of privacy that live monitoring entails to drop the course if they are unable to agree to the monitoring.)

Resources for Improving Accessibility for Online Learning – All modern learning management systems, including our most-recent version of Blackboard Learn Original, are, by design, compliant with all accessibility standards in their core features (discussion boards, texts, tests without photos, etc.). When instructors add content like videos, photos, pdfs or links to other web-resources, etc. it adds quality to instructional content, but also complexity to the content that may make it inaccessible for certain learners. The CFC will be working with the Office of Accessibility Resources to maximize ways that learners and instructors can improve accessibility in courses for the fall semester and will be providing access to tools to facilitate. One of the tools being adopted is *Ally*, a fully integrated suite that will allow instructors to review their courses completely for items that are not compliant with accessibility standards and that will allow students to access multiple versions of many items directly from the Blackboard window. The CFC will be providing training on *Ally* and other tools.

Learning Management System Review Process – WCU’s current LMS, Blackboard Learn Original, has been under review for replacement and/or improvement over the last year. Students, faculty, and staff members have been a part of an intensive review process. The LMS team is currently finishing testing and reviewing input and in concert with the Director of the CFC and the LMS Governance Committee, will make a recommendation to the Provost in time for an assisted migration of courses and materials to the new system during the Spring of 2021. The new system will be online in time for Summer 2021.

[Student Success and Student Support](#)

Western Carolina University Student Support services have come together during this time of uncertainty amidst the COVID-19 pandemic to develop blended, student-centered modes for academic, social, and personal support for our students. Each unit within this microcosm of the university has outlined its plans for multiple Fall 2020 instructional modalities, from hybrid on-campus operations with social distancing to fully-online operations. Our goal is to provide the WCU experience that is unique to our campus environment in a safe way during the pandemic. With face-to-face and online formats that allow for our students to stay actively engaged with the campus and its communities, we are also prepared to transition to an entirely online learning modality, if necessary.

[Appendix B](#) outlines WCU Student Support units’ operational contingency plans. These include the offices of: Mentoring and Persistence to Success, Accessibility Resources, the Advising Center, Center for Career and Professional Development, Tutoring Services, Center for Community Development and Service Learning, Student Transitions, and the Registrar.

Study Abroad

- Inbound and outbound study abroad programs have been suspended for Fall 2020. Participation in study abroad for Spring 2021 is a tentative option for students.
- Faculty-led programs have also been suspended for Fall 2020.

Experiential Learning

One of the hallmarks of our educational programs at WCU is an emphasis on experiential and applied learning. Clinical, laboratory, field-based, and service learning courses are critical components of many undergraduate and graduate programs. Additionally, high impact practices such as first year experiences, service learning, capstones, and internships, are common educational approaches at WCU that require creativity and additional support to employ. While it may require additional effort to create and assess experiential learning opportunities in our new multimodal reality, some program or accreditation standards require them and our internal data support the efficacy of these experiences.

In many cases, courses already have robust and workable experiential components; those may continue as they are or require tweaking to continue. Some courses have no experiential elements and will not be redesigned to include them. Other courses may incorporate experiential learning opportunities that necessitate major course redesign. The following resources, in addition to those provided by the Coulter Faculty Commons, are available to facilitate incorporating experiential and applied learning elements in courses this fall.

In collaboration with the Coulter Faculty Commons and other offices responsible for active and experiential learning, a Blackboard resource module is under construction entitled, “**Remote Active & Experiential Learning.**” This space will provide faculty access to promising practices, resources, and other examples.

EXAMPLES

- Incorporate experiential learning in virtual courses (University of Calgary and Indiana University- Purdue University Indianapolis):
<https://taylorinstitute.ucalgary.ca/experiential-learning-continuity/transition>
<https://csl.iupui.edu/resources-support/covid-19-resources/faculty-staff-resources/index.html>
- Consider virtual or in-person ways you and your students can engage with local community partners in western North Carolina or wherever students are in place. Visit the Center for Community Engagement and Service Learning’s website for ideas:
<https://www.wcu.edu/learn/academic-enrichment/center-for-service-learning/index.aspx>

- Incorporate the COVID 19 as a real-world applied learning opportunity. For multiple examples of teaching scenarios **by discipline**, visit the following link:
<https://campuselect.org/wp-content/uploads/2020/03/Coronavirus-as-a-Teachable-Moment-A-Resource-for-Faculty.pdf>
- Check out service learning outcomes and assessments at this link:
<https://www.wcu.edu/learn/academic-enrichment/center-for-service-learning/service-learning-forms-resources/service-learning-assessment-evaluation.aspx>
- Incorporating service learning in a remote learning environment:
<https://www.wcu.edu/learn/academic-enrichment/center-for-service-learning/service-learning-for-faculty-staff/remote-service-learning.aspx>
- Incorporate remote community-based learning (University of Portland):
<https://liftingbridges.weebly.com/cbl-remote-in-a-pinch-with-your-partner.html>
- Design internships and career searches as part of your curriculum:
https://www.wcu.edu/learn/academic-enrichment/ccpd/job_internship_searching_during_covid.aspx

Hunter Library

Hunter Library will be operational for Fall 2020 with some staff in the building and others providing service via telework as appropriate. Modifications to library operations and facilities will be made to accommodate evolving health and safety guidelines. These may include:

- Most reference and instruction will continue to use a virtual modality, answering any questions via text message, live chat, phone, Zoom, or Blackboard. Courses will be offered synchronously through Zoom virtual meeting software and will be recorded for later viewing by students who were not able to attend the live class.
- Book pickup will continue to be offered whenever possible and necessary
- Possible CatCard-only entry for fall semester
- Separate entry and exit points with designated signage
- Staggered staff schedules in building
- Reduced maximum occupancy
- Rearrangement of furniture and computer workstations throughout the library to promote physical distancing
- Closure of all group study rooms
- Reduced classroom capacity

- Restroom and elevator access limited to one person at a time
- Changes to location for returned materials
- Signage delineating one way entry for accessing book shelves
- Sneeze guards at all service points
- Contactless circulation services
- CDC guidance signs reminding patrons of handwashing and social distancing protocols
- Placement of hand sanitizing stations at entrance and other strategic locations
- All library changes and modifications of services and hours will be promoted and announced on our [website](#).

For the fall 2020 semester, the library will not serve as a place of assembly for meetings, large gatherings and programming due to social distancing guidelines.

[Lessons Learned from Spring 2020](#)

[Appendix C](#) provides a brief summary of key lessons learned about students' online experience during Spring 2020. The feedback was gathered from faculty and provides points of consideration for Fall 2020 planning.

[Recommendation for Additional Syllabus Language:](#)

The following is draft language for possible inclusion in course syllabi. Final language will be updated as appropriate.

As the WCU Community Creed articulates, members of the WCU community are expected to live by high standards of academic and personal integrity and embrace their responsibility as a member of the Catamount community. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear a mask or other cloth face-covering that covers their nose and mouth while in this classroom. Students who do not have a mask will be asked to leave the classroom and only return when they follow this basic public health recommendation. Students who do not have masks can obtain them at XXX, located in XXX Hall. Following this simple, science-based guideline will help ensure the safety of the entire Catamount community.

[Academic and Support Area Operational Plans](#)

[Appendix E](#) includes links to a SharePoint site that will serve as a repository of operational plans for colleges and academic support areas as they are developed and updated.

Resources from the Centers for Disease Control and Prevention

Considerations for Institutions of Higher Education:

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/considerations.html>

Guide for Returning to On-site Work Operations

Human Resources has created a faculty and staff guide for returning to on-site work operations available at:

<https://www.wcu.edu/WebFiles/PDFs/HR-2020HowReturnWorkBookletrevised525.pdf>

Appendix A: Course Design Examples

The course design models described below are modified from a plan created at Texas Christian University. They are not intended to be prescriptive, nor are they complete and do not address all of the complexities for learning in various disciplines. Rather, these models are meant to spark your creative thinking as you consider redesigning your fall course in a way that facilitates transitioning between delivery modes.

Note that the course design models that follow fit into one of four categories (Face-to-Face, Hybrid: Primarily Face-to-Face, Hybrid: Primarily Web, and Web). Any final course design will fall into one of these four categories and will be coded as such in Banner. See [Appendix D: Coding of Courses](#) for more context.

The examples below demonstrate five delivery modes of On Campus, Modified On Campus, Blended/Hybrid, Modified Experiential Hybrid, and Online. It is not expected that faculty develop all, or perhaps any of these, depending on the specific requirements of the course, but they are provided as a starting point and for comparison purposes in case conditions change and teaching modality needs to shift at some point during the semester. Note that fully synchronous online delivery is not recognized as best practice, however it is included here as one end of the spectrum of possibilities.

- A. **On campus (face-to-face)** – traditional course delivery with students attending class in person, on campus.
- B. **Modified on campus** – all/most students attend classes on campus, but medium or large gatherings are prohibited. To accommodate social distancing and decrease the number of students meeting face-to-face at a time, students would be subdivided into groups (by the faculty member) and groups would meet in alternating face-to-face and online modes.
- C. **Blended/hybrid** – flexibility of delivering and transitioning between both on campus and online coursework. Students attend classes on campus, but online class is also delivered. Can accommodate students unable to attend face-to-face classes.
- D. **Modified experiential hybrid** – mixes asynchronous online instruction with face-to-face experiential components.
- E. **Online (synchronous/asynchronous)** – course content delivered fully online (no face-to-face instruction).

In all scenarios, IT infrastructure in classrooms and student and faculty off-campus access to broadband internet must be taken into consideration.

Class meeting times do not change when shifting modalities. For example, any online synchronous activity must take place during the originally scheduled class meeting time.

Examples 1-3 below present discussion-based, lecture-based, and laboratory courses, respectively. Examples 4 and 5 present a slightly different mode of discussion and lecture courses, combining asynchronous online course delivery with an added experiential/enrichment component.

Next, we walk through “example 1” for illustration.

Course Design Model 1:

This exemplar model illustrates a 3-credit course design that includes synchronous components to maintain personalized interaction among instructors and students throughout the semester, and it incorporates flexibility for moving among delivery modes. For example, when the course is a lecture or discussion-based course in On Campus mode, course delivery moves to Online mode by offering the same lecture or discussion using Zoom (again, fully synchronous online delivery is not recognized as best practice).

Let us now consider Modified On Campus and Blended/Hybrid modes:

The Modified On Campus mode means there may be limits to the number of students who can gather in a classroom at one time. For this example, a class of 40 students must be divided into two groups of 20. The class meets two days a week. Group 1 meets in person on one day (Tuesday) for in-class instruction; Group 2 meets for the other day (Thursday) for in-class instruction. Each group receives the same lecture/activity. The second lecture for the week is done for all students through an asynchronous threaded discussion via Blackboard.

Blended/Hybrid mode means we deliver to most students on campus. However, there may be situations that prevent some students from attending class, they would then join the class virtually. For the example above, let’s say 35 students are able to attend classes on campus and five are not able to be on campus. On Tuesday, the instructor would meet in person for in-class instruction with Group A, that is the 35 students. On Thursday, the instructor will Zoom with Group B, the five off-campus students, at the normally scheduled class time. All students would then participate in an asynchronous threaded discussion on Blackboard.

Instructors should articulate in the syllabus any course components that may be substantially modified, replaced or deferred due to inability to support those components in all delivery modes.

For example, a music performance course might change to focus on composition during Online mode. A one-on-one performance lesson or hands-on lab work may have to be deferred to a different semester. A community-based service-learning course may need to shift focus away from placing students in community organizations to researching challenges faced by those organizations. Instructors are asked to think creatively to enable students to complete course requirements under varying conditions. Most importantly, instructors are asked to articulate these variations in the course model so that students are not surprised if and when expectations change.

Note, if program Student Learning Outcomes are replaced or deferred, assessment activities will need to document how the program outcome is otherwise being assessed and evaluated.

Blended-Hybrid examples (adapted from TCU)

Course Design Model: example 1

Example 1: Discussion-based Course

This example assumes a discussion-focused course that meets on a Tuesday and Thursday schedule. Topic 1 and Topic 2 represent two topics that would be covered in a given week. Students are assumed divided into Group A and Group B. When in Blended/Hybrid mode, Group B students are not permitted on campus.

	On Campus	Modified On Campus	Blended/Hybrid	Online
Tuesday at meeting time	Topic 1 discussed in classroom with all students	Topic 1 discussed in classroom with Group A	Topic 1 discussed in classroom with Group A	Topic 1 discussed on Zoom with all students
Thursday at meeting time	Topic 2 discussed in classroom with all students	Topic 2 discussed in classroom with Group B	Topic 2 discussed on Zoom with Group B	Topic 2 discussed on Zoom with all students
Asynchronous activities	N/A	All students discuss Topic 2 online in a threaded discussion	All students discuss Topic 2 online in a threaded discussion	N/A
Office Hours	In office	In office	In office and Zoom	Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	All students need home computer and internet or access to campus computer	Group B students need high-speed internet access and home computer	All students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Needs are met with on campus resources	Needs are met with on campus resources	Instructor has computer and high-speed internet at home
Modified Course Components	None	None	None	None
Semester-long Delivery & Location	100% synch On campus	50% synch On campus	50% synch On campus & Online	100% synch Online

Course Design Model: example 2

Example 2: Lecture-based Course

This example assumes a lecture-based course that meets on a Monday, Wednesday and Friday schedule. Topic 1, 2 and 3 represent the three topics that would be covered in a given week. Students are assumed divided into Groups A, B and C. When in Blended/Hybrid mode, Group C students are not permitted on campus.

	On Campus	Modified On Campus	Blended/Hybrid	Online
Monday at meeting time	Topic 1 lecture presented in classroom with all students	Topic 1 lecture presented in classroom with Group A and on Zoom with Groups B and C.	Topic 1 lecture presented in classroom with Groups A and B and on Zoom with Group C.	Topic 1 lecture presented on Zoom with all students
Wednesday at meeting time	Topic 2 lecture presented in classroom with all students	Topic 2 lecture presented in classroom with Group B and on Zoom with Groups A and C.	Topic 2 lecture presented in classroom with Groups A and B and on Zoom with Group C.	Topic 2 lecture presented on Zoom with all students
Friday at meeting time	Topic 3 lecture presented in classroom with all students	Topic 3 lecture presented in classroom with Group C and on Zoom with Groups A and B.	Topic 3 lecture presented in classroom with Groups A and B and on Zoom with Group C.	Topic 3 lecture presented on Zoom with all students
Office Hours	In office	In office	In office and Zoom	Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	All students need home computer and internet or access to campus computer	Group B students need high-speed internet access and home computer	All students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Needs are met with on campus resources	Needs are met with on campus resources	Instructor has computer and high-speed internet at home
Modified Course Components	None	None	None	None
Semester-long Delivery & Location	100% synch On campus	100% synch On campus & Online	100% synch On campus & Online	100% synch Online

Course Design Model: example 3a

Example 3a: Laboratory

This example assumes a 3-hour laboratory that meets each week on Tuesday. Topic 1 and Topic 2 represent topics that would be covered in two successive weeks of the course. Students are assumed divided into Group A and B. When in Blended/Hybrid mode, Group B students are not permitted on campus.

	On Campus	Modified On Campus	Blended/Hybrid	Online
Tuesday at meeting time (Week 1)	Topic 1 Lab conducted in classroom with all students	Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom	Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom	Topic 1 Lab shown on Zoom all students
Tuesday at meeting time (Week 2)	Topic 2 Lab conducted in classroom with all students	Topic 2 Lab conducted in classroom with Group B while Group A watches on Zoom	Topic 2 Lab conducted in classroom with Group A while Group B watches on Zoom	Topic 2 Lab shown on Zoom all students
Office Hours	In office	In office	In office and by Zoom	Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	Needs are met with on campus resources	Group B students need high-speed internet access and home computer	All students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact	Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact	Instructor has computer and high-speed internet at home
Modified Course Components	None	Students participate in 50% of lab activities and observe otherwise	Group B students do not participate directly but only observe lab activities	All students do not participate directly but only observe lab activities
Semester-long Delivery & Location	100% synch On campus	100% synch On campus & Online	100% synch On campus & Online	100% synch Online

Course Design Model: example 3b

Example 3b: Laboratory				
This example shows an alternate course design model for example 3a				
	On Campus	Modified On Campus	Blended/Hybrid	Online
Tuesday at meeting time (Week 1)	Topic 1 Lab conducted in classroom with all students	Topic 1 Lab conducted in classroom (first 1.5 hrs) with Group A and in classroom (second 1.5 hrs) with Group B)	Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom	Topic 1 Lab shown on Zoom all students
Tuesday at meeting time (Week 2)	Topic 2 Lab conducted in classroom with all students	Topic 2 Lab conducted in classroom (first 1.5 hrs) with Group A and in classroom (second 1.5 hrs) with Group B)	Topic 2 Lab conducted in classroom with Group A while Group B watches on Zoom	Topic 2 Lab shown on Zoom all students
Office Hours	In office	In office	In office and by Zoom	Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	All students need home computer and internet or access to campus computer	Group B students need high-speed internet access and home computer	All students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact	Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact	Instructor has computer and high-speed internet at home
Modified Course Components	None	Students participate in 50% of lab activities and observe otherwise. Lab times reduced by 50% and replaced with activities more engaging in asych mode	Group A experienced is unchanged. Group B students do not participate directly but only observe lab activities	All students do not participate but only observe lab activities
Semester-long Delivery & Location	100% synch On campus	50% synch On campus	50% synch On campus & Online	100% synch Online

Course Design Model: example 4

Example 4: Experiential/Enriched Hybrid Discussion-based Course

This example assumes a discussion-focused course that meets on a Tuesday and Thursday schedule. Asynchronous content delivered to all students. Students are assumed divided into Group A and Group B for in-person enrichment activities. Blended/Hybrid mode, Group B students are not permitted on campus.

	On Campus	Modified On Campus	Blended/Hybrid	Async-Online
Tuesday at meeting time	Topic 1 discussed in classroom with all students	Asynchronous content (Topics 1 & 2) delivered to all students. Enrichment opportunity in person with Group A	Asynchronous content (Topics 1 & 2) delivered to all students. Enrichment in person with Group A	Asynchronous content (Topics 1 & 2) delivered to all students. Online synchronous enrichment with Group A
Thursday at meeting time	Topic 2 discussed in classroom with all students	Asynchronous content (Topics 1 & 2) delivered to all students. Enrichment opportunity in person with Group B	Asynchronous content (Topics 1 & 2) delivered to all students. Enrichment on Zoom with Group B	Asynchronous content (Topics 1 & 2) delivered to all students. Online synchronous enrichment with Group B
Asynchronous activities	N/A	All students discuss Topic online in a threaded discussion	All students discuss Topic online in a threaded discussion	N/A
Office Hours	In office	In office	In office and Zoom	Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	All students need home computer and internet or access to campus computer	All students need high-speed internet access and home computer	All students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Needs are met with on campus resources	Needs are met with on campus resources	Instructor has computer and high-speed internet at home
Modified Course Components	None	None	None	None
Semester-long Delivery & Location	100% synch On campus	50% synch On campus & online	~50% synch On campus & Online	50% synch Online

Course Design Model: example 5

Example 5: Experiential hybrid Lecture-based Course

This example assumes a lecture-based course that meets on a Monday, Wednesday and Friday schedule. Topic 1, 2 and 3 represent the three topics that would be covered in a given week. Students are assumed divided into Groups A, B and C. When in Blended/Hybrid mode, Group C students are not permitted on campus. (Note: Online mode same as example 2.)

	On Campus	Modified On Campus-experiential-1	Modified On Campus-experiential-2	Blended/Hybrid
Monday at meeting time	Topic 1 lecture presented in classroom with all students	Asynchronous content delivered to all students. Enrichment opportunity in person with Group A (+/- on Zoom with Groups B and C).	Asynchronous content delivered to all students. Enrichment opportunity in person with Group A.	Topic 1 lecture presented in classroom with Groups A and B and on Zoom with Group C.
Wednesday at meeting time	Topic 2 lecture presented in classroom with all students	Asynchronous content delivered to all students. Enrichment opportunity in person with Group B (+/- on Zoom with Groups A and C).	Asynchronous content delivered to all students. Enrichment opportunity in person with Group B.	Topic 2 lecture presented in classroom with Groups A and B and on Zoom with Group C.
Friday at meeting time	Topic 3 lecture presented in classroom with all students	Asynchronous content delivered to all students. Enrichment opportunity in person with Group C (+/- on Zoom with Groups A and B).	Asynchronous content delivered to all students. Enrichment opportunity online with Group C.	Topic 3 lecture presented in classroom with Groups A and B and on Zoom with Group C.
Office Hours	In office	In office	In office	In office and Zoom
Student Technology & Supply Needs	Needs are met with on campus resources	All students need home computer and internet or access to campus computer	All students need home computer and internet or access to campus computer	Group B students need high-speed internet access and home computer
Equipment & Facility Preparation Needs	Needs are met with on campus resources	Needs are met with on campus resources	Needs are met with on campus resources	Needs are met with on campus resources
Modified Components	None	None	None	None
Semester-long Delivery & Location	100% synch On campus	~50% synch On campus & Online	~50% synch On campus & Online	100% synch On campus & Online

Appendix B: Student Success Support Areas

This document outlines WCU Student Support units' planning for multiple Fall 2020 instructional modalities, due to the COVID-19 pandemic, from normal on-campus operations with minimal social distancing to fully online operations. The units within Student Support are:

MENTORING AND PERSISTENCE TO SUCCESS

Mentoring and Persistence to Success provides comprehensive programs and holistic services designed to connect first generation and independent students with resources, empower them to achieve academic and personal goals, and guide them to graduation from Western Carolina University. MAPS also designs, supports, and administers summer programs for incoming freshman, most notably Catamount Gap and the Academic Success Program (ASP).

OFFICE OF ACCESSIBILITY RESOURCES

Our office facilitates accommodations for individual students along with supporting WCU as an accessible campus through consultation, outreach, and training. OAR staff is available to provide support and advocacy to address the unique personal and academic issues of students with disabilities. OAR does not provide therapy, counseling, or psychological evaluations, but we can refer you to appropriate sources as needed.

ADVISING CENTER

Advising Center offers comprehensive academic advising to undeclared and declared undergraduate students at Western Carolina University. The Center provides a holistic approach to advising by addressing students' academic and social potential. Advisors help students select proper courses, choose careers and appropriate majors, to understand university academic policies and procedures, and to cope with the transition to college.

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

WCU's Center for Career and Professional Development (CCPD) works to support students in the identification and integration of career and academic goals with real-world experiences. CCPD facilitates on- and off-campus work opportunities, internships and more. They assist students in the articulation of professional competencies to succeed in post-graduate experiences.

TUTORING SERVICES: MATHEMATICS TUTORING CENTER and WRITING AND LEARNING COMMONS

Western Carolina offers a Mathematics Tutoring Center that provides drop-in tutoring as well as scheduled one-on-one sessions and workshops. In addition, WCU's Writing and Learning Commons provides one-on-one writing tutoring, course tutoring for small groups, Supplemental Instruction for historically difficult courses, individual academic skills consultations, and workshops on writing, research and academic skills.

CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING

At the Center for Community Engagement and Service Learning, we can provide you with all the tools you need for an engaged learning experience through meaningful service to our

community. There are many ways to get involved aimed to fit your busy and ever-changing schedule. Whether you create your own independent volunteer project or participate in one of our Days of Service, we are here to help you transform your college experience. We collaborate with faculty, staff, students, and community partners to promote engagement, foster civic responsibility, and encourage academic excellence.

OFFICE OF STUDENT TRANSITIONS

The Office of Student Transitions aims to foster opportunities that will empower students to *thrive in transition*, as they become co-creators of their college experience as members of an inclusive community. We are proud to serve students. We collaborate to provide opportunities for faculty, staff, and students to engage experiences and conversations that will foster critical reflection and thoughtful actions. Learn more about how to enrich your education and add power to your vision.

OFFICE OF THE REGISTRAR

Western Carolina University's Office of the Registrar maintains student records, oversees the official course catalog, conducts degree audits, accepts and approves applications for graduation, and more. That said, at WCU we individualize the registration and course audit process for students by assigning an academic advisor specific to each student's degree path. Our office's work serves mostly to support advisors and faculty so they might assist students in staying on track toward graduation.

Three plans have been developed to ensure student success support areas can maintain continuity of operations in different modalities.

Plan I is modified operations, with the student body on-campus, most courses in-person, but extensive social distancing guidelines related to larger gatherings and non-essential services reduced to a minimum, and as many services moved to virtual modalities. Modified operations would include more extensive sanitization, PPE, and staggered services to reduce unnecessary social contacts. Some large class sections or lecture style courses may move online. Telework may be incorporated as appropriate but offices will be physically open.

Plan II is hybrid operations, with some of the student body on-campus but most courses conducted online. Most services would use a virtual modality or extensive social distancing guidelines (staggering, limited numbers per office, periodic sanitization, etc.) Large gatherings and non-mandatory gatherings would be eliminated based on social distancing guidelines. Telework would be incorporated as appropriate, with offices physically open as required.

Plan III is fully online operations, with all services taking place remotely and all instruction taking place online. Telework will be widespread if not mandatory, with physical offices enforcing stringent social distancing and sanitization procedures if open.

Fall 2020 Plan I: Staggered/Modified Operations (on-campus with social distancing)	
Universal Considerations	<ul style="list-style-type: none"> • Follow UNC System Office and WCU guidelines for safe operations. • Mixed on-campus/telework with additional in-office social distancing in office; potential limitations on in-office staff and modified work schedules. • Large gatherings may be curtailed according to social distancing guidance. • Student access to offices may be contingent on the use of appropriate Personal Protective Equipment (masks/sanitization, etc.) • Some staff may not have daycare for children or may be in a vulnerable population, limiting their availability • Number of students served may decline in certain units (e.g. tutoring, Center for Career and Professional Development, etc.) • Staff approved for telework may require technology support.
OFFICE OF THE REGISTRAR	<ul style="list-style-type: none"> • S/U grading and Withdrawal policies may need to be addressed prior to the start of the semester.
ADVISING CENTER	<ul style="list-style-type: none"> • Professional Advisors will be available to students regardless of operations. • Departments will meet with students and provide registration information, departments can decide the mode of communication (face-to-face or online using Zoom).
WRITING AND LEARNING COMMONS	<ul style="list-style-type: none"> • Student capacity will be limited due to social distancing constraints. • To accommodate demand and student staff, the WRITING AND LEARNING COMMONS will shift to a primarily online modality. Services will include asynchronous feedback to students on their writing assignments and course-based tutoring, Supplemental Instruction, and individual academic skills consultations delivered online via Zoom. • In place of in-class workshops, we will offer online resources, recorded demonstrations, or 1-on-1 online consultations to address specific skill areas.
MATHEMATICS TUTORING CENTER	<ul style="list-style-type: none"> • Increased online modalities. • Director of the MTC will be mainly in-office, on campus. • Tutors in physical spaces will rotate shifts. • Limited number of students and tutors allowed in the center to maintain social distancing.

<p>MENTORING AND PERSISTENCE TO SUCCESS</p>	<ul style="list-style-type: none"> • Compass, Resilient Independent Student Association, First Generation Student support, and other student support initiatives will continue with necessary modifications based on university guidance. • Academic Success Program will continue, some requirements may be relaxed in order to adjust to social distancing guidelines. • Summer planning/marketing will proceed under the assumption of a return to normalcy by Summer 2021.
<p>OFFICE OF ACCESSIBILITY RESOURCES</p>	<ul style="list-style-type: none"> • Implement new strategies and recommend software/technological resources to decrease staff reliance in-person contacts and face-to-face document transactions with students and faculty. • Access and update Test Proctoring Center (TPC) protocols with spaces and services for students and faculty, communicate updates accordingly • Modify intake, accommodation letter, testing proctoring protocols and assignment of students to spaces as necessary.
<p>STUDENT TRANSITIONS</p>	<ul style="list-style-type: none"> • Programming will transition to remote delivery where appropriate • Will explore alternative Convocation modalities. • One Book will be distributed via the Book Store, based on enrollment in FYE courses. For those not in a course, coordinate delivery to residential location.
<p>CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Space will be assessed for social distancing concerns, modifications may be required. • Career fairs and recruitment events will continue but will require heavy modification for social distancing.
<p>CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING</p>	<ul style="list-style-type: none"> • With no pre-semester retreat, modified team building facilitation will be embedded in the in-person classroom environment across ENT195 & USI140. • Programs and partnerships will still occur but in a modified capacity to meet NC/WCU guidelines. Community-Campus Partnership Forum (CCPF): will occur at the Biltmore Park instructional site under this plan; Faculty Institute on Community Engagement: will engage ~10-12 faculty members, with the CCPE as the kick-off event and one follow-up workshop in the fall.

HONORS COLLEGE	<ul style="list-style-type: none">• USI 101 meetings may be adjusted (course already hybrid).• In-person office visits may be adjusted to meet social distancing guidelines.• Some programs will require significant remodeling to accommodate social distancing guidelines.• Honor’s Day could continue with revised format size reduction.
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Fall 2020 Plan II: Hybrid Operations (some services/classes online only)	
Universal Considerations	<ul style="list-style-type: none"> • All staff will require PPE: masks, hand sanitizer, disinfectant, plastic shields where appropriate. • All units will work primarily on-campus with social distancing as needed. Telework may be utilized where appropriate. • Large gatherings may be curtailed according to social distancing guidance. • Student access to offices may be contingent on the use of appropriate PPE (masks/sanitization, etc.) • Some staff may not have daycare for children or may be in a vulnerable population, limiting their availability. • Number of students served may decline in certain units (e.g. tutoring, Center for Career and Professional Development, etc.). • Staff approved for telework may require technology support.
REGISTRARS OFFICE	<ul style="list-style-type: none"> • Mandatory staff only on-campus. • S/U grading and Withdrawal policies may need to be addressed prior to the start of the semester. • All student contact conducted remotely.
ADVISING CENTER	<ul style="list-style-type: none"> • Professional Advisors will be available to students via an online modality. • LC 101, registration, and advising campaigns will be conducted via zoom links in our Navigate availability. • Departments will meet with students and provide registration information, departments can decide the mode of communication (face-to-face or online using Zoom). • Faculty Advising meetings will need to shift to an online platform where meaningful interaction will occur. Zoom availability can be displayed in Navigate where faculty can share advising notes and attachments with students.
WRITING AND LEARNING COMMONS	<ul style="list-style-type: none"> • Student capacity will be limited due to social distancing restraints. • To accommodate demand and student staff, the WRITING AND LEARNING COMMONS will shift to a primarily online modality. Services will include asynchronous feedback to students on their writing assignments and course-based tutoring, Supplemental Instruction, and individual academic skills consultations delivered online via Zoom. • In place of in-class workshops, we will offer online resources, recorded demonstrations, or 1-on-1 online consultations to address specific skill areas.

<p>MATHEMATICS TUTORING CENTER</p>	<ul style="list-style-type: none"> • The MATHEMATICS TUTORING CENTER will include increased online modalities. • MATHEMATICS TUTORING CENTER Director can be onsite as/if needed. • Tutors in physical spaces would rotate shifts. • Limit number of students and tutors allowed in the center to maintain social distancing.
<p>MENTORING AND PERSISTENCE TO SUCCESS</p>	<ul style="list-style-type: none"> • Compass, RISA, FirstGen support, and other student support initiatives will continue with necessary modifications based on university guidance. • ASP will continue, some requirements may be relaxed in order to adjust to social distancing guidelines. • Summer planning/marketing will proceed under the assumption of a return to normalcy by Summer 2021.
<p>OFFICE OF ACCESSIBILITY RESOURCES</p>	<ul style="list-style-type: none"> • Implement new strategies and recommend software/technological resources to decrease staff reliance in-person contacts and face-to-face document transactions with students and faculty. • Access and update Test Proctoring Center (TPC) protocols with spaces and services for students and faculty, communicate updates accordingly. • Modify intake, accommodation letter, testing proctoring protocols and assignment of students to spaces as necessary.
<p>STUDENT TRANSITIONS</p>	<ul style="list-style-type: none"> • STUDENT TRANSITIONS programming will transition to remote delivery where appropriate • STUDENT TRANSITIONS will explore alternative Convocation modalities. • FYE courses need to identify practices to build community in a virtual environment. <ul style="list-style-type: none"> ▪ One Book will be reassessed based on program availability.
<p>CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT space will be assessed for social distancing concerns, modifications may be required and capacity will be reduced. • Most operations/services would still be offered virtually. • We would not be able to offer some events like the Shadowing Days and some DegreePlus Events.

<p>CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING</p>	<ul style="list-style-type: none"> • With no pre-semester retreat, modified team building facilitation will be embedded in the in-person classroom environment across ENT195 & USI140. • Programs and partnerships will still occur but in a modified capacity to meet NC/WCU guidelines. Programs may be adapted to an online modality. • Substantial modification to operations & programming with adherence to social distancing, limited group size for projects (presumably much smaller scale, if at all), access to PPE for volunteers, additional liability waivers/precautions in place with service partner sites, etc. • Most voter engagement programming, under Hybrid Operations, will be virtual.
<p>HONORS COLLEGE</p>	<ul style="list-style-type: none"> • USI 101 meetings may be adjusted (course already hybrid). This course can go fully online. • In-person office visits may be adjusted to meet social distancing guidelines and will be by appointment only. • Some programs will require significant remodeling to accommodate social distancing guidelines. • Honor’s Day could continue with revised format size reduction. • Programs requiring off-campus partnerships may be cancelled or postponed.

Fall 2020 Plan III: Entirely Remote/Online	
Universal Considerations	<ul style="list-style-type: none"> • Limited partners for collaboration, limited operations and programs. • Some staff may not have daycare for children or may be in a vulnerable population, limiting their availability. • Number of students served may decline in certain units (e.g. tutoring, Center for Career and Professional Development, etc.). • Staff approved for telework may require technology support.
OFFICE OF THE REGISTRAR	<ul style="list-style-type: none"> • S/U grading and Withdrawal policies may need to be addressed prior to the start of the semester.
ADVISING CENTER	<ul style="list-style-type: none"> • Professional Advisors will be available to students via an online modality. • LC 101, registration, and advising campaigns will be conducted via zoom links in our Navigate availability. • Departments will meet with students and provide registration information, departments can decide the mode of communication (face-to-face or online using Zoom). • Faculty Advising meetings will need to shift to an online platform where meaningful interaction will occur. Zoom availability can be displayed in Navigate where faculty can share advising notes and attachments with students.
WRITING AND LEARNING COMMONS	<ul style="list-style-type: none"> • The WRITING AND LEARNING COMMONS will shift to online modalities. Services will include asynchronous feedback to students on their writing assignments and course-based tutoring, Supplemental Instruction, and individual academic skills consultations delivered online via Zoom. • Will offer online resources, recorded demonstrations, or 1-on-1 online consultations to address specific skill areas.
MATHEMATICS TUTORING CENTER	<ul style="list-style-type: none"> • Will offer virtual drop-in and online appointment formats.
MENTORING AND PERSISTENCE TO SUCCESS	<ul style="list-style-type: none"> • Academic Success Program case management will take place virtually. • An online model will be very challenging for ASP students. • Relational model of independent student support (Compass—RISA—Homebase) may be challenging to establish given decreased face-to-face interaction. • Continued online operations may challenge our ability to market future in-person programs.

OFFICE OF ACCESSIBILITY RESOURCES	<ul style="list-style-type: none"> • Implement new strategies and recommend software/technological resources to decrease staff reliance in-person contacts and face-to-face document transactions with students and faculty. • Modify intake, accommodation letter, testing proctoring protocols for an online modality.
STUDENT TRANSITIONS	<ul style="list-style-type: none"> • Programming will transition to remote delivery where appropriate • Will explore alternative Convocation modalities. • FYE courses need to identify practices to build community in a virtual environment. • One Book will be reassessed based on program availability. • Develop a comprehensive work plan for student staff, assuming virtual or hybrid.
CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Most operations/services would still be offered virtually. • We would not be able to offer some events like the Shadowing Days and some DegreePlus Events.
CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING	<ul style="list-style-type: none"> • With no pre-semester retreat, modified team building facilitation will be embedded in the in-person classroom environment across ENT195 & USI140. • Programs and partnerships will still occur but in a modified capacity to meet NC/WCU guidelines. Programs may be adapted to an online modality. • Substantial modification to CCESL operations & programming with adherence to social distancing, limited group size for projects (presumably much smaller scale, if at all), access to PPE for volunteers, additional liability waivers/precautions in place with service partner sites, etc. • Most voter engagement programming, under Hybrid Operations, will be virtual. • full pivot and complete overhaul/modifications made to fall SLC's to fully meet SLC criteria and still adhere to state and institution policy and regulation. Communications and resources (e.g., EAB, etc.) will go out to all SLC instructors with information for fall 2020.
HONORS COLLEGE	<ul style="list-style-type: none"> • USI 101 will go fully online. • Office visits will convert to virtual modality. • Some programs can be adapted to a virtual modality. • Honor's Day and other recruiting events will shift to online modality. • Some programs may be cancelled or postponed.

Appendix C: Student Online Experience: Lessons Learned from Spring 2020

It is even more critical that our students' learning experience be optimum during an inherently uncertain and stressful time, particularly if there is a sudden and major shift of instructional modality. The feedback below was gleaned from faculty who participated in the Provost's Instructional Planning Taskforce in April/May, 2020.

Proactive Strategies – Course Level

- **Cognitive Load** – ensure there is sufficient time for students to process complex concepts and build capacity for demonstrating competence in the concepts.
- **Instructional Modality Shift** – realign courses to provide the content online and reserve face-to-face or virtual meeting time to focus on applied instruction, Q&A, etc., i.e., flip courses.
- **Students with Disabilities** – rapidly changing and uncertain learning environments are especially challenging for students with documented disabilities. The Office of Disability Services (OAR) can aid faculty regarding testing accommodations, flexibility, attendance, and technology integration, etc.
- **Terminology Use** – ensure students take online course sessions as seriously as face-to-face meetings by avoiding terms such as “off weeks” in describing times where the course meets virtually or asynchronously.
- **Course Tools Consistency** – adopt university-approved tools to engage with students and teach remotely. Students may struggle with multiple platforms and software used outside of commonly accepted and approved tools.
- **Recorded Content** – if it meets your teaching style, consider recording lectures and course presentations since students appreciate having an opportunity to review classes when they are recorded. Some students do not have strong internet connections so having access to class content later is very helpful. This can apply to face-to-face as well as online courses.
- **Academic Performance** – ensure there are sufficient and appropriate coping and/or exit strategies for students who have legitimate concerns with managing their course load and/or health and safety concerns. Where possible, provide alternate class engagement/attendance options for students.
- **Consistent Modality** – student stress increases with frequently changing assignments, platforms, and expectations. Utilize WCU-sponsored software and commit to instructional modality as much as possible. Clear and consistent syllabi are essential for quality student experiences.
- **Communication** – determine the best mode of communicating with students and reinforce it early in the class.

Appendix D: Coding of Courses

While multiple course modality examples are provided in [Appendix A](#) as frameworks for thinking about different pedagogies, all courses will be coded in Banner in one of four ways:

- Face-to-Face
- Hybrid: Primarily Face-to-Face
- Hybrid: Primarily Web
- Web

The **modified on campus** and **modified experiential hybrid** examples are both variations of a hybrid mode and will be coded as such depending on the percentage of face-to-face instruction. Additional Section Text will be added that will be student-facing to further describe the hybrid courses:

Hybrid Primarily Face-to-Face

This class will adhere to social distancing guidelines and other safety precautions when it meets which may include facemasks. Participation (in-person or virtually) is required at every class meeting. Students should anticipate being assigned to meeting groups that rotate between in-person and virtual participation. Students should be prepared to participate virtually on the days assigned. Students should anticipate that over 50% of their in-class participation will be on-campus.

Hybrid Primarily Web

This class will adhere to social distancing guidelines and other safety precautions when it meets which may include facemasks. Participation (in-person or virtually) is required at every class meeting. Students should anticipate being assigned to meeting groups that rotate between in-person and virtual participation. Students should be prepared to attend face-to-face class meetings when assigned. Students should anticipate that 25-50% of their in-class participation will be on-campus.

(Examples of how this information will appear to students follows on the next page.)

Courses that may be designed in the **blended/hybrid mode** will have a section designated as Web (100% online) that will be cross-listed with another section designated as either Face-to-Face, Hybrid: Primarily Face-to-Face, or Hybrid: Primarily Web as appropriate.

Examples of how Section Text for hybrid courses will appear in the course catalog.

Hybrid Primarily Face-to-Face:

US History Since 1865 - 82972 - HIST 132 - 15


SPECIAL COVID-19 NOTE: This class will adhere to social distancing guidelines and other safety precautions when it meets which may include facemasks. Participation (in-person or virtually) is required at every class meeting. Students should anticipate being assigned to meeting groups that rotate between in-person and virtual participation. Students should be prepared to participate virtually on the days assigned. Students should anticipate that over 50% of their in-class participation will be on-campus.

Associated Term: Fall 2020
Registration Dates: Feb 26, 2020 to Aug 21, 2020
Levels: Undergraduate
Attributes: LibStdy-P3 History, Residential Instruction

Cullowhee Campus
 Lecture Schedule Type
 Hybrid: Primarily Face-to-Face Instructional Method
 3.000 Credits
[View Catalog Entry](#)

Text Book Info

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	9:30 am - 10:45 am	TR	.TBA	Aug 17, 2020 - Dec 11, 2020	Lecture	Lawrence Allen Hammer (P) 

Hybrid Primarily Web:

Past Times: Lit & History - 82971 - ENGL 209 - 15


SPECIAL COVID-19 NOTE: This class will adhere to social distancing guidelines and other safety precautions when it meets which may include facemasks. Participation (in-person or virtually) is required at every class meeting. Students should anticipate being assigned to meeting groups that rotate between in-person and virtual participation. Students should be prepared to attend face-to-face class meetings when assigned. Students should anticipate that 25-50% of their in-class participation will be on-campus.

Associated Term: Fall 2020
Registration Dates: Feb 26, 2020 to Aug 21, 2020
Levels: Undergraduate
Attributes: LibStdy-P4 Humanities, Residential Instruction

Cullowhee Campus
 Lecture Schedule Type
 Hybrid: Primarily Web Instructional Method
 3.000 Credits
[View Catalog Entry](#)

Text Book Info

Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	8:00 am - 8:50 am	MWF	.TBA	Aug 17, 2020 - Dec 11, 2020	Lecture	Lawrence Allen Hammer (P) 

Appendix E: Academic and Support Areas Operation Plans

Updated Operational Plans will be housed on SharePoint and accessible via the links below.

Colleges:

Arts and Sciences

Belcher - Fine and Performing Arts

Business

Education and Allied Professions

Engineering + Technology

Health and Human Sciences

Honors

Other Academic and Support Areas:

Biltmore Park Instructional Site

Cherokee Center

Educational Outreach

Graduate School and Research

Highlands Biological Station

Hunter Library

International Programs and Services

Mountain Heritage Center