

# Course Delivery Modes for Spring 2021 Semester

## Overall Guidelines

- UNL is committed to continuing to provide in-person learning experiences for students in the Spring 2021 semester.
- All students and faculty will be required to wear either a mask or a face shield with a drape and classrooms will continue to have reduced capacities to accommodate social distancing.
- Beginning in Spring 2021, courses offered in an in-person delivery format must be able to accommodate in-person attendance by every student for at least one course period per week. Courses with capacity constraints that prohibit once-a-week attendance have been moved to web-conferencing or online delivery formats.
- In October of 2020, faculty who teach a Spring 2021 class with an in-person component and an enrollment greater than the social distancing capacity of the classroom were asked to specify whether the class would be delivered in the In-Person/Web Conference format or the In-Person/Remote format. Faculty who teach online courses were asked to specify whether the class would be delivered synchronously (Web Conferencing mode) or asynchronously (Online mode). The format selected by the faculty member was conveyed to students on the [College of Business website](#) and through MyRed (the course registration platform) so students were able to look up course delivery methods prior to registering for Spring courses.
- Students who registered for in-person courses are expected to attend class at scheduled meeting times unless they have an approved accommodation or are in quarantine or isolation or otherwise have an instructor-approved absence.
- Remote learner paths will still need to be provided for students who need accommodation due to health issues, for international students who are not able to return to the U.S., or on a short-term basis for students who are in quarantine or isolation. Students who are sick or in quarantine/isolation must notify the instructor of their absence and must still meet the stated engagement expectations of the course, and they must adhere to the usual codes of conduct and rules of academic integrity. Instructors can require that students go through the student accommodation process described [here](#) before approving students for long-term remote learning options.

## Course Delivery Modes

|  |   |                                                           |                                                                    |  |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Online                                                                            | Web Conferencing                                                                   | In-Person/Web Conferencing                                                                                                                 | In-Person/Remote                                                                                                                                     | In-Person Whole                                                                     |
| Course material is delivered online asynchronously through Canvas.                | Students attend all classes synchronously through Zoom at the scheduled class time | Students take turns attending in-person class on scheduled days, with the rest attending at the same time via web conferencing (e.g. Zoom) | Students take turns attending in-person class on scheduled days, when students are not attending in-person they view course materials asynchronously | Students all attend in-person for all class periods                                 |

## Details of Course Delivery Modes

### Online

- All required elements of Online courses are delivered asynchronously.
- Exams are offered in a window of time, but not an exact time. Starting this spring, campus will not offer on-campus testing for Online courses (so no DLC testing for courses in the Online format).
- Online course content typically consists of independent learning modules, recorded lectures or videos, and discussion boards or other asynchronous engagement tools.
- Students are expected to engage and follow specific deadlines for completion of course assignments, exams, and projects.
- Online courses can include **optional** opportunities for synchronous activities such as online or in-person help sessions.

### Web Conferencing

- Instructors and students attend virtually through a web-conferencing platform like Zoom at scheduled days and times.
- Can include independent learning modules and some asynchronous content, but the expectation is that a substantial portion of the content is delivered synchronously.
- Can include **optional** opportunities for in-person experiences.
- Instructors cannot require testing via in-person classroom or the DLC Exam Commons, but they can offer it as an option for students.

## In-Person

- Courses are delivered in a physical classroom where instructors and students interact on scheduled days and times.
- If the classroom capacity is greater than or equal to course enrollment, a class can meet in an In-Person Whole format (i.e. all students attend every class period) or a flipped delivery format where all students attend in-person on the same day once a week, and participate virtually (synchronously or asynchronously) the other day of the week.
- If classroom capacity constraints prohibit all students from meeting at the same time, an in-person class will need to be delivered in one of the following **split delivery formats**:
  - **In-Person/Web Conferencing** – approximately half of the students attend each day. When students are not attending in-person, they join the class synchronously through Zoom.
  - **In-Person/Remote** – approximately half of the students attend each day. When students are not attending in-person, they asynchronously view a pre-recorded lecture or the recorded lecture from the in-person class.

Please see the Frequently Asked Questions section below for additional information about course delivery options.

## Modifications to Course Delivery Modes after the Start of the Semester

The Course Delivery Modification Request Process is intended to address and respond to course-specific needs that may emerge during the semester and which may require modifying delivery mode for a particular course. These course-specific needs may include:

- Diminished TA or other classroom support due to quarantines/isolations or other factors.
- Declining classroom attendance due to quarantines/isolations or other factors that have created significant and ongoing impediments for achieving the teaching and learning objectives of the course.
- Technological challenges or other COVID-19 protocols that may be impeding teaching and learning outcomes, especially in the context of in-person split delivery.

Individual instructors may request a modification to their course delivery during the semester in which they are teaching by submitting the [Course Delivery Modification Request Form](#) to the department chair or program director. All requests will be submitted by the chair/head/director to the dean's office for review and approval.

## Frequently Asked Questions

1. If an instructor believes that meeting synchronously only once per week is sufficient because some material can be delivered asynchronously, is that allowed under the Web Conferencing delivery method? If an instructor wants to divide the students into two groups, and meet with one group synchronously on Tuesdays and the other on Thursdays, is that OK under Web-conferencing?

**Yes. The Web-conferencing delivery method allows the use of asynchronous content. With the Web-conferencing method, there isn't a certain percentage of the course that must be taught synchronously, but the expectation is that a substantial portion of the course is delivered synchronously. Students who sign up for courses marked as the Web-conferencing delivery format are expected to plan their schedules around the course meeting time.**

2. For the undergraduate courses that will be taught in-person, but with a split format where 50% of the students attend each class period, I have had some questions about how strict the 50% requirement is. In particular, does it have to be 50% every week? For example, during exam weeks if online exams are used, some students may not attend in person at all that week. Schedules may also be changed during weeks where virtual speakers are joining the class. During these weeks, all students may join the class virtually instead of attending in person.

The 50% requirement does not mean that students must meet every week, but attendance is expected for most weeks. The examples described above are perfectly fine. We are trying to avoid having classes that are advertised as in-person with 50% attendance that are instead regularly meeting only once every couple of weeks or less.

3. My class has a recitation section that is taught differently from the lecture section. For example, I plan to deliver my lecture in the Online delivery method because of classroom capacity constraints, but the recitation will be delivered in the In-Person Whole format. How do I classify my class?

Recitations classes are listed separately in MyRed, so we can assign a different delivery method to the recitation section. In this case, the lecture section(s) would be classified as Online and the recitation sections would be assigned the In-Person Whole delivery method.

4. Am I allowed to offer in-person or synchronous activities/events if I am teaching my course in the Online format?

You can offer in-person or synchronous activities/events, but they must be optional, not required. For example, a large lecture Economics class may want to deliver content asynchronously in the Online format, but may want to offer students synchronous virtual help sessions, or in-person help sessions so that students can get extra help if they need it. Although this is a great idea and would be very helpful for struggling students, Online format courses are advertised as asynchronous and are recommended for students who are in different time zones, so participation in synchronous activities cannot be required. In the above example, if the synchronous activity can be recorded (e.g. use Zoom to conduct and record the virtual help session, or record the classroom help session using Zoom or VidGrid), the recording can be posted in the Online course and students can be held responsible for information in the recordings.

5. Am I allowed to award points for attendance in my in-person class?

You are allowed to award points for attendance, but you need to have a way for students who have been approved as long-term remote learners, or who have short-term absences due to sickness, quarantine or isolation to get credit for the attendance points by completing an alternate assignment/activity. The alternate assignment/activity can require additional work for the remote students and can be more rigorous than the in-person participation required to get the attendance points. For example, students who participate in-person in a discussion on current events may get attendance points, but remote learners may have to find an alternate current events article and write a short summary relating the article content to course concepts in order to receive the attendance points.

6. In my department, we have some classes with multiple sections, and one of those sections is scheduled to be taught in an Online or Web-conferencing delivery format. I'm teaching an in-person section of the same class. Since remote learners with health accommodations or geographical constraints can register for the Online course, do I need to have a remote learner track in my class?

Departments are encouraged to accommodate long-term remote learners in courses with Online formats, so if you are teaching an in-person section of a class that is also offered in the Online format, you may not need to

accommodate long-term remote learners. However, you may still have students in your class who are not able to attend on a short-term basis due to quarantine or isolation, so you should have a backup plan ready in the event this occurs (e.g. record lectures using Zoom or have students join synchronously via Zoom). Students who miss class for more than a typical quarantine period can be directed to seek an accommodation to be allowed to continue participating as a remote learner.

7. I would like to put language in my syllabus to notify students that I expect them to go through the student accommodation process to receive approval to attend my class as a long-term remote learner. Will standard language be available to use for this purpose?

Yes – a syllabus block is available in the college's Instructor Resources Canvas site. Instructors are not required to include this syllabus block in their syllabi. The text of this syllabus block is:

“For Spring 2021, students who enrolled in any course with an in-person component are expected to attend in-person at scheduled meeting times. For short-term absences due to illness, quarantine, or isolation, instructors are expected to work with students based on their individual situations to allow them to complete work remotely. To receive longer-term remote accommodations for classes with an in-person component, most instructors will require students to be approved for an Academic Flexibility accommodation. More information on [obtaining an Academic Flexibility accommodation can be found here](#). Students who are ill or in quarantine or isolation will need to notify professors prior to missed classes in order to receive a recording of the missed lectures.”

8. Will paper-based testing for in-person classes be available in the Spring semester?

Yes – the Dean's Office will arrange for overflow classrooms to allow synchronous paper-based tests for all students in split-format classrooms with total enrollments of 70 or lower. You will need to work with your department to find a proctor for the overflow classroom. If you want to schedule paper-based tests for the Spring semester, contact Alicia Buchanan at [alicia.steggs@unl.edu](mailto:alicia.steggs@unl.edu) with your exam dates and times.

9. Do student fees differ by course delivery format?

Yes, student fees do differ by course delivery format, but there are limits on total fees charged. This is one of the reasons why we want to notify students of course delivery methods prior to priority registration and minimize changes in course delivery after students have registered. A description of the course fees can be found [here](#).

## Classroom Capacities

| Room size                    | Updated capacity | Rooms              |
|------------------------------|------------------|--------------------|
| 379-seat auditorium          | 77               | HLH 002            |
| 150-seat auditorium          | 52               | HLH 020            |
| 80-seat classrooms (cluster) | 38               | HLH 138<br>HLH 229 |

|                                                               |          |                                                                |
|---------------------------------------------------------------|----------|----------------------------------------------------------------|
| 80-seat classrooms (tiered)                                   | 30       | HLH 010<br>HLH 018<br>HLH 040                                  |
| 80-seat classrooms (tiered with programmable lecture capture) | 30       | HLH 032                                                        |
| 50-seat classrooms (cluster)                                  | 28       | HLH 112<br>HLH 120<br>HLH 202<br>HLH 227<br>HLH 241<br>HLH 245 |
| 50-seat classrooms (tiered)                                   | 20       | HLH 204<br>HLH 211<br>HLH 215<br>HLH 219<br>HLH 223            |
| Seminar room                                                  | 9        | HLH 047<br>HLH 049                                             |
| Computer lab                                                  | 30       | HLH 036                                                        |
| Trading room                                                  | 24       | HLH 104                                                        |
| Multipurpose room                                             | 28<br>35 | HLH 231<br>HLH 111                                             |