March 22, 2020

Department Chairs
Program Directors
College Provosts

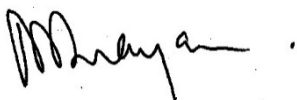**Re: Undergraduate Curricula and Courses in Spring 2020.**

Dear Colleagues,

A memo sent by the Committee on Educational Policy (CEP) to the Writing Program about courses in Spring 2020 is attached to this letter. This may be of interest to your faculty.

We would also like to clarify the memo circulated from Graduate Council, the Committee on Courses of Instruction, and CEP about changing program requirements. Undergraduate program faculties have the freedom to make adjustments to undergraduate program requirements for individual students if the adjustments do not go against Senate regulations, i.e.
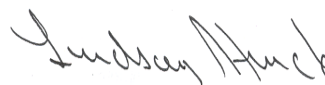
- to substitute upper division courses with other upper division courses that are relevant to the major, except the Disciplinary Communication course(s)
- To drop upper division required courses (or replace them with lower division courses) except the Disciplinary Communication course(s), as long as this does not result in less than 40 upper division units for a major or 25 upper division units for a minor.
- to reduce the senior comprehensive requirement, as long as it is not eliminated.

Modifications of program requirements that are outside these parameters, or blanket approvals of program requirements for all students or for a category of students, must be routed through CEP.

Sincerely,

Onuttom Narayan, Chair
Committee on Educational Policy

Lindsay Hinck, Chair
Committee on Courses of Instruction

cc: Kimberly Lau, Chair, Academic Senate
        Divisional Deans
        Department Managers
        Jody Greene, Associate Vice Provost for Teaching and Learning & CITL Director

CEP Response to Questions from the Writing Program
March 19, 2020

Number and timing of contact hours: *How is CEP defining "contact hours" in the context of remote instruction this spring? And, are we expected to provide instruction to students during meeting times designated in the course catalog? For example, if a section was slated to run T/TH from 08:00-09:35, does an instructor need to provide a live or recorded lecture/activity during that time? For all of the assigned time? Or can faculty simply arrange contact time as appropriate to their classes--for instance, providing combinations of pre-recorded lectures, small group "meetings," conferences between students and teacher, etc.*

Students can be asked to do the work that they would normally have done in class asynchronously, if this is compatible with what is taught in the course. Credits are based on the total amount of academic work that students undertake. This should not change significantly with remote instruction even if the type or exact amount of contact time changes.

Synchronous vs asynchronous courses: *Are we (and students) expected to engage in regular synchronous exchanges? Or may we rely on asynchronous work, in part or wholly? Some faculty and students will be without regular internet access sufficient for whole-class Zoom meetings, for instance. This is definitely the case for some faculty who live in the mountains. Faculty are also concerned about students who are in different time zones.*

There have to be regular opportunities for students to interact with instructors. The minimum amount available to a student should be one hour per week for a regular 5-unit course. If the instructor's internet connection does not have sufficient bandwidth, the students could be divided into groups and assigned different times. Some students may choose not to attend these sessions, reducing the bandwidth that is needed. These interactions need not be scheduled during class meeting times, but will ideally be scheduled with maximizing student access in mind. If there are synchronous elements to the class, where student participation is expected, they should be scheduled in a manner so that every student is given an option during the class-time slot that was assigned to the course.

Technology: *What guidelines is the university providing regarding conditions for enrollment? Have students been told that they will need a particular level of internet access to participate in courses? What do we do if our students have "unresolvable" technology issues (e.g. unreliable wifi access, or limitations on their access to appropriate equipment)? Can they still take the class, or will they have to drop the course, or the quarter? (Will courses dropped because of unreliable technology be fully refunded?)*

Students should be informed at the beginning of the term, or earlier if possible, about the technology needed for a course. Instructors should think about whether it is possible to deliver their course with less technology instead of more (e.g. asynchronous material, without video, where possible), but some students still may not have the minimum that is needed. Such students can drop the course and move to a different one.

Students who do not have the technology to participate in remote instruction in general — since all courses will be operating in remote instruction mode — will have to apply for a leave of absence. It is hoped that a student will know early in the term whether they can handle remote

instruction. The question of tuition refunds is for the Administration, but currently the systemwide stand on this issue is unchanged.

Attendance, Incompletes, Drops, Withdrawals, Leave of Absence, Medical Withdrawals: *We expect some students will fall ill with coronavirus, whose recovery and quarantine time appears to last several weeks at minimum. Will CEP offer guidance on how to advise students if, say, illness takes them out of action mid-quarter? Would such students be advised to drop the course or take a medical withdrawal? Would students half-way through the quarter be eligible for an incomplete?*

Where possible, Incomplete grades are preferable to Withdraw grades, since they allow a student to finish the course later. If there are any resource implications, they should be taken up by the department/program with the Division, preferably beforehand. Depending on a student's circumstances — the length of their absence, how intensive the course is during their absence, their workload during the summer — a W grade may be more realistic. Students should be advised to check with college advisors about this. The requirements for documentation to obtain a medical W will probably be relaxed.

Teachers and Illness: *What advice will CEP have for teachers who fall ill with the disease (or who must care for someone who does): will courses be dropped, continue upon instructor's recovery, or be handled in some other way?*

If an instructor falls ill or is otherwise unable to continue their course, the course sponsoring agency (department, program or college) should see how the course can be continued. This could be through assignment to another instructor, or by having a period or time without instruction, ending the course after the normal end of the term if necessary and possible. Any implication for resources and workload should be discussed with the Division. It is desirable for the unit to work with the Division beforehand, since multiple courses could be impacted. If the course sponsoring agency feels that the integrity of the course cannot be maintained, this should be discussed with the Committee on Courses of Instruction at cci@ucsc.edu and the Division. For any questions about this document, please contact cep@ucsc.edu and the CEP Chair.