

## Guidance and Policies for Non-lecture Learning Experiences

Instructional disruption necessitated by the University's response to the COVID-19 pandemic presents a wide range of challenges to students, instructors, and support staff. The transition of face-to-face lecture-based instruction to digitally facilitated instruction is in many cases quite challenging. However, for many other modalities of instruction the challenges are both unique and acute.

The following provides some basic guidance and a framework of policies that should be applied to the broad spectrum of non-lecture instructional modalities utilized across the University. When reviewing and applying this guidance and policy framework, instructors are strongly encouraged to utilize their creativity in addressing barriers to instructional continuity. In so doing it is necessary to meet the requirements of social distancing while also maximizing opportunities for student learning that non-lecture instructional modalities provide. This memorandum, or any other high-level document, cannot provide all of the answers to the wide range of challenges faculty will face. As such, it is entirely appropriate for faculty to address questions, seek clarification, and request additional guidance from the academic administration, their colleagues, and professional societies.

### Service Learning

Faculty utilizing service learning experiences as part of their course are to coordinate closely with their community partners. Compliance and respect for the partner organization's rules and policies is expected. As such, it may be impossible for students to complete the service learning component of the course. Making service learning experiences optional, exploring alternatives that can be completed within the requirements of social distancing, and encouraging students to participate in developing creative solutions are sound approaches.

For further guidance and recommendations, instructors are encouraged to consult the Indiana Campus Compact site:

<https://indianacampuscompact.org/resource-posts/covid-19-and-the-engaged-campus/>

### Laboratory and Studio Learning

While all aspects of university instruction have been impacted by the response to the COVID-19 pandemic, the learning experiences gained in laboratory and studio settings are difficult if not impossible to recreate via digitally facilitated instruction. The application of theory through practical hands-on activities is a primary learning objective of these classes. The equipment and materials provided by the university cannot be replicated in off-campus settings. The skills and techniques achieved by students in these settings are often essential for future coursework. As such, the faculty delivering laboratory and studio-based instruction must be particularly creative in creating alternative learning experiences.

It is important that academic programs that offer laboratory and studio classes coordinate efforts, discuss options and curricular expectations, and regularly consult the educational division of their professional societies, discipline-based teaching online forums and listservs, as well as disciplinary accreditation agencies for suggested best practices. Accommodations and adaptations must be enacted this term because once a return to normal conditions occurs, the University will not have the capacity to meet that future term's demands as well as resume this semester's instruction concurrently. The Office of Academic Affairs is happy to serve as a sounding board as ideas are developed but cannot offer detailed guidance for programs impacted in this way because of the idiosyncratic of each program. The only unacceptable solution is the termination of learning experiences for the remainder of the term.

### On-campus and Off-campus Clinical Experiences

Another way in which students achieve practical and applied learning experiences in many curricula is through clinical practice. Clinical learning shares many characteristics with service learning discussed above. However, the clinical setting is typically more structured, governed by an extensive set of professional rules, protocols, and accreditation guidelines, and is frequently subject to local, state, and federal regulations. As such, in off-campus clinical settings the sponsoring agency has ultimate authority. It is critical that faculty preceptors maintain close communication and coordination with their sponsoring agencies and recognize that different agencies will potentially enact a variety of responses to the current disruption. Therefore, students in the same clinic-based course might have variable degrees of access and thus different learning experiences. Again, creativity, flexibility, and understanding are essential. Maintaining strong relationships with partner agencies is of obvious importance.

For on-campus clinical experiences, faculty must first consider the broad goals of limiting interpersonal contact and minimizing the number of individuals gathered together, while maximizing instructional continuity. Programs offering on-campus clinical learning experiences must coordinate closely with the Office of Academic Affairs as well as Human Resources, Grounds and Facilities, and the Office of the Chancellor to ensure compliance with University policy. Transition of on-campus clinical learning experiences to online/telehealth options should be explored.

### Senior Design and other Small Group Projects

Faculty supervisors of Senior Design and other small group projects are required to work with student teams to ensure completion of their projects while taking all necessary precautions to prevent the spread of the COVID-19 contagion.

[https://www.cdc.gov/coronavirus/2019-ncov/prepare/prevention.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fprevention.html](https://www.cdc.gov/coronavirus/2019-ncov/prepare/prevention.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fabout%2Fprevention.html)

### Individual Student Research and Instruction

While the University remains physically open, undergraduate and graduate student research as well as individualized instruction is permissible. Faculty are encouraged to use good judgement in their mentorship and recognize that students may wish to modify or pause their experience. However, if the student is enrolled in a credit-bearing research or individualized studio experience, it is necessary for the faculty and student to work out a way to complete the expectations of that course. All appropriate measures should be taken to sanitize surfaces and equipment prior to and after use. If student research is conducted in off-campus settings, students and faculty mentors are expected to adhere to guidelines for social distancing. [See CDC guidance above]

Faculty are encouraged to review the recommendations of the Purdue University Human Research Protection Program and Institutional Review Board's updates on the impact on human subject research:

<https://www.irb.purdue.edu/docs/IRB%20Covid-19%20Recommendations.pdf>

### Participation in Research Conferences

Most but not all research and academic conferences scheduled for the next several months have been canceled. In order to provide the maximum possible protection to our students and campus community, student researchers will not be permitted to use university funds for travel or lodging at any conference scheduled to occur prior to May 15, 2020. Any planned use of university funds for student conference travel between May 15 and August 15, 2020 will require the written permission of the Vice Chancellor for Academic Affairs.

### Academic Internships and Cooperative Education

Much like clinical and experiential learning, academic internships and co-ops are subject to the rules, and policies of the business or organization sponsoring the experience. When students are enrolled in cooperative education they are generally not enrolled in any other courses and are working full-time for the partnering businesses. Students pursuing an academic internship are usually concurrently enrolled in some additional course-work. In either case, the student has the primary responsibility for communicating with their supervisor and attending to the organization's announcements, policies, and procedures regarding response to the COVID-19

pandemic. Students may remain at their experience site if both the student and the sponsoring agency agree. The experience will end should either party so request. Faculty supervisors and mentors are strongly encouraged to contact their students, the student's supervisor, and the PFW Office of Career Services as soon as practicable such that information can be shared, expectations aligned, and any challenges to completing the experience can be identified and addressed.

### Field Placements and Student Teaching

With the announcement of the month-long closure of many public, private, and parochial schools in the greater Fort Wayne region, students currently enrolled in educational field placements and student teaching experiences are being adversely impacted. As such the School of Education has canceled all field experiences for the remainder of the Spring, 2020 semester. Faculty that utilize field experiences must modify their courses as necessary. Student-teachers have been strongly encouraged to participate as fully as possible in the e-learning utilized in their assigned class. Steps are being taken to address the needs of students pursuing dual-licenses.

### Expenses Associated with the Transition to Digitally Facilitated Learning

The Office of Academic Affairs recognizes that departmental and programmatic resources will be impacted by expenses associated with the transition to digitally facilitated learning. As such, Department Chairs and Program Coordinators are expected to keep clear and complete records of expenses incurred by their response to the changing modalities of instruction. Deans are to compile and vet expenses incurred by their school or college for reimbursement by the Office of Academic Affairs.

### Access to Helmke Library, Open Computer Labs and Departmental Computer Labs

While campus remains open, faculty and students are permitted to use the Library, open and departmental computer labs, and all other campus facilities. In so doing, however, it is essential that all users obey posted guidance regarding appropriate social distancing.

Off-campus Meetings

Faculty are expressly forbidden from requiring, encouraging, or facilitating the use of off-campus facilities (e.g. coffee shops) as venues for holding face-to-face class meetings. Likewise, faculty should not utilize such locations for advising, office-hours, or the conducting of other University business.

With gratitude for your extraordinary efforts,



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Carl N. Drummond  
Vice Chancellor for Academic Affairs