Best Practices in COVID-19 Instructional Delivery

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Questions from TASSCUBO CFOs:

1. **What is the difference between F2F, hybrid and online?**
   THECB Definitions of Course Modality
   https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/distance-education-resources/distance-education-modifications-requests/

   (9) **Distance Education Course**--A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same place. Two categories of distance education courses are defined:

       (A) **Fully Distance Education Course**--A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

       (B) **Hybrid/Blended Course**--A course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place.

   https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=257

   - Physical location of instructor and student
   - 50% of "total instruction"

2. What waivers are in place at the THECB right now?

Waiver for out-of-state and out-of-country –
now counted for formula funding (provisional thru 8/31/2020)

Waiver for temporary change in modality for programs
(provisional thru 8/31/2020)

3. Are there specific things we have to do in online courses?

Federal requirements for ID verification and test security

4. What about accommodations for students with disabilities?

ADA requirements
(Federal - DoJ decisions; solutions – closed captioning
(DoJ Yale – high quality closed captioning required)

State DIR requirements (add link)

- costs for solutions;
- individual student accommodations and accessibility to materials in more than one modality for all users

5. How do we incentivize faculty to return to on-campus duties?

- Faculty Point of Duty – requirement for State employees
- What positive incentives are there for faculty to return to campus?
- Engagement – with students, staff and colleagues and administration; scholarship; research; creativity (performing arts – music); other hands-on activities
- at advantages are there for institutions to provide some flexibility for faculty who do not live in the immediate community?
- how to incentive faculty to return to campus; publics?

6. **New DE regulations and their impact**

- Regular and substantial interaction
- Clock hour programs (watch Title IV classification)
- Competency based and assessment programs

Break-Out Sessions

1. **Working in small groups, consider the lasting impacts of moving to online/hybrid and then returning to your previous curricular delivery?**

    a.   Traditional paradigm of faculty to student interaction is challenged (Moore's transactional distance theory)

    b.   See Texas House Charge responses

    c.   Internet as public good and public utility

    d.   Co-curricular learning – education as essential to leadership training

    e.   Emphasis of non-curricular social aspects of institutions may diminish

    f.   Experiential learning may increase

    g.   Low cost, fully online degree programs may increase in demand

    h.   F2F Clinical Requirements and virtual simulation options (licensure and accreditation requirements)