

Instructional Impacts in Emergency Conditions – 3/25/2020

	Reduced Operations	Essential Operations	Closure
Organizational Units Essential to Continued Operations	<p>All colleges and the faculty involved directly in on-line instruction and the associated support staff.</p> <p>Technology Enhanced Learning and Online Systems</p> <p>College Advising</p>	<p>All colleges and the faculty involved directly in on-line instruction and the associated support staff.</p> <p>Technology Enhanced Learning and Online Systems</p> <p>College Advising</p>	<p>Essential faculty and instructional support scaled to any remaining instructional activity.</p>
Criteria for Scaling Instructional Operations	<p>The goal will be to continue as much instruction as possible through means of on-line delivery.</p>	<p>There may be a need to differentially scale back or defer instruction if access to facilities is limited.</p>	<p>The institution will continue only instruction that can be feasibly completed with minimal access to facilities and reduced support services.</p>
Factors leading to scaled back or deferred instruction	<p>Guidelines for social distancing guide instructional practice</p>	<p>A shelter in place order from the governor or a university decision that restricts access to university facilities, disrupting the opportunity to continue course preparation and/or delivery from university facilities.</p>	<p>Ability to sustain instruction is severely limited due to significant numbers of faculty becoming unavailable to teach due to widespread illness.</p> <p>Ability to sustain instruction is severely limited due to significant numbers of students becoming unable to participate in instruction.</p> <p>The emergency requires the closure of most or all facilities that are used to deliver instruction on-line.</p>

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Instructional Action Plan	Individual instructors may continue to use general assignment and departmentally controlled classrooms to prepare and deliver course instruction	<p>Instructors may no longer use general assignment or departmentally controlled classrooms and facilities to prepare and/or deliver instruction.</p> <p>Faculty and staff should be notified to gather any materials from their offices needed to continue online instruction with a firm deadline for building closure.</p> <p>Deans should:</p> <ol style="list-style-type: none"> 1. Identify all courses that must transition to fully online course preparation and delivery; 2. Develop plans for course completion for all students. <p>Options may include:</p> <ul style="list-style-type: none"> • Transition to fully online instruction as soon as possible; • Provide alternative assignments and experiences to fulfill remaining course learning outcomes; • Provide supplemental, non-required opportunities for students to meet specific learning outcomes through “boot camp” or alternative models immediately preceding fall 2020 term. 	<p>Depending on the timing of closure within the academic term, Virginia Tech will consider all relevant and appropriate academic policies to award credit to students. The University Registrar under the guidance of university leadership will identify the available options at the time of closure.</p> <p>Options may include:</p> <ul style="list-style-type: none"> • If at the end of term, giving students options to accept the grade earned at time of closure; or take a final examination. • Complete an alternative assignment to provide assessment of student learning; • For students not graduating in May 2020, offering an optional incomplete and extending the deadline for final assignments to a reasonable later date.