Dear Deans,

I write to provide a few additional communications that I hope your faculty will find helpful as we are in the final stretch of the summer. I want to thank you, personally and on behalf of the ARC, for all the work you have been doing to prepare for the upcoming school year. I know there is a lot on your plate, and I don't want to overburden you or your faculty. The attached documents (and all ARC communications and resources) are either already or soon (tomorrow) will be available on the ARC website:

https://coronavirus.rice.edu/academic-restart-committee

and are also captured on the registrar's website at:

https://registrar.rice.edu/preparing-for-fall-2020

I know that some of you have already communicated with your faculty on some of these issues, so in order to not bombard your individual faculty with too many emails, I am writing to you so that you can forward the information as needed to your faculty. In addition, I know that many of you may have continued questions, so I will be joining your meeting with Provost DesRoches on Monday to answer any questions I can.

One of the more important things that can be done now is to encourage faculty to post their syllabus as soon as possible if it has not already been done. An important part of this will be for faculty to include as complete a description as possible of how their course will be taught so that students can get a better sense of things as they are registering for classes.

In addition, the ARC has developed two additional attached documents that address certain aspects relevant to many courses:

- the first document addresses how "course shopping" in the first 2 weeks of the semester can be facilitated this fall, as well as considerations related to class size limits and special registration

- the second document contains guidelines and suggestions that are relevant to courses and other aspects of Rice education which might require students to go off campus. Not all courses deal with this, so the ARC felt it was best to let the Deans decide how to distribute this information, and again, it will be posted on the two websites listed above

Thank you again. Please feel free to contact me directly with questions and I will see you on Monday.

Regards,

Chris Johns-Krull, ARC Chair
Guidelines for Course Shopping

A common feature of Rice student course selection is the “shopping” for courses that happens during the 2 week add/drop period. While this is normally done by students attending classes they are interested in, the need for physical distancing in the classroom means that “shopping” cannot be done in person this semester. In order to give students a better idea of the content and form of each course, the ARC encourages instructors to post syllabi as soon as possible and to include perhaps a fuller description of the course content and structure than is normal. In addition, if feasible, instructors may wish to prepare a short video describing the course content and form to post on a Canvas site so students can get a better sense of what the class may be like. Instructors will receive an invite to a canvas course titled “Course Shopping” within the next few days. Instructions will be listed for any faculty that need it in regards to uploading their video to the course. Users who have experience with Kaltura will already know how to upload their video. If they have issues, they can email teaching@rice.edu.

Alternatively, instructors might also record their first class using the Zoom setting to “Record active speaker with shared screen” and spotlighting their video (see attached screen shot) so that only the instructor’s image and shared screen is visible in the recording (this is to meet FERPA protections which require that student images and names not be visible) and to post this recording on a publicly available site so students can get a sense for how the course will be taught. Please contact teaching@rice.edu if you have questions. Faculty can also ask students to sign a consent form for the recording. The form is available at: https://registrar.rice.edu/sites/g/files/bxs751/f/Lecture_Capture_Consent-Release.pdf
Guidelines for Special Registration

It is likely that students coming to campus will particularly seek out classes that are being taught in person (noted as “face to face” in the course schedule). Class meeting sizes are limited to 25 students; however, approximately 20% of Rice undergraduates have indicated they will start in a fully remote capacity for the Fall. The Registrar will provide each instructor with a list of students in their classes who will be participating fully remote. This will be noted on the course Roster provided in Esther. As a result, some in person classes may reach the enrollment cap of 25 yet have in person spots available because some students will be fully remote. Instructors teaching these courses may add students through special registration to bring the in person total for their course to 25. Once the in person student number has reached 25, instructors may add additional students to their course if the student agrees to only attend online. This may be desired by some student who need particular courses for their degree program. Students who start the semester fully remote are being notified that if they decide to come to Rice later in the semester, they may not be able to participate in their “face to face” courses in person if all the in person slots have been filled for a given course. Students starting the semester away from Rice are expected to contact their instructors ahead of time to be sure there is adequate space in the classroom should they wish to start participating in person.
Instructors of record or activity leaders should develop careful protocols for off-campus courses, student clubs, research work, or other experiences. These guidelines help to ensure the safety and well-being of the Rice community while supporting the successful completion of meaningful, high-quality internships, off-campus research, practicum, and clinical activities (field-based activities, or FBA).

All decisions about FBAs should be consistent with campus, local, state, and national guidelines.

Overview

Guidelines for FBAs should reflect four priorities:

- Protect the health, safety and wellbeing of every member of our community, and contribute to the local and national efforts to reduce community transmission rates.
- Conform to guidance from the Centers for Disease Control and Prevention.
- Safety is a priority for all field activities: Faculty and students should openly discuss any safety concerns and if necessary, include department chairs or deans.
- Reflect Rice values of responsibility, integrity, community, and excellence.

FBA leaders can use the questions outlined below as a template for developing best practices. FBA leaders should provide guidelines to their students, for example as succinct paragraphs for insertion into course syllabi or a separate document to be disseminated with the FBA.

Decision-making and Communication

- Who has authority over decisions about FBA arrangements (e.g. report to work, alternative experience)? For courses, this might be the instructor of record, but there might also be FBA supervisors or club sponsors.
- Which parties (internal, external, university, students) need to be consulted as decisions are made about the FBA arrangements? This may depend on answers to the questions below.
- Is the FBA a course or program requirement?
- What would trigger legal review/approval? (e.g., signed documents, other communications)

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1 Modified from the University of Maryland Internship Guidance During COVID-19
Safety Measures for Field-based Activities During COVID-19

If field-based activities are done in person, what are the required safety measures? Examples include:
- PPE, Social distancing, Physical space modifications

If the field-based activity must be done virtually, what are the approved options for students? Examples include:
- Field-based simulations, Video analysis, Virtual practitioner/professional shadowing

What additional training and expectations might be required for students?
- Safety training
- Technology training (new technology skills, ethical use standards)
- Travel restrictions
- Daily health reporting
- Measures to mitigate risk to self and others
- Students should conform to the safety regulations of the destination organization

Additional Considerations for Virtual Field-based Activities

- What additional equipment and resources are needed for every student in the class or the FBA experience to participate?
- What are the standards for secure and ethical use of technology?