

**Day One/Week One Preparations FAQ for Faculty and Instructors**  
**August 7, 2020**

**I am teaching an in-person/hybrid course. How do I divide up students in my class so that they can attend in person on alternating days?**

Faculty should divide the course roster however they believe best suits their pedagogy. One way some instructors are approaching this challenge is by dividing the class alphabetically by halves, thirds, or whatever fraction is needed to meet the physical distancing requirements of your classroom.

This fall, we are unable to record this information in the Faculty Center (CSS), and so faculty will need to keep track of the way students are divided themselves. Registration & Records is developing a process to address this issue should it be necessary to continue this practice during the spring semester.

**How do I let my students know what days they should come to an in-person/hybrid class?**

We recommend that all instructors teaching in-person/hybrid classes send two emails to the students enrolled in their classes that might align with the following schedule:

- On or around August 17
- On August 25 (the day before the start of term)

These emails might include the following information:

- Information about what your in-person/hybrid course structure will look like
- Information about how students will be divided up throughout the week
- Information about course policies (see below re: face coverings)

We also recommend that instructors use Canvas as a primary point of contact for information about in-person/hybrid delivery. The Announcement feature in Canvas is one way that you can communicate with your students and keep information visible in an easy-to-find location.

Here is a sample email message for an instructor teaching an in-person/hybrid course:  
Dear PSYC 1010 students,

I am writing to provide you with information about how PSYC 1010 will be delivered this fall. To ensure as safe a return to the classroom as possible, we will not all be able to be in the classroom at the same time.

Students with last names beginning A-L will attend in person on Mondays and students with last names beginning M-Z will attend in person on Wednesdays. On the days that you are not attending in person, you will be connecting to the class via a Webex/Zoom link that will be emailed to you each morning and also posted in Canvas. [NB: This last sentence will vary based on your approach to teaching a hybrid course.]

I appreciate your patience as we navigate the start of the semester. This situation is new for all of us and we are doing our best to help things run as smoothly as possible. If you have any questions or concerns, please don't hesitate to reach out to me.

Thank you,  
Professor NAME  
Preferred Pronouns

We also recommend that instructors teaching remote and online courses reach out to students by email in advance of the semester to welcome them to campus and to provide any relevant information about your courses.

**Is there approved language for my syllabus about policies and changes associated with COVID-19?**

A group that included deans and faculty leadership has recently approved language for course syllabuses that addresses new policies associated with COVID-19, including mandatory face coverings. The document also includes guidelines designed to help faculty work with students who do not comply with the mandate. This information will be shared with faculty via Chairs and Directors on Friday, August 7.

**How do I work with students who want to participate remotely in my in-person/hybrid class?**

If a student reaches out to you with this request, please ask them to complete the Design My BGSU form, which can be found [here](#). We are tracking requests made by students who want to participate remotely in in-person/hybrid classes through this initiative. When students fill out the form, an advisor reaches out to them to learn more about their needs for fall. Wherever possible, those advisors try to find students online or remote sections of the courses that they need to continue making progress toward their degree. If none is available, the advisor determines whether it might be possible to postpone taking a class or find an alternative or substitution.

If none of these options is available, we will ask faculty teaching those in-person/hybrid classes to make arrangements so students can participate remotely. We will be providing Chairs/Directors and faculty a list of students who completed the Design My BGSU form and want to participate remotely before the start of the semester, though we recognize that there may be students whom we miss and therefore need to engage closer to the start of term. Your flexibility is appreciated.

These arrangements might include the following, as examples: Faculty could start a Zoom call on a laptop or desktop so students could join the class virtually. Faculty teaching these classes could also record the lecture, discussion, or other activity taking place in the classroom and upload it to Canvas for students to review later if it is not possible to arrange for synchronous participation. Faculty who are more experienced teaching online and who are willing could create a parallel learning community of remote students in their in-person/hybrid class so that they could engage with each other. There are many other possibilities, as well. Faculty and

instructors are encouraged to identify strategies that work best for their pedagogical approaches and academic disciplines.

Students have been informed that there are some courses – for example, field experiences or courses that require the use of specialized equipment – for which remote arrangements will not be possible. We will continue to communicate these expectations to students until the beginning of the semester.

**What if a student asks me a COVID-related question that I don't know how to answer?**

By the start of the semester, BGSU will have launched a COVID-19 Hotline (419-372-3000) for all members of the BGSU community. Please direct students there.

**How can I receive training on the technology that is available in my classroom?**

ITS will be providing asynchronous online training materials for faculty teaching in-person/hybrid, remote, and online courses by August 12. Please watch your email for more information.

**Where can I learn more about strategies for teaching in-person/hybrid, remote, and online courses?**

Please visit a new website that just launched, which provides resources to help instructors prepare for the fall. You can find it [here](#). This website includes links to all presentations at the Fall Flex Conference, which was held in July; an overview of ten essential elements to consider when preparing your class; and a questionnaire designed to help faculty think through the challenges they face as they get ready for the start of the term. Many thanks to the faculty and staff members who contributed to the content and design of this site.