

## Instructional Delivery Guidance and Options

ACCS Colleges are advised to develop an instructional continuity plan to be activated in the event a college needs to be closed due to COVID-19. Consideration is given to minimize instructional disruptions and shift the delivery to non-face-to-face modalities to minimize interruption to student learning. While it is understood that not all Colleges are equipped with the resources to move completely online, nor do all students have access to computers/internet connections, the information below only serves as guidance and options that that may be used as you develop your College's instructional continuity plan of action.

### **1. Instructional Continuity Planning Worksheet:**

- Provide faculty with a course continuity plan worksheet to assist with identifying alternate ways to deliver lectures, conduct lab activities, and submit assignments.

### **2. Move Face-to-Face Classes to Distance Education:**

- If applicable, faculty may post the remaining portion of their courses on the College's Learning Management System (LMS) to include assignments, reading videos, quizzes, research, etc.
- SACSCOC has provided the following guidelines if Colleges choose to extend distance education offerings or seek approval to offer distance education.

If your institution is **already approved** to offer Distance Education, you will need to notify the Commission by sending **an email** to Dr. Kevin Sightler, Director of Substantive Change, at [ksightler@sacscoc.org](mailto:ksightler@sacscoc.org) indicating that the institution will shift some courses to on-line instruction pursuant to our Guideline for *Emergency Temporary Relocation of Instruction* [https://sacscoc.org/app/uploads/2019/08/Emergency\\_Temporary\\_Relocation\\_of\\_Instruction.pdf](https://sacscoc.org/app/uploads/2019/08/Emergency_Temporary_Relocation_of_Instruction.pdf). Institutions do not have to identify the specific courses. This guideline has been endorsed by the SACSCOC Board of Trustees.

If your institution is **not approved** to offer distance education, you will need to send an email or letter to Dr. Belle Wheelan ([bwheelan@sacscoc.org](mailto:bwheelan@sacscoc.org)) requesting a waiver in accordance with the above-referenced guideline and the policy on distance education (<https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf>).

- Provide faculty/staff with appropriate distance learning trainings (Blackboard, Canvas, Moodle, Zoom, etc.) to teach online.
- Ensure faculty closely monitor email to respond to students' communications.
- Consider decreasing the number of weeks to reduce instruction in courses.
- Ensure that online platforms are accessible for students with disabilities and that proper adjustments are made for approved accommodations.

### **3. Mobile Phone Accessibility:**

- For students who do not have Wi-Fi, laptops, or computers, consideration may be given to utilizing mobile phones for accessibility in various distance learning formats through the LMS's mobile app.

- Consider utilizing group texting (Cadence, Remind101, etc.) as an option for instructional delivery.
  - Establish a mobile group chat.
4. **Synchronous Classes/Video Conferencing:**
- Synchronous classes and remote teaching may be used so that students can listen to one lecture in real time.
  - Utilize the video conferencing tools found in your schools LMS or institutional video conferencing tools such as Zoom or live chats to interact with students.
5. **Discussion Boards and Chat Threads:**
- Utilize discussion boards and chat threads to provide instructional dialogue with students.
  - Utilize video discussion boards and chat threads to provide instructional dialogue with students.
  - Create a “water-cooler” discussion thread for students to allow students to interact with each other.
6. **Independent Study Offerings**
- Work with students on an independent study basis in order to establish an individual instructional delivery for each students.
7. **Dual Enrollment Offerings:**
- Colleges should consult with their LEA/dual enrollment partners to determine appropriate actions.
8. **Clinicals or Labs: Providing simulations**
- Check with Health Program accrediting agencies to determine the percentage of simulations to be utilized in the program in lieu of clinicals, particularly in those programs with out of state rotation. Please refer to accrediting agencies’ websites for latest updates.
  - Coordinate with the ACCS System Office Director of Health Programs, Kenneth Kirkland at 334-293-4519 (cell) or [kenneth.kirkland@accs.edu](mailto:kenneth.kirkland@accs.edu).
9. **Grading: Completing courses early**
- Provide opportunity for students to access grades through the college’s LMS. Please ensure all grades are up to date in the LMS.
  - Provide students with remaining course assignments in an effort to encourage early completion.
  - Give immediate consideration to courses being brought to a closure if a certain percentage of a course has been met by giving a (Final Grade, Incomplete, etc.).
10. **Online Proctoring**
- Provide online proctoring tools for students to complete tests.
  - Institutions should contact their contracted online proctoring services as many are reducing costs for a period of time due to COVID-19.

#### **11. Other Items to Consider:**

- Consider repurposing laptops from your College's computer labs for students to check out.
- Direct students to refer to online library, tutoring, and counseling services.
- Institutions should consider contacting their contracted online tutoring service as many are reducing costs for a period of time due to COVID-19.
- Faculty should consider creating a Google phone number (Google Voice) that students may use to communicate without providing faculty's personal phone number.  
<https://voice.google.com/about>

**In addition to the above guidance and options, additional College resources regarding instruction and COVID-19 can be found on the following website:**

<https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKlwLIWAsWP58sGV7A3oLuEUG3k/htmlview?usp=sharing&sle=true>

#### **Limitations:**

- Colleges may have an increase of expenses in moving to a higher distance learning format or provide alternate proctoring solution where students will not incur cost.
- Limited data plans may apply for student and faculty cell phones.
- Students currently enrolled in face-to-face classes, co-req or developmental courses may struggle if purely online.
- Colleges must consider needs/limitations of students with documented disabilities, those who lack access to internet/computer, or face other obstacles to complete coursework remotely.

**Please remember to keep student success in the forefront of your College's plan. Ensure students are provided with contact information for key administrators, faculty, and staff.**