

Fall 2020 Curriculum Planning

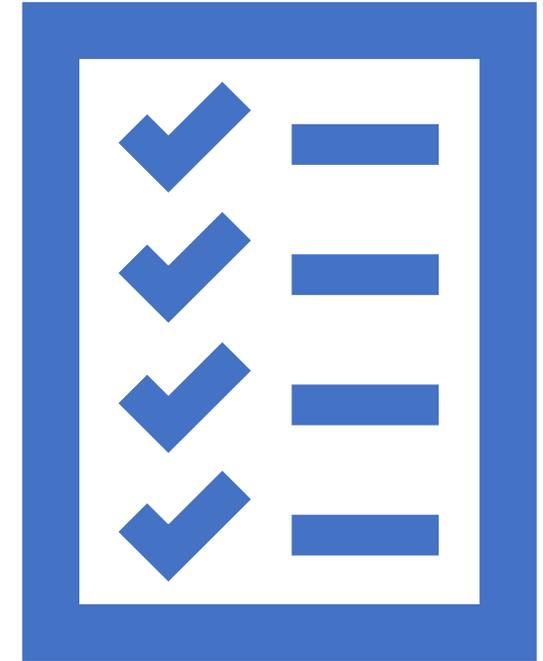
David McAvity,
Vice-Provost

Kathleen Eamon,
Academic Dean

Trevor Speller,
Academic Dean

Agenda

1. Phases of “Safe Start” plan; overview of safety and scheduling protocols
2. Catalog Changes: process, timeline, and examples
3. Video-free writing exercise
4. Facilitated chat



Goals of this meeting



Prepare us all to make changes to fall catalog copy;



Develop a shared understanding of the fall curriculum planning process; and



Gather feedback on the planning process.

Facilitated Chat

JuliA Metzker

Rachel Homchick

Amy Betz

Tricia Bateman



Guiding Values

Our first concern is for the health of our faculty, staff, students, and the overall community.

We hope that as many fall classes as possible can happen in person. We must ensure that those classes are conducted safely.



Phases of "Safe Start"

Phases	1	2	3	4
Timeline?	When plans are approved	Earliest in June	Earliest in July	12 to 18 Months
In-person Instruction	1-1 inside instruction Farm program	Outdoor small group activities (5 or less)	Limited inside small group instruction (50 or less)	Expanded instruction
Services	pick-up/drop off/self-service	Limited walk-ins may start	Limited walk-ins	Normal

Hybrid
Instruction:

Remote
Activities



Lectures



Workshops



Most Seminars

Hybrid
Instruction:

In-Person
Activities



Labs



Studios



Field Trips
(with safety plan
& approval)



Outdoor,
On-Campus



Some Seminars

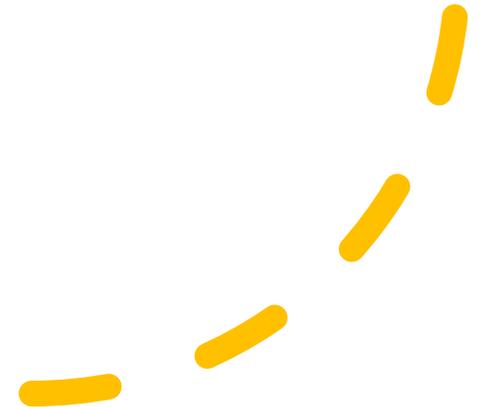


Components of
Greener
Foundations

What if I
need to
teach
remotely?

We will accommodate those faculty who request to teach remotely due to COVID-19 related family care, quarantine, or elevated risk.

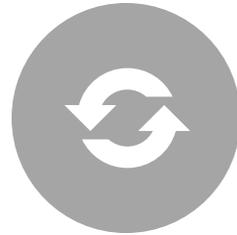
Likewise, we will accommodate students who need to attend classes remotely due to COVID-19 related factors.



Classroom & Scheduling Considerations



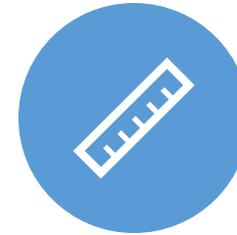
OCCUPANCY: LESS
THAN 1/2
NORMAL
NUMBER.



CONSIDER A 2-
WEEK CYCLE OF IN-
PERSON
ACTIVITIES.



BLOCK
SCHEDULING: 8-
12, 1-5, 6-10



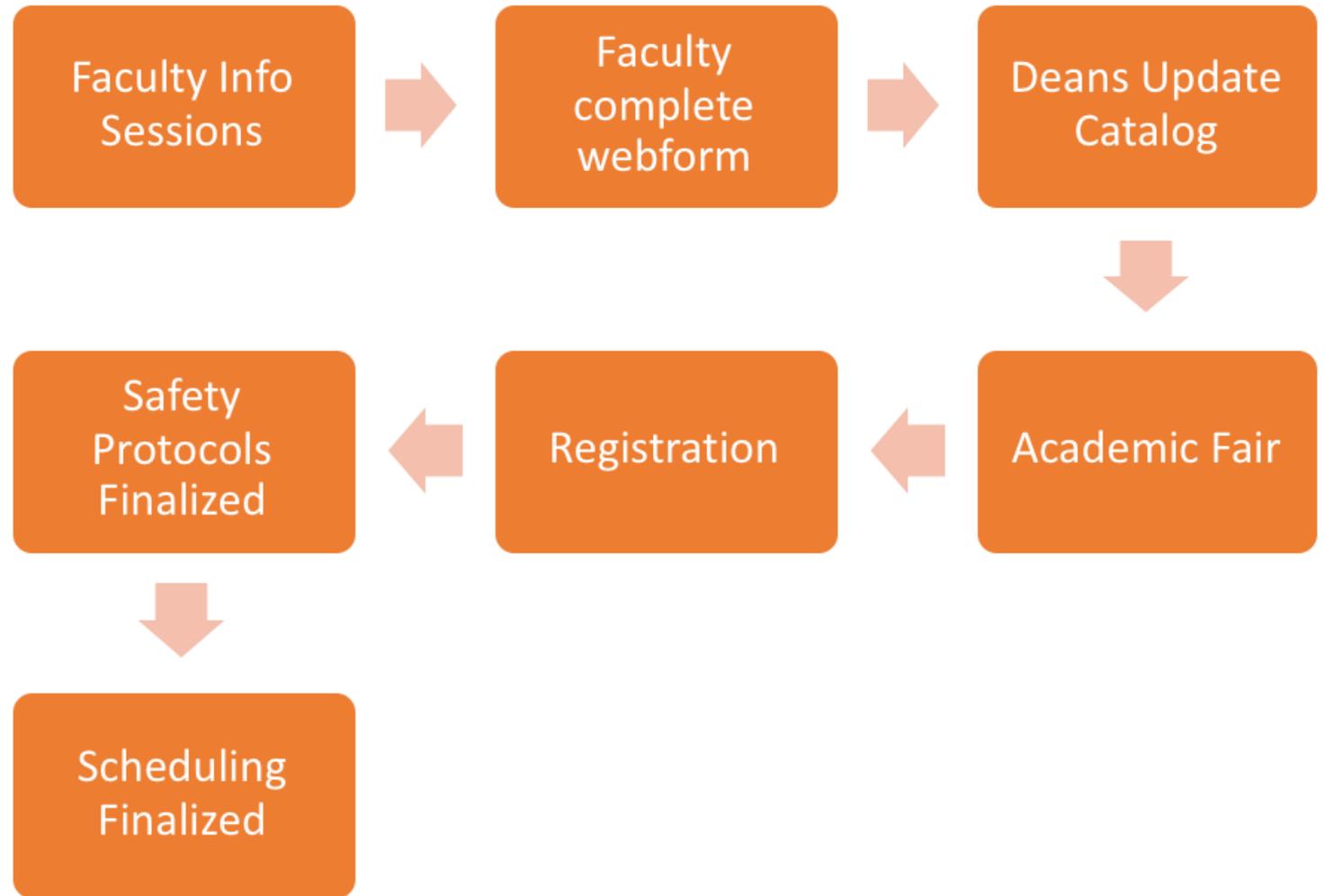
PHYSICAL
SEPARATION OF
PROGRAMS BY
FLOOR OR AREA



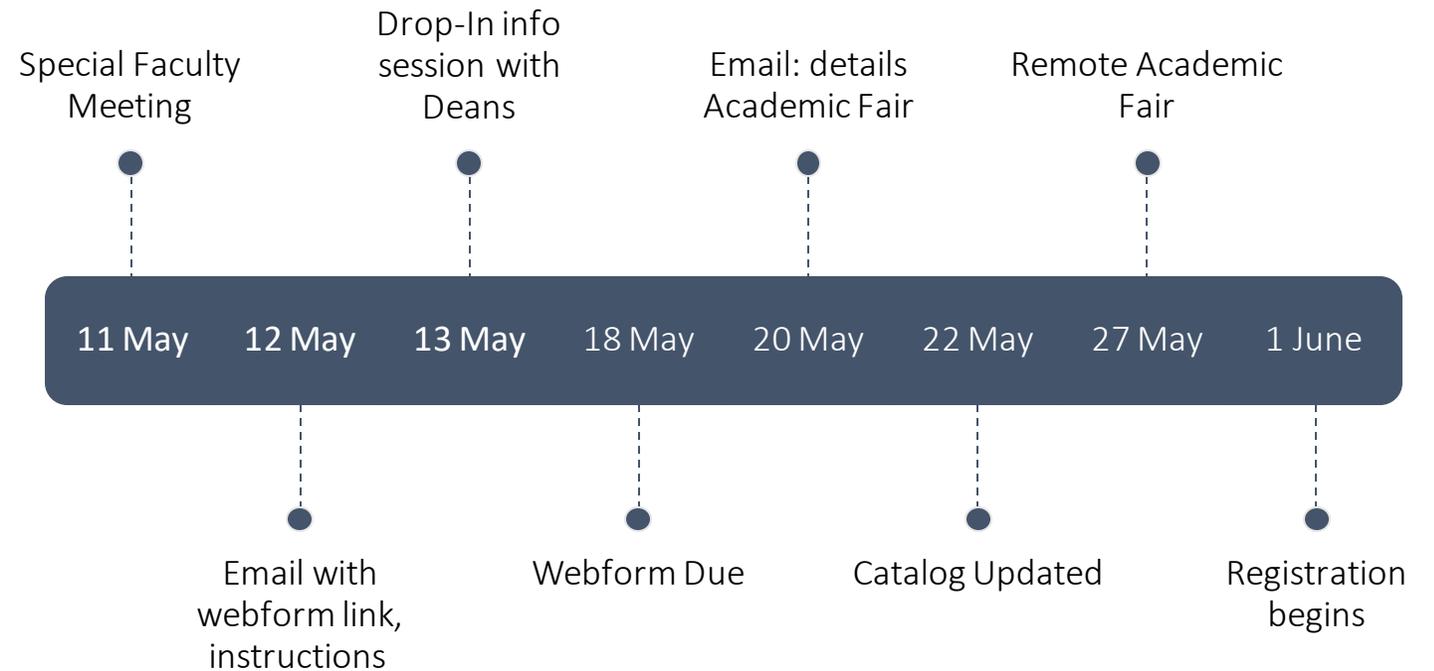
HEALTH AND
SAFETY
REQUIREMENTS

Revising the Catalog for Academic Fair

Curricular Revision Process



Timeline for Curricular Revisions



Anticipated Changes to Program Descriptions

To successfully participate in this program, students will need __X__.

[Describe space, materials, technology, software].

Students can expect our remote teaching to be a __% / %__ blend of asynchronous (self-paced) and synchronous (scheduled) work, using __Y__.

[Technologies: Zoom, Canvas, Instagram, etc.].

If conditions allow, the following activities will happen in person: __Z__.

[Lab, Studio, etc.]

Students will have access to alternatives to synchronous (in person or remote) participation if conditions require.

What will the webform ask?

Name and Curricular Offering

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graph TD; A[Name and Curricular Offering] --> B[Do you need to teach remotely?]; B --> C[Remote and In-Person Activities]; C --> D[Fees and Expenses];
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Do you need to teach remotely?

Remote and In-Person Activities

Fees and Expenses



Summer

Examples: Curricular Revisions

Experimental Photography —Julia Zay

...designed to support students as they set up a simple home studio

...videos that students watch on their own time

...some live demonstrations online

...virtual one-on-one consultation...

...written discussions on their own time

and/or live online critiques with faculty and peers

...final online exhibition

...a class Instagram account

...inventive ways to curate exhibitions of our work

Examples: Curricular Revisions

Coast Salish Wool Weaving (**Includes In-Person Components**) —Susan Pavel

... **remote work using Canvas and Zoom**, with lectures that are informed by cultural values

...along with hands-on **in-person** teaching and learning, identifying and ethically harvesting materials through on campus field work, and supervised Fiber Arts Studio work (**conditions permitting**).

The instructor will **offer alternative assignments** if conditions or illness prevents students from accessing in person or online synchronous meetings.

Examples: Curricular Revisions

To minimize our time in front of a computer, two of the days in the weekly class sessions will be completed as a student workshop with detailed assignments to complete in asynchronous (outside classroom) settings. (Gilda)

We will rely on asynchronous (online/videos/readings) and synchronous (live participation) options throughout the summer session. (Lucky)

Tech, Connectivity, and Home-Studio Space needs: In order to participate in this remote-learning course, students will need ... (Lynarra)



Fall

Video-free Writing Exercise

Video-Free Writing Exercise

(5 mins)



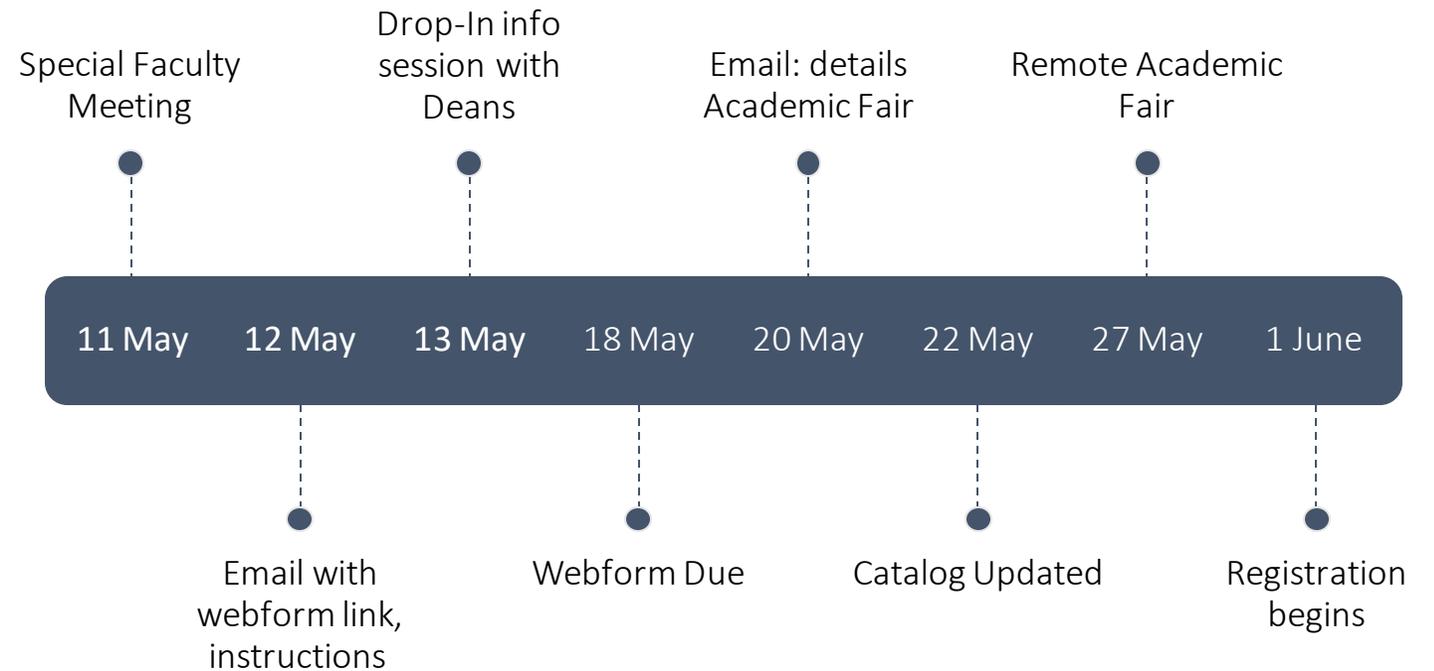
Turn your camera off and respond to the following prompt:



Under Phase 3, which activities in your course/
program would be conducted remotely?

Which might be conducted in person?

Timeline for Curricular Revisions



Next Steps



Expect an email
tomorrow, Tuesday
5/12, with:

Detailed instructions
Link to a webform
A PDF copy of this
presentation



Ask questions during an information
session on Wednesday, 5/13, from 1-3pm



Complete webform before Monday, 5/18



Questions can be directed to
deans@evergreen.edu

Thank you!

deans@evergreen.edu