In considering alternatives to face-to-face instruction and experiential learning, it is imperative that we maintain our commitment to students and ensure appropriate academic rigor toward completion of course objectives. Each campus is empowered to work with their APSCUF chapter to address any possible policy implications related to the alternative modalities for summer 2020. Courses that shift to an online modality would not be subject to university curricular policies for approval of online delivery for the summer sessions.

In the context of the above-mentioned flexibility, I am providing the following guidance with a view to supporting and informing your work together to implement the directive banning in-person instruction, experiential learning, and other activities:

1. Engage meaningfully with faculty and staff to surface important issues and options for consideration, such as appropriateness of courses for remote teaching and learning, student progress toward degree, rescheduling between or among summer sessions (minimizing disruption to students), adjusting term boundaries, and faculty access to offices/buildings;

2. Push decision-making as close to the work as possible, drawing on the expertise and creativity of faculty and department chairs;

3. Facilitate and promote sharing of information and practices, across departments but also across universities. To this end, the Office of the Chancellor will create sites as needed for faculty and deans, especially in disciplines and accredited professional programs challenging to convert to remote instruction (e.g., life sciences, natural sciences, studio art, ASHA and CACREP experiential learning), to share solutions and ideas.

4. Elevate to the Office of the Chancellor those issues where the system may be able to support solving multi-university problems (e.g., with PABON, PDE, or accrediting bodies) or coordinate resources.