In the Presence of COVID-19: Teaching and Learning Framework for the 2020-2021 Academic Year
Table of Contents

**In the Presence of COVID-19: Teaching and Learning Framework for the 2020-2021 Academic Year** ............ 3

- The context ........................................................................................................................................... 3
- Guiding principles ................................................................................................................................. 4
- A living document ................................................................................................................................. 5

**Spring/Summer Term 2020 – Teaching and learning entirely at a distance** ........................................ 6

- The context ........................................................................................................................................... 6
- Supports for students and teaching staff ............................................................................................... 6

**Fall 2020 – Primarily remote teaching and learning with a limited number of low-density in-person course components** ............................................................... 7

- The context ........................................................................................................................................... 7
- Fall 2020 remote teaching and learning: an overview ......................................................................... 7
- Fall 2020 in-person teaching and learning: an overview ................................................................... 8

**Winter 2021 – Primarily remote teaching and learning with a limited number of low-density in-person courses and course components** ......................................................... 9

- The context ........................................................................................................................................... 9
- Winter 2021 remote teaching and learning: an overview ................................................................. 9
  - Primarily Synchronous teaching (Zoom-based)/RLDS Scheduling code ........................................ 10
  - Asynchronous courses (UR Courses-based)/RLWS scheduling code ........................................... 10
  - WEB-delivered and LIVE-streamed courses ................................................................................... 11
- Academic Supports for students and teaching staff ........................................................................... 12
- Winter 2021 in-person teaching and learning: an overview ............................................................. 12
- Determining in-person, on-campus courses and course components could be offered ........... 13
- Student practica, Co-op placements, and other field-based learning ............................................. 14
- Health and safety protocols ................................................................................................................ 15
- Communicating the list of in-person courses and course components .......................................... 15
- Communicating with the University and larger communities ....................................................... 16
- Moving forward safely, carefully, and consultatively ........................................................................ 16

**Teaching and Learning Working Group: Academic Incremental Restoration (AIR)** ............................. 17

**In-Person Course Assessment Team (IPCAT)** ................................................................................... 17
In the Presence of COVID-19: Teaching and Learning Framework for the 2020-2021 Academic Year

The context

The COVID-19 pandemic abruptly and dramatically changed the process of teaching and learning at the University of Regina, its Federated Colleges, and other partner institutions on March 16, 2020. That day, all coursework, regardless of location, was suspended for four days to convert in-person face-to-face courses to remote delivery – either synchronously via Zoom or asynchronously online via existing UR Courses. This rapid transition to all-remote teaching and learning was implemented to protect the health and safety of the University and surrounding communities. It was based on the directives from Saskatchewan’s Chief Medical Health Officer, and made in consultation with the Ministry of Advanced Education and other Saskatchewan postsecondary institutions.

Once coursework resumed on 20 March, the Winter 2020 term was completed at a distance - including all teaching, assignments, quizzes, labs, group work and examinations at the Regina, Saskatoon, and Prince Albert campuses, the Federated Colleges, and at partner institutions such as Saskatchewan’s Colleges (formerly known as Regional Colleges). In keeping with provincial health recommendations on public gatherings, the Spring/Summer 2020 term was completed in the same way.

As the 2020-2021 academic year continues in the Fall 2020 term, the teaching and learning experience at the University, Federated Colleges, and partner institutions that deliver University of Regina programming is taking place primarily at a distance. For that reason, we continue working to make the remote teaching and learning experience as positive and academically rewarding as possible for both students and teaching staff.

At the same time, we recognize the value of – and in this academic year are creating opportunities for – the in-person interactions and learning experiences that have always been an important part of a university education. With that in mind, a limited number of low-density in-person course components (including labs, studios and fieldwork) are being held on campus in Fall 2020 for approximately 600 students, with strict adherence to increased requirements for physical distancing and other COVID-19 health and safety measures as mandated/recommended by the Chief Medical Health Officer. Should circumstances permit, the Winter 2021 term will take place in a similar manner, with the added possibility of a closely controlled increase in the locations, number, size and type of in-person courses and course components to be offered. The principle of maintaining a low-density of students on campus for health and safety purposes will be paramount in all decisions.
In the context of the pandemic, it is important to continue implementing the cautious and well-thought-out framework for teaching and learning that to this point has guided the 2020-2021 academic year at the University of Regina, Federated Colleges, and partner institutions that deliver University of Regina programming. Recognizing what for now is a new educational reality, this framework is gradually reintroducing some on-campus teaching and learning while supporting the health and safety needs of students, faculty and staff.

The University and its Federated Colleges are committed to providing the best possible service to our students, i.e. a seamless experience between the four institutions and other educational partners. Coordination between the institutions has been very strong before and through the pandemic and will remain so as we continue implementing the 2020-2021 framework for teaching and learning.

This framework, developed and updated by the University’s Academic Incremental Restoration Working Group (AIR – whose membership is listed at the end of this document) is congruent with the University’s COVID-19 operational and research frameworks that are also parts of the University and Federated Colleges’ overall efforts to minimize the pandemic’s disruption to our teaching, research, service, and work environment.

**Guiding principles**

The University’s framework for teaching and learning for 2020-2021 has been guided, in part, by principles for the re-opening of Saskatchewan’s postsecondary sector. The Ministry of Advanced Education, in consultation with the province’s postsecondary institutions, developed these sector-wide principles.

**The Ministry of Advanced Education’s guiding principles state that:**

1. Student, faculty, and staff health and safety is paramount;
2. All public health guidelines and protocols will be followed;
3. Institutions will continue providing quality educational experiences for learners and make best efforts to ensure the ongoing participation of vulnerable learners;
4. Institutions will strive to ensure academic and student health and wellness support services are available to all students;
5. Priority should be given to programs that support critical areas of the labour market, such as the health sector;
6. In-person, applied, hands-on programs and research should be given priority when considering a return to campus;
7. Saskatchewan institutions will make efforts to cooperate and collaborate to enhance program delivery and support students; and
8. Institutions will communicate timely, consistent information to students, staff and the public.
In addition, the University’s Academic Incremental Restoration Working Group has established, and in developing this framework is committed to, the following related principles:

1. Providing the highest-quality education possible while meeting the learning needs of students and the teaching needs of instructors;
2. Maintaining operational flexibility in light of the fluid COVID-19 situation, including possible next waves of the pandemic and/or influenza season that could take place;
3. Recognizing that the uncertainty surrounding the COVID-19 pandemic and its effect on our operations will continue to be a source of anxiety for many;
4. Developing plans that are consistent with the sector-wide approach in the province, but that take into account any considerations or circumstances unique to the University of Regina, the Federated Colleges, and other education partners; and
5. Ensuring that any return to in-person teaching and learning is undertaken in close concert with the University’s operational and research COVID-19 planning.

A living document

It is important to note that this framework for teaching and learning in the 2020-2021 academic year is a living document. As it continues to be implemented in light of the rapidly developing COVID-19 situation, it is subject to continuous evaluation and evolution. As circumstances dictate, changes to the framework will be shared with the University community (for example, via email, the University webpage, and town hall meetings), with any changes clearly communicated to ensure that all members of the University community are aware of and can plan for either the re-introduction or the scaling back of in-person campus academic activity. University Advancement & Communications will pay particular attention to widely, clearly, and quickly communicating any changes.

Factors that could alter this framework and its implementation include but are not limited to:

- Changing public health directives from the Chief Medical Health Officer and the Public Health Agency of Canada depending on the state of the pandemic;
- The possible surge or resurgence of COVID-19 during the academic year;
- Consultations with the Ministry of Health regarding the density of on-campus populations;
- Consultations with the University community during each term to consider strengths and limitations;
- The development and availability of an effective COVID-19 vaccine; and
• Safety lessons learned as the University works through each term of returning, where feasible, to in-person teaching and learning.

What follows is an updated teaching and learning framework for 2020-2021 at the University of Regina, the Federated Colleges, and other affiliated institutions that deliver University of Regina programming.

### Spring/Summer Term 2020 - Teaching and learning entirely at a distance

**Context**

This term was a continuation of teaching and learning modalities that were urgently implemented in Winter 2020 when the pandemic forced a sudden shift to remote teaching and learning. Unlike in the Winter 2020 term, time was available to enhance pedagogy and student learning experiences, as well as to support faculty to prepare courses offered during the Spring/Summer 2020 term.

When the Spring/Summer 2020 term began in early May, the Government of Saskatchewan’s public health guidelines mandated that all courses be delivered at a distance. The Spring/Summer 2020 term began and finished this way at all campuses.

**Supports for students and teaching staff**

Resources to support instructors and students teaching and learning at a distance were developed and made available through a “gateway to the Spring/Summer term” section of the University website.

---

1 In response to the evolving circumstances of the COVID-19 pandemic: (i) the University may be required to add, delete or change course or program requirements; (ii) academic activities (including courses, seminars, graduate supervision, labs, experiential learning, practica, fieldwork, placements, etc.), may be affected or altered; and (iii) co-curricular opportunities, programs and services, and the manner of delivery of courses, are all subject to change. As well, the University may, from time to time, impose additional rules, procedures and protocols as it deems necessary or as it may be required to do by public authorities to mitigate against the risk of the spread and/or transmission of infectious disease, including COVID-19, on the University campus, and students will be expected to comply with all such rules, procedures, and protocols (including any measures related to preventing or mitigating the spread of infectious disease or quarantining if a student is suspected of carrying an infectious disease). While the University is committed to providing appropriate instructional and supervisory support and services to students, students are not guaranteed the same learning approaches or “university experience,” or non-academic activities and services, they would have received in the absence of this health emergency. The University thanks its students, faculty, and staff for their understanding and flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University of Regina.
All academic and student service supports such as advising, tutoring and counselling were offered remotely (primarily via Zoom), and the University Library was physically closed but with robust online resources available.

**Fall 2020 - Primarily remote teaching and learning with a limited number of low-density in-person course components**

**Context**

On May 12, 2020, Interim President and Vice-Chancellor Thomas Chase announced: “A continuation of the remote delivery we are now using offers students in the Fall term the best chance of academic success as we navigate the rapidly changing landscape of the global pandemic.”

**Fall 2020 remote teaching and learning: an overview**

Most teaching and learning in the Fall 2020 term is taking place remotely along the continuum between primarily synchronous (virtual real-time class meetings) and primarily asynchronous (web-based). This synchronous-asynchronous continuum is described in detail in the Winter 2021 section below.

Resources supporting the development of remote courses for Fall 2020 (UR Courses and Zoom) were made available at [https://www.uregina.ca/remote-teaching/index.html](https://www.uregina.ca/remote-teaching/index.html).

With most exams being administered remotely during the term, the University is implementing Proctortrack as a remote proctoring solution to help ensure the academic integrity of some timed mid-term and final exams. Proctortrack was selected through an extensive tendering process guided by the Remote Proctoring Project Steering Committee. The Steering Committee assessed the University’s needs, developed criteria to evaluate vendor offerings, solicited and reviewed vendor responses, and made a final decision based on presentations by prospective vendors.

The use of Proctortrack is not mandatory; the decision rests with individual instructors who were advised to inform their students of remote proctoring (mid-terms and/or final exams) in their courses. Many instructors have elected to use different assessment methods such as take-home exams or final essays, so it is anticipated that Proctortrack will be used in just over 100 of the more than 1,200 course sections with final exams scheduled this term.

The University has reviewed Proctortrack’s security and data management practices, and completed a privacy assessment to ensure alignment with legislated privacy requirements and best practices. More information can be found here: [https://www.uregina.ca/term-updates/students/remote-proctoring.html](https://www.uregina.ca/term-updates/students/remote-proctoring.html)
Fall 2020 in-person teaching and learning: an overview

The University and its sector partners are proceeding cautiously in terms of in-person teaching and learning because our institutions differ markedly from other environments in the province that are re-opening more fully. The University of Regina, for example, ordinarily has a high on-campus population density, with close to 20,000 persons potentially on the main Regina campus alone (an area of a few square city blocks) at any given time during peak periods. Many of those people travel to and from campus from surrounding communities each day. The average student or instructor can share classroom space with hundreds of others in any given week. In addition, there are hundreds of “pinch points” on campus such as elevators, stairwells, hallways, washrooms and common areas. These are located in multiple buildings.

Carefully taking into account these factors, the University is cautiously undertaking in-person teaching and learning for Fall 2020 in a manner consistent with the sector approach developed in consultation with the Ministry of Advanced Education and other Saskatchewan postsecondary institutions.

During Fall 2020 and at the main Regina campus only, a limited number of low-density in-person course components for students are being held. These include 78 labs and studios (maximum section enrolment of 14 – as per phase 3 of the Re-Open Saskatchewan Plan) for approximately 600 students as well as student practica, Co-operative Education placements, and other field-based learning taking place primarily off campus for 200 other students. In-person course components on campus are spread out in space and time across seven buildings, between 7:30 a.m. and 9:45 p.m. Monday through Sunday, with no more than 60 students scheduled to be on campus for courses at any given time.

Holding these low-density in-person course components in Fall 2020 is serving as a pilot initiative to determine how the University and Federated Colleges could eventually manage larger groups of students on our campuses and at the Regional Colleges and other partner institutions. The pilot project is instructing us about “pinch points,” disinfection of spaces, safe movement of people through space and time, access to the Library, computer labs and other facilities, the use of personal protective equipment, elevators, timetabling, physical distancing, and other relevant matters. The University will take the lessons learned and apply them to any in-person course offerings for subsequent terms.

The criteria and process by which in-person course components were selected for delivery was overseen by AIR, and was similar to that described for the Winter 2021 term.

All classroom spaces used for in-person teaching and learning were assessed and if necessary modified according to strict COVID-19 health and safety protocols, and all in-person activities must
adhere to these protocols throughout the term. Faculties are also required to have a contingency plan for these course components should the circumstances of the pandemic require a complete return to remote teaching and learning during the semester.

Other supports for a limited in-person student presence on campus have been carefully considered and implemented in Fall 2020. These include: limited in-person hours for the Campus Store at the beginning of term followed by curbside pick-up for the remainder; the configuration of 160 single-table/single-chair student study stations on campus; and in the University library, appointment-only access to 40 computers and 17 single-table/single-chair student study stations as well as a request and pick-up service for library material resources.

Winter 2021 - Primarily remote teaching and learning with a limited number low-density in-person courses and course components

Context

On September 10, 2020, Interim President and Vice-Chancellor Chase announced:

*Throughout the COVID-19 pandemic, the University of Regina has made the health and safety of our students, faculty, and staff our top priority. In keeping with that commitment and based on current information, the University of Regina, together with the University of Saskatchewan and Saskatchewan Polytechnic, has decided to continue into the Winter 2021 semester with our present approach to course delivery.*

*In other words, the Winter 2021 term will be much like the Fall term. Courses will be delivered remotely with the exception of a limited number of low-density face-to-face classes, labs, studios and clinical placements. This approach offers students the best chance of academic success as we continue to navigate the rapidly changing landscape of the global pandemic.*

With that in mind, the approach to teaching and learning will be a cautious one and will be contingent on several factors, including the COVID-19 pandemic situation in the province, its impact on public health guidelines, and the success of the Fall 2020 low-density in-person teaching and learning pilot initiative.

**Winter 2021 remote teaching and learning: an overview**

For the Winter 2021 term, most teaching and learning will be delivered remotely. Remote teaching includes several modalities and these modalities typically occur along a continuum between primarily synchronous (virtual real-time classes) and primarily asynchronous (web-based). The University of Regina uses Zoom for synchronous course delivery and UR Courses for asynchronous course delivery.
Most Winter 2021 course delivery will take place somewhere on the synchronous-asynchronous continuum.

**Primarily synchronous teaching (Zoom-based)**  
**RLDS [Remote Learning Delivery Special] scheduling code**

Zoom enables virtual face-to-face approaches to teaching and learning. These classes are “live”; that is, faculty and students gather together virtually to teach and learn in Zoom classrooms. These courses are offered on specific days/times as scheduled by the Registrar’s Office. The date/time of the class cannot be changed because students are organizing their lives around these teaching times.

There are close to 2,000 Zoom class sections taking place in Winter 2021; thus, these courses will be the mainstay of teaching and learning at the University. As course instructors deliver their Zoom-based courses, they are also encouraged to incorporate some asynchronous components (UR Courses) into their courses, the extent of which is best decided by the instructor. For example, they can post teaching materials and links to relevant online resources on their UR Courses page that can be accessed at any time by the students in the class. The UR Courses platform also provides course instructors with the emailing list of students in the class; the UR Courses emailing tool is a convenient way of communicating with students and accepting student assignments. UR Courses now features integrated Zoom and Proctortrack capability; thus, course instructors and students can easily access Zoom and Proctortrack in UR Courses.

Course instructors may wish to augment their primarily Zoom-based courses with UR Courses-based asynchronous elements, since engaging in teaching and learning through a 3-hour Zoom class can be challenging. For example, Zoom classes may be taught for 1.5 hours and then faculty can have students engage in asynchronous learning that is essentially equivalent to an additional 1.5 hours of teaching/learning.

**Asynchronous courses (UR Courses-based)**  
**RLWS [Remote Learning Web Special] scheduling code**

In response to the need to teach remotely because of the COVID-19 pandemic, some courses may be delivered in an asynchronous format using the UR Courses platform, subject to the applicable Faculty/unit policy or decision-making processes and approvals. However, such courses may not have benefited from the assistance of the Centre for Continuing Education’s Instructional Design team. The need to ensure a quality learning experience is paramount and it is vital that UR Courses-based asynchronous courses reflect best practices in teaching and learning in an asynchronous context.
As they begin developing their remote courses (UR Courses and Zoom), Course instructors are encouraged to consult the Fall 2020 remote teaching and learning resources currently provided by the CCE/Flexible Learning Division and Information Services at https://www.uregina.ca/remote-teaching/index.html. These resources will be updated as necessary for Winter 2021 in the coming weeks.

It is important to note that asynchronous courses are typically delivered such that students are able to manage them on their own schedule rather than attend class on a specific date/time. If course instructors wish to include some synchronous events or sessions as part of their UR Courses-based asynchronous courses, they need to be very cautious about the extent of such synchronous components. When a course is scheduled as web-based asynchronous, students will be registering in the course on the understanding that they are not expected to attend virtual real-time class meetings. Limited synchronous elements in an asynchronous course might, for example, include: a class session on clarifying major course concepts or reviewing some more difficult topics; a class meeting to go over course assignment requirements; or check-ins with students.

When a Winter course that was originally scheduled for face-to-face, on-campus delivery is converted to a web-based asynchronous course, subject to the applicable Faculty policy or decision-making processes and approvals, any synchronous (virtual live) elements of such asynchronous course must be offered within the original class time as scheduled by the Registrar’s Office (virtual real-time office hours are exempt from this rule). This is to avoid creating class-schedule conflicts for those students already registered in Winter courses. Furthermore, the virtual live elements of such asynchronous courses need to be communicated to students well in advance of the start of the Winter semester so students can select their courses and organize their time and lives accordingly.

Therefore, the date/time of virtual live class meetings or events in an asynchronous course must be entered in the Section Long Text of SSATEXT in Banner by December 1, 2020 at the latest. Faculties, Federated Colleges, and academic units are responsible for their own SSATEXT entries. The date/time of virtual live sessions must be also included in the course syllabus and/or the UR Courses page.

**WEB-delivered and LIVE-streamed courses**

There are two other types of remote delivery courses. These courses (few in number) predate the University’s decision to teach most courses remotely because of the COVID-19 pandemic.

- **WEB-delivered courses** are UR Courses-based asynchronous courses like RLWS courses. Distinct from RLWS courses, which were developed by course instructors as special delivery for the Winter 2021 term, courses coded “WEB-delivered” have been developed with the aid of Instructional Design teams and are regularly offered as WEB-delivered courses.
• Similar to RLDS courses, LIVE-streamed courses are streamed over the Internet, using Zoom or other similar platforms, and delivered in partnership with the Regional Colleges. Most LIVE-streamed courses were created prior to the University’s transition to remote teaching and learning as a result of COVID-19, and thus, they are regularly scheduled as LIVE-streamed.
• Courses scheduled for Winter 2021 as fully WEB-delivered or LIVE-streamed and developed through the Centre for Continuing Education or elsewhere will remain as scheduled.

Academic Supports for students and teaching staff

• Recognizing that the teaching and learning experience must be of the highest quality possible both for students and for instructors, as it did for the Spring/Summer and Fall 2020 terms the University is developing and updating enhanced resources to support both students, Faculty and staff. These resources can be found here: https://www.uregina.ca/term-updates/.
• Should the circumstances of the pandemic permit, as it currently does for Fall 2020, the University Library will have some in-person supports for Winter 2021. These would include curb-side pick-up and drop-off of resource materials, as well as appointment-based access to 40 main floor computers, 17 main floor single-person study spaces, and eight rooms with computers students may use to write remotely proctored examinations with Proctortrack. The majority of the Library’s services and resources will be accessed at a distance. The Library’s plans for service are updated as needed at https://uregina.libguides.com/covid-19, and this information will be communicated to campus before the end of the current term.
• As in Fall 2020, all members of the University community will be able to order hard copies of books through the online Campus Store for curb-side pick-up, or for either domestic or international delivery. Limited in-store access may also be available at the beginning of term. Electronic versions of textbooks will continue to be available for purchase.
• Based on usage in the current term, for Winter 2021 Facilities Management will assess whether the 166 single-table/single-chair student study stations (open access) throughout the University is meeting demand.
• Other student academic supports – tutoring, workshops, academic advising, and personal counselling, for example – will continue to be offered at a distance, primarily via Zoom.

Winter 2021 in-person teaching and learning: an overview

The University will consider a closely controlled increase in the number of students enrolled in low-density, in-person courses and course components. Winter 2021 could see a limited number of in-person courses and course components (including, for example, labs, studios, undergraduate and graduate seminars, creative writing courses) of up to 29 students (as per phase 4 of the Re-Open Saskatchewan Plan) at the main and College Avenue campuses as well as the Federated Colleges and Saskatchewan Colleges. In-person enrolment at the University will be capped at 1,500 – less than 10
percent of the overall student population. This would more than double the number of students taking in-person course components on campus compared to Fall 2020. Restricting in-person student numbers at 1,500 or fewer will guarantee the University’s ability to maintain a low-density of students and faculty at any given time or place on our campuses. The principle of maintaining a low-density in-person presence of students on campus for reasons of health and safety continues to guide all decisions.

**Determining in-person, on-campus courses and course components could be offered**

The process for determining in-person, on-campus courses and course components will be offered is as follows:

- AIR approves and circulates a criteria document, timeline, and submission template to Deans/directors.
- Deans/directors submit their Faculty’s prioritized list of in-person courses and course components to the In-Person Course Assessment Team (IPCAT).
- IPCAT, will consider the following factors: the maximum overall in-person on-campus enrolment of 1,500 students; space capacity given the need for physical distancing; the entry and exit doors closest to classrooms/labs/studios; the one-way movement of students through space (hallways and stairwells, for example); the need to coordinate facility sanitization and disinfection; the use of elevators and washrooms; and, the mandatory use of masks as appropriate. IPCAT will then aggregate and evaluate the submitted lists and recommend to AIR the courses and course components to be offered in person.
- AIR will approve the final list of in-person, on-campus courses to be offered in Winter 2021.

The Deans/directors will be afforded the maximum possible discretion in proposing in-person courses and course components for IPCAT’s consideration. In prioritizing the in-person course or course components, however, the following seven criteria **must** be met:

1. For Winter 2021, section enrolment of any number up to 29 students will be permitted for courses and course components (i.e. no more than 30 people, including instructors, may be in the instruction space at one time in accordance with Phase 4 of the Re-Open Saskatchewan Plan).
2. An instructor must be identified as available, willing, and able to teach the section in-person;
3. The Faculty/unit or College must commit to contacting prospective or registered students as appropriate to confirm that: they are geographically proximal to the University; they have no health conditions that would preclude them from attending in-person instruction; and their Winter 2021 schedules permit ready access to on-campus attendance. Note: Students are not required to reveal their specific health conditions;
4. The Faculty/unit or College must commit to addressing any student scheduling conflicts that might arise should the scheduling of in-person coursework necessitate a change to the time that coursework was originally to be offered;

5. The Faculty/unit or College must commit to having a contingency plan in place should the pandemic necessitate reverting to remote teaching and learning;

6. The Faculty/unit or College must provide the specific building and room number of any proposed instruction space to ensure that, if it has not yet been done, a COVID-19 space assessment may be undertaken to ensure physical distancing and other COVID-19 health and safety requirements; and

7. The Faculty/unit or College must confirm that COVID-19 safety plans will be in place for all in-person course and course component offerings (a HSW representative will be assigned to work with course instructor on COVID-19 safety plan).

The following conditions should be carefully considered by Deans/directors when developing proposed priority lists of in-person courses and course components:

- Require specialized equipment, space, or software that is only available on campus;
- Resist remote delivery but are required for students to continue progress in their program/degree;
- Would be especially challenging to convert to a virtual environment;
- Are offered infrequently and thus are required by students to progress in their programs; and
- Are deemed a priority by the Dean/director/unit.

Once an in-person course or course component is evaluated by IPCAT and approved by AIR, an additional consideration for its delivery will be equity. Deans/directors and the Colleges are advised to contact all prospective or registered students (as per criterion #3 above). Students who cannot attend on-campus courses or course components, should be advised to contact their academic advisor regarding alternative options.

**Student practica, Co-op placements, and other field-based learning**

A process was developed for Fall 2020 to allow student practica, Co-operative Education placements and other field-based learning to take place in person both on- and off-campus. In all, approximately 200 students were placed, and only with employers and other organizations that committed to following the applicable jurisdiction’s COVID-19 health precautions. IPCAT will oversee a similar process for approximately the same number of students in Winter 2021.

It should be noted that just as with any on-campus in-person courses or course components, individual field-based learning opportunities may also be altered in light of COVID-19.
Health and safety protocols

All on-campus activities must continue to adhere to COVID-19-related health and safety protocols initiated under the guidance of the University’s Health, Safety & Wellness team and supported by Facilities Management personnel.

These protocols are currently being strictly applied to all in-person teaching and learning for Fall 2020, and will be enacted with equal rigour to any in-person teaching and learning in Winter 2021. Academic units will be provided with the necessary tools, consultations, and supports to develop a health and safety plan for each in-person course component they offer. Common to these safety plans are the following:

- Requiring that all instructors and students view the COVID-19 health and safety orientation session (module; power point) prior to attending their first in-person course component. Instructors are encouraged to post the orientation session in UR Courses;
- Requiring students and instructors to carefully self-monitor their health throughout the term using Health Canada’s COVID app located at http://ca.thrive.health;
- Determining what personal protective equipment or other COVID-19 health and safety measures will be required by students and instructors;
- Ensuring that proper physical distancing and wearing of masks/face coverings are maintained in classroom, laboratory and studio spaces;
- Ensuring that handwashing and hand sanitizing stations are appropriately placed and marked; and,
- Providing students and instructors with a detailed document that outlines expectations, recommendations and any restrictions related to being on campus for in-person coursework.

Should COVID-19 surge or re-emerge during the Winter 2021 term, or if a positive case/exposure/transmission is confirmed on one of our campuses, the University – through our Health, Safety, and Wellness team - will work directly with provincial public health officials to determine the best course of action depending on the specific circumstances. The University’s COVID-19 Response plans, can be found at https://www.uregina.ca/term-updates/health-safety/plans.html.

Communicating the List of In-Person Courses and Course Components

When finalized, the list of in-person course components to be offered for Winter 2021 will be provided to all academic units, entered into the University’s course registration system, and posted on the University’s website.
All in-person courses or course components will have plans in place to manage a localized lockdown, surge or resurgence of COVID-19 during the Winter 2021 term.

**Communicating with the University and larger communities**

As Fall 2020 progresses, University Advancement & Communications will roll out a clear communication plan for the Winter 2021 term to keep the University and the larger community well-informed both prior to and during the term.

**Moving forward safely, carefully, and consultatively**

This framework provides guidance for teaching and learning in the 2020-2021 academic year at the University of Regina, Federated Colleges and partner institutions in light of the COVID-19 pandemic. It does so, however, with the understanding that the uncertain nature of the pandemic will require institutions to continuously assess and periodically revise their coordinated approach, particularly as the Winter 2021 term progresses. At all times, this planning will be done carefully, taking into account the important perspectives as well as the health and safety of our students, faculty and staff.

Over this academic year and beyond, the University of Regina, Federated Colleges, and our partners will undoubtedly face challenges and uncertainties as we live in the presence of COVID-19. But how we respond together to these challenges – safely, carefully, and consultatively – will allow us to move forward successfully as we continue the practice of teaching and learning at our institutions.
Teaching and Learning Working Group: Academic Incremental Restoration (AIR)

- (Chair) Dr. david Gregory, Interim Provost and Vice-President (Academic)
- Lee Aument, Faculty Administrator, Science
- Dr. Andrew Cameron, Faculty of Science, URPG Chair
- Jayveer Chadva, University of Regina Graduate Students’ Association
- Darren Cherwaty, Director, Health, Safety and Wellness
- Dr. Alec Couros, Faculty of Education and Director, CTL
- Doug Cripps, Associate Dean, Faculty of Kinesiology and Health Studies
- James D’Arcy, University Registrar
- Art Exner, Associate Vice-President Information Services
- Dr. Jim Farney, Faculty of Arts
- Rochelle Fenwick, Faculty Administrator, Education
- Dr. Amanda Gebhard, Faculty of Social Work
- Amy Hunter, Special Projects Administrator
- Dr. Nick Jones, Interim Dean, Faculty of Graduate Studies and Research
- Dr. Bob Kayseas, Interim President, First Nations University of Canada
- Dr. Stephen King, Senior Researcher to the President
- Dr. Jennifer Kramer, Faculty of Nursing
- Gurjinder Singh Lehal, University of Regina Students’ Union
- Lisa Mitchell, Associate Vice-President University Advancement and Communications
- Dr. Nilgün Önder, Associate Vice-President (Academic)
- Neil Paskewitz, Associate Vice-President Facilities Management
- Pat Patton, Director, Security and Operations
- Dr. Yvonne Petry, Dean, Luther College
- Dr. Tom Phenix, Dean, Campion College
- Christie Schultz, Director, Centre for Continuing Education
- Regan Seidler, Coordinator, Enterprise Risk Management
- Glenys Sylvestre, Executive Director University Governance and University Secretary
- Dr. Lisa Watson, Associate Dean Research & Graduate Programs, Faculty of Business Administration
- Brett Waytuck, University Librarian
- Christina Winter, Copyright and Scholarly Communications Librarian, CCAM Chair

In-Person Course Assessment Team (IPCAT)

- (Chair) Dr. david Gregory, Interim Provost and Vice-President (Academic)
- Darren Cherwaty, Director, Health, Safety and Wellness
- James D’Arcy, University Registrar
• Amy Hunter, Special Projects Administrator
• Dr. Esam Hussein, Dean, Faculty of Engineering and Applied Science
• Dr. Stephen King, Senior Researcher to the President
• Dr. Nilgün Önder, Associate Vice-President (Academic)
• Neil Paskewitz, Associate Vice-President Facilities Management
• Pat Patton, Director, Security and Operations
• Christie Schultz, Director, Centre for Continuing Education
• Regan Seidler, Coordinator, Enterprise Risk Management
• Rae Staseson, Dean, Media, Art, and Performance