Online Course Guidance for Fall 2021 Courses

This guidance document addresses which courses can be taught primarily online (i.e., 51% or more of a section is taught online). For guidance on how instructors can request online teaching due to health concerns, see Dean's e-mail from January 20th, 2021.

Courses that were online prior to COVID
These courses can be offered in Fall 2021.

Courses that were recently developed for online under an MOE or course release agreement
These courses should have been developed in conjunction with CODL and should have received a Quality Matters review. These courses can be offered in Fall 2021.

Single section courses that enhance a department's online offerings (e.g., increase SCH, make a minor/major available entirely through online coursework), that were recently developed for online teaching, and that the department commits to regularly offering in an online format after Fall 2021
These courses should be developed in conjunction with CODL and/or should receive a review from CODL before August 1, 2021. If you have been working independently on course design please contact CODL by March 1 to coordinate receiving a review of your course.

Multi-section courses that enhance a department's online offerings (e.g., increase SCH, make a minor/major available entirely through online coursework), that were recently developed for online teaching, and that the department commits to regularly offering in an online format after Fall 2021
Similar to single section courses, these courses should be developed in conjunction with CODL and/or should receive a review from CODL before August 1, 2021. If you have been working independently on course design please contact CODL by March 1 to coordinate receiving a review of your course. In addition, for multi-section courses, a range of formats should be offered so that students have a choice in format. If the course is 000-399, the majority (~75%) of the seats should be in a face-to-face format. If the course is 400-999, a more even distribution of formats (~50% face-to-face, 50% online) is allowable.

Overall online vs. face-to-face offerings
Although it is possible for the above-described courses to be offered online, departments need to attend to their overall portfolio of online seats. The majority (~75%) of seats for 000-399 level courses need to be face-to-face (although this may vary if you have been heavily involved in online teaching prior to COVID). At the 400-999 level, a more even distribution of formats is allowable.

Online to address space constraints – non-specialized spaces
Some courses may need to be offered in an online format because space is not available to accommodate the course. Units need to exhaust all possible space options before moving a course online. The unit can begin with their first pass scheduling spaces but if those spaces do not accommodate the needs of the course, they should use the room optimization process that occurs after January 29 to determine if space is available elsewhere in the university to accommodate the class. Instructors should be flexible in scheduling the time and meeting pattern of the course so that a variety of space options can be considered (unless an alternative time would overlap with another course that is required for the same students). Only after the Registrar's Office reports that no space

is available for the course can the course be moved to an online format. At this time, the Registrar's Office has not provided a maximum class size that can be accommodated within the classroom spaces available. More information is expected on this topic.

Online to address space constraints – specialized spaces (e.g., labs, studios)
Presumably, alternative spaces are not available for courses that need specialized resources. In this case, units should do their best to maximize their face-to-face offerings within the space and instructional resources (e.g., number of GTAs) available and still accommodate the typical volume of students who need the course for progression and graduation. There is no prescribed ratio of face-to-face to online offerings in the scenario. The ratio will be determined by the unit based on the available resources (both space and instructional capacity).

Edwards courses
The Edwards campus is a transfer only campus, offering minimal lower-level courses, with many of the students being adult learners. Therefore, there is not the same pressure to offer as many in person courses. Edwards also has some major space constraints (i.e., most classrooms have small social distancing caps and the time window for scheduling classes is very compressed to accommodate working professionals). Thus, it is likely that there will be a relatively high volume of online offerings at Edwards. Decisions about online offerings at Edwards will be at the discretion of the Edwards leadership team. Contact Shannon Portillo with questions.

Other situations
Contact hstorkel@ku.edu to describe your situation.

Can Course X be Taught Online?

		Was the course taught online pre-COVID?				
	Yes Can teach online			No		
		Is the course being developed as part of the unit's overall online development (i.e., will be offered online regularly post-COVID)				
		Yes Can teach online		No		
Are there multiple sections of the course?			Is there a room available to offer the course face-to-face based on room optimization or availaiblity of specialized spaces (labs, studios)?			
Yes Offer a mix of online & face-to-face sections		No Offer the single section online	Yes Teach the course face-to-face		No Can teach online	
Assess overall unit offerings. Are the majority (~75%) of 000-399 level seats in face-to-face formats and are at least 50% of 400-999 level seats in face-to-face formats?						
Yes Good job!					No Contact Dean's Office to explain	