

# AS&E Fall 2021 Academic Policies

The document below outlines policies for AS&E courses at the undergraduate and graduate level for Fall 2021. Questions on these policies can be sent to Alan Czaplicki ([alan.czaplicki@rochester.edu](mailto:alan.czaplicki@rochester.edu)) in the Dean's Office (undergraduates) or Jon Herington ([Jonathan.herington@rochester.edu](mailto:Jonathan.herington@rochester.edu)) in Graduate Education (graduates).

## Table of Contents

<b>INSTRUCTIONAL POLICIES FOR FALL 2021</b> .....	<b>3</b>
STUDENT PROGRESS IN ACADEMIC PROGRAMS .....	3
STUDENT ARRIVAL IN FALL 2021 .....	3
INSTRUCTION FOR REMOTE STUDENTS IN FALL 2021 .....	3
TRACKING OF REMOTE LEARNERS IN COURSES .....	4
MASKING REQUIREMENTS FOR INSTRUCTORS AND STUDENTS.....	4
CLASSROOM CAPACITY AND SOCIAL DISTANCING.....	5
ACCESSIBILITY AND CLOSED CAPTIONING OF LECTURES AND OTHER COURSE-RELATED ACTIVITIES .....	5
<b>GENERAL ACADEMIC POLICIES</b> .....	<b>6</b>
ACADEMIC CALENDAR AND INSTRUCTION.....	6
ACADEMIC DEADLINES IN FALL 2021 .....	6
ACCOMMODATIONS FOR STUDENTS WITH COVID-RELATED ILLNESS .....	6
OFF-CAMPUS COURSE ACTIVITIES .....	7
COURSE EVALUATIONS FOR FALL 2021 COURSES .....	7
ALLOWED RESEARCH ACTIVITIES FOR GRADUATE AND UNDERGRADUATE STUDENTS .....	7
<b>COURSE MODALITY</b> .....	<b>8</b>
COURSE MODALITY.....	8
CODING OF COURSES IN FALL 2021 IN UR STUDENT .....	8
<b>COURSE SYLLABI AND MANAGEMENT</b> .....	<b>9</b>
GENERALLY REQUIRED AND RECOMMENDED SYLLABUS ELEMENTS .....	9
ACADEMIC HONESTY.....	9
SUGGESTED SYLLABUS ADDITIONS FOR FALL 2021 .....	9
ASSIGNMENT OF TEXTBOOKS .....	11
UPDATES TO THE COURSE SYLLABUS OVER THE SEMESTER .....	11
<b>CREDIT AND CONTACT HOURS</b> .....	<b>12</b>
GENERAL POLICY .....	12
MANAGEMENT OF INDEPENDENT STUDIES, INDEPENDENT RESEARCH, AND READING COURSES.....	12
<b>POLICIES ON EXAMINATIONS AND OTHER ASSESSMENTS</b> .....	<b>13</b>
TIMING OF MID-TERM EXAMS.....	13
COMMON EXAM TIMES.....	13
READING PERIOD.....	14
FINAL EXAM PERIOD .....	14
EQUIVALENCE BETWEEN IN-PERSON AND REMOTE EXAMS.....	14
<b>POLICIES ON COURSE GRADES</b> .....	<b>15</b>

FALL 2021 GRADES (MAJOR, MINOR, CLUSTER) .....	15
SATISFACTORY/FAIL POLICY FOR COLLEGE UNDERGRADUATES .....	15
MODIFIED SATISFACTORY/FAIL POLICY FROM FALL 2020 AND SPRING 2021 .....	15
INCOMPLETES FROM THE MODIFIED SATISFACTORY/FAIL POLICY IN SPRING 2020 .....	15
USE OF INCOMPLETE GRADES FOR LABORATORY AND STUDIO COURSES .....	15
<b>TECHNOLOGY REQUIREMENTS FOR FALL 2021 COURSES.....</b>	<b>16</b>
MINIMUM TECHNOLOGICAL REQUIREMENTS FOR FALL 2021 COURSES.....	16
NON-SUPPORTED COURSE SOFTWARE AND TEACHING TOOLS.....	16
AVAILABLE COURSE TECHNOLOGIES .....	16
<b>RECORDING OF CLASS SESSIONS AND USE OF WEB CAMERAS.....</b>	<b>18</b>
COURSE ELEMENTS REQUIRING RECORDING.....	18
ON-CAMPUS STUDENTS ACCESSING RECORDINGS .....	18
STUDENT NOTIFICATION OF RECORDING.....	18
CAPTIONING OF VIDEO RECORDINGS.....	18
DELETION OF VIDEO RECORDINGS .....	19
<b>STUDENT HIRING IN FALL 2021 .....</b>	<b>20</b>
STUDENT HIRING (TEACHING ASSISTANTS, RESEARCH ASSISTANTS, ADMINISTRATIVE SUPPORT) .....	20

## Instructional Policies for Fall 2021

### Student Progress in Academic Programs

The emergence of COVID-19 in February 2020 has resulted in at least four semesters (Spring 2020 – Fall 2021) of disrupted education. Departments should evaluate whether students have been able to make progress toward program learning outcomes for their majors, minors or other programs. When gaps are identified, departments should develop plans for supplementary instruction or other adjustments, and relay these plans to the dean's office if additional resources are necessary. Departments should pay special attention to course with "hands-on" components (e.g., labs, workshops, studios, performances).

### Student Arrival in Fall 2021

Students are expected to arrive on time and in-person in Fall 2021. Students will not be allowed to learn remotely except as outlined below.

Students who believe that they have a medical condition preventing them from attending in-person may submit a request for an accommodation with Disability Resources. Students should follow the procedures outlined at the Disability Resources [website](#), including the submission of supporting documentation. All requests will be evaluated on a case-by-case basis; as with all requests, this does not guarantee that an accommodation will be granted.

Students experiencing difficulties in travelling to campus due to visa processing times and related issues will be allowed to learn remotely for the beginning of the semester. All students are expected to return to campus as soon as any visa issues are resolved. Students unable to return by November 7 will be required to take a leave of absence for the Fall.

Undergraduate students in their ninth semester onward may petition the Dean of the College to learn remotely under certain strict conditions. Students may only petition if they have a maximum of 1-2 courses to complete their degree in Fall 2021 *and* have compelling personal reasons (outlined in the petition) to learn remotely. Compelling reasons would include documented financial or family issues. Petitions will not be approved that do not meet these conditions; petitions that include a request to learn remotely in Spring 2022 will not be accepted.

Graduate students who have completed their formal coursework, may petition the Dean of Graduate Education for *in absentia* status according to the normal procedure. Please note that the support of your advisor, and a clear plan for facilitating research on your dissertation are required in order for a petition to be successful.

### Instruction for Remote Students in Fall 2021

Instructors must provide online equivalent instruction for all on-campus content for any students learning remotely. Instructors are not required to continue this online equivalent instruction once all students in the course have returned to campus. (See [section above](#) for information on conditions for remote learning.) However, please note that there is a small chance that some students initially

intending to return by November 7 may experience delay outside their control that may prevent them from returning by the end of the semester. In these cases, instructors will need to provide remote instruction for those students for the entire semester. This may also be the case with a small number of students with approved medical accommodations through Disability Resources. Instructors will receive direct notification from Disability Resources for those students needing this accommodation.

Instructors are not required to record class sessions for students that are on-campus and become ill over the course of the semester. Instructors may also restrict access to class recordings to students learning remotely. More information on the decision to restrict recording can be found [below](#).

Online equivalent instruction may include synchronous or asynchronous recordings of lectures and recitations, videos of experiments and other laboratory activities, alternative written assignments or readings to facilitate learning key concepts, etc. As in the past few semester, these equivalent activities should allow students learning remotely to meet the learning objectives of the course similarly to students on campus.

### Tracking of Remote Learners in Courses

As in past semesters, undergraduate students will be coded in the class roster for the Fall 2021 attendance in the following categories: in-person, in-person late, or learning remotely for the semester. Most students will be coded as “in-person” with the return to on-campus activities. Students with anticipated arrival dates after the beginning of the semester will be coded as “in-person late.” A few students in special circumstances may be remote throughout the semester and will be coded as “remote.”

Graduate students will not be coded with their remote status, and are required to contact individual instructors to make arrangements.

### Masking Requirements for Instructors and Students

Instructors must follow University rules for masking and are not allowed to deviate from these rules (either by being less or more stringent).

The University recently issued a new masking requirement that can be found on [this site](#). The requirement states: “In the classroom, fully vaccinated instructors who can maintain greater than 6 feet distance from all class participants can unmask while instructing; class attendees must remain masked and the instructor should re-mask when class instruction is complete.” This means that all students, whether vaccinated or unvaccinated, are required to be masked for the entire duration of all class sessions. For most classroom settings, this also means that instructors will be masked for all class session unless able to arrange seating to allow for the six foot distance required to unmask.

Students continue to be expected to adhere to the principles outlined in the [UR COVID-19 Community Commitment](#).

## Classroom Capacity and Social Distancing

Courses in Fall 2021 have been scheduled using normal room capacities. Per [University guidance](#), including the [new masking requirements](#), physical distancing is no longer required on campuses or in classrooms. This includes laboratories used for teaching and other educational spaces (studios, etc).

## Accessibility and Closed Captioning of Lectures and Other Course-Related Activities

As a best practice, AS&E encourages all instructors to caption course materials, including recorded lectures, when possible. Captioning resources and best practices for developing inclusive courses can be found on the Office of Disability Resources' webpage on [digital accessibility](#). Computer-generated captioning is available for videos uploaded through [Panopto](#) but should be manually added and edited for accuracy.

Instructors of students with disabilities who require captioned media as an accommodation will be notified via a student accommodation letter sent from the Office of Disability Resources. For instructors of students who require this accommodation, support for captioning and transcription will be available through the Office of Disability Resources.

## General Academic Policies

### Academic Calendar and Instruction

#### Full semester courses:

In Fall 2021 (8/25-12/23), instructors are expected to teach according to their assigned meeting schedule. Asynchronous online activities are permissible, but the course must continue to meet contact hour requirements for the course. See the [credit and contact hours section](#) and the [AS&E Credit Hour Policy](#) for an explanation of these requirements.

#### Half-semester courses:

Instructors of half-semester courses must meet the same expectations regarding teaching schedules and contact hours as noted for full semester courses above. All half-semester courses must follow the [AS&E Credit Hour Policy](#) regarding contact hours.

### Academic Deadlines in Fall 2021

Graduate and undergraduate academic deadlines for Fall 2021 [can be found at this site](#).

The add-drop period will be through the first four weeks of the semester (8/25-9/22). For undergraduates, the last date to add a four-credit independent study course is the third week of the semester (9/15). (See the [independent study page in the academic handbook](#) for timeline for courses with fewer than four credits.)

The withdrawal deadline will be in the ninth week of the semester (11/12) for most undergraduate students. First semester students (first-year or transfer) will have until the eleventh week of the semester (12/1). Note that this is a return to pre-COVID policies.

The deadline for satisfactory-fail grades for College undergraduates will return to normal in Fall 2021. Returning students will be required to submit requests for S/F grades by the ninth week of the semester (11/12); first semester students (first-year or transfer) will have until the eleventh week (12/1). See the section on "[Policies on Course Grades](#)" and this [site](#) for information on the modified S/F and P/F policy for undergraduate students in over the past two semesters.

For AS&E graduate students, the withdrawal deadline will be the ninth week of classes (11/12).

### Accommodations for Students with COVID-Related Illness

Instructors continue to be encouraged to consider the use of incomplete contracts for students who miss significant class time and/or assessments as a result of COVID-related illness and associated complications. The College Center for Advising Services (CCAS) can serve as a resource for instructors exploring this option. **Instructors are also highly encouraged to use the Interim Grade Warning system for students experiencing difficulty in the course due to COVID-related illness (or other non-COVID) issues.** (The Registrar's Office will communicate on use of this system several weeks into the semester.)

On occasion, students reach out initially to CCAS or the Graduate Education and Postdoctoral Affairs office regarding these issues. Depending on the situation, these offices may request that instructors consider making accommodations for those students. The Dean's Office encourages instructors to support these requests whenever possible.

Please note that COVID-related illness will not generally be considered an official disability requiring accommodation under the Americans with Disabilities Act (ADA). This will typically be the case even if the student has an approved disability accommodation through Disability Resources. As a result, students should be referred to CCAS or the Graduate Education and Postdoctoral Affairs office. These offices will be able to assist students and refer students to the Office of Disability Resources in those rare cases that it might be appropriate.

### Off-Campus Course Activities

University travel guidance for Fall 2021 is outlined at this [site](#).

The University has developed [guidance](#) for community-engaged learning that addresses broader issues of off-campus course activities. Instructors are expected to follow this guidance and should reach out to the Dean's Office with any questions ([alan.czaplicki@rochester.edu](mailto:alan.czaplicki@rochester.edu)). It is expected that approved course-related activities must follow University and state guidelines use of personal protective equipment (PPE) at all times.

### Course Evaluations for Fall 2021 Courses

AS&E will conduct course evaluations for Fall 2021 courses for instructors and teaching assistants. These will occur during the last week of courses at the end of the semester. As in Spring 2021, it is anticipated that the evaluations will include questions on student experience with remote learning and related pedagogical changes associated with COVID-19.

Course evaluations from Fall 2021 will be used for administrative activities, including Faculty Activity Reporting and promotion/tenure cases. Faculty will be given the opportunity to contextualize the results of these evaluations in relation to the continuing disruptions caused by COVID-19.

### Allowed Research Activities for Graduate and Undergraduate Students

Undergraduate students will be able to register for independent research (395 and other research-related courses) and serve as research assistants in Fall 2021. Undergraduate students will continue to be able to use Research & Innovation Grants (RIGs) and Humanities RIGs (HRIGs) in Fall 2021 per the rules of these programs and subject to University and AS&E research guidelines.

Research is central to graduate education and graduate students will be able to conduct their research activities under University and AS&E guidelines.

## Course Modality

### Course Modality

All AS&E courses will return to being in-person in Fall 2021. This means that all course components (lectures, labs, workshops, recitations) should be in-person for all courses. Asynchronous electronic recordings of lectures or other class material can be used in courses, but only if part of a “flipped classroom” strategy in which the class meets in-person to discuss, or otherwise use, those materials. Instructors and teaching assistants should therefore expect to be physically present in the classroom for all regular meeting times.

Instructors who feel that they have a strong pedagogical reason to teach part of their course online may ask for an exception to in-person instruction. Requests should be sent to Alan Czaplicki (alan.czaplicki@rochester.edu) for review by the AS&E deans. These requests should clearly outline the educational benefit to students of transitioning part of the course online.

Most students are expected to be on campus in Fall 2021, but there may be a small number of international students who are unable to return to campus at the start of the semester due to visa issues or serious travel disruptions. Information on online learning equivalents for these students can be found in [this section](#).

### Coding of Courses in Fall 2021 in UR Student

Courses will be coded in-person in Fall 2021 unless the instructor is approved by the Dean’s Office to offer fully or partially online courses. The “hybrid” code is not being used for AS&E courses in Fall 2020; courses with a mix of in-person and online elements should be coded as “in-person.”

Coding may vary across the components of the course (e.g. lecture, labs, workshops, recitation) depending on the instructor’s decisions on management of these course components. Students are aware that they should check all components to determine whether the overall course is in-person or there are some online components, but instructors may add language to the course description or otherwise communicate this to students.



## Course Syllabi and Management

### Generally Required and Recommended Syllabus Elements

Instructors are encouraged to review the [syllabi requirement page](#) for information about required and recommended syllabus elements.

### Academic Honesty

Faculty should keep in mind that academic honesty rules apply to courses and work completed by all AS&E students—and that faculty are required to call attention to this policy, as well as any additional rules or expectations they may have set for their courses, during the first two weeks of the semester.

Collaboration and groupwork, authorized vs. unauthorized materials, and authorized vs. unauthorized use of materials are some of the areas in which faculty may wish to consider giving specific guidance beyond what is specified in the policy (or accompanying documentation such as proctoring with Zoom policies and guidance).

A copy of the [policy itself](#) can be found on the [academic honesty website](#), and a list of tips for encouraging honesty in online teaching and learning can be found on the [instructors' resources page](#) of the site as well. Further queries can be directed to either the Academic Honesty Liaison or the Chair of the Board on Academic Honesty (see the [contact us](#) page of the honesty website).

### Suggested Syllabus Additions for Fall 2021

#### Communication with Students:

Whether teaching on campus or remotely, instructors should specify how students can communicate with them, along with safe-interaction protocols. Specific information to include:

- Online only or online/in-person office hours (best practices from CETL can be found [here](#))
- Office hour locations for in-person and online meetings
- For in-person meetings, provide safe-interaction instructions (e.g., wear masks, follow waiting and social distance procedures in hallways or waiting rooms if another student is in the office, maintain 6ft distance, use sanitizer before entering)
- For virtual meetings, include technology platform (e.g., Zoom), access information (e.g., meeting ID), instructions for requesting a meeting, and instructions for accessing meeting room (e.g., you will first enter a waiting room, and then I will let you in); additionally, when scheduling online office hours, instructors should be sensitive to time zone differences and might consider expanding their weekly standard meetings to account for these differences.

Recording of office hours by instructors is **not encouraged** due to student privacy concerns. Students may record one-on-one office hour sessions with the instructor for their own personal use. Instructors may provide written summaries of common questions asked during office hours when useful for other students.

Attendance policies:

Instructors may set course policies on attendance in lectures and other course activities.

In their attendance policy, instructors should specifically address the concerns of those international students learning remotely in significantly different time zones due to visa issues. "Significantly different" can be defined as time zone differences that result in students needing to attend courses between 10 p.m.-7 a.m. local time. Instructors should factor in the ability of these students to meet attendance requirements (due to time zone issues or otherwise) when assigning attendance-related grades. This is particularly important when calculating attendance as part of the grade for an assignment or the course.

As in previous semesters, instructors must also accommodate students with disabilities related to attendance and remote learning per guidance from the Office of Disability Resources. (See [this link](#) for general information on accommodations and [this link](#) specific to online teaching.)

See section on "[Recording of Class Sessions and Use of Web Cameras](#)" for more information on requiring attendance at Zoom lectures through use of computer web cameras.

Student Notification of Recording:

University counsel has issued guidance that instructors should notify students that synchronous Zoom sessions are being recorded using one or more of the following methods:

- Syllabus statement (sample: "Please note, all online classes will be recorded.")
- Verbal statement at outset of first several class sessions
- One-time email to all students

Among these options, the best practice is to provide this notification in writing on the syllabus.

See the section, [Recording of Class Sessions and Use of Web Cameras](#), for additional information on this topic.

Etiquette in online formats:

Instructors should communicate expectations for online etiquette with students, including proper forms of address, use of appropriate language, common courtesy around asking or answering questions in online class settings (e.g. Zoom sessions or discussion boards), including when interacting with instructors, teaching assistants and peers, and other matters. Information on online etiquette ("netiquette") can be found on [the core rules of netiquette](#) page.

Student Mental Health Services:

Students may experience a range of mental health and physical health conditions that may negatively impact their academic performance and ability to participate in day-to-day activities. Instructors may consider adding the information below as a resource to students. Instructors can find additional information on the [responding to distressed or distressing students page](#).

The following confidential resources exist to help students:

- University Health Service: (585) 275-2662
- University Counseling Center: (585) 275-3113
- University Health Educator: (585) 273-5772
- RESTORE Sexual Assault Services 24-Hour Crisis Line: (585) 546-2777
- Title IX Office: [titleix@rochester.edu](mailto:titleix@rochester.edu)
- Public Safety: (585) 273-3333.
- CARE Network: <https://www.rochester.edu/care>
- Mindful University Project: <https://www.rochester.edu/mindful>

Group Projects:

When constructing membership in group projects and other activities, instructors are highly encouraged to take into account time zone differences and/or actively consult with those groups to develop an appropriate plan for accommodating students who will be participating from a significantly different time zone.

### Assignment of Textbooks

Students learning remotely for the beginning of the semester in some countries may find it difficult to purchase textbooks due to lack of availability or excessive costs. Instructors should keep this potential constraint in mind when selecting textbooks for the course.

Instructors can also check the Rush Rhees Library [catalog](#) to determine if online versions of textbooks are available. Instructors may also want to consult the Library's comprehensive guide to [open education resources and services](#), which can assist with finding course materials.

### Updates to the Course Syllabus Over the Semester

Instructors should keep their syllabi up-to-date over the course of the semester, and notify students when an updated version is available. Syllabi should reflect current assumptions about course content, assignments, and grading, especially if circumstances surrounding the course change. Students often depend on syllabi as the "document of record" to understand the instructor's current expectations for the course. Other course materials updated over the semester should also be easily accessible to students, and students should be instructed on how to find these materials.

## Credit and Contact Hours

### General Policy

Courses in Fall 2021 will continue to follow the [AS&E Credit Hour Policy](#). This policy mandates one hour of direct instruction and two hours of out-of-class activities (three hours total) per week per credit hour. For example, a four-credit hour course would have four hours of instruction and eight hours of out-of-class activity per week, or 12 hours total per week, for the entirety of the semester. Direct instruction includes in-person or recorded lectures or discussions, or any other activity in which the instructor is directly engaged in teaching students. Asynchronous recordings also constitute direct instruction. Out-of-class activities include course reading, papers, problem sets, or other associated "homework" for the course. It may also include group projects or field trips.

There are no differences in credit hour requirements for students on-campus or learning remotely. Instructors may provide different assignments or activities for students on-campus vs. those learning remotely if there is a pedagogical reason or logistical barrier (i.e. students learning remotely need access to campus to complete the activity) for doing so. These assignments should be equivalent as much as possible and have the same learning objectives. For the purposes of this policy, equivalence would be defined as having similar scope and focus, having a comparable difficulty level, and requiring roughly the same amount of time and effort for the average student to complete.

As noted in the [academic calendar and instruction section](#), instructors are expected to adhere to contact hour requirements for the entire semester.

### Management of Independent Studies, Independent Research, and Reading Courses

As in previous semesters, instructors should adhere to the credit hour policy as regards independent studies, independent research, reading/research courses (graduate), and supervised teaching. Instructors can find information in the [AS&E Credit Hour Policy](#). Based on the credit hour policy, this corresponds to the one hour of in-person and two hours of out-of-class activities per week for 15 weeks in the credit hour policy ( $45 = (1+2) * 15$ ). The general rule of thumb for is that students should be expected to complete 45 hours of work *per credit* over the course of the semester.

Designation of credit hours for these courses should be based on an assessment of the actual work expected to be completed by the student in relation to these requirements.

Instructors and students have flexibility to conduct individual meetings either virtually or in person.

## Policies on Examinations and Other Assessments

The best strategy for examinations and assessments will vary depending on the discipline, the learning objectives of the course, and the role of the course within the program of study. Instructors should keep in mind student learning conditions (both in-person and remote) in Fall 2021 when designing assessments.

In courses typically offering one or two large exams as a significant portion of the course grade, faculty are encouraged (1) to create multiple versions of the same exam in order to reduce opportunities for academic dishonesty (and to be able to more quickly detect any dishonesty that does occur), and (2) to consider implementing take-home exams in order to reduce some of the stress and pressure that can contribute to academic dishonesty. This structure of assessment will allow faculty to assess student learning more effectively across any disruptions in the learning environment. It will also allow students arriving late or learning remotely across widely diverse environments to adjust to course expectations. While even these methods have some drawbacks and need to be adjusted to the structure of assessment within a specific academic discipline, they can benefit students and instructors when used strategically.

Instructors are also expected to provide clear instructions and guidance on exams and other assessments. These should be of equivalent quality and clarity for students in-person or learning remotely, including clarifying questions during the exam or other assessment. Instructors should be especially attentive to communicating this information in a timely fashion to students working remotely.

Information about course pedagogy in online and hybrid formats is available on the [resources for teaching online page](#) from CETL, including information about specific kinds of assessments such as tests, presentations, and projects.

### Timing of Mid-Term Exams

Mid-term exams are expected to take place during normal class times when in-person or synchronously online. Exams should not exceed the scheduled time for the class, since this may cause conflicts with student attendance in other courses. Instructors may schedule exams outside normal class times, but must determine a suitable time with students and accommodate any student conflicts with exams or class sessions in other courses.

Asynchronous and open-book exams should be scheduled to be submitted during normal class sessions or a suitable time that does not create conflicts with student attendance in other courses.

### Common Exam Times

The College will continue to offer a common exam period for highly subscribed introductory courses in Fall 2021. The College Center for Advising Services (CCAS) has reviewed the common exam schedule with the relevant departments.

Instructors may also provide evening exam hours for students in significantly different time zones. This should be managed at the level of the department and/or individual instructor.

## Reading Period

AS&E will have a reading period in Fall 2021 (12/9-12/11). As in past semesters, this period may not be used for final exams, papers, projects, or presentations. Students use this period to prepare for their finals. Instructors should contact the Dean's Office if they have concerns.

## Final Exam Period

Instructors will be expected to generally adhere to the final exam schedule when giving remote final exams. (Schedules are posted on the [Registrar's Office final examinations page](#).) As in previous semesters, no cumulative assessments of any type may be given during reading week or the final week of classes (i.e. 12/2-12/11). Instructors should clearly explain the nature of the final exam and rules associated with taking the exam in the syllabus. Instructors should also discuss plans for the final exam early in the semester.

For "in-class exams," instructors should use the official time and time duration on the exam schedule for students on-campus or in similar time zones. Instructors may offer a second exam time for students in significantly different time zones, accommodating scheduling conflicts as they arise.

For open-book exams, instructors should use the official exam date as the completion time for the exam. For example, if the instructor gives the students 24 hours to complete an exam, the end of that 24-hour period should be the end of the official exam period for the course.

## Equivalence Between In-Person and Remote Exams

Faculty are expected to construct exams and other assessments of equivalent range and difficulty of material, and that assess the same learning objectives, for students on-campus and learning remotely. Exam deadlines may be adjusted to allow for time zone differences for students learning remotely, but with attention to not give either set of students (in-person or remote) an unfair advantage in the amount of time to complete the exam or advanced knowledge of exam content.

If students on-campus and learning remotely are given different types of exams, the exams should assess the same learning objectives or the instructor should make an adjustment in how overall course grades are calculated. This adjustment should be clearly articulated and announced early in the semester with reminders before the exam(s).

Instructors may give online exams for students learning remotely and in-person exams for those students physically attending the course. Instructors may also decide to offer exams online for all students regardless of whether learning remotely or physically present.

Instructors are encouraged to take the same approach to proctoring for in-person and online exams. However, instructors have flexibility deciding to use proctoring in online exams versus in-person exams as long as they ensure that students meet expectations for academic honesty. If instructors decide to use online proctoring, they must follow the guidelines on consistency in the application of proctoring as outlined in this document - [proctoring with Zoom policies and guidance](#). (See section on "Uniform Application of Zoom Proctoring.")

## Policies on Course Grades

### Fall 2021 Grades (Major, Minor, Cluster)

For undergraduates, the College will revert to pre-COVID grading policies in Fall 2021. The general policy can be found at [this site](#). Grading policies for graduate students can be found at [this site](#).

### Satisfactory/Fail Policy for College Undergraduates

The modified S/F policy for undergraduates will not be extended to Fall 2021.

This means that courses counting towards majors, minors and the primary writing requirement must be taken for a letter grade. If the student initially completed the course S/F, this grade will need to be uncovered before graduation per College rules. More information on the policy can be found on the [satisfactory/fail \(S/F\) option page](#).

### Modified Satisfactory/Fail Policy from Fall 2020 and Spring 2021

Policy information can be found at [this site](#), including deadlines for declaring satisfactory/fail for Spring 2021 courses.

### Incompletes from the Modified Satisfactory/Fail Policy in Spring 2020

The modified S/F policy from spring 2020 will apply to all courses being completed as a result of a "N" grade or incomplete ("I") contract. The Registrar's Office will use the option selected by the students in spring 2020 when entering grades. Students will not be able to change this selection. Instructors may request information on the student's grading basis from the Registrar's Office or simply provide a letter grade (which will be converted if the student chose S/F). Information on the modified policy can be found at [this site](#).

### Use of Incomplete Grades for Laboratory and Studio Courses

For students learning remotely, instructors should continue to provide online equivalents to laboratory, studio or other "hands-on" elements of their course whenever possible. These equivalents should meet the same learning objectives as the in-person version. However, in some rare cases pedagogically valuable equivalents will not be possible and students will have to "make up" these experiences through department-provided opportunities in subsequent semesters. In these cases, students should be given an "incomplete" grade in the course that will be resolved upon completion of the "make-up" activity.

## Technology Requirements for Fall 2021 Courses

### Minimum Technological Requirements for Fall 2021 Courses

For online courses and online elements of hybrid courses, instructors must provide information to students on the minimum quality of internet access and computing necessary for course activities, including download/upload of material, internet streaming, video recording, scanning and/or photos, or other needs.

In general, for a “standard” online course, students will need a laptop with a webcam, 8GB of memory and 256GB of local storage. Standard would be defined in this case as requiring the student to use Blackboard, library resources, and the web (to access journals, articles, etc.), to have the ability to watch Zoom lectures (synchronously and asynchronously), and potentially be available for use with Zoom proctoring.

Courses using specialized software and/or services may have additional requirements. Instructors must make these clear to students on the syllabus and in their initial class sessions.

### Non-supported Course Software and Teaching Tools

The College recognizes that many different educational technologies and teaching tools are available to instructors. University IT has an active program to review security and privacy issues for software and works with UR Counsel to evaluate potential liability around data breaches. Software and services that satisfy University IT’s criteria in these areas are considered “supported” and are available for instructor use.

The College actively discourages instructors from using any non-supported software or teaching tools. In particular, instructors must not use non-supported software when the following conditions apply:

- The software has not been vetted by AS&E IT and University IT and passed the necessary Information Security Program requirements.
- The software imposes additional costs on students outside those collected by the University bookstore. Up-front course costs processed by the bookstore ensure that these costs can be covered by financial aid.

### Available Course Technologies

Thematic lists of supported software and teaching tools can be found at the following webpages:

- [University IT’s teaching and learning page](#)
- [University IT’s software page](#)
- [University IT’s blackboard online discussions page](#)
- [IT resources’ learning management page](#)
- [CETL’s education technology tools page](#)



Computing software currently licensed for student use in AS&E computer labs and remote access to AS&E computer labs can be found at:

- [ECM's windows software page](#)

Instructors may contact Jason Wagner ([jason.wagner@rochester.edu](mailto:jason.wagner@rochester.edu)) for questions on instructional software and to discuss the possibilities and process for approving new software.

## Recording of Class Sessions and Use of Web Cameras

### Course Elements Requiring Recording

If there are students learning remotely, then all formal course elements must be recorded on Zoom and uploaded for the use of students learning remotely, except in the case of class discussions on politically charged or sensitive topics. In this case, instructors should make students aware that this information may not be available for the duration of the course (or longer) and clearly communicate when this material will be removed. Instructors should also carefully consider when such material should be assessed by examinations or other means, given reduced access. See this [site](#) for more information.

This policy applies to lectures, recitations and discussion sections, labs, PLTL Workshops, etc. It is recommended that instructors record optional sessions, such as instructor-led exam review sessions, if offered at times that will be difficult for students learning remotely to attend. Office hours are not subject to this requirement.

For tutorials on how to record in Zoom and upload into Panopto, please see the following video tutorials: [AS&E tutorials](#) and [Central IT tutorials](#).

### On-Campus Students Accessing Recordings

Instructors are not required to provide class recordings to students who are taking the course in-person. Instructors may also stop recording course sessions when all students are attending the course in-person.

When making these decisions, instructors should evaluate the possible downside of restricting access to recordings or stopping recordings when the course is entirely in-person. Survey data from students over the past semesters has strongly suggested that many students benefit from recordings of materials for general comprehension of material and as an important study aid for assignments and exams. Instructors are encouraged to find the right balance of these potential benefits against concerns about regular class attendance, engagement with group work or other activities, and other related issues.

### Student Notification of Recording

University counsel has issued guidance that instructors should notify students that synchronous Zoom sessions are being recorded using one or more of the following methods:

- Syllabus statement (sample: "Please note, all online classes will be recorded.")
- Verbal statement at outset of first several class sessions
- One-time email to all students

Among these options, the best practice is to provide this notification in writing on the syllabus.

### Captioning of Video Recordings

See section on "[Accessibility and Close Captioning of Lectures and Other Course-Related Activities](#)" for information on this topic.

## Deletion of Video Recordings

Video recordings may be removed only once every student in the course has a resolved final grade, including the final resolution of all N and I grades. For most courses, this will be a minimum of six months and may be longer depending on the nature of the incompletes in the course (with the possible exception of class session recordings of politically charged or sensitive conversations per section above on "[Course Elements Requiring Recording](#)").

## Student Hiring in Fall 2021

### Student Hiring (Teaching Assistants, Research Assistants, Administrative Support)

Student hiring will return to pre-COVID policies and procedures in Fall 2021. Students may be hired for hourly or bi-monthly (stipend) teaching assistant positions per existing procedures if in residence in Rochester. Undergraduate students living outside of Rochester for the semester may NOT be hired into student employment or teaching assistant positions in Fall 2021.

Graduate students living outside of Rochester may NOT be hired into “add-on” positions (Job Code: 6004 or 6006). Returning graduate students may receive their stipend (Job Code: 6000 or 6002) while living outside of Rochester. New graduate students may not receive either stipend or fellowship until in residence in Rochester.

Undergraduate research assistant positions are educational and not considered employment. However, it is expected that students in these positions will be resident in Rochester for the semester.

More information on hourly hiring can be found on the [Student Employment](#) website. Departments may contact Alan Czaplicki ([alan.czaplicki@rochester.edu](mailto:alan.czaplicki@rochester.edu)) with any questions on bi-monthly (stipend) undergraduate hiring.

Departments may contact Kris Lantzky-Eaton ([kristina.lantzky-eaton@rochester.edu](mailto:kristina.lantzky-eaton@rochester.edu)) with any questions about graduate students.