

## Accommodating students that are unable to attend class for extended periods

Given the geographic growth of UW-Green Bay in recent years, it's possible that students in your courses may not be able to attend class for extended periods of time due to local travel restrictions, safety precautions, or deployments. With that in mind, CATL has provided the following student accommodation ideas and options.

### Attendance Accommodations

In a recent [Global Studies panel](#), resident experts Dr. Hovarter and Dr. Vandenhouten stressed the importance of staying home when sick. In addition to this advice, Provost Alexander's update about COVID-19 urges instructors to be flexible with attendance policies and making up work. Here are a few "policies" that other instructors have adopted:

1. The Flexible Policy: ask students to reach out to you when they don't feel comfortable coming to class. Ask them to make sure they have the information they need to be successful in the class by either working with their peers to get the information they missed; or set up an alternate plan for accessing course notes.
2. The Collaborative Policy: You could ask students to volunteer for notetaking duty at the beginning of each class meeting; create a shared document in Word Online or Google Document for each class meeting, send it to your students, and then everyone can take notes collaboratively.
3. The Swap Policy: Are there other sections of the course that are offered in a different modality? If so, could the student get the information they need for missed class sessions from that other course shell? Talk to CATL if you need assistance with this one.

### Participation Accommodations

Student engagement is an important piece of the student success puzzle, so to ensure that your students have the experience you're hoping to accommodate here are a few ways you can manage student participation should your students be unable to or feel they cannot safely come to campus:

1. In-class discussion, two-ways: some instructors choose to offer an asynchronous discussion board for students who cannot make it to class. Ask students to ["post" their responses](#) before the scheduled class time and make it a point to reference those posts in the class discussion by pulling up Canvas while you're in the classroom.
2. Flipped discussion: create guided discussions through [Canvas's threaded discussions tool](#). Post prompts that you would normally pose in class and give students some guidance about what kind of interaction you're hoping to see. For example, do you want them to reference examples from their readings, do you want them to critique each other's work, or do you want them to come with specific examples of how the weekly topic relates to previous content?
3. Synchronous discussion/[Chat discussion](#): consider hosting your discussions online, but during the same meeting time as your regularly scheduled class. This [Course Continuity](#) document mentions a few ways to do that through Canvas.
4. Collaborative annotation: in some disciplines, discussion around texts are essential to the "in-class" portion of class. Consider scanning materials or sections of materials that are fundamental to class discussion and annotate the materials as a [pre-recorded lecture](#), or ask students to create a shared version of the scan with annotations.

### Lecture Accommodations

Students will ask you: "What did I miss?" when they are unable to attend classes. Here are a few ways to help them gain access to lecture materials:

1. Hold synchronous sessions “in real time” using Blackboard Collaborate Ultra. Check out our course [continuity resources](#) about how-to launch an online room from within Canvas or the My UW portal.
2. Pre-Record critical portions or full lectures in short segments for students. CATL would suggest using [Kaltura My Media](#) to pre-record that material, or Blackboard Collaborate Ultra and record the session if it is synchronous. Consider how to also make that material accessible for all audiences using the [free captioning tool](#) baked into Kaltura My Media.
3. Some instructors upload their PowerPoints or lectures with notes to Canvas.
  - a. These lectures could take the form of a PowerPoint presentation with notes and audio (if you plan to include audio, export your presentation as an .mp4 and upload it to Kaltura)
  - b. If you’d rather avoid storing your audio-enhanced PowerPoint presentations in Kaltura, move them to OneDrive to avoid Canvas storage issues
  - c. Export a PowerPoint presentation as a PDF and then move the notes to a Word document to accompany the slides

## Exam Accommodations

Although it’s unlikely you can recreate the same assessment experience for students not able to attend in-person, consider the following options.

1. **Electronic exams:** Our learning management system, Canvas, enables instructors to create online exams through its [Quizzes tool](#). You can create a variety of question types, including TF, multiple choice, short answer, and essay questions. Scheduling and time limitations are an option.
2. **Papers:** Whether you choose to use [Assignments in Canvas](#) or email to collect papers, consider them as an alternative option to summative exams. Recreating a large online exam is often a substantial investment of your time. Reviewing a few student papers can sometimes take less time and may offer an opportunity for your students to apply what they’ve learned to new and contemporary contexts.
3. **Presentations:** Technology allows for a few mediums of remote presentation. Assuming your classroom has an instructor computer station, you may also be able to allow the rest of the class to view the remote presenter. Technology options include live options like Skype and [Blackboard Collaborate Ultra](#). You may also allow your students to record themselves presenting using [Kaltura My Media](#) or a [pre-recorded Blackboard Collaborate Ultra meeting](#).
4. **Group Presentations:** Students can collaborate using the [Groups tool in Canvas](#) where they can get their materials ready for their presentation, so you may set up Canvas Groups for them to have a work area before they craft their final presentation. When it comes time to present the final product, consider setting up a [Blackboard Collaborate Ultra](#) room for a synchronous presentation scenario, or a student could [pre-record their portion](#) of the presentation in Blackboard Collaborate Ultra or [Kaltura My Media](#).

## Extending Course and Assignment Access

Instructors can [alter their course dates](#) in Canvas to allow students more time, should students need this accommodation for an “Incomplete.” Additionally, if students require more time on [assignments](#), [quizzes](#), or [discussions](#), instructors can change the specific due dates within those activities to allow individual students or groups of students to have more time to complete work.