

Modifications to Experiential Learning Instruction in Response to COVID-19

The health and safety of our campus and community is a top priority. As a precautionary measure due to COVID-19 (coronavirus) many experiential learning sites have cancelled, postponed or terminated volunteer service, service learning, research, and internships. Faculty advisors and site supervisors are encouraged to continue mentoring students via remote methods— email, Facetime, phone, Skype, or Zoom. Regardless of experiential learning modality, we continue to honor Title IX, HIPAA, and FERPA regulations, as well as CDC and local/state governmental health guidelines.

Experiential learning activities are often students' pipelines into careers and access to valuable work experience. We ask for your flexibility and ingenuity to ensure students gain the expected competencies and meet set hours for their learning activity. How can you ensure learning outcomes remain achievable? Could you adjust assignment due dates or alter assignments for a remote learning environment? *Discuss options with students and consider innovative ideas (below) to continue their experiential learning activities.*

Internships

- To an extent feasible, transition the internship to a remote learning opportunity.
- If hours are near complete, review the students' work conducted to this point and determine a grade for work completed to date. This requires agreement between the student, faculty advisor, and internship supervisor.
- Ask the student to write a "reflection-research" paper reflecting on their experience and learning to date, complemented by research on areas in which they want to grow their knowledge.
- Ask the student to watch professional association/industry-endorsed webinars, YouTube or Ted Talks on topics within the scope of their internship, then write a reflection paper or talk with you about their learning.
- Assign a research paper covering learnings or content areas the student is unable to complete.
- Ask the student to submit a paper outlining the organization, the internship responsibilities, and how the intern applied for, obtained the internship and provide recommendation for future internships to the organization.

Service Learning & Volunteering

- Create an online discussion forum or quizzes mindful that technology selected should be accessible.
- Assign readings— journal articles, company annual reports, textbook chapters, etc. to help students develop skill in analyzing and synthesizing readings.
- Ask the student to blog about the volunteer experience or write blog content for a website.
- If you are supervising a group of students, create a discussion group on Facebook, Moodle, Zoom, etc.
- Ask the student to propose a means of course completion.
- Shift the student's focus to complete remaining hours with a community organization needing emergency response assistance (Missoula Food Bank, UM Food Pantry) or grocery shop for at-risk community members.
www.volunteermisoula.org

Undergraduate Research

- Adapt research to videoconferencing respecting educational equity, not everyone's home has internet/broadband.
- Research sites may have opportunity for remote data input or analysis, survey creation, or literature reviews.
- As a faculty member, conduct (video) ongoing research and prepare a video lecture for students to watch.
- If a student is conducting research for medical/grad school application, have the student submit a paper outlining the application process/deadline dates and educational, test, and experiential requirements, etc.
- If research must continue (animal care), implement responsible social distancing, limit the numbers of individuals in the lab, and reinforce handwashing and cleaning practices to promote a safe teaching and learning space.

Our goal is to maintain focus on student learning through experiential education and use innovative methods to move students forward under these difficult circumstances. If none of these ideas fit your students' needs, UM has expanded the Complete Credit/Credit/No Credit (CCR/CR/NCR) undergraduate course grading option as an accommodation. This will allow students, if they wish, to transition courses to a CCR/CR/NCR at the end of the semester. Contact Experiential Learning and Career Success (243-2022) for questions, concerns or assistance. (March 27, 2020)

Alternate Grades Provisions during Significant Modifications to Instruction Implemented in Response to COVID-19: Complete Credit/Credit/No Credit (CCR/CR/NCR) Grading

In light of the challenging remote instructional environment caused by the COVID-19 pandemic, and to moderate student stress while adapting to a new system of course delivery, the University of Montana will implement an alternative grading mechanism effective during the spring semester of 2020.

This optional Complete Credit/Credit/No Credit grading mechanism, made available for all courses taken for undergraduate credit, will afford students more flexibility and reorient their focus to achieving course outcomes without the inherent anxiety of traditional letter grades.

- **Complete Credit (CCR)** designation reflects performance at any of the levels A, B, or C (C- or above), and designates adequate understanding of the subject matter and adequate preparation for more advanced work in the field. Courses completed with a CCR grade will qualify as prerequisites and will satisfy degree or general education requirements at UM or other MUS campuses.
- **Credit (CR)** designation reflects minimally acceptable performance at any D level (D- through D+). Courses completed with a CR grade qualify as prerequisites and satisfy degree requirements only in those instances where a CR is normally accepted.
- **No Credit (NCR)** designation is for work of failing quality (F).

Complete Credit/Credit/No Credit grades do not factor into students' Grade Point Average (GPA). Complete Credit/Credit grades count toward earned semester hours. A No Credit grade does not count toward earned semester hours.

Faculty will grade students as usual per their syllabi grading structure, with an understanding that the transition to remote learning might impact each student differently.

Students have the **option** of choosing Complete Credit/Credit/No Credit grading for any number of their courses up to seven calendar days after their final grade is posted to their transcript by the Registrar.

UM will include a designation on students' transcripts, indicating the extraordinary circumstances of the global public health emergency during Spring 2020.

The University cautions students that many graduate and professional schools and some employers do not recognize non-traditional grades (i.e., those other than A, B, C, D, F) or may discriminate against students who use the CCR/CR/NCR option for many courses.

Note: This policy does not apply to graduate students. Graduate Council will expedite language by April 2.