THE TCU CONNECTED CAMPUS PLAN

A Continuity Plan for Academic Affairs

May 8, 2020
Initial charge to the TCU Connected Campus Council: This Plan will continue to evolve and remain aligned with the TCU Fall 2020 Campus Readiness Taskforce and public health guidelines. Refer to the Provost website for ongoing updates.

“TCU is a place where people are the priority. This is a hallmark of the TCU experience.”

-Chancellor Victor J. Boschini, Jr

AN INTRODUCTION:

Texas Christian University’s unique culture is rooted in a long history of serving and including others – actions that build bonds and cultivate a meaningful, diverse and inclusive connection culture within the TCU community and within the global community. This spirit of inclusive connection has inspired the TCU Connected Campus plan, our plan to maintain continuity of instruction for TCU students, regardless of how the pandemic continues to evolve.

It is important to note that this is a living plan, meant to provide structure and direction for student-centered academic delivery, as demanded by factors outside our control. The TCU Fall 2020 Campus Readiness Taskforce was appointed to organize and direct formal processes and policies that focus on a safe return to campus. The Teaching & Research subcommittee has primary focus on keeping employees and students safe as we carry out our academic mission. Outcomes from this Taskforce will become integral to the TCU Connected Campus plan described herein.
The following plan will follow and be influenced by TCU’s master campus readiness strategies, which dictate operational and personnel decisions for the University. Regular updates will be posted and noted.

**Our vision** goes beyond continuing instruction online, and moves toward extending broader TCU Connected Campus experiences across multiple domains of learning and engagement - including on-campus and virtual domains. These connected experiences include high-quality, personalized instruction, academic progression, advising and other student services, as well as opportunities for extra-curricular engagement across programs and campus-wide. A goal of this plan is to respond to students’ immediate needs during the evolving COVID-19 pandemic and related scenarios in the years ahead, while also addressing future needs of students and academic programs.

We realize this vision with the TCU Connected Campus plan. Two key tenets of the plan are:

1. Horned Frogs will continue to experience high-quality, personalized learning, academic progression and personal growth during their time at TCU, even when a pandemic or other disruption compromises access to campus.
2. TCU’s high-quality, personalized curricular experiences are largely facilitated by face-to-face instructor to student interaction as well as active learning pedagogy that facilitates student engagement.

The near-term outcomes of the TCU Connected Campus plan are two-fold. The TCU Summer Course Schedule is being delivered online and continues to provide distinctive high-quality, personalized learning experiences - in part, by leveraging synchronous tools that enable live virtual learning online (e.g., Zoom).

The TCU Fall Course Schedule and other extra-curricular aspects of the TCU Connected Campus will be delivered in the modalities demanded by the COVID-19 pandemic. This means that we will be prepared to continue learning and engagement within the following modalities as well as movement between these modalities.

1. **On Campus:** traditional course delivery with all students on campus.
2. **Modified On Campus:** all/most students attend classes on campus, but medium or large gatherings are prohibited.
3. **Dual:** flexibility of delivering and transitioning between both on campus and online coursework. Students attend classes on campus, but online class is also delivered to students who are not able to be on campus.
4. **Online:** online learning delivery if health guidance does not permit students to return to campus.

Note that for modes 2 and 3, instructors and other employees may not be present on campus due to health guidelines.
In the following sections, we outline key elements of the TCU Connected Campus plan:

* Throughout this document we use the word “instructor” to refer to persons who are the instructor of record for a course offering at TCU. This includes tenure-stream and non-tenure stream faculty at all ranks, adjunct faculty, instructional staff and graduate students – all of whom may be part or full time TCU employees.
**Also, we use the word “program” to refer to a discipline-specific credit-based degree or credential. Such as a bachelor’s degree, a master’s degree, a clinical doctoral degree, a doctor of philosophy or a certificate program as well as other credit-bearing certifications offered by TCU that are not listed here.

Sections I – IV:
- In section I, we look holistically at TCU program offerings and discuss how college teams, led by the deans, will extend TCU’s connected campus curricular and extra-curricular student experiences across virtual domains.
- In section II, we describe professional development and ongoing support for instructors redesigning courses to maximize students’ self-efficacy in their ability to learn across campus and virtual domains.
- In section III, we illustrate course designs that facilitate preserving TCU’s high-quality, personalized curricular experiences across virtual domains.
- In section IV, we describe approaches for starting the fall semester.
  - Appendix A lists goals for the TCU Connected Campus plan
  - Appendix B provides course model examples to support section II discussion
  - Appendix C provides an executive summary of the plan

I. Program Design

Planning at the college level aims to uphold the first key tenet of the TCU Connected Campus Plan: Horned Frogs will continue to experience high-quality, personalized learning, academic progression and personal growth, despite disruptions to campus. This means our programs need to be designed to enable continued academic progression and extracurricular engagement within virtual domains.

To facilitate this outcome, the Deans will lead their colleges in examining the curricular and extra-curricular experiences that comprise the “Horned Frog Experience” during a typical semester on campus. They will then identify solutions for continuing these experiences, as much as possible, if and when the university must transition to the Modified On Campus, Dual or Online delivery modalities.

The solutions will be part of College Connect Plans, which will be used to set student expectations if delivery modality changes. Plans will also be used to identify equipment and facility preparations required to support delivery mode changes.
Implementation:

To uphold this promise across the four delivery modalities, deans will lead their faculty and staff in developing College Connect Plans to include the following enumerated components, according to a timeline summarized in Table 1.

College Connect Plans

1. **Identification of a College Connect Team** to assist with carrying out the College Connect Plan. Teams will include people skilled with educational pedagogies and assessment, technologies, and student success and experiences. E.g., teams could likely include student affairs and IT professionals as well as appropriate DEI representation at the college level. It’s important the Deans assemble diverse teams who can make all faculty feel comfortable seeking assistance. Deans should seek to assemble diverse support teams in recognition that some faculty may feel intimidated by this process because of age, gender, sexual orientation, as well as race and ethnicity.

2. **Identification of College eTrainers.** Described further in later sections, College eTrainers will participate in Koehler Center “Train-the-Trainer” development and will assist Koehler Center staff in delivering their Hybrid Course professional development to all instructors (over 1,000) teaching summer and fall courses. College eTrainers will be key members of the Deans’ College Connect Teams.

3. **Identification of Course Design Models.** Described further in the following sections, course design models illustrate how TCU’s high-quality, personalized course experiences will be maintained across virtual delivery domains. Herein we describe example course models. Colleges will create their own course models to guide instructors and will provide one-on-one course redesign assistance to instructors, particularly for resolving course elements that do not easily transition between modalities. Course designs should identify curricular components that may vary substantially with online delivery. Course designs also articulate additional instructor or student needs for various delivery domains.

4. **Identification of Academic Program Progression variances.** Deans will examine degree programs and create scaffolding needed to bolster course elements or academic progression requirements that may not be feasible across delivery modes. This could include identifying replacement experiences for required internships, clinicals, performances, lab projects, community engagement, research and other course or program requirements that cannot be continued in the typical way at the typical time.

5. **Identification of TCU Connected Campus Experiences.** Deans will examine extra-curricular services and opportunities and create scaffolding needed to enhance student access to advising, student success, and health and wellness services as well as opportunities for social, extra-curricular and other connected-campus experiences (e.g., virtual team rooms, virtual affinity group gatherings, virtual mentoring).

6. **Identification of equipment and facility preparations** needed to support the College Connect Plan, particularly at the course and program level. For example, technology, supplies and equipment needed to facilitate employee work at home or student project work off campus; larger classrooms or scheduling of additional timeslots to accommodate larger class sizes for Modified On Campus mode.
7. **An assessment plan** to ensure that all courses and programs are complaint with regulatory and accrediting guidelines including HEA, SARA and SACSCOC. A plan for formative assessment at the course and program level that will inform continuous improvements needed to support students and instructors, particularly if the pandemic mandates movement between course delivery modes. All assessment reports and compliance data shall be provided to the Office of Institutional Effectiveness to ensure institutional level academic compliance.

8. **A plan to support instructors** as they complete Koehler Center training and course redesign during summer 2020 and during delivery of their first TCU Connected Campus courses during fall 2020.

The Timeline for development of the College Connect Plans is shown in Table 1.

<table>
<thead>
<tr>
<th>May 13</th>
<th>Provost Office provide College Connect Plan reporting template to Deans</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>College Connect Plans – first draft due to provost office, includes</td>
</tr>
<tr>
<td></td>
<td>- College Connect Team</td>
</tr>
<tr>
<td></td>
<td>- College eTrainers</td>
</tr>
<tr>
<td></td>
<td>- College Course Design Models</td>
</tr>
<tr>
<td></td>
<td>- Instructor Support</td>
</tr>
<tr>
<td>June 4 to June 10</td>
<td>Deans and provost office vet plans</td>
</tr>
<tr>
<td>July 1</td>
<td>College Connect Plans – second draft due to provost office, includes</td>
</tr>
<tr>
<td></td>
<td>- Academic Program Progression variance</td>
</tr>
<tr>
<td></td>
<td>- TCU Connected Campus Experiences</td>
</tr>
<tr>
<td></td>
<td>- Resource needs</td>
</tr>
<tr>
<td></td>
<td>- Assessment</td>
</tr>
<tr>
<td>July 1 to July 8</td>
<td>Deans and provost office vet plans</td>
</tr>
<tr>
<td>July 29</td>
<td>College Connect Plans – third draft due to provost office, includes refinements of all components</td>
</tr>
<tr>
<td>July 29 to Aug. 5</td>
<td>Deans and provost office vet plans</td>
</tr>
<tr>
<td>Aug. 17</td>
<td>College Connect Plans complete</td>
</tr>
</tbody>
</table>

### II. Professional Development

Planning at the instructor and course level aims to uphold the second key tenet of the TCU Connected Campus Plan: TCU’s high-quality, personalized curricular experiences are largely facilitated by face-to-face instructor to student interaction as well as active learning pedagogy that engages students within the classroom. The [TCU Koehler Center](#) for Instruction, Innovation & Engagement (“Koehler Center”) has developed training to help maintain the TCU personalized learning experiences within virtual domains.
The Koehler Center’s online training course, called the “Hybrid Course”, is a 12-hour course that teaches one how to use tools (such as Zoom) for the delivery of synchronous online instruction – enabling online courses to maintain face-to-face (albeit virtual) instructor to student interaction. The course also teaches the use of tools for delivery of asynchronous course components, e.g., using the TCU Online platform for course management, posting prerecorded video lectures, and enabling online threaded discussions. The Hybrid Course also teaches the use of tools that facilitate active learning in the online classroom, e.g., establishing virtual breakout rooms for student team work during class.

Once instructors complete the Hybrid Course, or are verified by the Koehler Center to have mastered its learning objectives, they will possess the skills needed to offer online courses that include synchronous and asynchronous components. Instructors will be expected to redesign their courses with support from their colleges using course design models drafted by their colleges – as described in the next sections.

Implementation:

Beginning with courses offered during May 2020, all credit-bearing courses and experiences offered by TCU will leverage TCU Online (D2L), the university’s learning management system. This includes independent study and dissertation courses. Furthermore, all TCU instructors will demonstrate proficiency with delivering courses online using both synchronous and asynchronous instructional elements.

All TCU instructors of record for the Summer and Fall 2020 semesters must be hybrid certified by the Koehler Center. This training develops skills for building and managing courses within the TCU Online learning management system, as well as training on how to design and deliver a hybrid course using both synchronous and asynchronous instructional elements. In addition, skills will be developed to facilitate an inclusive classroom environment, both face-to-face and virtually.

To assist with training over 1,000 instructors by August 1, a “Train the Trainer” model has been developed. Forty employees, certified as online experts, will be selected by the deans and invited to serve as trainers during summer 2020. Koehler Center staff will offer the Hybrid Course professional development starting in May, while also training the forty trainers. Koehler Center staff and the faculty trainers will then work with all TCU instructors of record according to the Summer School Training Schedule and Fall Semester Training Schedule on the Koehler Center website.

Many instructors already possess many of the skills delivered by this training. The Koehler Center staff will consult with instructors to determine which portions of the training are required for each individual. We ask instructors to please consult with the Koehler Center for skills verification well ahead of their scheduled course start date.

The Koehler Center training timeline is outlined in Table 2.
Table 2. Koehler Center: training timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>Koehler Center confirms that instructors scheduled to teach courses that start in May have completed the Hybrid Course. List of exceptions submitted to the provost.</td>
</tr>
<tr>
<td>May 28</td>
<td>Koehler Center confirms that instructors scheduled to teach courses that start in June have completed the Hybrid Course. List of exceptions submitted to the provost.</td>
</tr>
<tr>
<td>Early May</td>
<td>Deans invite people to serve as College eTrainers and become members of the Deans College Connect Team. List of eTrainers and their preferred training month (May training to delivery course in June OR June training to delivery course in July) submitted to Provost.</td>
</tr>
<tr>
<td>Mid May</td>
<td>Deans identify half of their faculty members to complete the Hybrid Course in June and half of their faculty members to complete the Hybrid Course in July.</td>
</tr>
<tr>
<td>June 3</td>
<td>Deans submit first draft of College Connect Plan to the provost. Draft includes: identification of College eTrainers, description of responsibilities during fall</td>
</tr>
<tr>
<td>June 1 through July 31</td>
<td>College eTrainers participate in Koehler Center “Train the Trainer” development and help train cohorts of instructors during summer 2020. Partial schedule outlined on the Koehler Center website (link given above). Full schedule forthcoming.</td>
</tr>
<tr>
<td>June 18</td>
<td>Koehler Center confirms that instructors scheduled to teach courses that start in July have completed the Hybrid Course. List of exceptions submitted to the provost.</td>
</tr>
<tr>
<td>July 15</td>
<td>Koehler Center confirms that instructors scheduled to teach courses in the fall semester are on track to complete the Hybrid Course by August 1. List of exceptions submitted to the provost.</td>
</tr>
<tr>
<td>Aug. 1</td>
<td>Koehler Center confirms that instructors scheduled to teach courses in the fall semester have completed the Hybrid Course. List of exceptions submitted to the provost.</td>
</tr>
</tbody>
</table>

III. Course Designs

Many instructors may not have previously considered how course learning elements can be delivered online. It's important to discuss Course Design Models that provide examples of how course learning elements such as the lecture, lab and class discussion can be maintained with minimal disruption, during delivery mode transitions.

Course learning elements include, lectures, guest speakers, panel discussions, class discussions, readings, others assignments, team work, class presentations, class breakout groups, hands-on project work, one-on-one performance lessons, and off-campus activities, such as internships, student teaching, clinicals and community-based service learning. Instructors experienced with online learning may be expert at delivering course learning elements online. However, likely few of us have thought deeply about how we might seamlessly transition easily between on campus and virtual domains or teach dually in on campus and virtual domains – that is, until onset of the COVID-19 pandemic required a switch to remote course delivery.
The Course Design Models described herein are not complete and do not address all of the complexities for learning in various disciplines. Rather, these models are meant to spark your creative thinking as you consider redesigning your fall course in a way that facilitates transitioning between delivery modes. To facilitate redesign of all fall courses over the summer, College Connect Teams will generate one or more Course Design Models that address common course learning elements, and challenges, for disciplines within the college. College Connect Team members will then work with college Instructors, over the summer, to help faculty redesign of their individual courses.

**Implementation:**

Fall 2020 courses will be redesigned to incorporate a college-approved Course Design Model that supports the four delivery modes of On Campus, Modified On Campus, Dual and Online. Example Course Design Models are illustrated in Appendix B. In this section, we talk through “example 1”, the course model shown in Table B1 of Appendix B.

This exemplar model illustrates a 3-credit course design that includes synchronous components to maintain personalized interaction among instructors and students throughout the semester, and it incorporates flexibility for moving among delivery modes. For example, when the course is a lecture or discussion-based course in On Campus mode, course delivery moves to Online mode by offering the same lecture or discussion using Zoom.

Let us now consider Modified On Campus and Dual modes:

The Modified On Campus mode means there may be limits to the number of students who can gather in a classroom at one time. For this example, a class of 40 students must be divided into two groups of 20. The class meets two days a week. Group 1 meets in person on one day (Tuesday) for in-class instruction; Group 2 meets for the other day (Thursday) for in-class instruction. Each group receives the same lecture. The second lecture for the week is done for all students through an asynchronous threaded discussion on TCU Online (D2L).

Dual mode means we deliver to most students on campus. However, there may be situations that prevent some students from attending class, they would then join the class virtually. For the example above, let’s say 35 students are able to attend classes on campus and five are not able to be on campus. On Tuesday, the instructor would meet in person for in-class instruction with Group A, that is the 35 students. On Thursday, the instructor will Zoom with Group B, the five off-campus students, at the normally scheduled class time. All students would then participate in an asynchronous threaded discussion on TCU Online.

Lastly, and very importantly, Instructors should articulate in the syllabus any course components that may be substantially modified, replaced or deferred due to inability to support those components in all four delivery modes.
For example, a music performance course might change to focus on composition during Online mode. A one-on-one performance lesson or hands-on lab work may have to be deferred to a different semester. A community-based service-learning course may need to shift focus away from placing students in community organizations to researching challenges faced by those organizations. Instructors are asked to think creatively to enable students to complete course requirements under varying conditions. Most importantly, instructors are asked to articulate these variations in the course model so that students are not surprised if and when expectations change.

College courses will be redesigned according to the timeline shown in Table 4. Stipends and compensation provided is illustrated in Table 5.

**Table 4. Scheduled Fall 2020 Courses: course redesign timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Deans submit first draft of College Connect Plan to provost. Draft includes examples of College Course Design Models created by College Connect Teams.</td>
</tr>
<tr>
<td>May 1 to Aug 21 (schedule tbd by colleges)</td>
<td>All TCU instructors of record for the Fall 2020 will redesign their courses as needed to incorporate the elements of TCU Connected Campus as described herein. Variations of the example shown are expected. The key criteria is that instructors clearly articulate how, where, and when course content will be delivered across the four delivery modes. College Connect Teams work closely with instructors to facilitate course redesign, including to help identify replacements or deferrals of course components that cannot be delivered across all modalities. College Connect Teams assess and approve course design and syllabi for courses offered by college instructors.</td>
</tr>
</tbody>
</table>
| Aug. 1     | Instructors will have completed Koehler Center Hybrid Course professional development. Koehler Center confirms that instructors scheduled to teach courses in the fall semester have been verified as having mastered the Hybrid Course learning. List of exceptions submitted to the provost. Instructors will have completed training in cohorts as follows:  
- Instructors teaching courses starting in May, trained by May 7  
- Instructors teaching courses starting in June, trained by May 28  
- Instructors teaching courses starting in July, trained by June 18  
- Instructors teaching courses starting in August 24, trained by August 1 |
| Aug. 23    | Instructors have posted approved course syllabi with course designs to TCU Online for courses offered during Fall 2020.                                                                                           |
Table 5. Stipends and Compensation

<table>
<thead>
<tr>
<th>Stipend Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$2,000 summer stipend</strong></td>
<td><strong>College eTrainers selected by the Deans.</strong> Employees completing Koehler Center Train-the-Trainer; delivering Koehler Center Hybrid Training; assisting colleges with development of course redesign models and assisting instructors with redesign of fall courses</td>
</tr>
<tr>
<td><strong>$2,000 fall stipend</strong></td>
<td></td>
</tr>
<tr>
<td><strong>$300 summer stipends</strong></td>
<td><strong>Koehler Center Hybrid course completion stipend.</strong> Instructors who are verified by the Koehler Center as having completed the Hybrid Course 12-hour course or having demonstrated the skills to opt out of all or some of the course content.</td>
</tr>
<tr>
<td><strong>Up to $1,600 fall stipends</strong></td>
<td><strong>Instructors teaching Fall 2020 courses who complete course design, gain college approval for the course design, and include their course design in their course syllabus posted on TCU Online before August 24, 2020:</strong></td>
</tr>
<tr>
<td></td>
<td>- $400 – redesigned course 1</td>
</tr>
<tr>
<td></td>
<td>- $400 – redesigned course 2</td>
</tr>
<tr>
<td></td>
<td>- $400 – redesigned course 3</td>
</tr>
<tr>
<td></td>
<td>- $400 – redesigned course 4</td>
</tr>
</tbody>
</table>

IV. TCU Connected Campus Experiences

*We anticipate beginning the fall semester August 24 on campus.* Deans will spend the first three weeks supporting their instructors to practice delivery of the various online delivery elements that are included in their course design models. It’s important that students become confident in their ability to learn across delivery modalities. For the examples given herein, this would include having class discussions or lectures on Zoom, establishing virtual team rooms, facilitating threaded discussion groups and taking a test or quiz in a virtual environment. Instructors are not encouraged to teach fully online during this test period, but rather to inject asynchronous and synchronous virtual elements into the course and make course adjustments based on student feedback and comfort with using new technologies.

A campus-wide student assessment survey (similar to SPOTS) will be delivered at the end of week three to provide formative assessment to instructors and enable Colleges to focus additional support where needed. At week four, instruction resumes On Campus mode as typical. Transition to Modified On Campus, Dual or Online mode commences if demanded by the COVID-19 pandemic. Table 6 illustrates scheduled activities for the fall semester.
### Table 6. Fall 2020 Semester: timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23</td>
<td>Instructors have posted approved course syllabi with course designs onto TCU Online for courses offered during Fall 2020.</td>
</tr>
<tr>
<td>Aug. 24 to Sep. 11</td>
<td>Instructors teach on campus and interject online components into the course so that students can become comfortable with experiences such as virtual lectures, virtual group work, virtual tests.</td>
</tr>
<tr>
<td>Sep. 11 to Sep. 18</td>
<td>Student Assessment Survey administered to assess student confidence with online learning elements. Instructors make course adjustments based on student feedback.</td>
</tr>
<tr>
<td>Sep. 18 to Dec. 18</td>
<td>Instruction in On Campus mode resumes as typical. Transition to Modified On Campus, Dual or Online mode commences if demanded by the COVID-19 pandemic.</td>
</tr>
</tbody>
</table>
Appendix A: The TCU Connected Campus: goals

Beginning with start of the fall 2020 semester...

1. If the COVID-19 pandemic mandates that course delivery move between the four delivery modes of On Campus, Modified On Campus, Online and Dual, students enrolled in credit-bearing courses and experiences will experience minimal disruptions or surprises. They will know how movement between modes will modify:
   a. their interactions with instructors, access to course materials and expectations for course completion;
   b. their ability to complete required internships, clinicals, performances, lab projects, community engagement, research and other course or program requirements that cannot be continued in the typical way at the typical time;
   c. their access to advising, student success, and health and wellness services;
   d. their opportunities for social, extra-curricular and other connected-campus experiences;
   e. their need for technology or supplies to continue their course progression.

2. Instructors should experience minimal disruptions or surprises if the pandemic mandates that course delivery transition between the four delivery modes. Instructors will have:
   a. completed Koehler Center 12-hour Hybrid Course online training
   b. redesigned their courses to maintain high-quality, personalized learning across delivery modes with minimal disruption.

3. Employees will experience minimal disruptions or surprises if the pandemic mandates that course delivery transition between the four delivery modes. Employees will know how movement between modes will modify their work responsibilities, work location and technology needs.

4. Formative assessment at the course and program level will inform continuous improvements needed to support students and employees, particularly if the pandemic mandates transitions between course delivery modes.

During the first three weeks of the fall 2020 semester...

1. Students and instructors will become proficient learning within a virtual environment that includes synchronous and asynchronous tools. For example, synchronous tools such as Zoom to deliver lectures and asynchronous tools such as threaded discussion groups will be selectively used. Student feedback will inform continuous improvement.
### Example 1: Discussion-based Course
This example assumes a discussion-focused course that meets on a Tuesday and Thursday schedule. Topic 1 and Topic 2 represent two topics that would be covered in a given week. Students are assumed divided into Group A and Group B. When in Dual mode, Group B students are not permitted on campus.

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Modified On Campus</th>
<th>Dual</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday at meeting time</strong></td>
<td>Topic 1 discussed in classroom with all students</td>
<td>Topic 1 discussed in classroom with Group A</td>
<td>Topic 1 discussed in classroom with Group A</td>
</tr>
<tr>
<td><strong>Thursday at meeting time</strong></td>
<td>Topic 2 discussed in classroom with all students</td>
<td>Topic 1 discussed in classroom with Group B</td>
<td>Topic 1 discussed on Zoom with Group B</td>
</tr>
<tr>
<td><strong>Asynchronous activities</strong></td>
<td>N/A</td>
<td>All students discuss Topic 2 online in a threaded discussion</td>
<td>All students discuss Topic 2 online in a threaded discussion</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>In office</td>
<td>In office</td>
<td>In office and Zoom</td>
</tr>
<tr>
<td><strong>Student Technology &amp; Supply Needs</strong></td>
<td>Needs are met with on campus resources</td>
<td>All students need home computer and internet or access to campus computer</td>
<td>Group B students need high-speed internet access and home computer</td>
</tr>
<tr>
<td><strong>Equipment &amp; Facility Preparation Needs</strong></td>
<td>Needs are met with on campus resources</td>
<td>Needs are met with on campus resources</td>
<td>Needs are met with on campus resources</td>
</tr>
<tr>
<td><strong>Modified Course Components</strong></td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>Semester-long Delivery &amp; Location</strong></td>
<td>100% synch On campus</td>
<td>50% synch On campus</td>
<td>50% synch On campus &amp; Online</td>
</tr>
</tbody>
</table>
### Table B2. Course Design Model: example 2

**Example 2: Lecture-based Course**

This example assumes a lecture-based course that meets on a Monday, Wednesday and Friday schedule. Topic 1, 2 and 3 represent the three topics that would be covered in a given week. Students are assumed divided into Groups A, B and C. When in Dual mode, Group C students are not permitted on campus.

<table>
<thead>
<tr>
<th></th>
<th>On Campus</th>
<th>Modified On Campus</th>
<th>Dual</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday at meeting time</strong></td>
<td>Topic 1 lecture presented in classroom with all students</td>
<td>Topic 1 lecture presented in classroom with Group A and on Zoom with Groups B and C.</td>
<td>Topic 1 lecture presented in classroom with Groups A and B and on Zoom with Group C.</td>
<td>Topic 1 lecture presented on Zoom with all students</td>
</tr>
<tr>
<td><strong>Wednesday at meeting time</strong></td>
<td>Topic 2 lecture presented in classroom with all students</td>
<td>Topic 2 lecture presented in classroom with Group B and on Zoom with Groups A and C.</td>
<td>Topic 2 lecture presented in classroom with Groups A and B and on Zoom with Group C.</td>
<td>Topic 2 lecture presented on Zoom with all students</td>
</tr>
<tr>
<td><strong>Friday at meeting time</strong></td>
<td>Topic 3 lecture presented in classroom with all students</td>
<td>Topic 3 lecture presented in classroom with Group C and on Zoom with Groups A and B.</td>
<td>Topic 3 lecture presented in classroom with Groups A and B and on Zoom with Group C.</td>
<td>Topic 3 lecture presented on Zoom with all students</td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>In office</td>
<td>In office</td>
<td>In office and Zoom</td>
<td>Zoom</td>
</tr>
<tr>
<td><strong>Student Technology &amp; Supply Needs</strong></td>
<td>Needs are met with on campus resources</td>
<td>All students need home computer and internet or access to campus computer</td>
<td>Group B students need high-speed internet access and home computer</td>
<td>All students need high-speed internet access and home computer</td>
</tr>
<tr>
<td><strong>Equipment &amp; Facility Preparation Needs</strong></td>
<td>Needs are met with on campus resources</td>
<td>Needs are met with on campus resources</td>
<td>Needs are met with on campus resources</td>
<td>Instructor has computer and high-speed internet at home</td>
</tr>
<tr>
<td><strong>Modified Course Components</strong></td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>Semester-long Delivery &amp; Location</strong></td>
<td>100% synch On campus</td>
<td>100% synch On campus &amp; Online</td>
<td>100% synch On campus &amp; Online</td>
<td>100% synch Online</td>
</tr>
</tbody>
</table>
Table B3. Course Design Model: example 3a

Example 3a: Laboratory
This example assumes a 3-hour laboratory that meets each week on Tuesday. Topic 1 and Topic 2 represent topics that would be covered in two successive weeks of the course. Students are assumed divided into Group A and B. When in Dual mode, Group B students are not permitted on campus.

<table>
<thead>
<tr>
<th></th>
<th>On Campus</th>
<th>Modified On Campus</th>
<th>Dual</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday at meeting time (Week 1)</td>
<td>Topic 1 Lab conducted in classroom with all students</td>
<td>Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom</td>
<td>Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom</td>
<td>Topic 1 Lab shown on Zoom all students</td>
</tr>
<tr>
<td>Tuesday at meeting time (Week 2)</td>
<td>Topic 2 Lab conducted in classroom with all students</td>
<td>Topic 2 Lab conducted in classroom with Group B while Group A watches on Zoom</td>
<td>Topic 2 Lab conducted in classroom with Group A while Group B watches on Zoom</td>
<td>Topic 2 Lab shown on Zoom all students</td>
</tr>
<tr>
<td>Office Hours</td>
<td>In office</td>
<td>In office</td>
<td>In office and by Zoom</td>
<td>Zoom</td>
</tr>
<tr>
<td>Student Technology &amp; Supply Needs</td>
<td>Needs are met with on campus resources</td>
<td>Needs are met with on campus resources</td>
<td>Group B students need high-speed internet access and home computer</td>
<td>All students need high-speed internet access and home computer</td>
</tr>
<tr>
<td>Equipment &amp; Facility Preparation Needs</td>
<td>Needs are met with on campus resources</td>
<td>Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact</td>
<td>Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact</td>
<td>Instructor has computer and high-speed internet at home</td>
</tr>
<tr>
<td>Modified Course Components</td>
<td>None</td>
<td>Students participate in 50% of lab activities and observe otherwise</td>
<td>Group B students do not participate but only observe all lab activities</td>
<td>All students do not participate but only observe all lab activities</td>
</tr>
<tr>
<td>Semester-long Delivery &amp; Location</td>
<td>100% synch On campus</td>
<td>100% synch On campus &amp; Online</td>
<td>100% synch On campus &amp; Online</td>
<td>100% synch Online</td>
</tr>
</tbody>
</table>
Table B4. Course Design Model: example 3b

Example 3b: Laboratory
This example shows an alternate course design model for example 3a

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Modified On Campus</th>
<th>Dual</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday at meeting time (Week 1)</td>
<td>Topic 1 Lab conducted in classroom with all students</td>
<td>Topic 1 Lab conducted in classroom (first 1.5 hrs) with Group A and in classroom (second 1.5 hrs) with Group B</td>
<td>Topic 1 Lab conducted in classroom with Group A while Group B watches on Zoom</td>
</tr>
<tr>
<td>Tuesday at meeting time (Week 2)</td>
<td>Topic 2 Lab conducted in classroom with all students</td>
<td>Topic 2 Lab conducted in classroom (first 1.5 hrs) with Group A and in classroom (second 1.5 hrs) with Group B</td>
<td>Topic 2 Lab conducted in classroom with Group A while Group B watches on Zoom</td>
</tr>
<tr>
<td>Office Hours</td>
<td>In office</td>
<td>In office</td>
<td>In office and by Zoom</td>
</tr>
<tr>
<td>Student Technology &amp; Supply Needs</td>
<td>Needs are met with on campus resources</td>
<td>All students need home computer and internet or access to campus computer</td>
<td>Group B students need high-speed internet access and home computer</td>
</tr>
<tr>
<td>Equipment &amp; Facility Preparation Needs</td>
<td>Needs are met with on campus resources</td>
<td>Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact</td>
<td>Classroom tech needed to stream classroom activities. More sophisticated tech needed to enable online students to interact</td>
</tr>
<tr>
<td>Modified Course Components</td>
<td>None</td>
<td>Students participate in 50% of lab activities and observe otherwise. Lab times reduced by 50% and replaced with activities more engaging in asych mode</td>
<td>Group A experienced is unchanged. Group B students do not participate but only observe all lab activities</td>
</tr>
<tr>
<td>Semester-long Delivery &amp; Location</td>
<td>100% synch On campus</td>
<td>50% synch On campus</td>
<td>50% synch On campus &amp; Online</td>
</tr>
</tbody>
</table>
Appendix C: The TCU Connected Campus Plan: Executive Summary

Texas Christian University’s unique culture is rooted in a long history of serving and including others – actions that build bonds and cultivate a meaningful, diverse and inclusive connection culture within the TCU community and within the global community. This spirit of inclusive connection has inspired the TCU Connected Campus plan, our plan to maintain continuity of instruction for TCU students, regardless of how the pandemic continues to evolve.

It is important to note that this is a living plan, meant to provide structure and direction for student-centered academic delivery, as demanded by factors outside our control. The TCU Fall 2020 Campus Readiness Taskforce was appointed to organize and direct formal processes and policies that focus on a safe return to campus. The Teaching & Research subcommittee has primary focus on keeping employees and students safe as we carry out our academic mission. Outcomes from this Taskforce will become integral to the TCU Connected Campus plan described herein.

The following plan will follow and be influenced by TCU’s master campus readiness strategies, which dictate operational and personnel decisions for the University. Regular updates will be posted and noted.

Our vision goes beyond continuing instruction online, and moves toward extending broader TCU Connected Campus experiences across multiple domains of learning and engagement - including on-campus and virtual domains. These connected experiences include high-quality, personalized instruction, academic progression, advising and other student services, as well as opportunities for extra-curricular engagement across programs and campus-wide. A goal of this plan is to respond to students’ immediate needs during the evolving COVID-19 pandemic and related scenarios in the years ahead, while also addressing future needs of students and academic programs.

We realize this vision with the TCU Connected Campus plan. Two key tenets of the plan are:

1. Horned Frogs will continue to experience high-quality, personalized learning, academic progression and personal growth during their time at TCU, even when a pandemic or other disruption compromises access to campus.
2. TCU’s high-quality, personalized curricular experiences are largely facilitated by face-to-face instructor to student interaction as well as active learning pedagogy that facilitates student engagement within the classroom.
TCU Connected Campus Goals

Beginning with start of the fall 2020 semester...

1. If the COVID-19 pandemic mandates that course delivery move between the four delivery modes of On Campus, Modified On Campus, Online and Dual, students enrolled in credit-bearing courses and experiences will experience minimal disruptions or surprises. They will know how movement between modes will modify:
   a. their interactions with instructors, access to course materials and expectations for course completion;
   b. their ability to complete required internships, clinicals, performances, lab projects, community engagement, research and other course or program requirements that cannot be continued in the typical way at the typical time;
   c. their access to advising, student success, and health and wellness services;
   d. their opportunities for social, extra-curricular and other connected-campus experiences;
   e. their need for technology or supplies to continue their course progression.

2. Instructors should experience minimal disruptions or surprises if the pandemic mandates that course delivery transition between the four delivery modes. Instructors will have:
   a. completed Koehler Center 12-hour Hybrid Course online training
   b. redesigned their courses to maintain high-quality, personalized learning across delivery modes with minimal disruption.

3. Employees will experience minimal disruptions or surprises if the pandemic mandates that course delivery transition between the four delivery modes. Employees will know how movement between modes will modify their work responsibilities, work location and technology needs.

4. Formative assessment at the course and program level will inform continuous improvements needed to support students and employees, particularly if the pandemic mandates transitions between course delivery modes.

During the first three weeks of the fall 2020 semester...

1. Students and instructors will become proficient learning within a virtual environment that includes synchronous and asynchronous tools. For example, synchronous tools such as Zoom to deliver lectures and asynchronous tools such as threaded discussion groups will be selectively used. Student feedback will inform continuous improvement.

Assumptions

The near-term outcomes of the TCU Connected Campus plan are two-fold. The TCU Summer Course Schedule is being delivered online and continues to provide distinctive high-quality, personalized learning experiences - in part, by leveraging synchronous tools that enable live virtual learning online (e.g., Zoom).
The TCU Fall Course Schedule and other extra-curricular aspects of the TCU Connected Campus will be delivered in the modalities demanded by the COVID-19 pandemic. This means that we will be prepared to continue learning and engagement within the following modalities as well as movement between these modalities.

1. **On Campus**: traditional course delivery with all students on campus.
2. **Modified On Campus**: all/most students attend classes on campus, but medium or large gatherings are prohibited.
3. **Dual**: flexibility of delivering and transitioning between both on campus and online coursework. Students attend classes on campus, but online class is also delivered to students who are not able to be on campus.
4. **Online**: online learning delivery if health guidance does not permit students to return to campus.

**Implementation at the College Level**

Planning at the college level aims to uphold the first key tenet of the TCU Connected Campus Plan: Horned Frogs will continue to experience high-quality, personalized learning, academic progression and personal growth, despite disruptions to campus.

To uphold this promise across the four delivery modalities, deans will lead their colleges in developing College Connect Plans that articulate the following:

1. **College Connect Teams** that include people skilled with educational pedagogies, assessment, technologies, student success and campus connection experiences to assist in implementing the College Connect Plan.
2. **College eTrainers** who will assist the Koehler Center in delivering professional development to instructors and assist colleges in creating course design models and assisting instructors with course redesign.
3. College-approved **Course Design Models** that support the four delivery modes of On Campus, Modified On Campus, Dual and Online.
4. **Academic Program Progression** variances identifying replacement experiences for course or program requirements that cannot be continued in the typical way at the typical time.
5. **TCU Connected Campus Experiences** to enhance student access to advising, student success, wellness services, social engagement and other connected-campus experiences.
6. **Equipment and facility preparations** needed to support the College Connect Plan. E.g., technology, larger classrooms, non-typical course scheduling.
7. An **assessment** plan that ensures compliance and ongoing formative assessment.
8. A plan to support **instructors** as they complete Koehler Center training and course redesign during summer 2020 and during delivery of their first TCU Connected Campus courses during fall 2020.
Implementation at the Instructor and Course Level

Instructors will uphold this second tenet as follows:

1. Facilitate courses using TCU Online (D2L), the university’s learning management system.
2. Be verified by the Koehler Center as having completed the Hybrid Course training or as having demonstrated skills to opt out of all or portions of the training by August 1, 2020.
3. Integrate synchronous interaction as much as possible (e.g., Zoom) to maintain face-to-face interaction (albeit virtual) within classes delivered online.
4. Redesign fall 2020 courses to incorporate college-approved course designs that enable seamless transition between the four modalities described.
5. Include course design models in fall course syllabi, posted on TCU Online, to inform students of expectations and possible modifications to the course if delivery modality changes.
6. Given the plan for a return to campus for the fall 2020 semester, during the first three weeks of the semester, interject online components into the course so that students can become comfortable with experiences such as virtual lectures, virtual group work, virtual tests.
7. Continue to seek student feedback for changes that can enhance their learning experiences.
TCU Connected Campus - People

Instructors
Persons who are the instructor of record for a course offering at TCU. This includes tenure-stream and non-tenure stream faculty at all ranks, adjunct faculty, instructional staff and graduate students – all of whom may be part or full time TCU employees.

College Connect Teams
- Dean
- College members of the TCUCC Council
- eTrainers appointed by Dean
- Others identified specific to College needs
- Possible Support Functions (Student Affairs, IT)

TCU Connected Campus Council (TCUCC)
- Core Leadership
- College Leadership (Associate Deans)
- Provost Council
- Support Functions (Student Affairs, IT, Koehler Center, Facilities, etc.)

Core Leadership
- Provost
- Vice Provost
- TCUCC Project Leader
- Academic Deans
TCU Connected Campus - Responsibilities

Instructors
Implementation at the Course Level to uphold second key TCUCC tenet: *TCU’s high-quality, personalized curricular experiences are largely facilitated by face-to-face instructor to student interaction as well as active learning pedagogy that facilitates student engagement within the classroom.*

1. Courses facilitated using TCU Online (D2L)
2. Completed Koehler Center Hybrid Course
3. Use online tools to maintain student-faculty interactions in the classroom and online
4. Redesign fall 2020 courses for seamless transitions among 4 modes
5. Include course designs in fall course syllabi to inform students
6. Practice online course components during first 3 weeks on campus
7. Continue to seek and respond to student feedback

College Connect Teams
Implementation at the College Level to uphold first key TCUCC tenet: *Horned Frogs will continue to experience high-quality, personalized learning, academic progression and personal growth, despite disruptions to campus.*

- Hybrid Course Training delivered by College eTrainers
- College Course Design Models
- Academic Program Progression
- TCU Connected Campus Experiences
- Equipment and facility preparations
- Assessment
- Instructor Support

TCU Connected Campus Council
1. Communication of initial TCUCC plan and subsequent changes
2. Continued evolution of plan to align with the TCU Fall 2020 Campus Readiness Taskforce health and safety plan and evolving National and local health guidance
3. Facilitate collaboration and problem-solving across colleges and across other campus-wide units

Core Leadership
- Communication of initial TCUCC plan and subsequent changes
- Continued evolution of plan to align with the TCU Fall 2020 Campus Readiness Taskforce health and safety plan and evolving National and local health guidance
- Uphold TCU commitment to maintain TCU Connected Campus experiences regardless of how the pandemic continues to evolve