Arkansas Tech University

Guide for Pivoting to Virtual Instruction

When the need arises to prepare for the pivot to virtual instruction, faculty will not hold classes for two class days immediately following the announcement (e.g., Monday – Tuesday or Friday - Monday).

Required Pre-Pivot Information (that should be available to students in Blackboard for all modalities):

- Syllabus
- Course Schedule (within the syllabus or as a separate post)
- Instructor contact information and contact preferences
- Introductory Announcement/Email Student Welcome
- Explanation of mechanisms for regular and substantive interaction (e.g. via course announcements, possible virtual office hours, scoring and grading, texting, email)

Required Pre-Pivot Expectations for Faculty:

- Faculty members may collect additional contact information at the beginning of the semester (email addresses and cell phone numbers for each student). Faculty may consider using text message services in order to contact students.
- Faculty members will discuss with students the procedure for pivoting to remote instruction (synchronous or asynchronous), including use of WebEx for virtual office hours, virtual lectures, etc.
- Faculty members will use official ATU email accounts for communication.
- Faculty members should respond to student emails within a 24-hour time frame.

Required Pre-Pivot Expectations for Students:

- Students should expect to receive information on possible pivot to remote instruction. Face-to-face courses can maintain synchronous instruction through WebEx or Blackboard Collaborate.
- Students must check their *official* ATU email account at least twice a day (possibly once in the morning and once in the evening). Students should respond to faculty email requests within 12 hours (excluding weekends).

Responsibilities of Faculty and Student in the first 48-hours of pivot to virtual instruction:

Faculty Member Responsibility	Student Responsibility
Send email and Blackboard announcement to students in the first 12 hours with information about pivot to virtual instruction. Consult OIS resources for assistance (https://ois.atu.edu/resources-for-online-delivery-of-content-and-communication/).	Check email and Blackboard announcements for official ATU information about the pivot to virtual instruction. Consult OIS resources for assistance (https://ois.atu.edu/).

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Technical and Blackboard Issues
Campus Support Center: (479) 968-0646 & Email: campussupport@atu.edu

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Faculty Member Responsibility	Student Responsibility
Secure technology and Internet access to begin virtual instruction within 48 hours.	Secure technology and Internet access to begin virtual learning within 48 hours.
Articulate expectations about course attendance, content delivery, submission of assignments, etc. in the first 24 hours. Explain where all course components are and what students need to do to get started in new modality.	Confirm new virtual class expectations by checking official ATU email and Blackboard announcements in the first 48 hours. If expectations are unclear, the student should contact the instructor before the first virtual class meeting.
IF requiring synchronous activities on the same schedule as the original class, explain how remote course(s) might change structurally even with synchronous attendance.	Maintain personal schedule to allow virtual class attendance at the same time as the previous/original face-to-face class.
Explain grading policies clearly and concisely, particularly how students can access the virtual gradebook (if being used) or in what manner they can review grades and ask questions.	Ask instructor questions if unfamiliar with Blackboard and about access to course information, including grading policies.

Responsibilities of Faculty and Student in the first 72-hours of pivot to virtual instruction:

Faculty Member Responsibility	Student Responsibility
Directly identify any necessary changes to course assignments, if any, or institutional policies.	Check course announcements and your Tech email, frequently.
Identify where students can receive prompt support for technology used in course and inform students of any additional technologies needed. Provide contact information to students for OIS assistance.	Inform instructor immediately if assistance is needed about access to technology or if you need help with the required technologies, applications, or Blackboard.
Provide information about support offices whose services might be altered by the move to remote instruction. Be sure to include information about library and tutoring resources, as well as counseling services.	Inform instructor if you're uncertain how to access technological resources, academic support services, or counseling.
Provide information on Disability Services for learners who need special assistance in accessing digital materials.	Contact Disability Services if accommodation is necessary; Disability Services will inform instructor if/when approved.

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