Potential Teaching Scenarios for Fall 2020

Departments and Programs - Please respond to each scenario. Bullets and rough ideas are fine. Drafts should be submitted by May 8th. These plans will help the academic continuity team determine how to best provide help and support in the coming weeks and months.

1. Program Name *

   _____

2. Department *

   _____

3. Level *

   Mark only one oval.

   ( ) Undergrad

   ( ) Masters

   ( ) Doctoral

   ( ) Other: _____

4. School *

    Mark only one oval.

    ( ) Engineering

    ( ) Science

    ( ) Architecture and Planning

    ( ) Sloan

    ( ) SHASS

    ( ) College of Computing

    ( ) Interdisciplinary

    ( ) Other: _____

5. Contact Name *

    _____

6. Contact Email *

    _____

7. Expected Enrollment Fall 2020 *

    _____

| Scenario 1: Fully Remote | All students continue to take courses remotely. |

8.   Please give us a sense of your plans if MIT is fully remote? *

9.   How can we help you? *

10.   Are there opportunities to reduce the number of subjects taught without disrupting student fulfillment of requirements? (Please tell us if your answer to this question differs for subsequent scenarios from your answer here.) *

11.   What components of your current learning objectives CANNOT be achieved remotely? *

Scenario 2: Hybrid

Some students (especially international) are remote and others are in person.

12. Please give us a sense of your plans if only some students are remote (e.g. international students)? *

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13. How can we help you? *

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14. What are the practical requirements of teaching this way? *

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15. What are the potential impediments? *

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Scenario 3: Socially-Distanced Education On-Campus

If it can be done remotely, it must be done remotely: only lab/project/performance classes are held on the physical campus, keeping in mind density guidelines in instructional spaces.

16. How would you operate if there is strict social distancing (required minimum square feet per person) for lab/project/studio/performance spaces? *

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17. How can we help you? *

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18. What are the practical requirements of teaching this way? *

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19. What are the potential impediments? *

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Scenario 3.5: Half the undergraduate students on campus, half the time

All instruction available remotely, but when on campus, students participate in formal learning, experiential learning, and activities that REQUIRE the physical spaces on campus

20. How might you suggest that MIT divide the students? (e.g. by major, year, student choice to coordinate with friends)

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21. How would you operate the non-remote-able components of your curriculum in these circumstances? *

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22. What are the practical requirements of teaching this way? *

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23. What are the potential impediments? *

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| Scenario 3.75: Three Semesters | THREE semesters next year, possibly running from September through June, each student on-campus for TWO, remote for the third. |

24. Do you have feedback on options for which students to have on-campus when?

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25. How would you operate the non-remote-able components of your curriculum in these circumstances? *

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26. What are the impacts on students, faculty, and staff? *

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Moving from "Managing" to "Thriving"

Other ideas for offering unique learning opportunities in the time of COVID-19.

27. What are some department/program specific learning opportunities that would be unique at this time?

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28. What are some broader and potentially MIT-wide learning opportunities?

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29. Feel free to share any other thoughts.

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