The Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes (the Disruptions Policy) remains in force because of the ongoing impact of the COVID-19 pandemic on academic activities at the University. The Senate Executive Committee continues to monitor the impact of the disruption, and work collectively with the Provost and Vice-President Academic to respond to emerging issues.

Senate Executive provides the following clarification regarding FW 2019-2020 Deferred Exams:

- The extension of the deadline to drop a FW 2019-2020 course without receiving a grade (without a W notation) for students with deferred standing status for the Winter 2020 term to 5 February 2021 is an accommodation for students who completed their final exam / assignment from FW 2019-2020 in Summer 2020 or Fall 2020 and received their final grade, or who will write the exam(s) on one of the two deferred exam days of 17 or 24 January 2021 and receive their final grade. All students in these circumstances have the option of late withdrawal from the course up to 5 February 2021.

Summer 2020 Deferred Exams

It is the decision of the Senate Executive Committee that all outstanding final exams or assessments from the Summer 2020 must be brought to completion using online or other remote means, including but not limited to, online exams with or without proctoring services, the quizzes function in Moodle, take-home exams, etc. Additionally, Deans’ Offices are authorized to approve in-person assessments in extenuating circumstances where they cannot reasonably be completed virtually or remotely, including performance or other hands-on demonstration forms of course assessment, subject to compliance with health and safety protocols.

Principles to Guide Summer 2021 Course Planning

With planning underway for Summer 2021, the Senate Executive Committee has extended the Principles to Guide Graduate and Undergraduate Course Planning adopted for previous terms to apply to the upcoming summer 2021 academic session.

In the context of meeting the requirements of the Disruptions policy, these guiding principles aid Faculties’, units’ and course instructors’ planning for the Summer 2021 term amid the ongoing uncertainties about the status of campus operations and public health requirements that will be in place in the summer term. The guidelines include continuing online / remote delivery of both undergraduate and graduate courses while preserving flexibility to hold in-person components in small groups in courses where online delivery cannot satisfactorily replicate those components (e.g., small graduate classes, labs, studios).
The guiding principles for Summer 2021 undergraduate and graduate course planning are:

**Prioritizing Health and Safety**: All instructors should be ready to deliver undergraduate and graduate courses remotely / online to the fullest extent possible as long as needed to protect the health and safety of all students enrolled in the course, as well as those with whom they may interact on or off campus, including instructors themselves. In order to maintain the likely social distancing requirements, and given the limited availability of large classrooms, course planning will need to assume that it will not be possible to bring groups larger than 50 together in a single room (and our ability to accommodate groups of up to 50 would depend on a space assessment to ensure we could do so safely within any continued social distancing requirements).

**Focusing on Student Learning Outcomes**: The expectations for courses rest with student learning outcomes (SLOs) and academic standards for achieving those SLOs as established by course directors. In the case of a disruption, the SLOs previously involving a hands-on learning component can frequently be met with innovative online or other remote activities. However if there is no means by which to achieve SLOs without at least some in-person learning activities, and/or if an instructor has a proposal for an optional in-person component, they will have an opportunity in the coming weeks to complete an “In-person Component Template” and submit it to their Department Chair/Director or Dean's Office as appropriate. Proposals will be reviewed to determine whether they can be implemented in a manner consistent with evolving restrictions and whether they can be accommodated safely within space and other constraints of our campuses. Proposals should include clear contingency plans to complete the entire course remotely/online if necessary for health and safety reasons, or to defer to a specified future time any elements which the instructor has determined can only be completed in person. Deans / Principal Offices will communicate timelines and any other guidelines for submitting proposals.

**NOTE**: The recommended group size for hands-on learning components is no more than 25 at a time in order to maximize utilization of different-size classrooms for different purposes; Faculties may consider if it is possible to accommodate proposals involving groups between 25 and 50 on an exceptional basis.

**Prioritizing Access to Campus Spaces**: Social distancing requirements may make it necessary to ration space bookings for on-campus learning activities in Summer 2021. Priority will be given to experiential activities that require access to labs, studios or other physical facilities, and that cannot be replaced or delivered via alternate means while still meeting student learning outcomes and protecting students' ability to progress in their programs. Assuming these requirements are met, Faculties will have flexibility to determine other priorities for allocating any remaining space based on safety considerations and the needs of different programs and cohorts of students, with the goal of maximizing the overall quality of student learning experiences.

**Equity in Accommodating Student Circumstances**: Course delivery should be planned with sufficient flexibility to provide equitable access for all enrolled students to achieve SLOs. Course directors should take into account the needs of undergraduate and graduate students in different geographic locations and time zones (for example by providing asynchronous access to course materials and activities where it is appropriate and reasonable to do so), as well as accommodation needs related to health, family status or disabilities as per existing University policies. It should be clear to students at the start of a course if it includes a required in-person or
synchronous learning component to meet the SLOs and what flexibility they will have for completing that component during Summer 2021 for six-credit courses. In the case of either undergraduate or graduate courses that start online / remotely with an optional in-person component, students should be provided with reasonable alternative access to the learning activities offered in that in-person component.

**Scheduling Courses to Enable Progression**: Programs, especially those with significant international student enrolments, will need to plan Summer offerings with a view towards ensuring that students whose arrival to campus is delayed, or who have limited ability to participate in remote/online learning next Summer, will have viable pathways to start the program in Fall 2021 and to progress in a timely and pedagogically responsible way. Where courses scheduled for Summer cannot be completed remotely, efforts will be made to postpone the course or elements of the course to the Fall 2021 term.

The Senate Executive Committee will continue to meet as needed to assess the academic implications of the disruption in conjunction with the Provost and Vice-President Academic. Further adjustments to regulations, schedules and deadlines may also be made in response to evolving circumstances and any further decisions deemed necessary by the University to ensure the safety of all community members.

Members of the community are urged to familiarize themselves with the *Senate Disruptions Policy*, and to watch the University and Senate websites for updates.

**Senate “Disruptions Policy”**

[http://secretariat-policies.info.yorku.ca/policies/academic-implications-of-disruptions-or-cessations-of-university-business-due-to-labour-disputes-or-other-causes-senate-policy-on-the](http://secretariat-policies.info.yorku.ca/policies/academic-implications-of-disruptions-or-cessations-of-university-business-due-to-labour-disputes-or-other-causes-senate-policy-on-the)

Alison Macpherson,  
Chair of Senate