

## Guidance for start of term teaching and mentoring activities

Prepared through discussions with Associate Deans Academic & Associate Deans Students, UBC-Vancouver

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### Responding to Covid-19 Exposures

#	Scenario	Possible Responses
1	A student or TA tells me they have Covid-19 and there's potential that other students, TAs and/or staff may have been exposed in a lecture, or lab setting. What do I do? What can I say to the class or other affected individuals?	<p>The response below would be in line with the public health guidance and arrangements. Close contacts of the person with Covid-19 will be notified by the Public Health team. People with Covid-19 may be asked by Public Health to notify the people within their potential contacts who are considered to be at low risk given the nature of the exposure/contact. If the student gives you permission, without explicitly identifying the student/TA/any other person by name, you may say something such as the following, as an example:</p> <ul style="list-style-type: none"><li>● I have been advised that you may have been exposed to Covid-19 on September 13-17, 2021 between 0900-1030 hrs</li><li>● This exposure does not mean you are infected with Covid-19 or that you will become infected. I am telling you this as a precaution.</li><li>● If you do not have symptoms and have not been contacted directly by Public Health, please self-monitor for the Covid-19 symptoms</li><li>● New illness related to this exposure may occur up to 14 days from the last date of exposure. Therefore, we recommend self-monitoring every day for signs of illness until Friday, October 1, 2021.</li><li>● If you are currently symptomatic or develop symptoms, please seek testing right away. The BCCDC has <a href="#">information on when and where to seek testing</a>.</li><li>● If Public Health determines that you may have had close contact, you will receive a call from Public Health to provide further instructions.</li><li>● If you are identified as a close contact, you will be given specific direction to monitor or self-isolate for 14 days from the last date of possible exposure.</li></ul>

		<ul style="list-style-type: none"> <li>● If you do not hear from Public Health, you have not had close contact and are considered to be at very low risk of having been exposed.</li> <li>● If you develop new symptoms consistent with Covid-19, please seek testing as soon as possible.</li> <li>● If you're worried and don't have symptoms, you can get tested at the rapid antigen screening program in I. K. Barber Learning Centre. See <a href="https://www.housing.ubc.ca/rapidtest/">https://www.housing.ubc.ca/rapidtest/</a>.</li> </ul> <p><b>Implications for syllabi and/or for communication to fellow students in the learning environment:</b> it is worth including a statement about reminding students to do their daily health self-assessment for key Covid-19 symptoms.</p> <p><b>Notes / links:</b> The student who has reported this to you has presumably been in contact with their health authority (for students at UBCV, either Vancouver Coastal Health or Fraser Health) and is following their guidance. Use your usual methods for supporting students who are ill and miss class or activity (see below).</p> <p>For additional information, UBC's Campus Rules and Guidance documents are here: <a href="https://srs.ubc.ca/covid-19/ubc-campus-rules-guidance-documents/">https://srs.ubc.ca/covid-19/ubc-campus-rules-guidance-documents/</a></p> <p>Inform your Head/Assoc Head. You/They will notify Dr. Marna Nelson, Director, Student Health Service (<a href="mailto:marna.nelson@ubc.ca">marna.nelson@ubc.ca</a>) and/or Samantha Reid, Executive Director, Office of the Vice President, Students (<a href="mailto:samantha.reid@ubc.ca">samantha.reid@ubc.ca</a>). The admin will manage/coordinate the public health response and will provide guidance.</p> <p>UBC information about how to respond if someone discloses that they have Covid-19 or have been instructed to self-isolate (including contact information) is here: <a href="https://srs.ubc.ca/covid-19/covid-19-contact-tracing/">https://srs.ubc.ca/covid-19/covid-19-contact-tracing/</a>.</p>
2	<p>If a student tests positive for Covid-19, will the instructors/supervisor and the other students in the course or other learning context be informed? How would they be informed?</p>	<p>Other students and the instructor(s)/supervisor may be informed, by the public health authority, if they are close contacts or if the public health authority determines that a full class or learning group should be informed. See answer to #1.</p> <p><a href="https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-">https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-</a></p>

		<a href="#">administration/studying-during-covid-19</a> (document expected to be updated soon)
3	If a student has Covid-19, can I ask the student for permission to notify the rest of the class or learning group?	<p>If a student tells you they have tested positive for Covid-19, you may follow the points in Question 1 in this section.</p> <p>Note that notifications of close contacts are handled by Public Health. The outline of this procedure is on page 17 of the Post-Secondary Return to Campus guidelines at <a href="https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/studying-during-covid-19">https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/studying-during-covid-19</a>. (document expected to be updated soon).</p>
4	What happens if an instructor/supervisor finds out they may have been exposed to Covid-19?	<p>Contact your local health authority and follow their guidance. You will probably be asked to use the BC Covid-19 Self-Assessment Tool to determine next steps.</p> <p>This page is helpful to determine whether isolation or monitoring is the right approach: <a href="http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation">http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation</a></p> <p>All positive cases and contact tracing are handled by public health authorities. For information from the Return to Campus guidelines, please visit <a href="https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/studying-during-covid-19">https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/studying-during-covid-19</a> (We are, however, expecting an update to this document imminently).</p> <p>UBC information about how to respond if someone discloses that they have Covid-19 or have been instructed to self-isolate (including contact information) is here: <a href="https://srs.ubc.ca/covid-19/covid-19-contact-tracing/">https://srs.ubc.ca/covid-19/covid-19-contact-tracing/</a></p> <p>Sentence of interest: <i>Contact Safety and Risk Services at 604-822-2029 or email ready.ubc@ubc.ca and a safety expert will provide guidance on any immediate follow-up measures.</i> Please note that the response from ready.ubc may not be immediate depending on capacity.</p>
5	If the course instructor is exposed to Covid-19, and needs to self-isolate, what are the options for course instruction?	<p>Follow the directions from Public Health, e.g. BC Covid-19 Self-Assessment Tool, <a href="http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation">http://www.bccdc.ca/health-info/diseases-conditions/covid-19/self-isolation</a></p> <p>Normally, if vaccinated, you would self-monitor rather than isolate (Aug. 23, 2021) and can thus continue teaching in person.</p>

		<p>The instructor would inform their department head and determine the appropriate next steps through discussion, e.g. the course could move online, or a substitute instructor or senior TA could teach the course.</p> <p>It is unlikely an entire course will need to be moved online for the entire term. This will happen on an individual course basis and in consultation with the department head.</p>
6	A TA or staff member tells me they have Covid-19. What do I do?	<p>If the TA may have exposed others in a class setting, follow guidance above in Question 1. Check that the staff member is following guidance from their health authority.</p> <p>Inform your Head. You or they will notify Lindi Frost or Mike Vizsolyi (for staff or student employees), or Mark Trowell (for faculty). The admin will manage/coordinate the public health response.</p> <p>UBC information about how to respond if someone discloses they have Covid-19 or have been instructed to self-isolate (including contact information) is here: <a href="https://srs.ubc.ca/covid-19/covid-19-contact-tracing/">https://srs.ubc.ca/covid-19/covid-19-contact-tracing/</a></p> <p>In reality, you/Department admin would have to make an evaluation as to asking other members of staff or TA team (close contacts) to step away from course duties. E.g. if a TA works on Monday morning, then Tuesday afternoon, you may not get productive feedback from Public Health officials before Tuesday to make a decision on replacing TAs/staff who are in supervisory roles.</p>

## Responding to the mandatory mask mandate

#	Scenario	Possible Responses
1	Will instructors be required to wear masks while lecturing?	We are still awaiting the revised Return to Campus Guidelines from PHO/AEST which should have specifics on whether instructors can go maskless when teaching if they choose. For now, faculty should wear masks while lecturing, which we know can be difficult. Some faculty have tested out masks and mics and say that it works pretty well.
2	What do I do if during a lab/tutorial/lecture session, a small number of students show up without a mask?	Inform the student that masks are mandatory, as per the Public Health Officer's orders. Advise students where they might get a mask if they have forgotten / lost theirs (e.g. Advising Offices, Nest etc.).

		<p>The instructor/TA leading the class should ask the student to wear a mask for the safety and comfort of others in the class, and to comply with the PHO mandate. Emphasize collective responsibility and refer to the syllabus and any other former discussions with the class about masks.</p> <p>It is important to recognise that some people may have health or other conditions that inhibits their ability to wear a mask. Guidance from BC’s Human Rights Commissioner is clear: if a student identifies that they are unable to wear a mask based on a protected ground under BC’s Human Rights Code (such as a disability or a medical condition) they should be accommodated to the fullest extent possible.</p> <p>Students are being advised to contact the Centre for Accessibility (CfA) to determine accommodations to support them. Once arranged, students will share details of the accommodation agreed with faculty teaching courses in which they are registered. For the immediate issue of the start of classes, Faculties may want to communicate to students to proactively inform instructors that they are seeking such an accommodation ahead of the first class meetings.</p> <p>Work is also under way to create signage for teaching spaces that will remind students about the mask requirements, where they might obtain one if they have forgotten theirs, and what to do if they are unable to wear a mask.</p> <p>If a student is not seeking an accommodation and is maskless you should remind them of the mask mandate and advise where they might obtain a mask. In the public classroom environment, clear and consistent reminders of expectations coupled with peer pressure from other students will very likely help to either get the student concerned to leave or put on a mask. It is very unlikely that the situation will escalate to the point where it is disrupts the class; if it does it should be treated as an instance of non-academic misconduct and dealt with accordingly.</p> <p>We have seen that students are very good about complying with Public Health orders in the classroom setting, for those who had some in-person instruction over the last year and through large sale orientation activities currently under way. We expect that students coming in this fall will continue to understand why and how they are to wear masks.</p> <p><b>Links:</b> Mask Wearing Guidance from BC’s Human Rights Commissioner <a href="https://bchumanrights.ca/wp-">https://bchumanrights.ca/wp-</a></p>
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3	<p>Students will want to eat and drink in class. The mask mandate says that students are allowed to remove their mask to eat and drink in appropriate areas. Is the classroom considered an appropriate area?</p> <p>Instructors may need a drink of something too. What is the guidance for this?</p>	<p>You may say in your syllabus - and tell the class - to refrain from eating in class. If people need to drink water/coffee/tea/etc., you can ask them to please keep their masks on between sips. Until further guidance is available, the same would apply for the instructor.</p>

**Implications for syllabi:** consider including language such as the following

(Arts) **Example syllabus language:** “Covid-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and for the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of Covid-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement.](#)”

## Responding to people showing symptoms or being sick

#	Scenario	Possible responses
1	A student is coughing a lot in class or other learning environment and seems to be sick. Can we ask them to leave?	<p>Start with an educative approach; remind them that every student is required to do a Covid-19 self-assessment before they come to campus each day. Coming in sick is a violation of the student code of conduct and you can ask them to leave. If they feel they are experiencing viral-like symptoms they should leave the class.</p> <p>In a broader sense, the way we are responding to sick people is no different than our approaches pre-pandemic, however people certainly have a heightened sensitivity to it. Pre-pandemic, many</p>

		<p>students would come to class or labs sick. We should do things to discourage this. For instance, for classes, set up flexible marking schemes, like not making all clicker questions worth marks, or some type of scaling such that a student can miss (a reasonable) time and still get full marks. For other settings, make allowances for absences or remote work possibilities.</p> <p>Just because someone coughs or sneezes does not automatically mean they are sick. Discussion about chronic coughing that are not related to being sick should be discussed and these issues should be recognized. We should encourage students to come forward with these issues so you (i.e., the student and instructor only) can discuss them.</p>
2	<p>A student is frequently coughing in the classroom/lab, but they have told the instructor/supervisor it is a non-contagious cough (asthma for example), but staff or other students are uncomfortable.</p> <p>Can we remind students that there are examples of non-contagious cough and that they should not assume that the student is sick?</p>	Yes (see response above).
3	<p>If someone is sick or has symptoms, can we ask them if they have Covid-19?</p>	No. This is a breach of privacy. You can ask the student if they feel they meet the standards of the daily personal health assessment, and encourage them to complete the health assessment if they have not done so.
4	<p>A student has shown up for a test/exam/evaluation and is sick. What do I do?</p>	<p>A student should hopefully never be put in this position. We should try to make it clear to students that we will – as we always have -- make concessions for illness. The current UBC policy states that self-declaration is enough for most cases:  <a href="https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions">https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions</a></p> <p>The simplest solution for classes is to move the weight of the quiz/test to the final exam. Multiple quizzes/tests allow you to have a policy where you can drop the lowest quiz grade(s). This gives flexibility, but still allows students a chance to experience high-stakes assessment.</p>

		<p>You can also let them know that writing a quiz while sick will probably lead to worse performance. This is a good thing to emphasize on the first day (that they'll likely do worse if they write an exam while sick).</p> <p>If they do come, ask them to leave. Mention that they are not in any condition to perform their best during the exam.</p> <p>For other situations (e.g., comprehensive exams, practical evaluations), the evaluation should be rescheduled.</p>
5	<p>My class is scheduled to give group presentations or complete group projects. A student emails me telling me they are sick and can't do the presentation/project. What should I do?</p>	<p>These types of situations are an unfortunate part of teaching every year. You'll want to handle this fairly and consistently with the past.</p> <p>Tell the student to stay home. Ask them if they have notified their group members. Provide concessions that allow the student to complete the assignments. An option is to have the group present, knowing that the part of the presentation will be missing. Tell these students that their grade will not be affected by this. Have the student who can't make it send you a video of their part of the presentation to assess.</p> <p>If the student can't make it, move the weight of the assessment to other parts of the course. When circumstances like this happen, we have to be compassionate.</p>
6	<p>The list of Covid-19 symptoms in the self-assessment is broad. I understand that if I exhibit symptoms, I should not come in to work. What do I do if I wake up feeling tired or headachy or with a sore throat that goes away once I have had some coffee?</p>	<p>If these are symptoms that are common to you and you know they will disappear, you are fine. For instance, some people have a chronic cough/throat clearing caused by post nasal drip. This would be good to disclose to your class.</p> <p>In the case that you actually feel sick, it is appropriate to contact your Department Head and have your back-up person teach the class, or teach the class online.</p>

### Supporting students arriving late to in-person courses or who are sick

#	Scenario	Possible responses
1	<p>I have received emails from the department telling me that some students in my class will be unable to make it to class by September 7.</p>	<p>(Language from Science – note other Faculties might be taking a different approach regarding timing)</p> <p>Please reach out to these students and tell them what type of things you will do to support their learning. Remember, we often have students enter our classes up until the add/drop deadline. However, in</p>

		<p>this case, we have let students know that we can support them until they get to campus, as long as they will be arriving by October 12. These measures are meant to be a stop-gap. Examples are:</p> <ol style="list-style-type: none"> <li>1. Connect students with a buddy who is attending the course in person.</li> <li>2. Provide materials online (Canvas)</li> <li>3. Provide access to recordings (including last year's is OK but please refer to the 'Principles for Classroom Recording' document if you are intending to re-use recordings that contain students faces or voices; their consent to re-distribute these recordings is required)</li> <li>4. Provide online office hours (which is in-line with what most people are already planning)</li> <li>5. Make flexible assessment schemes, e.g. drop x of y, shift % to other assessments, do online assessment</li> </ol> <p>Things that require more resources (through block grant)</p> <ol style="list-style-type: none"> <li>6. Provide additional TA support</li> <li>7. Provide online exams for those temporarily away (if low stakes and appropriate)</li> <li>8. Stream live sessions synchronously through AV support</li> <li>9. Have TAs running a Zoom session synchronously in the classroom</li> </ol> <p>If course with online sections</p> <ol style="list-style-type: none"> <li>10. Move students temporarily or permanently to an online section.</li> </ol> <p>If students can't make it to class until late October it might be untenable for them to attend the class if they miss significant amounts of the course.</p> <p>If students are in an in-person course and have completed quarantine (if required), they are expected to attend class by October 12 (the Tuesday after Thanksgiving). Science Advising is reaching out to students expecting to arrive after this date to help them look at online/hybrid courses (only) in Term 1. If they can't do this, other arrangements will have to be made, including potentially withdrawing.</p>
2	How do we treat students who expect to arrive later in September, but then they are delayed through most (or all) of the term?	Students in direct entry undergrad programs who will not be here for the start of term have received communication that instructors will let them know what supports will be available to help them keep up with the class until October 8. Students are expected to be here by October.

		<p>12. Advising offices are contacting and working with all students who have indicated a return date after October 12.</p> <p>These students should talk to their advising office (or, for graduate students, their supervisor or program director). One solution may be a late withdrawal. . These types of cases would be handled one-on-one with the advising office/program. While unfortunate, we can't necessarily or properly support such students in classes without teaching a whole online version of the class. (See also #5 below)</p> <p>For research graduate students, there may be a number of other options to enable them to remain in the program while not present in Vancouver.</p>
3	<p>If we make resources (e.g. an on-line tutorial) available for a few distant students, presumably we should also allow in-Vancouver students to use those same resources, but surely only up to a point - so how do we make sure we don't end up teaching half the class online after all?</p>	<p>The resources we are supplying for these students, and for the students who get sick, can't replace the actual experience of going to class and taking part in the discussion and activities for extended periods of time. These resources are not expected to replace actually going to class.</p> <p>One perspective is that class time should add value for the students that a recording simply cannot reproduce. It's easier said than done, but it is a standard for which to aim.</p> <p>It is, however, appropriate for students who come to class to also have access to the resources that are being provided to those who will arrive after the start of term.</p>
4	<p>A student is sick. How do I support them in class?</p>	<p>The way we handle students who are sick has not changed. Make sure you tell the student not to come in and go over the concessions or other arrangements you will provide to this student so they can feel that they will not be penalized by not coming to class or other learning environment.</p> <p>If you as instructor are sick, various options are possible: see the example syllabus language below.</p>
5	<p>An international student informs me that they are going to be unable to make it to Vancouver until much later in the term/next term and wants to discuss their options. What should I do?</p>	<p>Refer them to their faculty Advising Office or graduate program. There is now a process to grant formal Leave of Absence for continuing undergraduate international students that is in alignment with the UBC Leave of Absence policy, and will not jeopardize certain immigration privileges with IRCC, including eligibility for a post-graduate work permit. All returning international students are being contacted (as of August 31) to inform them of this option, in case some are making decisions now.</p>

		<p>First-year undergraduate international students who are currently registered in courses but find they are unable to make it to campus will receive a separate message, to be sent 2-3 days before the Add/Drop deadline, providing them with information about the leave policy. These students will be encouraged to consider their options prior to the deadline and request a leave if they are unable to continue in their courses for 2021/22 Winter Term 1.</p>
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**Implications for syllabi:** Include language on the syllabus outlining how students who are late arriving / miss a portion of the class due to illness will be supported.

Example language (*Faculty of Arts*):

**If you are sick, it is important that you stay home.** Complete a self-assessment for Covid-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

**If you miss class because of illness:** *[Again, these are only examples. Any flexibility you wish to incorporate should suit the content and pedagogy of your course]*

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. *[Insert your policy for the online availability of class time recordings or other materials and/or assessment options for reweighting or dropping, etc.]*
- Use the discussion forum for help.
- Attend office hours *[if they're online]*.
- If you are concerned that you will miss a key activity due to illness, contact the instructor [or Teaching Assistant] to discuss.

**If you are feeling ill and cannot attend class for a midterm or in-class assessment:** Please email the instructor right away. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

**If you are feeling ill at the time of a final exam:** Do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the final exam/assignment at a later date.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- My colleague XXX will substitute
- One of the TAs will substitute
- I may ask you to do an activity or read something in place of class time
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive [an email, an announcement in Canvas...] informing you how to join the class.

## Classroom management and design

#	Scenario	Possible responses.
1	Can I encourage people to pick a seat and use the same seat all term? Can I assign seats?	Yes. There are already cases where seats are assigned (e.g. labs). A low-workload approach is to ask students to pick an area of the classroom and sit there each day.
2	Can I offer Zoom-only office hours?	Yes. Make sure to communicate your plan clearly so students will feel comfortable in making use of office hours.
3	Can we just do audio recordings of lectures to supplement class slides?	Yes, you can make that choice. Recordings of any kind are not generally required, unless this has been pre-determined at a program / Faculty level.
4	A student approaches me to ask/demand that I record my in-person lectures because another class in the same/other department has recorded lectures. I don't want to record/comply but I feel a great deal of negative pressure to comply (teaching evals, Reddit posts etc.).	<p>(From Science) Students have been informed, and you can re-inform them, that instructors aren't required to record lectures. Recordings are only one potential way to support students who are late arrivals or are sick. There are others. Let the students know what supports you will provide that you think are going to help them keep up and succeed. See Question 1 under "Supporting Students Arriving Late" for some ideas. If you have an active learning class, remind them that watching recordings of such a class is not helpful for their learning. Remind them that recordings are not a replacement for activities in class, which may include active learning, peer teaching, and socialization/community. Regarding the concern about negative evaluations, talk with your Head. Their job is to contextualize those evaluations.</p> <p>(From Arts) You may choose to record (audio or video) your class to share with students. You are not obligated to do so. Notwithstanding the flexibility and benefits for students noted above, instructors may have many valid reasons for not wanting to record lectures or other classes, including (but not limited to) the nature of the material and discussion topics (and how recording may constrain these), a concern that it would change the classroom environment, a concern about its impact on participation, and/or workload considerations. Recording seminars, studio-based, or discussion-based classes may not be pedagogically appropriate. Recording a lecture may be more feasible but again you may choose not to. The choice is with the instructor; whatever you determine, we do ask</p>

		<p>that you make your position on recording very clear in the syllabus and explain to the students whether the class will or will not be recorded or otherwise “available” if they are unable to be present.</p> <p>If you do choose to record your class sessions, there is technology and support available to help you do so. Note that 70% of classrooms larger than 30 seats have built-in recording capacity (and in those spaces, you can set up automated recording). For rooms without built-in lecture capture, you can request/reserve a “temporary recording cart” mobile unit. See <a href="#">Recording and Streaming in Classrooms   Learning Spaces</a> for details.</p> <p>The systems in the classrooms and the mobile kits run in a kind of “webinar” mode. The lecture can be recorded and/or live streamed, but there is no live discussion involved (i.e., no polls, remote students raising hands, one-way communications for them).</p> <p>The Zoom carts play a “meeting” mode (Synchronous) role, to be recorded and/or live streamed but with live discussions.</p> <p>Additional info: A set of Guiding Principles for Classroom Recordings have been drafted; please contact your Dean’s office if you have not yet seen these. They contain details of what you need to do to inform students if you choose to record a class.</p>
5	<p>During a lab/tutorial session, or in class, a group of students start to behave in a manner that makes others in the class (including the TA) uncomfortable.</p>	<p>This is a scenario that is not specific to Covid-19, but may be related, if it involves, e.g. masks, in which case please see the questions above. In this generalized case, one approach would be to ask the TA to immediately report this behaviour to the instructor in charge. In the very rare case where this persists and is causing a disruption to the class, the student(s) concerned are in breach of the Student Code of Conduct (<a href="https://students.ubc.ca/campus-life/student-code-conduct">https://students.ubc.ca/campus-life/student-code-conduct</a>) and the non-academic misconduct policy. In such cases, you can ask the student(s) to leave the classroom.</p>
6	<p>Can I ask my class if they are all vaccinated?</p>	<p>No. This is a breach of privacy. We cannot request or collect personal health data from our classes.</p>

7	<p>In general, it's unclear to me how to balance the desire to get students to participate in class with the requirement that we discourage them from attending if they're sick. Essentially-free clicker marks are often used to encourage participation and penalise the less engaged students - do we just have less of that, or drop it altogether?</p>	<p>This is a hard balance.</p> <p>Consider whether or not the clicker marks are actually required in your class. There is a hope that for well-constructed clicker questions and worksheets students see that value in them beyond just marks.</p> <p>Another question to consider is whether it is worth trying to force students to come to class who only do it for marks, but would rather not be there. At some point, students have to take ownership of their own learning.</p>
8	<p>Most of my class has started attending my hybrid class remotely. Is it appropriate to tell the remaining three students we're going online?</p>	<p>If your class was planned and scheduled in "hybrid" mode and that's what students signed up for, the expectation is that it will continue to be offered in "hybrid" mode.</p>
10	<p>It's the night before my 120-student in-person midterm. 17 students are suddenly feeling ill and asking "could we please write the test online"?</p>	<p>No. If a student is ill, they should not be writing an exam. Do the usual thing you would do when students are ill for a midterm. This might be to hold a make-up midterm later, or it might be moving the weight to other assessments, or...whatever it is that you would normally do.</p>
11	<p>It's the night before my 120-student in-person final exam. 37 students are suddenly "feeling ill" and "could we please write the test online?"</p>	<p>No. If a student is ill for a final, they should not attend nor write the exam. Tell them the following:</p> <p><b>If you are sick on a final exam day</b>, do not attend the exam. You must apply for deferred standing (an academic concession) through your Advising office no later than 48 hours after the missed final exam/assignment. Students who are granted deferred standing write the final exam/assignment at a later date. Learn more and find where to access the application process:  <a href="https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions">https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions</a></p>