Distance Learning for  
Contemporary Issues (12th Grade) - M  
Weeks #8 May 25th to 29th

**Essential Question:**
How has the Covid 19 pandemic information and facts changed over time?

**Instructions:**

1. As we move through this historic pandemic around COVID-19, journal how our government reacts to a nation in crisis. Document where you get your sources of information, noting why those sources are credible. A journal entry can be as simple as a paragraph documenting info and dates. **Be sure to put in what you are feeling and going through during the week.**

2. Maintain a journal of events by making at least 3 different entries each week. Below is the focus that each week’s journal should touch on. It can be online using Google Docs or on paper.

3. Choose one of the following ways to present your information: a Paper, a Journal (Paper), a PowerPoint or a Video Journal.

**Week #8**

Focus on what you have learned, as a high school senior, during this pandemic.

**Thoughts** - We are starting to see more and more businesses and recreational places open back up, but the one thing that has not opened is schools. On all levels (elementary, secondary and post-secondary), governments have been careful to send the message that school will be some of the last facilities to re-open. You are about to embark on your post-secondary education journey. Whether it is at a university, community college, a trade school or even through the military, your college years are going to look a lot different than those that have come before you.

**Questions to ponder** - Share your thoughts on what the future is going to look like for you in the next 5 years. Even if you are not going to school right away, full time, or at all, share your thoughts on what you think will be issues for the future. Write 2 different entries about what life is going to look like for you after high school. Will you be living on campus or at home? Will your college/school have sports programs? What do you think about staying home and going to college from your bedroom in your parents house? What will college cost with the changes at hand? Will you be able to get a job with everyone seeking a job, even those having extra time due to online college? Will the job that you were planning on having after graduation/college be there in the same form that it was prior to Covid? There are many questions surrounding your future - share what you think about them. **Tell us what you think and why!**

Below are a few sources that may help you in your process. You may or may not use them in your own journaling, they are here to help you.


**Higher education opportunities after COVID-19**

**Marguerite Dennis** 09 May 2020

*"The great thing in this world is not so much where you stand, as in what direction you are moving."* – Oliver Wendell Holmes

On the 21-27 March cover of *The Economist* is a picture of a globe with the sign ‘CLOSED’ around it. For most people throughout the world it does seem like the world as we knew it has hit the pause button. Pandemics trigger radical change in consumer behaviour. What we observe now is a tightening up of consumer spending, based on fear not just of another outbreak of the virus, but fear of the negative economic impact of the virus in the future. Goldman Sachs predicts the jobless rate in the United States will hit 15% in the second quarter of this year. Other economists predict a jobless rate closer to 25%. (In 1933, during the Great Depression in the United States, the jobless rate was 24.9%.)

Consumer spending, which accounts for more than 60% of the Chinese economy, is down. China’s US$64.6 billion overseas study market may never be realized again. Behaviour is affected by assumptions. And today that means the world, at this time in its history, is neither a healthy nor a safe place to live.
Jesse Garcia, a consumer psychologist based in Los Angeles, wrote: “People are afraid and when people are afraid, they go into survival mode.”

**Higher education disruption**

What we know today is that higher education, both domestically and internationally, has been disrupted. Forecasts for the long-shadow implications of COVID-19 range from a five-year disruption to one of six months. Forecasts predict anywhere from a 15% to 25% decline in enrolment, depending in which part of the world the calculations are made. (It took higher education two years to recover from the impact of the SARS epidemic.) This virus has put the spotlight on antiquated financial models, rigid admission and registration procedures and dismal student progression and graduation rates.

But the virus has also presented higher education with opportunities after the dangers of COVID-19 have passed or a vaccine is discovered which makes it safe, once again, to resume normal activities. The functional moment will pass. The virus will recede. How will colleges and universities worldwide respond to the residuals?

In this article I list five assumptions and outline five opportunities for higher education post-COVID-19.

**Assumptions**

- Vision planning will co-exist with and complement strategic planning.
- In-person, on-campus instruction will not begin until the spring 2021 semester.
- Out-of-date business models will be retired.
- Several colleges and universities worldwide will be forced to close.
- Private, small and poorly endowed colleges and universities will merge with other institutions.

**Opportunities**

- Vision planning will supplement strategic planning.
- The academic year will be 12 months long and combine the best of in-person and online learning and will contribute to improved progression and graduation rates.
- Year-round recruitment activities will allow applicants greater flexibility in college and university selection and enrolment.
- New business models and financing options will bring stability to the ‘bottom line’.
- Collaboration, not competition, will be embraced by all members of the academy.

**Opportunity #1 Create a vision statement for your institution**

A vision statement is a statement of intent and is fundamentally different from a mission statement, which is a description of the route to follow to realise the vision. Vision statements require thinking from the end backwards. In his book *Start With Why*, Simon Sinek urges companies and organisations to create a “differentiating value proposition”. He asks the questions: “What do you do, why do you do it and what do you do that no one else can do?” Why should an applicant enrol in your university? What do you do better than any other university? What will your university ‘look like’ after COVID-19 recedes into the background? What is the vision for your future students? How is that vision different from what it is today? These are vision questions.

An article by Pablo Illanes, Jonathan Law, Ana Mendy, Saurabh Sanghvi and Jimmy Sarakatsannis, published by McKinsey & Company, outlines the need for integrated nerve centres that go into action when institutions must respond to major, fast-moving and disruptive crises.

The authors agree that COVID-19 qualifies on all counts. The overall goal is for the institution to be capable of getting ahead of events and reacting skilfully and strategically to the crisis.

The authors caution not to wait until all the facts are in to act. They may never be. In a crisis, good now is better than perfect later.

Creating vision plans is fundamentally different from strategic plans. And presumably different people would be tasked with creating a vision for the future that, once created, will be articulated to all major constituencies.

It’s long(er) term thinking. It’s thinking with no box. It’s a plan with a vision.

**Opportunity #2 Create a year-long academic programme combining the best of in-person and online learning**

In an April 2020 survey report published by the American Association of Collegiate Registrars and Admissions Officers, 58% of 262 college and university respondents are considering or have decided to remain fully online for the autumn 2020 semester and 62% are considering decreasing, or have decreased, the number of in-person courses for autumn 2020. COVID-19 may accelerate the end of the traditional semester-based system for collegiate registration, progression and graduation because Gen Z students are used to being online, all the time.

Edward J Maloney, writing an article in *Inside Higher Education*, listed several potential academic scenarios that could be implemented for the next academic semester, including:
• Beginning the autumn semester later than usual, in October or November.
• Moving the autumn to the spring semester.
• Creating a structured gap year, reducing the number of courses offered on campus and increasing the number of courses taught online.
• Designing separate courses for residential and online students.
• Allowing students to take one course at a time for three or four weeks.
• And offering a modified tutorial model of instruction allowing students to take a common online lecture session.

What would your university ‘look like’ if you created a system allowing students, in concert with academic deans, advisors and registrars, to create and personalise their educational experience and course sequencing and progression?

In the United States, the National Center for Education Statistics published the following: 38% of full-time, undergraduate students transfer higher education institutions within the first six years and, on average, these students lose 43% of their credits, basically one semester, and pay an extra US$36,000 for their bachelor degree.

What would your university ‘look like’ if a personalised, year-long academic programme contributed to reduced attrition and transfer rates? What could be the financial return on this investment?

Disruptive? Complicated? Labour intensive? Difficult to monitor? All true. However, to return to the semester-by-semester course structure is to deny one of the lasting implications of COVID-19: change. The virus has put its imprint on all facets of life, including the traditional way students accumulate the number of credits needed to graduate.

Joshua Kim, writing a blog created to provide a space for conversation and debate about learning and technology, wrote in Inside Higher Ed on 6 April 2020: “Nobody thought let’s use COVID-19 to eliminate instructor-led courses and send all of our students to Duolingo or Khan Academy. We understood, without even saying it out loud, that remote learning is all about reconfiguring the relationship between educators and students.”

What does your vision team think of this suggestion?

Opportunity #3 Create year-long recruitment programmes for both domestic and international students
What would your university ‘look like’ if your recruitment and admissions policies and procedures were changed to reflect the realities of the post-pandemic world?

Would your recruitment teams continue to travel domestically and internationally to attract students to your school? Would you pay agents to recruit for you worldwide with the hope that they will be able to replace the international students who returned home for the spring 2020 semester and are not planning to return for the autumn semester?

It is unlikely that the answers to these questions would be in the affirmative. If the academic year is restructured, so must the recruitment year be restructured.

What would your university ‘look like’ if your recruitment and admission staff created a partial virtual recruitment and admissions system?

What if that system included an effective and efficient method of communicating with applicants and their parents that did not require participating in college fairs?

Is your admissions department able to evaluate high school or college transcripts with greater flexibility than is now the case? I am not suggesting a watering down of credentials, nor am I suggesting that all recruitment and admissions activities be conducted virtually. What I am suggesting is that recruitment and admissions deans take a second look at how and when credentials are reviewed. If there is no longer a semester-by-semester intake of students, there is no need to evaluate credentials along that traditional timeline.

The National Association for College Admission Counseling recently asked colleges and universities in the United States to reassess their admissions criteria. What does your vision team think of this suggestion?

Opportunity #4 Create new business models and financing options

“Every university we have spoken to expects to be impacted and for some, the potential loss of income is projected to be greater than 100 million pounds. And that is before you factor in that losing new students has a multi-year impact.” – Andrew Connors, Lloyds Banking Group

Most higher education business models, dependent on annual tuition fee increases and, for some, increased government assistance, are another victim of COVID-19. Current business plans are based on margins that have been getting slimmer and slimmer every year.

The virus has shed a bright light on the weaknesses of many current higher education business models, especially in colleges and universities with less than robust online course strategies and endowment portfolios.

Mat Frenz, a partner at Entangled Group, an education consulting firm, put it best: “Institutions will be forced to reconsider their business model,” he said, “and make very difficult decisions about who they are and what they do.”

As part of your university’s vision team, chief financial officers would probably raise these questions: If the academic year is changed and students are enrolled in both in-person and online courses, should tuition charges be different for each method of instruction? What could the return on the investment be of improved progression and graduation rates?
Recently, I listened to the CEO of Delta Air Lines explain how the company plans to weather the economic impact of COVID-19. Delta is currently flying 5% of its normal capacity. Among Ed Bastian’s suggestions were the introduction of significant cost-cutting measures expected to reduce the daily US$1 million loss by half.

What cost-cutting measures could be introduced at your university to reduce costs? What would your university ‘look like’ if spending priorities shifted to reflect the new normal? What does your vision team think of this suggestion?

**Opportunity #5 Replace competition with collaboration**

It is impossible to estimate the number of colleges and universities that will be forced to suspend operations and close due to declining student enrolments and revenue. If the virus abates and then re-emerges in the autumn and winter, additional losses of both students and revenue will make it impossible for many tuition-fee-driven, endowment-poor institutions to survive.

Assuming that safe, in-person instruction will not be possible until a vaccine is found, what could vulnerable universities do now to prepare not for closing, but for merging with another institution? Potential partners may be near or remote.

Who on the vision team could be tasked with compiling a shortlist of colleges and universities that would be a good ‘fit’ for merging with your institution? What criteria should your university use to determine potential partners?

Is combining majors part of your criteria? Is team teaching online courses part of your school's criteria? Can negotiations include offering dual degrees? Will merging result in better retention rates and less student loan debt? What are the benefits and the liabilities?

This opportunity requires action now, not sometime in the future. The opportunity is based on the belief that higher education, as we have known it, will never be what it was before COVID-19 rewrote the rules governing when and where students enrol and graduate.

What does your vision team think of this suggestion?

**The Black Death**

Will COVID-19 transform today’s colleges and universities as the Black Death did in the Middle Ages? The plague that swept through Europe in the late 1340s ultimately led to a shift from a world view centred on theology to one that valued science.

Right now this pandemic has added a new layer of complexity and confusion to the higher education sector, to those who work in the sector, and to those who seek to study in colleges and universities.

Maybe none of the recommendations suggested in this article are relevant to your college or university at this time.

Perhaps some are. I hope I have made the case for:

- Creating a vision for what your university will ‘look like’ after the dangers of COVID-19 are resolved; thinking from the end backwards.
- Making hard choices based on data.
- Creating new academic, financial and recruitment models.
- Re-aligning both academic and financial priorities.
- Re-entering a post-COVID-19 world not in isolation but in collaboration.

I hope I have made the case for re-imagining what higher education, and, by extension, what your university will look like after this crisis passes.

There can be no return to yesterday.

**California's main universities not likely to return to campus this fall**

By Theresa Waldrop, Jon Passantino and Sarah Moon, CNN

Updated 10:11 AM ET, Wed May 13, 2020

(CNN) Most of the more than 770,000 students at California's two main university systems aren't likely to return to campus this fall. The California State University system, which claims to be the nation's biggest four-year university system, plans to cancel nearly all in-person classes through the fall semester to reduce spread of the coronavirus, Chancellor Timothy White said Tuesday at a board of trustees meeting.

At the University of California, which has 10 campuses across the state, "it's likely none of our campuses will fully reopen in fall," Stett Holbrook, a spokesperson for UC, told CNN in an email.

Dr. Anthony Fauci, a key member of the White House's coronavirus task force, told Congress on Tuesday that it is a "bridge too far" for schools to expect a vaccine or widely available treatment for Covid-19 by fall reopening time.

Should your kids go back to school? These studies suggest not
"First and foremost is the health, safety and welfare of our students, faculty and staff, and the evolving data surrounding the progression of Covid-19 -- current and as forecast throughout the 2020-21 academic year," White said in making his announcement.

Potential exceptions at CSU may include nursing students who need clinical training to be on track to get licensed to work in health care, White said, or students who need access to equipment for their training. Students who need to continue research in labs will also continue forward under rigorous safety standards. White said students may need to work in shifts, wearing personal protective gear. Rigorous health and safety requirements will be in place, such as sanitizing and spreading students out. Instead of 15 students per class, it may be five students, he suggested.

Some of CSU's 23 campuses may continue to offer remote learning only.

"On some campuses and in some academic disciplines course offerings are likely to be exclusively virtual," White said. University of California "will be exploring a mixed approach with some material delivered in classroom and labs settings while other classes will continue to be online," Holbrook said.

California was the first state to issue a statewide stay-at-home order, effective March 19. Like many other schools, colleges and universities across the nation, UC and CSU began suspending in-class learning in March.

Some universities will resume classes

Around the country, most other colleges and universities are still trying to figure out what instruction will look like in the fall, with some saying a decision will be made later. Universities in at least six states have said they expect to hold classes on campuses in the fall: the University of Alabama; the University of North Carolina System; Texas Tech University; the University of Tennessee; the nine-campus University of Louisiana system; and Morgan State University in Maryland.

The North Dakota State Board of Higher Education last month voted unanimously in favor of a motion supporting the return of students to campuses in the fall.

Harvard said last month it will be open for the fall semester, but some or all instruction may continue to be online.

Schools from grades K-12 are closed in 48 states for the remainder of the academic school year, which ends in the next few weeks for many.

Los Angeles Mayor Eric Garcetti told CNN's Anderson Cooper on Tuesday that he supports CSU's decision to cancel nearly all in-person classes for the fall semester.

"I absolutely think it'll be a different school than we're used to, whether that's fewer days a week, whether it's half the class coming in, whether it's new spaces or places where we educate," said Mayor Garcetti.

Garcetti said K-12 schools in Los Angeles should prepare to resume with online classes, but "it would be a pity if we have all of our children only online throughout the rest of this calendar year."

Garcetti suggested finding safe ways for kids to be at school as long as the numbers are stable.

"We should figure out safe ways for kids to be there, at least some of the week, face to face with teachers, with their peers," he said.

American College Health Association Issues Guidelines for Reopening

May 7, 4:58 p.m. The American College Health Association has issued guidelines for reopening campuses. The guidelines say colleges "can anticipate restrictions and limitations in activities will be in place for the next 12-18 months, if not longer" and that "resumption of activities will be gradual and phased based on local public health conditions as well as institutional capacity."

"Return to an active on-campus environment will depend upon widespread testing, contact tracing and isolation/quarantine of ill and exposed individuals both on campus and in the community," the document said. "Planners should prepare for the likelihood of a local rebound of infections that may result in a return to more restrictive mitigation measures and physical distancing for periods of time."

Other key concepts underlying the ACHA guidelines include the ethical imperative to protect the most vulnerable populations: the guidelines note some individuals may need to observe social distancing for a longer period of time. The guidelines also say "meticulous adherence to public health practices, including hand hygiene, physical distancing, proper cough/sneeze etiquette, frequent disinfection of common and high traffic areas, symptom assessment, temperature checks and face covering" is "the new normal" for campuses.

"Until a vaccine for COVID-19 is available and widely used or until an effective prophylactic treatment is discovered, physical distancing, viral testing, isolation, quarantine and contact tracing are our best strategies to control the spread of this virus," according to the guidelines. "Decisions to ease COVID-19 distancing restrictions must be based on the best
available scientific data and the rapid availability of testing. Campus experts, in collaboration with public health officials, are best positioned to inform and advise campus leadership on when to resume operations.”

-- Elizabeth Redden

Survey: 80 Percent of High School Students Still Plan to Attend College

May 8, 12:55 p.m. An April survey of high school juniors and seniors, as well as their parents, found that 79 percent are still planning to attend college, an increase of four percentage points compared to a January version of the survey. Sallie Mae, the publicly traded student loan company, conducted the survey with Ipsos, a market research firm. Its results are forthcoming, but Sallie Mae released some initial findings. Nearly 90 percent of respondents said they still believe college is an investment in the student's future. And 70 percent reported being willing to stretch financially to pay for college, the same proportion as in January. But 30 percent said they were concerned about dipping into college savings during the pandemic, with 30 percent also saying they are concerned about a parent losing a job.

The survey found that a growing number of students and families have a plan to pay for higher education -- 67 percent said so in April, compared to 61 percent in January. And 56 percent of families have savings set aside for postsecondary education, an increase of five percentage points compared to the January results. More families said they believe the student will take some online courses in college -- 57 percent compared to 49 percent in January. But roughly 80 percent said online courses should have a smaller tuition price than in-person courses.

-- Paul Fain

Tulsa Community College to Offer 4 Course Delivery Options

May 6, 5:02 p.m. Tulsa Community College announced plans to resume in-person classes in the fall across all of its four campuses and other locations. But the two-year college also said it was altering 80 percent of its courses to provide online, online live, blended and face-to-face class options to students.

“As TCC makes plans for the fall semester, we are faced with a new reality,” Leigh Goodson, president and CEO of the college, said in a statement. “In developing our schedule, we acknowledge that the new ‘norm’ looks different than past years.”

The college described the four types of delivery methods it will offer:

- **Online**: Content is delivered through the internet with no scheduled class times.
- **Online live**: Online web-conference-style courses meet at designated times, and students are required to be present online, live, at that time.
- **Blended**: Part online, part scheduled face-to-face following physical space guidelines on campus.
- **Face-to-face**: Held at specific times following physical space guidelines on campus.

Courses with lab components or programs requiring specific equipment for teaching and learning will be prioritized for face-to-face scheduling, the college said. It also is evaluating all rooms on campuses to determine how many students will be allowed to enter based on square footage and sanitizing protocols. And spaces used for face-to-face classes will not be available for back-to-back scheduling, to allow for sanitizing.

“While we cannot predict what will happen, we are ready and have multiple plans to help our students succeed,” said Goodson. “Our mission of building success through education has not wavered and, in fact, our resolve has been strengthened by these challenges.”

-- Paul Fain