The wish by the chancellor is that all students have the opportunity to complete all planned courses by the end of the semester. How do we figure out what is adequate opportunity for completing this curriculum? Let's start out by acknowledging

Of **course**, faculty will be creative and do their best

Of course, as long as both students and faculty have access to the remote learning tools, valuable and **excellent instruction can occur** for each of the remaining "class hours" of the semester.

In many cases, though, **it simply won't be the same class** as the one the student signed up for.

Consider:
- How can a student without a piano at home complete **MUSIC-250A Intermediate Piano: Classical Repertoire** ?
- Do we want our car breaks repaired by someone who completed **AUSER-111 Automotive Brakes** remotely?
- How can a student without clay, glazes, a pottery wheel and a kiln complete **ART-145 Ceramics 2** (Students will learn more about ceramic materials and will learn intermediate level skills in forming, wheel throwing, decorating, and firing as applied to creating functional stoneware objects)
- How can a student without a gun at home complete **ADJUS-163C: Security Guard Certification - Firearms Course or ADJUS-171 Defensive Firearms and Gun Safety**
- Will a student really be able to "effectively operate the college's restaurant" after experiencing remote versions of "meat butchery, garde manger, and management skills" for 215 of the 432 hours in **CULIN-241B Advanced Classical and Modern Food Preparation**
- Do you want your children to be cared for by someone who completed **ECHD-139 Montessori Method: Student Teaching Practicum** in a space without any actual children?

I have every confidence that a student with the digital access and capability imagined by their instructor will indeed be able to demonstrate a number of proficiencies related to the course topic at the end of this remote learning semester.   In many cases, however, these will be **vastly different** proficiencies than could have been developed in the learning experiences that occur with the specific equipment, supplies, and processes of both work and active learning in the physical spaces of our campus.

Here is my personal example:

>In BIOSC159 – Foundations in Biotechnology Lab, we are scheduled to do project-based training which mirrors the techniques being used in the COVID-19 testing labs! I'm convinced that students won't be able to do the techniques, no matter what I do with my skills in remote instruction and video production.   I can substitute some project-

based bioinformatics, and many (but not all) students will have sufficient computer technology to complete this alternate training. Is this adequate?

It does seem impossible at first glance, for so many courses, mine included. Here are some ideas to tackle the issue:

A. If a course is ~70% similar to another in terms of content, it can be deemed 'equivalent'. This means I could change 30% of my lab content and still be teaching the same course?
    a. Who is the authority for this determination?
        i. Individual faculty
        ii. Department chair
        iii. CIC/ASC to help decide?
B. What if it's determined that I just cannot provide adequate instruction? What do we recommend for students?
    a. They may drop the course without penalty?
    b. They receive incompletes and make-up time is scheduled for the summer
    c. ???