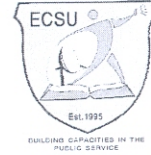




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Federal Democratic Republic of Ethiopia
Ethiopian Civil Service University
Addis Ababa Ethiopia



ቀን: 29 MAY 2020
Date: _____
ቁጥር: _____
Ref. No S.S.C 138/119

Academic Program Office Directorate
School of Graduate Studies
Registrar and Alumni Directorate
College of Finance, Management, Management and Development
College of Leadership and Governance
College of Urban Development and Engineering
Continuing Education Programs Coordination Directorate
Library and Documentation Directorate
Admission School
ECSU

Subject: Notifying the COVID-19 Period General Guideline

Dear All,

It is recalled that a Academic Taskforce that prepares and follows the implementation of a General Guideline for the COVID-19 period was established, through a letter issued on 10th May 2012 E.C. (Reference No: C.S.U. /02/348). Accordingly, the Taskforce has prepared and sent us the Guideline.

Attaching herewith the Guideline, I would like to urge all the concerned Units to implement it with great concern and due care.

Sincerely,
Lemma Gudissa Angessa (PHD)
Academic Vice President

- Cc:
- Office of the President
 - Vice President, Research and Community Services
 - Vice President, Training and Consultancy Services
 - Vice President, Administration and Student Services
 - Academic Taskforce, for the COVID-19 Period (Dr Frew Mengistu, Chairperson)
 - Technology Platform Taskforce, the COVID-19 Period (Yitbarek Ibrahim, Chairperson)
- ECSU



ETHIOPIAN CIVIL SERVICE UNIVERSITY
GUIDELINE FOR THE MANAGEMENT OF ONLINE (NON FACE-TO-FACE)
LEARNING & TEACHING

1. Introduction

The COVID-19 challenges are unprecedented. Uncertainty still prevails as to when universities and colleges open again to their normal activities. Its scale and trend are still not understood. The ECSU has formally returned students to their home at the end of March 2020. International and national experiences show that universities and colleges continue classes online for both undergraduate and graduate studies.

One way to deal with uncertainties is to make a scenario-based planning considering local circumstances. Based on opinion of health professionals as reflected in public media, the best scenario is that the virus will be contained in the Ethiopian winter (June–August 2020), most students attend classes online this semester and face-to-face classes will be resumed normally in the next Ethiopian Academic Year (EAY) 2020/21. Graduate students who will defend their theses (Class of 2020) will graduate virtually (without formal on-campus ceremony) at the end of July 2020. Concerning students who can't pursue the mandatory face-to-face courses /modules online, students who can't pursue classes online, and those graduating students who cannot write-up and submit their theses online in the second semester of the current academic year, as well as the new entrants of the 2020/21 academic year; solutions will be given in the future, in line with the direction to be given by the government in general and the experiences of other higher education institutions in particular.

This guideline is prepared in consideration of the provisions of the State of Emergency Proclamation Enacted to Counter and Control the Spread of COVID-19 and Mitigate (Proclamation No. 3/2020), the Directive of the Attorney General for implementation of the Proclamation, Directives from the Ministry of Science and Higher Education (MoSHE), Directives from the Federal Civil Service Commission and Guidelines of the Managing Council of the ECSU.

The main premise of this Guideline is student participation in non-face-to-face classes and virtual thesis defense is voluntarily, considering safety, connectivity and accessibility issues and the ability to finish in time regarding thesis. The purpose of the Guideline is to encourage, assist, enable and create conducive environment for students to pursue their learning and research activities online, under the umbrella of the State Emergency

Proclamation; otherwise, it is not to oblige our students if it is beyond their ability due to lack of connectivity, fear of the virus and similar reasons.

The Guideline deals with the timeframe, identification of courses/modules which are mandatory to be provided face-to-face, identification of IT platforms convenient to students of the ECSU (in collaboration with the Technology Platform Taskforce), proposing disciplinary measures to be taken in case some breaches, identifying expected major challenges, and tentative future plan for courses/modules that could not be handled in this semester online and for students who couldn't pursue their studies online.

2. Timeframe and Activities

The shift from formal face-to-face classes to online requires preparations and procedures for which faculty and students are not familiar with, though impossible to say have no experience. Activities in launching the non face-to-face classes include: establishing students' address data base with their e-mail addresses and phone numbers, forming telegram groups per program which enables students, respective instructors, and Department Heads to share and monitor, declaration or expression of involvement in non-face-to-face classes, uploading PPT slides, readers, additional materials and video lectures (if possible) for those students engaged in non face-to-face classes; conducting interactive class/tutorial sessions, preparation and management of assignments and final exams, virtual thesis defenses, grading and reporting, and monitoring progress of non-face-to-face classes. (See attached roadmap in the ANNEX II).

Establishment of students' database is crucial for managing the e-learning. Students' database has to include at least the name, ECSU ID No., Program engaged, e-mail address, mobile phone number, locality (out of campus place of residence), the name of the nearest higher educational institute to locality.

Student declaration is analogous to registration and the main purpose is to allow the student voluntarily express his/her willingness to be involved in the e-learning/on-line courses considering his/her access to internet and the care for himself/herself to safeguard against infection by the virus. A student who declines will be allowed to continue when Post-Corona face- to- face class resumes. A student's declaration takes the following form:


Lezina Gudissa Angessa (PHD)
Academic Vice President



I _____ [name], ID No _____ engaged in _____
[program], College of _____ as [regular, evening,
weekend, summer] student agree/decline to be involved in the e-learning/online
instruction of classes.

The need for virtual interactive classes/tutorial sessions is justified on the fact that the PPT slides already distributed (and yet to be distributed) are not self explanatory and were not designed for e-learning; therefore, two interactive sessions will be administered via ZOOM and Google classroom applications, to give an overview of the lecture sessions and allow students to ask questions of clarity.

Regarding management of continuous assessment and final exam, there will be two individual assignments (not group work and do not involve on-field practical work) such as reviewing articles and literature-based case analysis, each with weight share of 20%. The times to submit the two assignments are shown in the timeframe attached herewith (ANNEX II). Final exam will contain a mark weight of 60%, instead of the traditional 40%. Consequently, the requirement of the Student Information Management System (SIMS) should be adjusted accordingly. One of the main challenges is how to manage invigilation. Different alternatives are suggested using open book exam with challenging exam questions, online exam which depends on the stability and speed of the Internet network system, cooperation among universities to invigilate exams for students whose locations are around the specific university or examining students at different Regions/Centers, following the entrance exams experiences of the University for Regular Admissions.

Regarding virtual masters theses defenses, experience of UNISA is mentioned in which doctoral students won't be present to defend their theses. However, one of the challenges expected is how to make sure whether the thesis is his/her work. From experience, some students were not able to explain their theses, though some of the papers were well written and organized. A combination of marking the paper and allowing a brief virtual oral presentation is recommended.

3. Courses/Modules which are Mandatory to be Provided on Face-to-Face Bases

These are courses with high level hands-on components and direct face-to-face supervision by instructors and may include courses such as studios (urban planning, urban design, settlement planning etc), labs, practicum etc. Such courses will be particularly disrupted. Instructions in these fields may have to be postponed until face-to-face class resumes thus

delaying their graduation to fulfill requirements. The complete list of mandatory face-to-face courses is attached herewith (ANNEX I).


4. Selection of Convenient IT Platforms

Selection of convenient IT platforms is logically based on connectivity and accessibility to students. Ministry of Science and Higher Education (MoSHE) has announced such platforms especially for students of undergraduate studies including digital library (<http://ndl.ethernet.edu.et/>) and technical library (<http://library.techin.et/>). It has also prepared a platform which enables online course instructions known as Learning Management System/MOOCs. For postgraduate students, it has availed Microsoft Office 365, Teams Technology for video conferencing, sharing of documents and other virtual communications (based on official facebook Web site of the Ministry accessed on 21.4.2020). Whether instructors and students of the ECSU could have access and be able to utilize such platforms need to be ascertained. Postgraduate students can access the digital library of the ECSU for scholarly journal articles using the web site diglib.ecsu.edu.et. We also expect advice from the Technology Taskforce on what use can be made and opportunities tapped from the Woreda Net.

However, the ECSU has established a Technological Platform Taskforce to find out a workable, manageable and accessible platform. We look forward to the recommendations of the Taskforce. The University level Taskforce for drafting this Guideline has, after considering the very short time available for the remaining semester, as well as accessibility and connectivity issues, has recommended Telegram application on smart phones to start with. Communication through e-mails, Chat for question and answer sessions, ZOOM and Google Classroom are highly recommended. Telegram application on smart phones, in addition to its wide use among graduate students and its accessibility, is an enabling application to create a program-based group of users in which students, respective course instructors and Department Heads share and monitor each other. There is also a possibility of uploading PPT slides in Digital Share, an online platform.

5. Disciplinary Measures

This is a critical period in maintaining public health, educational system and endeavoring to protect decline in economic growth. Preventive measures have been publicized by public health institutions on how to protect oneself from the Novel Corona Virus infection and


Ma Gudissa Angessa (PHD)
Academic Vice President



contain its spread. Within these precautions, universities are obliged to deliberate their responsibilities in a new e-learning/online setting. Instructors are expected to perform their responsibilities according to the provisions in this Guideline. The University will facilitate and make available the necessary resources as far as its capabilities allow. However, failing to comply to the Guideline will invite disciplinary measures which might include transferring the courses to other instructors, denying overload payments, recorded so as to negatively affect his/her promotion request, and other penalties including suspending from work.

Students are also expected to comply with the provision of this Guideline and act in due respect of regular academic integrity and honesty. A student, first and foremost, has the duty to declare his/her intent to join or not to join the e-learning classes within the dateline set in the timeframe attached in ANNEX II to this Guideline. For those who couldn't pursue their studies online, the declaration serves as legitimate pass (analogous to withdrawal) to follow their studies when normal face-to-face class resumes, or through mechanism to be devised in the future. Such students are granted assurance by this Guideline not to be negatively affected in anyway.

6. Major Challenges

The sudden shift to non face-to-face/online classes will certainly possess pressure on both instructors and students alike. Among the generic challenges, absence or limited connectivity, frequent power failure, and lack of laptops/tablets, especially for those students with low income, and stretches in the existing ICT infrastructure are remarkable. These challenges are also recognized by MoSHE. However, there are other challenges too. These include the fact that PPT slides which are already used by instructors are prepared for face-to-face classes, and might not be self-expressive to fully comprehended by students; faculty being obliged to undergo intense pressure to develop and deliver online courses; resistance from some students not to be engaged in non face-to-face classes (the case of students of continuous education in Law School); and conducting invigilation in non sit-in-class examinations.

Solutions include to provide instructors with laptops who don't possess laptops of their own or previously lent from the store. Redesigning new PPT slides with new formats for online instructions is well-nigh impossible for this semester because of too short time (less than six weeks); therefore, interactive lecture/tutorial sessions on the overview of what the PPT slides contain (at least two) need to be organized. Such interactive/tutorial sessions will enable students to ask questions and clear the doubts they may have. Google Classroom, Zoom, Easy

Class are available applications to this effect. Some instructors already have practiced them. Long term adjustment on PPT slides and materials for the future online courses is crucial. This has to be done in the months of August and September 2020.


7. Tentative Future Plan

As already mentioned, the final decisions concerning courses/modules which couldn't be handled online i.e. those mandatory face-to-face courses and students who couldn't pursue their studies in this semester II of the Ethiopian academic year will be made in the future. However, three scenarios can be assumed;

Based on opinion of health professionals as reflected in public media the best scenario or scenario one is that the virus will be contained in the Ethiopian winter (June - August, 2020), most students attend classes online this semester and face-to-face class will presume normally in the next Academic Year 2020/21. Graduate students who will defend their thesis (class of 2020) will graduate virtually (without formal on-campus ceremony) at the end of July 2020. Students who can't pursue online in the second semester of the academic year 2019/20 will undergo crash programs to compensate what they missed and at the same time, progressively continue with courses of the semester. This scenario is treated in the attached Roadmap (ANNEX II).

The second or medium scenario assumes the peak of the infection is yet to come and it will continue until January 2021 or the beginning of second semester of 2020/21. On-line learning dominates and face-to-face class will resume in the second semester of the Academic Year 2020/21. This might ensue a void semester for such students, for the very fact that they couldn't cover overdue courses of two semesters and proceed with the remaining courses of the new semester. The incoming class of first year students will start their education in the first semester of the 2020/21 virtually without on-campus orientation provided the selection process is completed beforehand in the usual period. This will also apply to Ph.D. students whose screening is already completed. This might require faculty to be prepared by making longer term changes to their curricula and teaching approaches.

The worst scenario can be considered in which face-to-face classes will not resume until the Ethiopian Academic Year 2014 (or 2021/22) and void semester might be inevitable for those students who cannot attend online since they won't be able to finish three semester courses in crash program and proceed with normal courses of the semester.


Gemma Gudissa Angessa (PHD)
Academic Vice President



8. Reporting Progresses and Monitoring Statuses

Reporting of progresses and monitoring of statuses will take place at each Academic Unit level (Department, College, and AVP (through APO), and the Managing Council). The Reporting and Monitoring will be through the IT platform(s) selected. The Technology Platform Taskforce is expected to recommend appropriate platform(s). The Taskforce for the drafting of this Guideline has suggested program-based Telegram users group as convenient and simple application to monitor and follow-up. Department Heads will report to the College level Taskforce which is entrusted with the implementation of this Guideline and monitoring progress. The HoDs can use the Program Coordinators of both Programs (Regular and CEP). Target-focused monitoring sessions will be held by the College level Taskforce via ZOOM to monitor the realization of critical milestone activities. These critical milestone activities include but not limited to:

1. The establishment of students database;
2. Students' declaration;
3. Uploading of teaching materials (PPT slides, readers, other materials, and video lecture (if any));
4. Tutorial/interactive lecture sessions (on-line);
5. Submission of individual assignments for continuous assessment;
6. Final exam;
7. Virtual thesis defense;
8. Marking, grading and reporting results/grades; and
9. Virtual graduation (on-line/out of campus).


The College level Taskforce will monitor these milestone activities based on the attached dateline and following the provisions of this Guideline. The College Taskforce will report to the APO and then the APO consolidates the reports from the Colleges and reports to the AVP of the University.


Lemma Gudissa Angessa (PHD)
Academic Vice President



ANNEX I – Mandatory-Face-to-Face Courses


<i>No.</i>	<i>Courses/Modules</i>	<i>Masters' Program</i>	<i>Year</i>	<i>Remark</i>	<i>College</i>
1	Urban Design Studio	Urban Development & Planning	I		CUDE
2	Urban Development Planning	Urban Development & Planning	I		CUDE
3	Multi-Purpose Cadastre	Urban Land Development & Management Property Valuation and Asset Management	I		CUDE
4	GIS	All Masters Program	I		CUDE
5	Urban Settlement Planning Studio	Housing Development & Management	I		CUDE
6	Transport Planning Studio	Mobility Infrastructure Development & Planning	I		CUDE
7	Infrastructure Planning Studio	Mobility Infrastructure Development & Planning	I		CUDE
8	Land Use Planning	Urban Development & Planning	I	Evening Class	CUDE
9	Internship	Urban Land Development & Management , Urban Environment	I		CUDE
10	Advanced Research Methods (partially involves SPSS)	Public Policy Social Policy Development Policy	I	School of Policy Studies	CLG
11	Advanced Statistics for Policy Analysts (partially hands-on statistical exercise)	Public Policy Social Policy Development Policy	I	School of Policy Studies	CLG


 Lemma Gudissa Angessa (PHD)
 Academic Vice President



ANNEX II. Timeframe /Roadmap

No.	Activities	Time Period	Responsible Unit/Persons
1	Establishing of Students Email and Phone No. Database	Up-to 26 th May 2020 (Tuesday)	Department Heads
2	Forming Telegram Group as Per Programs	Up-to 28 th May 2020 (Thursday)	Department Heads
3	Acquiring Expression of Interest from Students for Online Teaching and Learning Involvement	Up-to 29 th May 2020 (Friday)	Department Heads
4	Uploading/Sending PPT Slides, Readers and Other Additional Materials to Students	Up-to 29 th May 2020 (Friday)	Module Instructors
5	*Delivery of Both the Assignments to the Students	Up-to 29 th May 2020 (Friday)	Module Instructors
6	*1 st Interactive Online Class Session	1 st June to 5 th June 2020	Module Instructors/ Department Heads/Academic Deputy Dean/IT Support Team
7	Submission of 1 st Assignment by the Students to Instructor	Up-to 12 th June 2020 (Friday)	By Students
8	*2 nd Interactive Online Class Session	15 th June to 19 th 2020	Module Instructors/ Department Heads Academic Deputy Dean/IT Support Team
9	Submission of 2 nd Assignment by the Students to Instructor	Up-to 3 rd July 2020 (Friday)	By Students
10	Final Thesis Submission to the Department by Students	Up-to 2 nd July 2020 (Thursday)	By Students
11	Delivering of Thesis to the Examiners (To Both External and Internal)	3 rd July to 6 th July 2020	Department Heads
12	Final Examination Period	13 th July to 17 th July 2020	Module Instructors/Students /Department Heads/Academic Deputy Dean/IT Support Team
13	Thesis Defense Period	20 th July to 24 th July 2020	Thesis Examiners/ Students / Department Heads/Academic Deputy Dean/IT Support Team
14	Grade Reporting and Approval to the System	27 th July to 31 st July 2020	Module Instructors / Department/Heads/Dean/IT Support Team


 Lemma Gudissa Angessa (PHD)
 Academic Vice President



Post Corona Semester Plan

- It can be expected that post corona scenario and semester could start from 21st September 2020 and face to face teaching learning process could be resume normally and the semester will end on 29th January 2021 (Total of 19 weeks may be available)
- The modules which could not be delivered online in the current semester and also the students who due to different problems could not finish the current semester online (both first year second semester and thesis defense) for them crash teaching approach may be used.
- For this, first 6 weeks (crash approach) could be used for finishing the semester delivered online (both first year second semester and thesis defense)
- The remaining 13 weeks could be planned for the scheduled semester

Post – Corona Roadmap

No.	Activities	Time Period	Responsible Unit/Person
1	Registration Period	21 st September to 25 th September 2020	Department Heads/Admin Support
2	Crash Teaching Period For The Due Semester	28 th September to 23 rd October 2020 (4 weeks)	Module Instructors
	Thesis Defense Period	19 th October to 23 rd October 2020	Thesis Examiners/ Students /Department Heads
3	Examination Period	26 th October to 30 th October 2020	Module Instructors
4	Grade Reporting and Approval to the System	Up-to 6 th November 2020	Module Instructors
5	Registration Period for Next Semester	6 th November 2020 to 10 th November 2020	Admin support & Department heads
6	Teaching Period for the Semester	11 th November 2020 to 15 th January 2021 (10 Weeks)	Module Instructors
7	Final Examination Period	18 th January 2021 to 22 nd January 2021	Module Instructors
8	Grade Reporting and Approval to the System	Up-to 29 th January 2021	Module Instructors /Department Heads/Dean


Lemma Gudissa Angessa (PHD)
Academic Vice President

