Emporia State University

Pandemic Response Considerations for Instructional Planning/Classroom Protocols

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Notes:

- **Throughout this document the term *faculty* refers to the individual(s) teaching/instructing the course.**
- **Throughout this document the term *masks* is being used in a general sense to refer to cloth face coverings, as well as PPE.**

Introduction

Procedures outlined in this document are intended to provide guidelines for faculty, staff and students regarding instructional planning and classroom procedures during modified face-to-face instruction. These guidelines follow recommendations from the Centers for Disease Control and other best practice resources and are likely to continue to evolve as more is learned about COVID-19.

These procedures are only as good as the implementation. It is important that each stakeholder take their responsibility seriously and are well informed regarding execution of these protocols. Each stakeholder is accountable for staying up to date on expected protocols. It is understood that some protocols may not be appropriate for each type of classroom; however, each entity is responsible for implementing those protocols which are applicable to the maximum extent possible.

> *The stakes are high. Our students were very understanding about the challenges we faced in the second half of Spring 2020. But in the fall, they will rightly expect a higher level of preparedness on our part and a better experience overall, regardless of how the pandemic affects our plans. Faculty members will need to design their courses flexibly and to employ technology effectively.* (Cordle, email communication, 5/18/2020)

Determining Classroom Capacity & Marking of Classrooms

Determining Classroom COVID-19 Capacity

Emporia State University campus has adopted the Center for Disease Control (CDC) recommended guideline for social, or physical, distancing. This guideline recommends staying a minimum of 6 feet (about two arms' length) from other people. Based on this guideline, <u>**36 square feet per person**</u> will be used as the baseline to begin the determination of COVID-19 occupancy loads for each of the campus classroom spaces.

Note: Experience is showing that once the 6-foot distance rule is physically measured in classrooms, the actual COVID-19 occupant load is less than the predicted load based on square footage alone. Thus, it is important that deans/chairs **field verify the teaching spaces**. In some classroom cases, COVID-19 occupancy may be informed by the <u>types of activities</u> occurring in these spaces. These classroom spaces may include those used for such things as singing, musical instruments, theatre, and exercise/fitness types of activities. The section on **Atypical Classrooms** below will provide more detail on social, or physical, distancing guidelines for these spaces.

Director of Facility Planning, Tim Clark, provided a *Building Floor Plan* for each campus building. On this floor plan, the "normal" occupancy load is noted, as well as the predicted COVID-19 occupancy load. The predicted COVID-19 load is be based solely on square footage of the classroom space. The *Building Floor Plan* reports were shared with each of the campus deans. The deans are to work closely with department chairs to visit each of their classroom spaces to determine actual COVID-19 classroom capacity (i.e., field verify). As needed, members of facilities will visit spaces to verify the actual COVID-19 capacity.

Determination of actual COVID-19 classroom capacity will still need to take the 36 square feet per person into account, as well as any furnishings/furniture in the rooms, entry to and exit from the room, flow of room traffic, location of faculty member teaching the course and any other unique factors to the space. If the class is co-taught with more than one instructor in the space, that will also need to be accounted for in determining actual COVID-19 capacity for the space or course. COVID-19 capacity numbers will be reported on the *Capacity Report* for each college or school listed by building and classroom to provide a central location for capturing these numbers campus wide.

Capacity Reports were due by **June 5** for those classrooms hosting face-to-face Summer 2 courses and by **June 10** for all other classroom spaces. This will allow time for determination of mode of delivery for each fall course (**due July 1**) and to appropriately mark classrooms. Course delivery mode is to be reported on the *Capacity Report; r*egistration will use this report to make necessary changes to course information versus each department having to do multiple program of studies changes.

Marking of Classrooms

Marking of classrooms, as appropriate for each, will be the responsibility of each individual school or college. Facility personnel will assist as they are able. **Note:** Further information on classroom signage is and will be located at: ESU Return to Campus Webpage.

Since the individual instructing the course will be projecting and facing students, a distance greater than **6 feet is recommended between the faculty member and the nearest student if possible.** Some consideration might be given to the need for a clear face covering in addition to the required mask for the faculty member(s) in certain classrooms. Clear face coverings for faculty versus plexiglass are recommended in classrooms due to the lack of availability and high cost associated with plexiglass. See section on **Accommodations for Students and Faculty** in the case of students who are deaf or hard of hearing.

For those classrooms with two doors, it is recommended both doors be used for entrance and exit to allow for greater social distancing and to reduce the funneling of large groups to a single door. Should a classroom have a single door, students should be encouraged to maintain the 6-foot physical distance. Entering and exiting a room should not occur simultaneously. (See **Scheduling of Classes for Entry and Exit** below).

If possible, furniture (e.g., desks, chairs, tables, podiums) in the classroom spaces that will not or cannot be used should be moved to a different location for storage. Due to limited storage for these items on campus, it may be necessary to leave these unused items in the classroom. If needed, non-use items may need to be marked clearly for non-use; however, the hope is that the items can be positioned in such a way that it is clear it is not to be used. It must be clear to all that non-use refers to any use, e.g. students or faculty should not use these locations to set down their items. Any contact with these non-use spaces will provide yet another surface from which germs may be spread. While these non-use spaces will be sanitized by facilities each evening, they will not be part of the disinfecting protocol between each class. Therefore, it will be necessary to ensure little to no contact occurs with these surfaces.

Those spaces identified for student occupancy will be marked with 3-inch circles. Facilities will be providing these circles. It must be clear to students that any items they bring to class must remain within their designated area. Students should be encouraged to bring the minimal amount necessary to class.

Instructor(s) space in the classroom should be clearly marked. If possible, faculty should be a distance greater than 6 feet from the first student.

Rather than marking traffic flow in classrooms, it is expected that individuals will take responsibility for maintaining the social distancing guidelines and other protective protocols, such as wearing a mask.

Signage for various expectations and protocols will be provided by Marketing and Media for each of the classrooms. Various signage is and will be available on the ESU Return to Campus

Webpage. Some of the signage will be <u>customizable</u> to meet the unique needs of some spaces. It is recommended that each space be marked with its COVID-19 capacity; customizable signs for capacity will be available on the webpage.

Instructional Design Approach Considerations

Using Classroom Capacity Information to Determine Course Delivery Mode
Once capacity for each campus classroom space has been determined using the 36 square feet social distancing guidelines, deans/department chairs should work with their faculty to determine the best choice of delivery mode for each course. Three delivery modes of instruction have been identified. These include fully face to face, hybrid and fully online. Modes are defined below along with considerations for each.

When considering mode, individuals should keep in mind the desire of many students to participate in as much face-to-face instruction as possible. Thus, the option of moving a course which was originally scheduled fully face to face to <u>fully online should be the exception and will require approval of the chair, dean and provost</u>. A flow chart has been provided to assist with this decision-making process.

Deadline for instructional mode is July 1. This is to be reported on the *Capacity Report*. If hybrid mode is chosen, faculty have the option to provide specific information on course design as part of the university course schedule documents. (See also Considerations for the "Atypical Classroom.")

Fully Face-to-Face Format
- **Definition:** (AKA the traditional classroom) an instructional mode in which the learners and faculty meet in person for regularly scheduled class sessions.
- **Note:** While this format is referred to as fully face-to-face, keep in mind it will not be "business as usual." It is important students are prepared for the COVID-19 related changes that will be associated with face-to-face delivery.
- **Delivery Mode Decision Considerations:**
    - This mode is encouraged if the COVID-19 room occupancy number will accommodate all enrolled students for each scheduled class period and social distance guidelines can be maintained.
    - In some cases for large enrollment courses, fully face to face delivery may be accomplished by using multiple classroom spaces. The instructor could teach from one space, while the instruction is broadcast to the alternate classroom location(s). The instructor could rotate the primary location from which space they teach to provide some equity in the instruction.
    - Even for those courses fully face to face, faculty are required to use Canvas for course materials. This will allow accommodations for students who cannot physically attend class and make it easier to move fully online should that

become necessary at some point during the semester. (See considerations under **Accommodations for Students and Faculty**)

Hybrid (Blended) Format

- **Definition:** an instructional mode which combines the face-to-face and online (distance) delivery formats. A portion of the course learning activities have been moved online; traditional face-to-face instruction is reduced but not eliminated (ESU UPM, 4E.0505 Distance Education, p. 4025).
- **Delivery Mode Decision Considerations:**
  - For courses with enrollments scheduled in classrooms with COVID occupancy numbers which may not accommodate all enrolled students at one time but could accommodate smaller groups of students allowing for equity in course attendance, consideration should be given to this delivery format.
    - **Example of dividing students into groups for attendance on various days**: Let's say you have a Monday/Wednesday/Friday course with an enrollment of 45. The classroom can accommodate 15 students plus one instructor. The students could be divided into groups of 15, with one group attending on Monday, one on Wednesday and one on Friday. Thus, the solution is more equitable in that each student can attend the physical classroom space one time per week. On the other days, the students "attend" online. (More suggestions located in Appendix B.)
    - **Example to accommodate faculty who cannot attend physically:** One format could involve students being in one or more classrooms during class, but the instructor, who cannot be physically present, broadcasts onto classroom screen(s). This would require someone from the department (could be a student worker or assigned student) to be in the class to setup and shutdown the technology, open and close classroom door(s), and do faculty cleaning procedures.
      - This may be a best option when the instructor has no symptoms of COVID-19 but is living with someone who has COVID-19 and/or when the faculty is required to quarantine but has no symptoms.
  - The hybrid format may accommodate those students who cannot physically attend class due to being compromised.
  - If a student would fall ill, the hybrid format would assist in minimizing the amount of class the student may need to miss.
  - If a faculty would fall ill, the hybrid format makes it much easier for the faculty member to move to conducting class online.
  - Hybrid format would be in better position to move fully online should that become necessary at some point during the semester.
  - For more details, see **Other Considerations** section.

Fully Online Format
- **Definition:** (AKA the virtual classroom) an instructional mode in which all instruction is provided via the Internet and no face-to-face instruction is required.
- **Delivery Mode Decision Considerations:**
  - For some courses with large enrollments, the COVID-19 room occupancy number may be such that even if student were divided into small groups for weekly course attendance, social distance guidelines still cannot be followed.
    - The first option would be to determine if a larger class space option exists for the course.
    - If no larger space exists, then moving the course fully online may be the best option.
  - If a faculty member requires accommodations related to COVID-19 and cannot physically attend the class, moving the class fully online may be the best option for the safety of the faculty member (see section on **Accommodations for Students and Faculty**).
  - **Note:** The option of moving a course which was originally scheduled fully face to face to <u>fully online should be the exception and will require the approval of the chair, dean and provost</u>.

Instructional Mode Decision-Making Flow Chart

Choosing Mode of Delivery

This guide is intended to assist faculty and chairs in making decisions about course delivery under social distancing restrictions. There will certainly be unique circumstances and situations that cannot be accounted. Please refer to the ESU Return to Campus Webpage for more details.
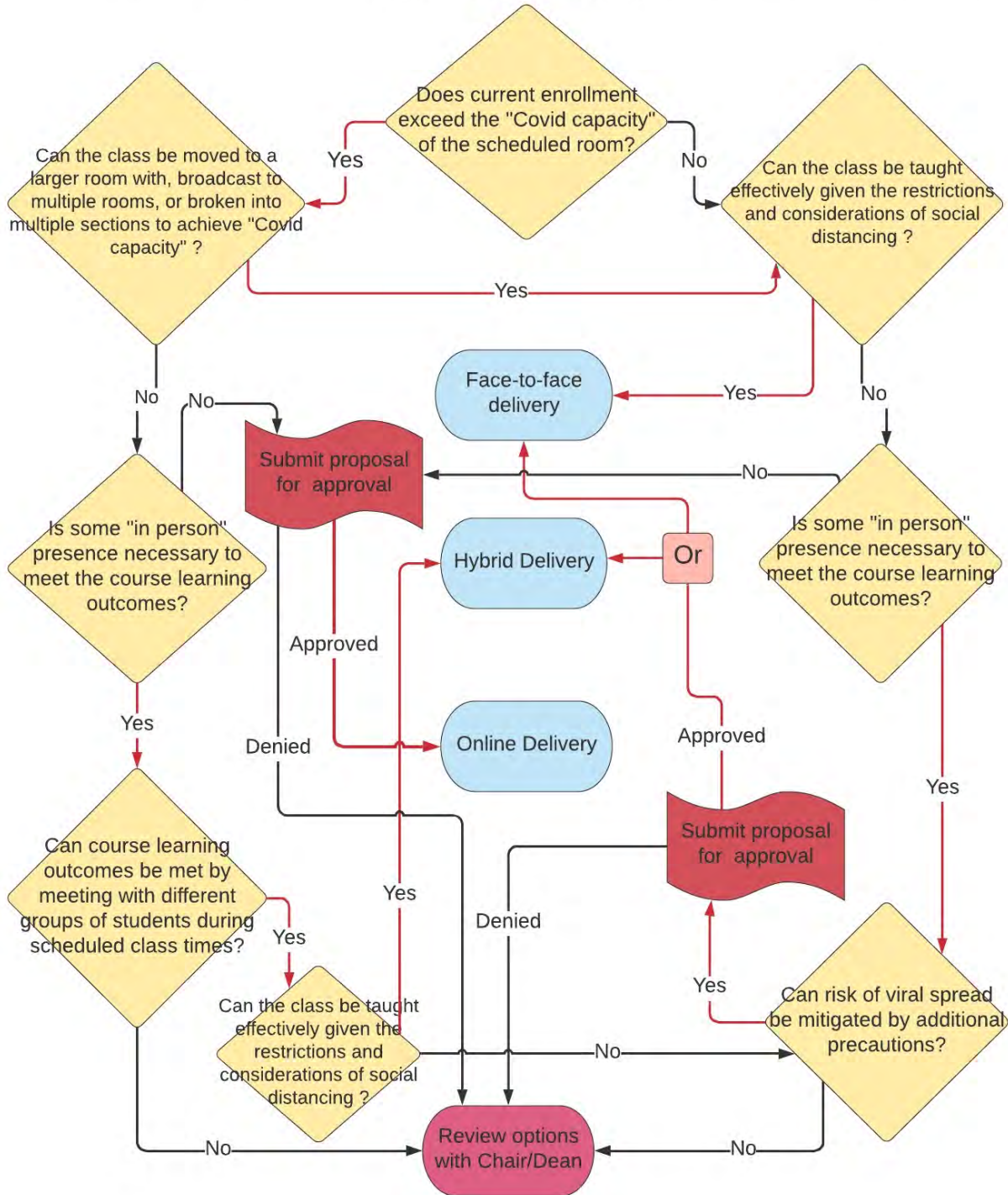
Instructional Delivery Considerations & Resources

Instructional designs and strategies for each mode may vary greatly from instructor to instructor. Potential considerations, suggestions and resources have been provided below.

Note: Per Provost email communication (May 18, 2020), baseline **utilization of Canvas** (the learning management system), consisting of the following elements, will be required for all Fall 2020 courses:

- Include faculty contact information
- Include syllabus
- Include any digital texts, documents, videos, etc. (OER resources are especially encouraged)
- Identify any non-digital learning materials
- Use the gradebook (which requires the use of Canvas Assignments)
- Ensure that all materials meet accessibility standards using Blackboard Ally
- Ensure that all materials can be used on multiple devices
- Employ ESU's Quality Assurance Template or an existing course shell (see below)

Further, there is an expectation that a **course template or course shell** will be used in Canvas. ESU's Quality Assurance Template, available on Canvas Commons, will be the best way for most faculty members to meet this requirement. It provides a consistent format that meets basic Quality Matters standards. Learning Technologies can install the Quality Assurance Template, adapt it for the user, and even customize it to meet the needs of specific departments and programs.

As an alternative, experienced online instructors may elect to continue using existing course shells that work well, but they are encouraged to consider adopting the Quality Assurance Template in light of its advantages. Faculty are encouraged to take part in training offered by Learning Technologies this summer.

*Even if we're face-to-face all semester, **courses will likely need to be blended (hybrid)**—that is, to incorporate online components—in order to limit the number of students in the classroom at any one time. The truth is, we have to be ready for anything.* (Cordle, email communication, 5/18/2020)

Face-to-Face Delivery Considerations

- **Canvas**: Use of Canvas and a course shell/template is expected.
  - Faculty should determine whether all students in the course have access to technologies which would allow them to participate in Canvas. (See **Student Hardships**)
- **Group Work**: Consideration should be given to the fact that ability to effectively use group work may be limited due to social distancing guidelines; some thought may be given to supplementing technology to support group work.
- **Shared Materials and Documents**: Sharing of materials (technology, paper, etc.) should be <u>minimized</u> during class. Faculty are encouraged to make all documents available in a digital format if possible. When sharing material and devices absolutely cannot be avoided, the faculty member(s) will need to develop a procedure for disinfecting shared material and devices required for the course.
- **Assigned Seating and Attendance**: Consideration should be given to establishing a designated seating chart to streamline entry of students to find seat and get situated as well as taking class attendance for the purposes of establishing a method of contact tracing should that become necessary.
- **Utilize Lecture Capture Capabilities:** Consideration should be given to use of lecture capture/live stream capabilities. Should accommodations be needed for any student, the instructor is then prepared to provide them (See **Considerations for Technologies in Classrooms**).

Hybrid (Blended) Considerations

- **Canvas:** Use of Canvas and a course shell/template is expected.
- **Group Work:** Consideration should be given to the fact that ability to effectively use group work may be limited due to social distancing guidelines; some thought may be given to supplementing technology to support group work.
- **Shared Materials and Documents:** Sharing of materials (technology, paper, etc.) should be minimized during class. Faculty are encouraged to make all documents available in a digital format if possible.
- **Assigned Seating and Attendance:** Consideration should be given to establishing a designated seating chart to streamline entry of students to find seat and get situated as well as taking class attendance for the purposes of establishing a method of contact tracing should that become necessary.
- **Synchronous vs. Asynchronous:** Faculty and instructors are encouraged to design their online portion of the hybrid course to include both synchronous and asynchronous instruction.
  - In doing so, faculty should first determine whether all students in the course have access to technologies which would allow them to participate in synchronous instruction. (See **Student Hardships**)

- o Any synchronous instruction tied to courses originally scheduled fully face to face should take place during the course's regularly scheduled time unless an agreement is made with all enrolled students to adjust this time.
  - o **Utilize Lecture Capture Capabilities:** Consideration should be given to use of lecture capture/live stream capabilities. Should accommodations be needed for any student, the instructor is then prepared to provide them (See **Considerations for Technologies in Classrooms).**
- See **Appendix B-Recommended Resources** for more information and resources on hybrid formats**.**

Online Delivery Considerations:
- **Canvas:** Use of Canvas and a course shell/template is expected.
- **Synchronous vs. Asynchronous:** When selecting between synchronous versus asynchronous instruction (or a combination of the two), faculty are encouraged to consider what is most appropriate for the course and the students.
  - o In doing so, faculty should first determine whether all students in the course have access to technologies which would allow them to participate in synchronous instruction. For those students who had initially enrolled in face-to-face courses, access to appropriate technologies may be a challenge. (See **Student Hardships**)
  - o Any synchronous instruction tied to courses originally scheduled fully face to face should take place during the course's regularly scheduled time unless a documented agreement is made with all enrolled students to adjust this time.

Scheduling for Entry and Exit (Face-to-Face/Hybrid Delivery Mode)
To allow for flow of traffic and proper classroom disinfecting that will need to take place between course sessions, consideration should be given to an adjusted schedule. The following is proposed:

- No campus-wide adjustment should be made to the designated start time of classes.
- Faculty should make an adjustment to the course release time, allowing at least 5 additional minutes (or more if needed beyond the existing 10-minute passing time) for students to exit, to disinfect the room, and the next class to enter.
  - o By trial and error, faculty will be able to determine the appropriate amount of time that must be allotted for their specific course to complete the established protocols and still allow for social distancing guidelines for entering and exiting the instructional space. (See section on **Classroom Protocols**.)

Considerations for Technologies in Classrooms

In all cases, faculty and instructors should make use of the ESU approved and available resources.

- **Determining Student Access to Technology**
  - Faculty are encouraged to **send an email before the first day of class** to learn whether students have reliable computer and Internet access. Faculty should encourage students to seek assistance and resources provided by ESU (See **Student Hardships**).

- **Ensuring Spaces Have Needed Technologies**
  - Once classroom capacity and course mode of delivery is determined, Information Technology (IT) and Learning Technologies (LT) will work with departments to ensure the needed classroom technologies are in place, especially as related to the ability to accommodate the streaming and recording of live course sessions. IT/LT will need assistance from departments to determine any gaps in technology in specific classrooms, verifying Wi-Fi dead zones on campus, and non-technology classrooms that may require some technology.
  - Visit this virtual tour for a general inventory of every technology-enhanced classroom for all ESU building at ESU sites (including ESU-KC and Butler-Andover).
  - IT also has a detailed inventory of technology available for every classroom that can be compared to this more generic list (see **Appendix C**).
  - An estimated 85% of technology-enhanced classrooms are, to some level, lecture capture and livestream ready (with a camera). Each space should be reviewed for the type of technology and faculty needs to ensure capabilities match expectations and needs.

- **Accessibility of Digital Material**
  - Faculty should make sure any type of digital material created are in an accessible format (e.g., captioning in videos). This includes real time if needed to meet student accommodations. Many tools exist to assist faculty in this process, including Blackboard Ally, Otter.ai, Kaltura, Panopto, and built-in functionality within the Office365 suite. Information Technology (IT) and Learning Technologies (LT) can assist faculty on a case-by-case basis, as needed. Given the volume of requests, faculty are encouraged to review their courses materials early and throughout the summer to ensure support is available and contact IT, as needed.

- **Addressing Audible & Technology Challenges**
  - With the CDC, state, and local guidance to wear masks, faculty and students will need to adapt to potential audible challenges that can occur in face-to-face and online instructional environments. Face coverings, by their nature, can distort speech, prevent lip-reading, and lower the efficacy of technologies used for real-time transcription (captioning). Faculty are encouraged to consider the following:
    - **For Face-to-Face Accommodations** (such as lip reading)
      - Faculty could consider using a clear face covering.
      - Utilize a technology-enabled transcription software such as Otter.ai, Microsoft Teams, and others. While not perfect, and requiring practice, these tools can provide real-time captioning. Please note that, depending on the classroom, this may require additional technology (such as a microphone for the faculty, etc.).
    - **Interchange Lecture Capture, Recording, and Transcription**
      - Over 75% of ESU's technology-enhanced classrooms are equipped with technology that can provide some level of lecture capture, live streaming, and recording. With that said, not all rooms have the same types of technology. **It is important that departments TEST their approaches in their classrooms as early in the summer as they can then contact IT/LT with any issues or gaps in tools available.**
    - **Practice Early**
      - All these examples are adaptions to normal behavior and will require deliberate changes, and practice. Given the volume of support needs, it is important to practice as early in the summer as possible to allow time for IT/LT to assist each faculty member.

Considerations for "Atypical" Classrooms

Guidance for the Ayptical Classroom
Because certain learning environments make social distancing impractical or impossible, students and instructors will be at greater risk for contributing to community spread of COVID-19. The nature of the curriculum, involving group work, lots of movement throughout the space and/or shared equipment, further hinders mitigation efforts. Unfortunately, there is no suitable substitute for classes that depend on specialized facilities and equipment. The following recommendations may allow these types of courses to continue in the safest manner possible.

- **Explore options:** Department chairs and deans should consider and explore all possibilities to avoid or mitigate the additional risk associated with "atypical" courses. These may include:
  - If there are certain aspects of the course that can be delivered online, a "hybrid" approach could be used to bring students into the learning space in smaller groups. For example, if there is a "lecture" and "lab" combination, the lecture portion could be moved to online and the time and space scheduled for lecture could be used to teach the lab portion to smaller groups. Alternatively, some students could work on online activities while others are in person
  - If faculty or GTA are available or if part time/overload money is available, additional sections of a course could help reduce class sizes and allow a safer environment. This approach would also require classroom space and time that fits existing schedules.
  - Department chairs and/or deans may consider canceling atypical elective courses that are not required by the program or do not directly contribute to program learning outcomes. Delaying the offering of elective courses until community prevalence of COVID-19 is controlled and contained will reduce the number of people on campus and free up instructors and classroom space for more essential courses. Canceling elective courses may require departments to be flexible with major or program requirements, for example, by providing course substitutions for the cancelled courses.
    - Cancelling or reducing offered electives during this unusual time may also allow faculty originally assigned to these courses to teach additional sections of required major or program courses, increasing the likelihood of a fully face-to-face experience for students.

- **Propose increased mitigation protocols:** Atypical classes that cannot strictly adhere to required social distancing requirements (e.g. classes requiring shared equipment), or otherwise pose a greater risk of transmission (e.g. vocal music or activity classes), will need to have <u>mitigation strategies approved by the department chair, dean and provost</u>. Courses involving <u>field trip experiences</u> will require a proposal as well. This work group recommends the following mitigation strategies could allow such courses to continue:
    - Required hand hygiene, enhanced disinfectant protocols and/or required use of disposable PPE (e.g., medical masks, gloves, gowns). For example, faculty may require all students to wear disposable medical masks, wear gloves when using shared equipment or establish policies for disinfecting shared equipment and common touchpoints after each use.
    - Maximize social distancing. This might include reducing student density by scheduling group work in shifts or in separate locations and creating protocols to avoid congregation around a supply table or demonstration.
    - Document "close contact." To facilitate contact-tracing efforts and potentially minimize the number of individuals in quarantine, instructors and students must record and document the people for which they are in close contact. **"Close contact"** is currently defined by the CDC as being less than 6 feet away for 15 minutes or more. Faculty may also <u>maintain consistent groups</u> throughout the semester and/or <u>keep a contact log</u> of more infrequent group work or shared rides for field trips.
    - For certain atypical learning environments, such as physical education, exercise/fitness and choir ensembles, a social distance <u>greater than 36 square feet per person</u> may be needed due to the increased expiratory load associated with these activities. Proposing smaller class sizes may allow these courses to be safely delivered.
- **Remain flexible**: Assigning incomplete grades or strict adherence to program major requirements may unnecessarily penalize students who cannot attend face-to-face classes or if we are forced to "remote" delivery for all classes. <u>Faculty and department chairs must be flexible and accommodating.</u> To avoid awarding inequitable credit or trying to achieve learning outcomes via remote learning, departments may consider creating <u>online or hybrid "Special Topics" courses</u> to serve as acceptable *credit hour* substitutions for atypical courses.

Guidance for Research and Independent Study Students
Due to the small enrollments, most research and independent study courses will be able to adhere to campus-wide social distancing and mask-wearing policies. However, instances where students must share space and/or equipment (e.g. studios and research labs) cause safety concerns that can be mitigated with the following recommendations

- **Display COVID-19 capacity maximum for "atypical" learning spaces:** Spaces that are occupied at times outside of the scheduling framework and are often unsupervised by faculty (e.g. common equipment areas, computer labs, studios and research labs) must be evaluated for a COVID-19 capacity. This capacity must be prominently displayed at all entrances along with signage for usage protocols.
- **Adopt a shared calendar:** Use of a shared calendar is recommended to schedule time in these spaces and ensure occupancy does not exceed COVID-19 capacity. Likewise, shared equipment should be managed with an online scheduling tool rather than handwritten sign-up sheets.
- **Propose increased mitigation protocols:** Atypical classes, including independent study, research, small group-type courses, that cannot strictly adhere to required social distancing and mask requirements will need to have proposed <u>mitigation strategies approved by the department chair, dean and provost</u>. In some cases where the learning space and/or activities are similar, a common mitigation proposal may be appropriate. This also applies to the use of common spaces where social distancing is less likely to occur or equipment is shared. This work group recommends the following mitigation strategies could allow such courses and facilities to continue:
  - Required hand hygiene, enhanced disinfectant protocols and/or required use of disposable PPE (e.g., medical masks, gloves, gowns). Shared spaces could have sinks or sanitizing stations to ensure proper hand hygiene prior to entering. Disposable medical masks could be required for certain procedures or activities. Enhanced disinfection may include the use of alcohol-based wipes on common equipment and/or required use of gloves.
  - Maintain a "close contact" log. Log instances when two or more individuals were within 6 feet for 15 minutes or more.

Guidance for Off-site Practicums and Internships
- Students participating in off-campus practicums and internship programs will follow the guidance and policies of the entity at which they are working, as well as the guidelines of any accrediting body.

Classroom Protocol and Training Considerations

Note: Classroom signage is and will be located at: [ESU Return to Campus Webpage](). (See note in **Signage**.)

Training for Faculty, Staff and Students
- **Disinfecting and Sanitizing:** Training will be needed for all on protocols for disinfecting and sanitizing classroom spaces and materials.
- **Masks:** All will need to be trained on how to properly wear a mask, as well as the proper use of face masks. This training is critical to safety, especially regarding hand hygiene before and after the use of any face covering.
- **Clear Face Coverings**: Some faculty will likely need training on proper use of clear face coverings.
- **Other PPE:** Depending on course, training may be needed on proper use of other forms of PPE (e.g., gloves, gowns).
- **Disposal:** All will need to be trained on proper disposal of items.
- **Syllabi Attachments:** Work is being done by another fall planning group to create syllabi attachments/embedded links which include information on the aforementioned items. Faculty are encouraged to make use of these materials. They will be located at: [ESU Return to Campus Webpage]().
- **Canvas Module:** This group recommends adding links to the overall Return to Campus website and campus guidance within the current Student Success Resources module within the Canvas template (e.g., Module 0).

    Note: Consideration should be given to creating University-wide videos for this training.

Protocols for Disinfecting and Sanitizing Classrooms
- Ample resources do not exist to expect Building Services to care for every classroom space between course sessions. Faculty and students will be expected to disinfect and sanitize the learning spaces before and after each class session. The protocol for disinfecting and sanitizing classroom spaces is likely to vary from space to space, depending on design and set up of the classroom. Faculty using the classroom should agree on specific protocols for the space in order to maintain consistency in expectations for students. Below are general guidelines for establishing mitigating spread, as well as classroom disinfecting and sanitizing protocols:
- **Masks/Clear Face Covering/PPE**: Students and faculty are expected to follow current campus-wide policy as related to wearing masks and appropriate PPE.
    - See **Accommodations** below should there be a student who is deaf or hard of hearing in the course. In this situation, a clear face covering may be needed.

- o For situations where the mask/clear face covering impacts classroom audio, especially as related to recording/captioning see **Addressing Audible & Technology Challenges.**
- o Faculty may want to consider including classroom PPE expectations in syllabi.
- o In situations where students refuse to social distance, wear masks or follow specific mitigation protocols, the faculty member may ask the student to leave the classroom.
- **Classroom Doors:** It is recommended that classroom doors remain open during classroom loading (entry) and unloading (exit) to minimize touch points. The HVAC systems are generally designed to have the doors closed, and they should remain closed during all other times.
  - o **Doors will need to be sanitized** before and after class.
- **Non-Use Items**: Remove anything from classrooms that cannot be easily disinfected. If this is not possible, mark or situate the items in such a way that it is clear they are not to be used. Touching of these items will require additional cleaning of the space.
- **Minimize Items Brought to Class**: Faculty and students should minimize the items brought to class. COVID-19 can easily be spread from surfaces. Minimizing surfaces present will assist in mitigating spread. Faculty and students will need to keep any items brought to class within their own spaces. Items should not be placed in non-use desks or other non-use spaces.
- **Disinfecting classrooms upon entry/exit**
  - o Students and faculty should first wash their hands or use hand sanitizer upon entering the room (as available).
  - o Students and faculty will need to wipe down as residual disinfectant from their spaces (see next section on Disinfecting Process).
- **Disinfecting Process**
  - o Placement of disinfectant materials should be considered.
  - o Building services will supply the disinfecting products as it is important to use the appropriate products.
  - o Disinfectant products will include a spray bottle and no-touch (pop-up) paper towels.
    - ▪ Gloves for faculty are recommended for the disinfecting process (CDC).
  - o Expected procedures for disinfecting the classroom are as follows:
    - ▪ At the end of class, **exiting faculty** will use trigger sprayer containing disinfectant Vindicator+ to spray down all desks, tables, podium, classroom touch points, etc. used during class. Exiting faculty member does not wipe down space. This will allow for the required 10-minute dwell time for the disinfectant spray while class change is happening.
    - ▪ Before the start of class, **entering faculty** will use paper towels to dry off any remaining disinfectant on podium, light switches and door handles.

- **Students** will use a paper towel to dry off disinfectant from the chair, desk, table, etc. they will use.
- Paper towels can be discarded into the trash can.
  - Placement of trash receptacles in classrooms should be considered to allow proper disposal of items. Preference is for these trashcans to be "no-touch." Multiple trashcans should be available in each learning space to minimize congregation around these bins.

Additional Classroom Protocols

- **Assigned Seating and Attendance:** Consideration should be given to establishing a designated seating chart and taking class attendance to streamline entry to find seat and get situated, as well as for the purposes of establishing a method of contact tracing should that become necessary.
- **Entry and Exit:** Students should not be entering and exiting the classroom at the same time (See **Scheduling for Entry and Exit**). When entering or exiting, the 6-feet social distancing guideline should be followed.
- **Stepping Out of Class:** Faculty should establish a procedure for students to step out of class (e.g. to use the restroom). In these cases, students should pass by the fewest number of students possible and be wearing a mask.
- **Classroom Materials**
  - **Minimize Use of Shared Materials:** As much as possible, minimize the use of shared classroom materials, including documents, classroom technologies, textbooks, pens/pencils, and other classroom supplies.
  - **Establish Disinfecting Protocols for Shared Materials:** If sharing of materials is an absolute necessity to achieve the learning outcomes, faculty should have a plan in place to mitigate the spread of germs, including that students must wash/sanitize their hands before and after use. Materials should also be appropriately disinfected.
  - **Personal Technology Devices:** If possible, it is recommended that students bring their personal technology devices to class. However, some students may not have access to such devices (See **Student Hardships**).
  - **Student Hardships:** Faculty are encouraged to be reasonable with expectations for required classroom materials in light of student economic situations (especially as related to COVID-19). Many students find themselves struggling to make ends meet during this time (See **Student Hardships**).
- **Collecting and Disseminating Assignments**
  - **Use the Learning Management System:** Use of Canvas is encouraged for use of disseminating, collecting and grading of assignments.
  - **Avoid use of paper documents**: As possible, faculty should avoid the use of paper documents and instead use digital documents. Consideration should be given to moving all testing to a digital format, as much as possible. If faculty

choose to distribute paper documents, protocols should be developed to mitigate the amount of contact (e.g., minimizing the times paper is touched, having students pick up from the front of the room at the start of class, encouraging hand sanitizer use).

- o **Limit use of emailed attachments**: Your email inbox can easily become bogged down. Use of Canvas allows for easier tracking and management of class assignments/materials. (Also reduces security risk of PII – confidential information sharing.)
- o **Require specific filenames**: Provide students with a simple file naming convention, for example, FirstnameLastname-Assignment1.docx.

- **Extracurricular Uses of Classroom and Building Spaces**
  - o **Lock classrooms**: It is recommended at the end of the day all classrooms be locked and remain locked until the start of the next class day.
  - o **Evaluate use on a case-by-case basis**: Requests for use of classroom spaces for things other than class sessions will be reviewed on a case-by-case basis by the department chairperson/dean/other responsible party in order to ensure social distancing and disinfecting guidelines can be followed by the individual(s)/group using the room.
  - o **Discourage students from congregating in rooms outside of class**: Classroom spaces should not be used as places for students to congregate between classes due to the increased need for disinfecting the space. It is recommended that signage be placed on the door that classroom spaces are for course use only.

Other Considerations

Office Hours and Advising
- **Host office hours virtually to the extent possible:** Faculty are encouraged to use Zoom to host regularly scheduled office hours, as well as other one-on-one or small group meetings with students. This link should be included on the course syllabus.
- **Use Larger Space:** If a face-to-face meeting is required, faculty/advisors should find a space that allows for social distancing guidelines.

Setting and Adjusting Expectations
- **State expectations for the course but be prepared to be flexible:** During the semester, students may become ill or need to care for a family member. Be sure your expectations are clear but be ready to provide some flexibility as necessary.
- **Update course expectations as necessary:** Depending on the path COVID-19 takes this fall, there may be a need to fully remote once again. As you plan your courses, be sure to consider how adjustments may need to be made to course expectations should there be limitations of the resources available to students. Communicate those changes to students. You might consider including a 'campus emergencies' policy in your syllabus (for an example, see **Appendix A**).
- **Openly and consistently acknowledge the potential for student and/or faculty hardships.** These are unusual and stressful times. For some the impact on physical and mental health has been significant. That will need to be acknowledged in communication with the campus community and in our classrooms. Knowing this, faculty are encouraged to exercise care in their interactions with students. Both students and faculty need to be made aware (through multiple media) of the resources available to address hardships (See **Accommodations for Students and Faculty**, **Student Hardships** and **Faculty Hardships**).

Accommodations for Students and Faculty
- **Know that limits will likely be in place for accommodated testing.** Student Accessibility and Support Services (SASS) has yet to decide whether physical testing services will be open in the fall. If those services are offered, they will be significantly limited. Faculty should be aware of this and know that the accommodated student may not be able to take the exam through SASS on the same day as the class. If open for testing, SASS will only accept exams sent over electronically. The faculty member will receive a scanned electronic copy of the completed exam. SASS is not offering accommodated physical testing for summer 2020. SASS encourages faculty to administer all exams through Canvas to accommodate all students under the circumstances.

- **Consider clear alternatives to masks and other accommodations for students who are deaf or hard of hearing**. In the event an accommodation is needed, faculty members may request a clear face covering. Faculty are also encouraged to assign seats in the classroom so that students who are hard of hearing can get the seat they need. For students who use an FM system, the student will need to provide the faculty member with the microphone and clean it between each use (also see **Addressing Audible & Technology Challenges**).

- **Be prepared that some students may still require remote attendance for modified face-to-face courses**. Students who have immune deficiency syndromes may work with SASS to receive accommodations. For those students, the class will need to be available for remote attendance, or the ability to attend and participate in the course without being physically present. Faculty are encouraged to make sure to engage students who are attending remotely. Some students may also become ill during the semester and may also require remote attendance. Additionally, some students may also be living with someone who is highly immune compromised and may also need remote attendance. (Note: Information on this situation is forthcoming from the Assistant Provost for Academic Success' Office.) Faculty are encouraged to anticipate that they may need both an online and physical version (e.g. hybrid) of the class.

- **Reach out to SASS if you encounter a situation you are not sure how to address.** Faculty members are urged to contact SASS for guidance and support if they are unsure how to accommodate a student. Faculty members can also refer students to SASS. To contact SASS, email sass@emporia.edu or call 620-341-6637.

- **Work with faculty who are at-risk or living with someone who is to identify appropriate instruction options for their courses.** While modified face-to-face may be the preferred format, some faculty members will not be able to return to the classroom. This includes faculty who are immunocompromised, as well as faculty members who are living with and/or caring for others who are at-risk. Faculty for whom this applies should first speak with their department chair or supervisor to discuss possible modes of instruction (e.g., fully online) and/or other instructional and mitigation strategies. If needed, faculty may contact HR for further accommodation. Processes for this are forthcoming and will be available on the ESU Return to Campus Webpage.

Faculty and Student Health and Privacy

- **Self-assess each day prior to coming to campus and do not come to campus if you feel ill or have been exposed.** Faculty and staff are asked to self-assess. Please do not come to campus if you are feeling ill or have been advised to quarantine. Contact your supervisor following normal call-in procedures. You are also encouraged to contact your health care provider or contact the Flint Hills Community Health Center at 620-208-3741. You may also refer to the online tool: https://www.flinthillshealth.org/covid-19-online-screening-tool/.

- If you have been exposed or receive a positive test for COVID-19, you should follow CDC guidance on when it is safe to return to campus.
- Information about faculty health will be protected to the extent possible and outside of your supervisor and HR will be limited to those who have a reasonable need to know (e.g., contact tracing).
- If you become ill or need to be quarantined for an extended time period and are unable to work remotely, you may be placed on paid administrative leave. The federal government allows for two weeks of paid leave. After those two weeks, employees may be expected to use accumulated sick leave to cover the extended time period. For newer employees who have not yet accrued leave or for those who have had to use a substantial portion of their leave already, you may work with HR to apply for additional leave as needed.
- For further guidance and information, please see the [ESU Return to Campus Webpage](#).

- **Have back-up plans in the event of illness**. Departments are encouraged to develop a list of course format adjustments and/or alternative instructors for fall courses if a faculty member becomes ill or quarantined and is unable to continue the established mode of instruction. Department chairs will need to discuss options with their dean.

- **Include a policy in your syllabi and verbally encourage students to self-assess and to not physically attend if they feel ill or have been exposed**. Consider including a policy in your syllabi that encourages students to self-assess as to whether they are experiencing symptoms or have been exposed to someone who has received a positive test for COVID-19. Students should be strongly encouraged not to attend the physical class if they are feeling ill or need to be quarantined (for an example policy, see **Appendix A**). Students should also be encouraged to communicate with faculty members about their situation and to call the Student Wellness Center at 620-341-5222. The Student Wellness Center will screen the student by phone and then, as needed, make arrangements for the student to be tested. Students experiencing symptoms should <u>not</u> show up at the Student Wellness Center without calling ahead.

- **Encourage students who appear to be exhibiting symptoms to return to their residence and call the Student Wellness Center.** If a student in the classroom appears to be exhibiting symptoms, faculty members are encouraged to discretely speak to the student about leaving and calling the Student Wellness Center at 620-341-5222.

- **Know that contact tracing will be taken care of and determined by public health professionals.** If a student becomes ill, an investigation will be done by public health professionals with support from on-campus personnel as needed. Those who meet the case definition of close contact will be notified, tested, and asked to quarantine. If the student provides written consent, the faculty may receive notification from the Student Accessibility and Support Services office that the student will be absent but additional information may not be provided. Student health information should be kept private. If

there are multiple cases within one classroom, the whole class may be contacted and tested.

Student Hardships

- **Recognize that not all students will have the same access to technology.** Some students may have access to a personal computer, but others may be completing schoolwork using their mobile device or a borrowed or shared device. For some, consistent and reliable access to WIFI may be a challenge. While students will receive general communication about basic technology expectations and available resources before the semester begins from our Student Life and Student Success teams, faculty may still encounter students who do not have access to the technology they need to be successful. To address this, faculty are urged to consider polling their classes on their technology access and needs at the beginning of the semester.
  - Faculty are encouraged to make technology requirements and expectations clear at the beginning of the course and to provide information about expected technology access and use as well as available resources within their syllabi and on Canvas (for example language, see **Appendix A**). Students can be directed to the Learn Anywhere site for suggested equipment, available checkout equipment, possible Internet options, software downloads, and other frequently asked questions.
  - For students who encounter difficulties accessing the technology they need to be successful, there are several ways faculty can further help connect those students with resources: (1) faculty can encourage students to directly contact the IT Help Desk themselves about their needs, (2) faculty may submit a Student Concern Form, or (3) faculty can contact the IT Help Desk on behalf of the student by phone (877-341-5555) or email (helpdesk@emporia.edu). IT will then work with the student to assist with resources in any way possible.
- **Provide information about available basic needs resources.** We know some of our students were already struggling with accessing basic needs prior to the pandemic. As of fall 2019, 41 percent of ESU students who participated in the Hope Center's survey had experienced food insecurity in the 30 days prior to the survey. Additionally, 42 percent of ESU students had experienced housing insecurity in the past year, with 15 percent reporting experiencing conditions consistent with homelessness. These issues are likely only heightened under our current conditions. Faculty are encouraged to make information about basic needs resources available to students, including information about Corky's Cupboard, ESU's on-campus food pantry. Consider including a basic needs statement in your syllabus (for an example, see **Appendix A**) and providing a link on Canvas to the EAT Initiative's "Resources" page for campus and community resources.
- **Acknowledge that students may be struggling with their mental health and encourage use of campus services**. College students' mental health was already a growing concern.

Additionally, the heightened stress of the pandemic is exerting a [psychological toll](). Let students know it is OK to seek help. Provide information about [ESU's Counseling Services and how to schedule an appointment.]() Students can also take an online stress and depression questionnaire and dialogue with a counselor anonymously at [https://emporia.caresforyou.org/]().

- **Direct students to emergency financial support.** If you encounter students in need of financial support to continue their education, share about available resources. Students can apply for the [Student Foundation Emergency Scholarship Fund,]() which provides support for students who experience unexpected and unforeseen circumstances which jeopardize their ability to pay for their education. Students can also submit a [Financial Aid Office Award Change Form,]() which allows students to request revisions or additions to their financial aid, and contact Financial Aid to see if there are other opportunities specific to their circumstances at 620-341-5457.

- **Anticipate and actively respond to other student hardships.** Students are likely to experience a variety of other hardships over the course of the semester, some which cannot be anticipated. Be pro-active by encouraging students to actively communicate with you and/or their advisor about challenges they are experiencing and remind them of this and of the available resources at multiple time points in the semester, not just the first week. Consider adding a hardship policy in your syllabus (for an example, see **Appendix A**). Be aware of other resources at your disposal for students who are experiencing hardships, including [Student Concern Forms and Care Forms]().

Faculty Hardships

- **Assess the technology access and needs of faculty and staff.** Faculty may have different levels of access to technology as well as differences in the reliability of their WIFI when away from campus. While some may have access to technologies, the consistency and reliability of these technologies may vary and change in the course of the semester. Department chairs are urged to discuss with faculty about any technology needs and to work with IT to address those needs prior to the start of the semester. Department chairs are also encouraged to touch base at different time points during the semester. Some faculty members may have less familiarity or confidence with certain technologies that may be necessary for hybrid or online teaching. Learning Technologies (LT) will offer regular JumpStart trainings on best practices for online learning as well as provide resources and answers to frequently asked questions. For more information, visit the [Teach Anywhere]() and [Work Anywhere]() websites.

- **Share information about basic needs assistance with faculty and staff.** Faculty and staff may also be experiencing economic hardships during this time due to medical bills, layoffs or reduced hours of partners, and/or other hardships. For some, this may have exacerbated already challenging situations. Information should be shared with faculty members about available resources, including those available in the greater Emporia

community. For example, faculty and staff can visit the "[Resources](#)" page on the [EAT Initiative](#)'s website for information about community resources in Lyon County.

- **Encourage faculty and staff to make use of mental health resources.** Faculty and staff are also likely to have their mental health impacted by the pandemic. Information should be regularly shared about the [Employee Assistance Program](#), and faculty and staff should be encouraged to make use of this program. The EAP provides confidential short-term counseling, legal advice, financial guidance, online support, and referrals from licensed professionals, among other services. This program is available to all active, benefits-eligible employees of the State of Kansas, as well as their family members in the same household and dependent children.

- **Know that leave may be an option should childcare become unavailable.** As of now, it is anticipated that Center for Early Childhood Education, the campus childcare facility, will be open in the fall. The exact date of the reopening is still being determined. If childcare centers close and/or the K-12 system closes, there is protected leave time available for employees. Please contact your supervisor and HR as needed.

Appendix A – Sample Syllabus Language

The following are offered as example syllabus language for faculty members to use for fall 2020 and beyond. You may copy and paste these directly into your syllabus and make any edits or adjustments that might be appropriate for the specific course.

Basic Needs: It can be challenging to perform your best in the classroom if you have trouble meeting your basic needs. Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live is encouraged to connect with campus support services. Examples of such services include the campus food pantry, Corky's Cupboard; counseling and other physical and mental health services at the Student Wellness Center; financial aid and emergency scholarships; free legal services for students; and more. For more information about campus and community support services, visit the 'Resources" page at emporia.edu/eat.

Please also notify me if you are comfortable in doing so. This will enable me to help however I can. Together we can work to make sure those needs are met.

Campus Emergencies: In the event of a major course or campus emergency (such as a significant COVID-19 outbreak), the mode of instruction, course requirements, deadlines, and/or grading procedures are subject to changes that may be necessitated by a revised academic calendar or other circumstances beyond my control. In the event of such a circumstance, I will communicate with you through Canvas and by email. You may also get information about changes in this course by emailing me at [*insert email address*].

Hardships: If something happens during our course that makes it difficult or impossible for you to complete course work or attend class for an extended period of time, please inform me. I do not need to know all the details of your personal concerns, but if you need me to take into consideration your extenuating circumstances, I encourage you to let me know as soon as possible rather than at the end of the course. If I have knowledge of your hardship, I may be able to accommodate you, or I may be able to refer you to other people on campus for further assistance. If you wait until the end of the course to tell me about your concerns or challenges, I may not be able to provide any assistsance.

Student Health and Safety: To keep yourself and fellow members of the campus community safe, please screen yourself for symptoms of COVID-19 before attending class. Symptoms include headache, cough, shortness of breath or difficulty breathing, sore throat, new loss of smell or taste, chills, repeated shaking with chills, muscle aches and pains, among others. Please review posted signage for further instructions on how to self-screen. If you are experiencing any of these symptoms, please do not attend class. If you begin experiencing these symptoms during class, please exit the classroom. You should then return to your residence and notify me that you will be absent. Contact the Student Wellness Center by calling 620-341-5222 if you believe you need testing.

Technology Access and Use: In this course, you will be expected to access and use the following technologies: [*Insert course specific technologies here*].

If you do not have reliable and consistent access to these technologies, please alert me and also contact the IT Help Desk by phone (877-341-5555) or email (helpdesk@emporia.edu). The Help Desk will work with you on your technology needs and connect you with available resources. If you are uncertain about how to use the above technologies, you can find resources and answers to frequently asked questions on the [Learn Anywhere](#) website.

During the course, if you experience technical difficulties, please contact the IT Help Desk. If you encounter any issues in submitting assignments, please make sure to contact me immediately. I encourage students to double check to ensure that your submission appears on Canvas prior to the deadline. Make sure I have access to your completed assignment by the deadline, even if it means attaching it to the email to ensure that I have it.

Appendix B – Recommended Resources

Important Campus Resources:

- Return to Campus - https://www.emporia.edu/covid-19-information/esu-fall-2020-return-campus/
- Learn Anywhere - https://sites.google.com/g.emporia.edu/student-continuity-plan/
- Teach Anywhere - https://sites.google.com/g.emporia.edu/universitycontinuityit/teach-anywhere
- Work Anywhere - https://sites.google.com/g.emporia.edu/universitycontinuityit/work-anywhere
- IT Help Desk - https://www.emporia.edu/student-life/it-support/

Centers for Disease Control Resources for Colleges, Universities and Higher Learning:

- https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/index.html

Hybrid Model Resources

- **HyFlex Model:**
    - Hybrid-Flexible Course Design: Implementing student-directed hybrid classes - https://edtechbooks.org/hyflex?fbclid=IwAR26kvyqXG9MhHCx1qyqGtLAgoVdQReCoCPBI9bRE1-9uSutjGoix8Ffy6Q
    - Inside Higher Ed: The HyFlex Option for Instruction if Campuses Open This Fall https://www.insidehighered.com/digital-learning/article/2020/05/13/one-option-delivering-instruction-if-campuses-open-fall-hyflex
- **Hybrid or Blended Format:**
    - Getting Started Designing a Hybrid Learning Course - https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course
    - Blended Learning Toolkit - https://blended.online.ucf.edu/
    - BlendKit Reader - https://blended.online.ucf.edu/blendkit-course-readings/
    - Hybrid and Digital Pedagogy - https://hybridenglish.commons.gc.cuny.edu/
    - Hybrid Course Design - https://wichita.edu/services/mrc/instructional_technology/Hybrid/index.php

Online Instruction Resources

- Chronicle of Higher Education: How to be a better online teacher - https://www.chronicle.com/interactives/advice-online-teaching
- HASTAC: The Single Most Essential Requirement for Designing a Fall Online Course - https://www.hastac.org/blogs/cathy-davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course

- Inside Higher Ed: Effective Teaching Online - https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online

Accommodation & Other Resources

- Indiana University's Mosaic Initiative - https://blogs.iu.edu/mosaiciu/

Appendix C – Lecture Capture Enabled Classrooms

Below is a list of known classrooms in Information Technology's (IT) inventory list. Please note that this is not an all-inclusive list of classrooms on campus. These classrooms are either those IT is responsible for maintaining the technology as part of a campus-wide refresh plan, or that may be slated for technology enhancement.

It is recommended the sheet be used as a general guide and a starting point, not as a deterrent. If there are rooms on this list that need to be used, the faculty member or department chair can work with IT to determine what can be done.

There are 150 classrooms in this list.

- 136 are tech-enhanced (the other 14 we track for various reasons). Of those 136, 36 have NO camera/mic setup.
- 100 have SOME type of camera/microphone setup.
  - While classrooms vary, there are two general categories of audio/video capabilities that support lecture-capture and live-streaming - "Limited" and "Full Setup".
  - "Limited" setup has either a basic Document Camera (Doc Cam) or low-grade webcam. For the Doc Cam, the camera arm can be adjusted to point outward, toward the faculty member, classroom, or whiteboard to essentially act as a webcam. It is limited in that it is typically a lower grade camera and microphone with a limited scope of video range.
  - A "Full Setup" room has either a single or multiple ceiling-mounted camera to catch a wider shot of the faculty member and/or classroom. This full setup also typically includes specially placed ceiling mounted speakers and microphones based to best capture the audio and video of the faculty member and classroom interaction.
- Of the 100 that have some type of lecture capture
  - 28 are "limited setup"
  - 72 are "full setup"

Building	Room	Lecture-Capture Enabled	Technology Enhanced	Notes
Beach Hall	134	No	No	
Beach Hall	301	No	No	
Beach Hall	305	No	No	
Beach Hall	205	No	Yes	
Beach Hall	330	No	Yes	
Beach Hall	131A	Yes	Yes	
Beach Hall	135A	Yes	Yes	Infrequently Used Room
Beach Hall	215	Yes	Yes	
Brighton Lecture Hall	189	No	Yes	Specialized Piano Room

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Brighton Lecture Hall	190	No	Yes	Specialized Music Room
Butcher Education Center	120	Limited-Doc Camw/Mic Only	Yes	
Butcher Education Center	127	Limited-Doc Camw/Mic Only	Yes	
Butcher Education Center	117	Yes	Yes	
Butcher Education Center	119	Yes	Yes	Specialized Music Lab
Butcher Education Center	126	Yes	Yes	Specialized Music Lab
Cora Miller Hall	101	Yes	Yes	Specialized Music Lab
Cora Miller Hall	102	Yes	Yes	
Cora Miller Hall	103	Yes	Yes	Room is offline
Cora Miller Hall	104	Yes	Yes	
Cora Miller Hall	105	Yes	Yes	
Cora Miller Hall	106	Yes	Yes	
Cora Miller Hall	107	Yes	Yes	
Cremer Hall	416	Limited-Doc Camw/Mic Only	Yes	
Cremer Hall	419	Limited-Doc Camw/Mic Only	Yes	
Cremer Hall	193	Limited-webcam & mic in monitor	Yes	
Cremer Hall	319	Limited-webcam & mic in monitor	Yes	
Cremer Hall	KS Business HOF	No	Yes	
Cremer Hall	315	Yes	Yes	Not sure what this room is
Cremer Hall	316	Yes	Yes	
Cremer Hall	318	Yes	Yes	
Cremer Hall	320	Yes	Yes	Computer lab
Cremer Hall	415	Yes	Yes	
Cremer Hall	418	Yes	Yes	
Cremer Hall	515	Yes	Yes	
Cremer Hall	518	Yes	Yes	
Cremer Hall	RoeCross Space	Yes	Yes	Not a learning space
Earl Center	201	Yes	Yes	Not a learning space
Earl Center	254	Yes	Yes	
Earl Center	Conference Room	Yes	Yes	
ESU BEST(Andover)	5160	Yes	Yes	Not a learning space
ESU BEST(ElDorado)	801A	Limited-Doc Camw/Mic Only	Yes	
ESU KC	101	Limited-Doc Camw/Mic Only	Yes	
ESU KC	102	Limited-Doc Camw/Mic Only	Yes	
ESU KC	103	Limited-Doc Camw/Mic Only	Yes	
ESU KC	104	Limited-Doc Camw/Mic Only	Yes	
ESU KC	105	Limited-Doc Camw/Mic Only	Yes	
ESUKC	Conference Room	Yes	Yes	
HPER	202	No	Yes	Studio

HPER	203	No	Yes	Mac lab
HPER	205	No	Yes	Studio
HPER	206	No	Yes	Studio
HPER	201	Yes	Yes	Studio
HPER	215	Yes	Yes	Studio
HPER	216	Yes	Yes	Makeup room
King Hall	013	No	No	Studio
King Hall	018	No	No	
King Hall	020	No	No	Engraving
King Hall	022	No	No	Studio
King Hall	211	No	No	Studio
King Hall	212	No	No	Studio
King Hall	107	Limited-Doc Camw/Mic Only	Yes	Lab
King Hall	110	Limited-Doc Camw/Mic Only	Yes	Conference room
King Hall	002	No	Yes	
King Hall	007	No	Yes	
King Hall	008	No	Yes	
King Hall	105	No	Yes	
King Hall	109	No	Yes	Small library training
King Hall	205/206	No	Yes	
King Hall	207	No	Yes	
King Hall	210	No	Yes	
King Hall	215	Yes	Yes	
King Hall	216	Yes	Yes	
Plumb Hall	308	Limited-Doc Camw/Mic Only	Yes	
Plumb Hall	310	Limited-Doc Camw/Mic Only	Yes	
Plumb Hall	312	Limited-Doc Camw/Mic Only	Yes	
Plumb Hall	316	Limited-Doc Camw/Mic Only	Yes	
Plumb Hall	408	Limited-Doc Camw/Mic Only	Yes	
Plumb Hall	011/012	No	Yes	
Plumb Hall	307	No	Yes	
Plumb Hall	309	No	Yes	
Plumb Hall	311	No	Yes	
Plumb Hall	409	No	Yes	Computer lab
Plumb Hall	412	No	Yes	
Plumb Hall	303	Yes	Yes	
Plumb Hall	406	Yes	Yes	
Roosevelt Hall	Design Lab	No	No	
Roosevelt Hall	204	Limited-Doc Camw/Mic Only	Yes	
Roosevelt Hall	207	Limited-Doc Camw/Mic Only	Yes	
Roosevelt Hall	208	Limited-Doc Camw/Mic Only	Yes	
Roosevelt Hall	209	Limited-Doc Camw/Mic Only	Yes	Small seminar room
Roosevelt Hall	212	Limited-Doc Camw/Mic Only	Yes	
Roosevelt Hall	135	No	Yes	

COVID-19 Instructional Planning/Classroom Protocols

Roosevelt Hall	202	No	Yes	
Roosevelt Hall	203A	No	Yes	
Roosevelt Hall	206	No	Yes	Theater room
Roosevelt Hall	110	Yes	Yes	
Roosevelt Hall	111	Yes	Yes	
Roosevelt Hall	112	Yes	Yes	
Roosevelt Hall	114	Yes	Yes	
Science Hall	16	No	No	
Science Hall	153	No	No	
Science Hall	205	No	No	
Science Hall	206	No	No	
Science Hall	30	Limited-Doc Camw/Mic Only	Yes	
Science Hall	72	Limited-Doc Camw/Mic Only	Yes	
Science Hall	147	Limited-Doc Camw/Mic Only	Yes	
Science Hall	35	No	Yes	
Science Hall	110	No	Yes	
Science Hall	125	No	Yes	
Science Hall	244	No	Yes	
Science Hall	245	No	Yes	
Science Hall	44	Yes	Yes	
Science Hall	45	Yes	Yes	
Science Hall	46	Yes	Yes	
Science Hall	47	Yes	Yes	Computer lab
Science Hall	123	Yes	Yes	
Science Hall	127	Yes	Yes	
Science Hall	128	Yes	Yes	
Science Hall	131	Yes	Yes	
Science Hall	142	Yes	Yes	
Science Hall	177	Yes	Yes	
Science Hall	178	Yes	Yes	
Science Hall	215	Yes	Yes	
Science Hall	217	Yes	Yes	
Science Hall	246	Yes	Yes	
Science Hall	247	Yes	Yes	
Science Hall	248	Yes	Yes	
Science Hall	249	Yes	Yes	Grad student study room
Science Hall	301	Yes	Yes	Computer lab
Visser Hall	111	No	Yes	
Visser Hall	118	No	Yes	
Visser Hall	122	No	Yes	
Visser Hall	126	Yes	Yes	
Visser Hall	128	Yes	Yes	
Visser Hall	129	Yes	Yes	
Visser Hall	207	Yes	Yes	
Visser Hall	242	Yes	Yes	
Visser Hall	243	Yes	Yes	
Visser Hall	312	Yes	Yes	
Visser Hall	319	Yes	Yes	
Visser Hall	330	Yes	Yes	
Visser Hall	332	Yes	Yes	
Visser Hall	343	Yes	Yes	
Visser Hall	344i	Yes	Yes	

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Visser Hall	345	Yes	Yes	
White Library	400C	Limited-Doc Camw/Mic Only	Yes	
White Library	Honors Lounge	No	Yes	
White Library	207	Yes	Yes	
White Library	222	Yes	Yes	
White Library	319F	Yes	Yes	

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Appendix D -- Instructional Mode Decision-Making Flow Chart

Choosing Mode of Delivery

This guide is intended to assist faculty and chairs in making decisions about course delivery under social distancing restrictions. There will certainly be unique circumstances and situations that cannot be accounted. Please refer to the ESU Return to Campus Webpage for more details.

Does current enrollment exceed the "Covid capacity" of the scheduled room?

Yes → **Can the class be moved to a larger room with, broadcast to multiple rooms, or broken into multiple sections to achieve "Covid capacity" ?**

No → **Can the class be taught effectively given the restrictions and considerations of social distancing ?**

Yes → **Face-to-face delivery**

No (from larger room question) → **Is some "in person" presence necessary to meet the course learning outcomes?**

No (from social distancing right) → **Is some "in person" presence necessary to meet the course learning outcomes?**

Submit proposal for approval

- Approved → Face-to-face delivery / Hybrid Delivery / Online Delivery
- Denied → Review options with Chair/Dean

Hybrid Delivery

Or

Online Delivery

Is some "in person" presence necessary to meet the course learning outcomes? (left)
- Yes → **Can course learning outcomes be met by meeting with different groups of students during scheduled class times?**
  - Yes → **Can the class be taught effectively given the restrictions and considerations of social distancing ?**
    - Yes → Online Delivery
    - No → Review options with Chair/Dean
  - No → Review options with Chair/Dean

Is some "in person" presence necessary to meet the course learning outcomes? (right)
- Yes → **Can risk of viral spread be mitigated by additional precautions?**
  - Yes → **Submit proposal for approval**
    - Approved → Hybrid Delivery
    - Denied → Review options with Chair/Dean
  - No → Review options with Chair/Dean
- No → Submit proposal for approval

Review options with Chair/Dean

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