

## **Instructional Preparedness Subcommittee of PFW Prepared Recommendations—Updated August 12, 2020**

**Subcommittee Membership:** Carl Drummond, Stacy Betz, Melissa Gruys, Jeff Malanson, Isabel Nunez, Ann Obergfell, Jamie Toole, Lisa Zerkle

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### **Face Masks and Face Shields**

- **Institutional Policy:** Face masks must be worn at all times by faculty, staff, and students (with the limited exceptions recommended below).
- Recommendations for large classrooms without built-in amplification systems where effective communication might be hindered by the sound dampening effects of face masks:
  - Instructors may use a portable PA system to amplify their voice. Systems are currently being evaluated for usability and effectiveness before purchase. Information on availability will be forthcoming.
  - If instructors are concerned about the ability of students to communicate with them in class due to room size, seating arrangements in the room, or other factors, instructors should evaluate the feasibility of incorporating additional technology solutions (e.g., a discussion board in Brightspace; a chat tool such as the one incorporated in Webex or Microsoft Teams; text messaging, etc.) to facilitate student communication.
    - In all cases, if there are students viewing a course remotely (e.g., via a Webex livestream), instructors should repeat the in-class questions for their benefit.
    - CELT is currently working with Purdue West Lafayette to gain access for our campus to [HotSeat](#) as well as other Purdue-developed instructional technology tools. HotSeat would be an ideal solution to the communication challenge and we hope to have availability and functionality communicated to all instructors before the start of the Fall 2020 semester.
- Recommendations for face shield use in classes:
  - **Institutional Policy:** Face shields are not a substitute for face masks (with the limited exceptions recommended below).
  - Purdue University policy on face shields:  
<https://www.purdue.edu/ehps/rem/worker/covid19/faceshields.html>

- In courses where there is a pedagogical need for students to see the instructor's mouth or for instructors and students to see each other's mouths, instructors can request to be issued face masks with a clear window through which the mouth is visible. Face shields will not be approved and should not be worn to address this pedagogical need.
- For students with a documented accommodation that requires wearing a face shield instead of a face mask, it is their responsibility to document this accommodation with SSD and to share the appropriate accommodation paperwork with their instructors.
- For students with a documented accommodation that requires them to be able to read their instructor's lips, we are working with SSD to determine appropriate accommodations to support their learning and success.
- For instructors with a documented accommodation that requires wearing a face shield instead of a face mask or in addition to a face mask, please seek a [workplace accommodation through Human Resources](#).
  - Instructors wearing a face shield instead of a face mask are strongly encouraged to make full use of the clear barrier present in each classroom.
- While instructors and students should always be attentive to social distancing, this is especially the case when they are wearing face shields as there is slightly higher risk of virus transmission with a shield compared to a face mask. When only wearing a face shield, it is advisable to maintain additional distance from other people.
- Instructors may request that they and their students be issued face shields to be worn in conjunction with face masks in instructional settings where social distancing may not be fully achievable (e.g., some laboratory settings).

#### **Students Who Attend Class Without a Face Mask**

- Students should be encouraged to keep a back-up face mask in their car and/or school bag.
- Cloth face masks will be distributed to students during the first two weeks of the semester. The university will have staff distributing paper face masks to students who appear to have forgotten theirs outside of campus buildings on the first two days of the semester.
- The university will stock and maintain supplies of disposable face masks at four locations around campus throughout the academic year: Kettler Enrollment Services Desk, Walb Information Desk, the Library Information Desk, and Gates Fitness Center.
  - If a student forgets their face mask, instructors can ask them to go to the nearest distribution point to get one.
  - Instructors are permitted to take 2-3 face masks from these distribution points to provide to students who may forget theirs. Instructors should remind students of the importance of bringing their own face mask to campus each day.
- Protocols have been developed by Student Affairs outlining how to handle students who consistently forget their face mask or refuse to wear a face mask. Those protocols can be [accessed here](#).

#### **Instructor and Student Illness**

- A critically important behavior that reduces the spread of COVID-19 is staying home when you are sick. The university expects that both instructors and students will stay away from campus if they are displaying any [symptoms of COVID-19](#), even if they do not believe that they have been exposed to the virus.

- Instructors should make suitable plans to teach remotely while they are ill and should make every effort to communicate with students early enough so that they may adjust daily plans accordingly and potentially save them a trip to campus.
- Students should communicate with their instructors about why they are not physically in class and should plan to attend class remotely (if that is an option for the course) if their health allows.
  - Instructors are neither expected nor required to create an alternative online course for students unable to attend class in person.
- To support the recommendation that ill students remain away from campus, instructors should be as accommodating as possible in supporting those students. Such accommodations could include livestreaming and recording class sessions (via Webex or similar videoconferencing software) if classroom and/or portable technology allows and a flexible course attendance policy.
  - It is essential that students not be penalized for being good university citizens and following CDC guidelines.
  - In classrooms that do not feature the built-in technology to support the livestreaming and recording of class sessions, instructors may consider using a laptop or tablet to livestream and record.
- To further support students impacted by COVID-19, the Fort Wayne Senate's Educational Policy Committee (EPC) should evaluate two temporary amendments of the university's academic regulations. Students who are directly impacted by COVID-19 through a positive COVID test that requires an extended self-isolation, exposure to a COVID-positive person that requires an extended self-quarantine, or other documented COVID-related causes, should be able to:
  - Request an incomplete in a course in which they will not be able to satisfactorily complete all requirements as a direct result of their extended absence, even if they would not normally meet the criteria for an incomplete; or
  - Withdraw from a course up to the second-to-last Friday of the semester (i.e., the last Friday before final exams) if their extended absence leaves them unable to satisfactorily complete all course requirements.
  - In either of the above cases, students must have self-reported their positive test result, their exposure and self-quarantine, or their other circumstances through the university's established CARE Team process in order to be eligible for the amended incomplete or withdrawal options.
  - EPC may consider further defining the circumstances in which a student may be eligible to pursue the modified incomplete or withdrawal policies.

#### **Students and Instructors Who Test Positive For COVID-19 or Have to Self-Quarantine**

- ***These recommendations are based on current (sparse) guidance from the Department of Education and the Indiana State Department of Health; if their guidance changes, these recommendations will be revisited.***
- In designing their 2020-21 classes, instructors should have contingency plans in place for (1) if they are required to self-quarantine as a result of a positive COVID-19 test or potential exposure, and (2) if they become too ill to continue teaching their courses.
  - In the event that an instructor has to self-quarantine, their courses will either need to move fully online, or they will need to teach their course synchronously from home. In the synchronous approach students can still attend from their classroom (assuming that classroom technology will support this mode of attendance).

- In the event that an instructor becomes too ill to continue teaching their course, they should arrange, to the greatest extent reasonably possible, to have a backup instructor continue teaching or facilitating the course.
- To support both of these contingencies, instructors are urged to minimally set up Brightspace, including uploading the course syllabus and assignments and maintaining student grades.
  - Instructors may also wish to upload a class seating chart (once it is established and finalized) to Brightspace to make it easier for students to report close contacts in the event that they test positive for COVID-19 and are interviewed by a contact tracer.
  - Instructors should consult additional guidance prepared by the Fort Wayne Senate's Educational Policy Committee on [classroom attendance and seating charts](#) for the 2020-21 academic year.
- If a student tests positive for COVID-19 or is instructed by a contact tracer to self-quarantine due to a potential exposure to someone who has tested positive, they are required to follow public health recommendations.
  - Please refer to the [Student Reporting, Quarantine & Isolation Protocol](#) for complete information.
  - Students who must self-quarantine, especially those who have tested positive for COVID-19, are strongly encouraged to self-disclose their situation either to their instructors and academic advisor, or through the [online CARE Team referral process](#). Self-disclosure will make it easier for the university to fully support students with managing their self-quarantine or isolation, especially those students living in Student Housing.
  - In accordance with the Student Reporting Protocol, instructors and advisors should also complete the CARE Team referral form in the event that a student self-discloses a positive COVID test or a potential exposure. The Protocol includes recommendations on how instructors and advisors should respond to a student who self-discloses.
- The university is developing a list of resources that will be shared with instructors in a format suitable for inclusion as a syllabus statement and/or on course Brightspace pages.

#### **One-on-one and Small Group Meetings, Both Inside and Outside of Class**

- **Institutional Policy:** Social distancing is always required wherever possible.
- Small group work during class time should adhere to social distancing protocols.
- To the greatest extent possible, office hours and out-of-class meetings should be conducted virtually using Webex, Microsoft Teams, or similar software.
- In the event that face-to-face meetings are necessary, they should only take place in locations where social distancing is practicable.
  - Such meetings should not take place in instructor offices.
  - Such meetings can take place out-of-doors.
- Departments and Colleges that control conference rooms should generally only schedule them for face-to-face meetings between instructors and students, as the vast majority of normal faculty, staff, committee, etc. meetings should be conducted virtually.
  - Instructors should not plan on holding regular office hours in these conference rooms.

#### **Hybrid Courses**

- **Institutional Policy (for 2020-21):** Faculty/departments do not need to submit paperwork or approvals for hybrid courses, although department chairs should keep track of which courses are being offered in a hybrid format.
- It is at the discretion of each instructor to determine how to most effectively structure their hybrid courses, but all instructors must adhere to university social distancing protocols in all hybrid sections.
- The university will be sending out general communications to students reminding them that some of their courses may be delivered in a hybrid modality to facilitate social distancing.
- It is essential that all instructors communicate expectations for hybrid courses with their students by Monday, August 17.
  - In addition to any explanation of the hybrid approach that the course will take, the most critical piece of information to be communicated is the expectation for when students should physically show up to their face-to-face sections (i.e., who should attend the first day, and who should attend subsequent days).
  - Instructors may use whatever criteria they choose in determining which students should attend on which day(s) as long as those criteria adhere to university social distancing guidelines.
  - Instructors should only schedule synchronous activities during scheduled course times.
  - Students are expected to adhere to the hybrid structure and policies of the course and to only attend in person on the days that they are assigned. Without instructor permission, students should not attend face-to-face sessions on the days they are not assigned.
  - Instructors are strongly encouraged to be flexible and creative in the event that students request to switch which day(s) they attend in person. Please remember that students may be enrolled in multiple hybrid courses and giving them the flexibility to align which days they attend face-to-face across classes may help to further de-densify campus.
    - Please also remember revised social distancing room capacity limitations when letting students alter their days of attendance.

#### **Courses That Are Scheduled to Meet Face-to-Face Once a Week**

- OAA is working to support courses that are scheduled to meet face-to-face one day a week such that they will not have to be delivered in a hybrid format by either moving them into larger classrooms or moving them into online sections.

#### **Classroom Exchanges**

- Instructors should make every effort to end their classes on time to provide students as much time as possible to safely exit their classes and proceed to their next engagement.
- Students should make every effort to leave the classroom as quickly as possible after the end of class to provide students in the next class as much time as possible to safely enter the classroom and get situated.
  - Instructors should provide guidance to students who may want to talk with them after class about their availability to do so and where that could safely take place (e.g., outside of the building or in an appropriate socially distanced room). These conversations should not take place in the classroom.
- Students should pay careful attention to pedestrian flow directions in each campus building and, to the greatest extent reasonably possible, should adhere to social distancing protocols.

- Students arriving at a building for a class should generally avoid congregating outside of a classroom, especially before the previous class has ended.
- Students exiting a classroom should follow pedestrian flow directions; students waiting to enter a classroom should stay before the entry door and wait for all students and instructors to leave the classroom before entering.
- Once in the classroom, students should immediately proceed to their seats, paying attention to social distancing protocols in the classroom.
- Instructors may choose to enter classrooms before their students, in a line with their students, or after their students, but should abide by social distancing protocols to the greatest extent reasonably possible.
  - Instructors may consider discussing their preferred entry and exit practices with their students on the first day of class.
- As part of their room exiting procedure, instructors should use sanitizing wipes to clean the technology they have used and the surfaces they have touched.

### **Distribution and Submission of Paper Documents in Classes**

- Instructors are strongly encouraged to avoid the distribution and/or collection of paper documents in face-to-face courses. [The CDC recommends](#) not sharing materials and research suggests that the coronavirus can live on paper for up to 24 hours.
  - Syllabi and assignments can be easily posted on Brightspace or shared via email and other electronic means. Students can likewise easily submit work electronically.
- In the event that paper must be utilized in class (such as for an exam), please consider the following guidelines:
  - Be creative in using technology to replace at least some paper. For example, consider displaying all or part of an assignment or exam electronically for student use.
    - Be aware that students may not all have access to the same technology for use in in-class work.
  - If feasible, ask students to bring their own blue books with them to an exam rather than distributing them that day.
  - Do not hand papers directly to students or collect papers directly from students. This greatly elevates the potential for person-to-person contact.
  - Do not ask students to pick papers up from the front of the room or to turn papers in at the front of the room. This encourages students to congregate too closely together.
  - If at all possible, distribute papers to student desks before the arrival of students in the class. If this is not possible, place papers on a desk by the classroom entrance door for students to pick up as they enter the room.
  - When collecting papers or exams at the end of class, place a plastic tub or other receptacle at the exit door and ask students to drop their papers as they leave. Instructors should leave the papers in the tub, untouched, for at least 24 hours.
  - Regardless of the specific circumstances of paper utilization in classes, please remember to wash your hands after class.

### **Classroom Windows**

- In classrooms with windows that can be opened, instructors are asked to leave those windows closed. While open windows may make the instructor feel that air ventilation has been improved, the introduction of warm, humid air directly from the outside will hamper the ability of our HVAC systems to properly regulate air quality in the room and throughout the building.

### **Classroom Technology**

- ITS currently supports Webex and Microsoft Teams as videoconferencing software that can be used to livestream and record face-to-face, hybrid, and synchronous online classes.
  - CELT guidance on using Webex for instructional purposes can be [accessed here](#).
- ITS currently supports Kaltura as software to record and upload videos for later viewing and asynchronous activities.
  - CELT guidance on using Kaltura can be [accessed here](#).
- Purdue University [recently announced](#) a System-wide partnership to allow individual instructors to subscribe to Zoom at a substantially discounted rate. As part of the program, they are hoping to integrate Zoom with Brightspace so that it can be used as a virtual classroom tool to support hybrid and synchronous online instructional activities.
  - The timeline for complete implementation of this program, and especially the testing and security evaluation of the Brightspace integration, is currently unclear and it may not be ready by the start of Fall semester.
  - ITS and CELT currently recommend that instructors should plan to use Webex to support hybrid and synchronous online instruction, as Webex has been certified through security reviews, is supported by ITS, and is free.

### **Face-to-Face Testing (Final Exams)**

- The university has reserved the Walb Classic Ballroom for the use of instructors to hold socially distanced in-person final exams for courses that have regularly been meeting in a hybrid format throughout the semester.
- OAA will work with the Registrar and others to identify additional space solutions for final exams.
- OAA will work with the Registrar to reevaluate the final exam schedule to more evenly distribute exams across the week.
- OAA will work to extend the grade submission deadline by approximately 24 hours.

### **Applied Experiences (e.g., music instruction, labs, clinicals)**

- For clinical experiences, instructors and supervisors should look to professional guidance and best practices to make those experiences are safe for students, staff, faculty, the public, and others.
- For labs and other instructional settings that make use of specialized equipment and supplies that will require cleaning after use, departments should develop guidelines with relevant instructors and support staff on best practices and expectations for cleaning.

### **Off-Campus Experiences**

- Departments overseeing off-campus experiences should provide clear guidance to students on health and safety protocols.