

ACADEMIC DIVISION COVID PROTOCOLS

March 3, 2022 Update

The current version of Academic Division Covid Protocols is updated on March 3, 2022. These guidelines supersede earlier versions. These protocols are dynamic and will change in response to the most current public health recommendations. This document will be updated periodically, but please also refer to the college's [COVID response webpage](#) for the most recent all-college updates on protocols and guidelines.

The college has implemented a layered COVID-19 mitigation system that is being periodically updated. This document describes protocols that are especially relevant for the work for faculty and staff in academic and instructional areas of the college. Our goal is to provide our students with the learning opportunities of being at a small, residential liberal arts college while supporting holistic community health. Our plan continues to prioritize the protection of core in-person learning, and these protocols and practices are designed for us to collectively achieve these goals.

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I. Creative use of a mix of in-person and remote options

If there are substantial numbers of students who cannot attend in-person class due to illness, faculty may consider making use of remote-learning options for their in-person courses. This will take different forms based on the specifics of the course and the discipline—some might move a few days of class to mandatory zoom sessions, some might make use of recorded or synchronous Zoom lectures paired with in-person hands-on/experiential learning, etc.

II. Masking

As of March 3, 2022, as a temporary response to the uptick in campus student cases, faculty and conveners of class may require that students wear masks in class. Outside of class, CC's current policy is that masks are optional. All may elect to wear masks for any reason at any time.

III. Communication with students

Please continue to communicate expectations for what students should expect if they become ill and need to miss in-person class. Help students understand if the course is adapted for students to access class materials and continue in the course even if students cannot be in-person. For some courses, short-term remote learning for students in isolation might be possible via Zoom, Canvas, and alternative arrangements for assignments and exams. For other courses, these strategies might not work because substantial in-person learning is core to the learning objectives. Helping students understand these parameters will help them make informed decisions about whether to take the course as planned, as well as understand their academic options if they have to isolate/quarantine.

IV. Responding to students who cannot come to in-person classes

If possible, develop ways for students who are absent due to COVID or illnesses to have access to course materials and continue with the course. Many faculty members developed informal plans this past fall semester to support learning disrupted by short-term mild illness or asymptomatic periods of COVID isolation.

Students who prefer to not be back on campus for individual blocks or for the whole semester should contact the Advising Hub, (719) 389-6655, advisinghub@coloradocollege.edu, for support on taking a block off or a semester leave of absence. Faculty are not expected to provide whole courses online for students who prefer to not be on campus.

V. Grade track change, incomplete, excused grades policies

Be familiar with COVID-relevant academic policies. For courses that can be completed while a student is in COVID isolation, many students may be able to complete the course. However, some students might need further academic adaptations. Common academic solutions include

- **changing the grade track** (student-initiated on Banner, available until 5 p.m. the final day of the block)
- **taking an Incomplete** in consultation and with approval by the instructor
- **petitioning for an excused grade** (student emails registrar@coloradocollege.edu to initiate the process).

Read more about these academic policies on the [Registrar's webpage](#), section "I need to drop this block but the deadline has passed."

VI. Classroom setup and support

Opening a classroom window when possible

If your classroom has a window, slightly opening the window will bring in fresh air and remove aerosols.

Optional in-room air filters to boost air quality

Portable filtration units are helpful for aerosol removal. Associate Dean Bruder has materials for [building effective low-cost quiet in-room air filters](#). Please contact Dean Bruder if you are interested in building one or more for your classroom/lab/studio.

6' distancing is not required

VII. Instructional contingency Planning (scenarios)

Try to “right size” instructional contingency plans: **Plan what is necessary, but do not aim for perfection.** We want to make it as easy as possible to maintain academic continuity. The Office of the Dean of the Faculty, the library staff, academic staff, Advising Hub, and the Registrar are ready to offer support.

Scenario planning: What to do when the instructor is unable to teach in person?

Due to isolation or quarantine policies for the instructor and/or those in their care, it may be necessary for them to teach from home or away from campus for portions of the block, to enlist a colleague to teach for them, or to reschedule/cancel class, perhaps on short notice.

We recommend that instructors discuss options with the chair/director and colleagues to design contingency plans, before being faced with actual disruptions. As you develop your plans, keep in mind that if you have multiple children, or others in your care, you may be faced with prolonged periods when you are unable to come to campus as illness may migrate among family members.

Consider in the contingency plan the essential learning objectives of the course. If one needs to make a change (e.g., switching to Zoom-based teaching for a few days, cutting a topic), examine if one can achieve these learning objectives. Decide and announce if exams and office hours will be in person and/or remote, and whether options will be available as needed for individuals.

The next pages describe scenarios that might be helpful as you form your individual and departmental contingency plan.

If it looks like the *whole course* (week 1 Monday to week 4 Wednesday) cannot be taught in person, please contact the Dean of the Faculty as soon as possible.

Scenario 1: What should I do if I am experiencing COVID symptoms and am scheduled to teach an upcoming class?

1. Stay home.
2. Contact your healthcare provider.
3. Get tested.

Do you feel well enough to teach remotely?

IF YES

- Teach via Zoom and/or other online instructional tools for synchronous engagement with the class.

- Support your students in asynchronous engagement with class materials.
- Notify your chair/director and confirm details about activating your online teaching plan.

IF NO

- Notify your chair/director to discuss contingency plans. The Office of the Dean of the Faculty has reached out to chairs and directors to work with department members to plan and implement supportive contingency plans.
- Ask a colleague to teach a few class sessions (you'll want to make contingency plans well in advance, so you are not contacting them at the last minute).
- If the colleague ends up substitute teaching for you very extensively, please let the Dean of the Faculty know so that we can appropriately recognize the colleague's help.
- Reschedule or cancel a class session.

Scenario 2: What if my child or someone else under my care is experiencing symptoms and I am the caregiver?

1. Contact your healthcare provider.
2. Get them tested.
3. Please stay at home with them; do not bring them to campus.

Are you able to teach your class remotely?**IF YES**

- Teach via Zoom and/or other online instructional tools for synchronous engagement with the class.
- Support your students in asynchronous engagement with class materials.
- Notify your chair/director to discuss contingency plans.

IF NO

- Notify your chair/ director to discuss contingency plans.
- Reschedule or cancel a class session.

Scenario 3: I tested positive and am in isolation. When can I return to in-person teaching and other work?

Follow the advice of your healthcare provider. The college's [covid webpage](#) has up-to-date information on CC's campus-wide quarantine and isolation guidelines (duration, testing, masking, etc.).

Scenario 4: The K-12 school/daycare my child or dependent attends is closed for a few days. (Or, my child or dependent has been asked to stay home to quarantine for a few days). I am not required to quarantine and show no symptoms, but I do not have back up childcare for all days during their closure, and I am in the middle of teaching. What are my options?

For the days you need to be at home and if you are able to teach, you could move the class sessions to Zoom and/or use other online instructional tools for synchronous engagement with the class. If you need to be at home and unable to teach at all, please contact your chair/director to discuss a response plan. A colleague might be able to help with a few class sessions, or class sessions might be rescheduled or cancelled. Discuss your contingency plan options with your chair/director.

Scenario 5: At what point, due to the unplanned amount of time of having to teach remotely, the number of canceled classes, etc. do I or my chair/director need to assess whether the learning objectives of a class are still able to be met?

The answer to this question relies heavily on your specific circumstances. Instructors and their chairs/directors should consider the following:

- Can the course's learning outcomes be honorably and logically tweaked (or reduced) so that remote instruction and/or a small number of canceled classes are acceptable alternatives?
- Can the learning outcomes, or acceptable variants thereof be achieved if the subject is taught remotely?
- Are you able to teach remotely?

Discuss with your chair and reach out to the Dean of the Faculty for support and guidance.

Scenario 6: Due to COVID, I worry that I will end up with a lot of unplanned remote class sessions. Will I or the College get into trouble?

We understand that unplanned situations occur and might require you to use your back-up plan that involves more remote teaching than your primary (intended) plan. The Office of the Dean of the Faculty welcomes early consultation so we can provide robust support, creative problem-solving, and layered mitigation. We are happy to continue to collaborate with chairs and faculty members to find solutions. If you are facing the possibility that you may not be able to continue to teach your class at all, or need to move to completely remote teaching for the remainder of the block that is more than just a few days, consult with your chair and dean.

VIII. Additional support for faculty

Some faculty might welcome additional support, such as if they receive a positive COVID test, or have students in isolation who might need additional advising and support.

- The Employee Assistance Program (EAP) is a confidential source for employee support.
- For assistance with adapting your teaching, please start at the department level because chairs/directors and colleagues will have discipline-specific ideas; faculty and chairs/directors are also encouraged to contact the Office of the Dean of the Faculty.
- ITS has additional equipment that instructors can borrow to be prepared for contingency plans (e.g., an additional laptop, microphone and camera, iPad for zooming students into the class). Get them soon so that you are familiar with the equipment.
- If you are ever worried about the safety of a student, please call Campus Safety, (719) 389-6911 and college staff can perform a wellbeing check. For non-emergency support, please contact the Advising Hub, (719) 389-6655, advisinghub@coloradocollege.edu. The Counseling Center also has daily urgent care appointment for students, (719) 389-6093, counselingcenter@coloradocollege.edu.

IX. Contingency plan for research and scholarship

Have a contingency plan for research and scholarship needs. Periodically reconfirm with colleagues who are prepared to share in the care of live organisms, routine care of research equipment, and deliveries of chemicals or equipment.