COLORADO COLLEGE

Designing for Remote Instruction at Colorado College

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Guiding principles

1) Antiracist and Trauma-Informed Pedagogies: Now more than ever, think intentionally about framing your teaching through antiracism-informed and trauma-informed pedagogy.

- **Expect unexpected responses from your students.** Employ thoughtful interactions, be specific about relationship building, give supportive feedback, and make informed referrals to campus support. See Appendix B, specifically for *Antiracism Resources* and *Trauma-Informed Resources*.
- **Focus on Equity and Inclusion.** Ensure course activities are accessible to all students regardless of where they are and when they can participate.
- **Acknowledge that the pandemic is disrupting all of our lives.** However, due to underlying differences and inequities—racial, economic, disability—students and colleagues are affected differently. Inclusive pedagogies and culturally-responsive pedagogies will support all students' learning.

2) Learner-Centered and Learning-Centered: Design courses that offer students flexible options to participate fully in the course. Select content and activities based on what students need to learn vs. pre-defined by chapters in a textbook (for example).
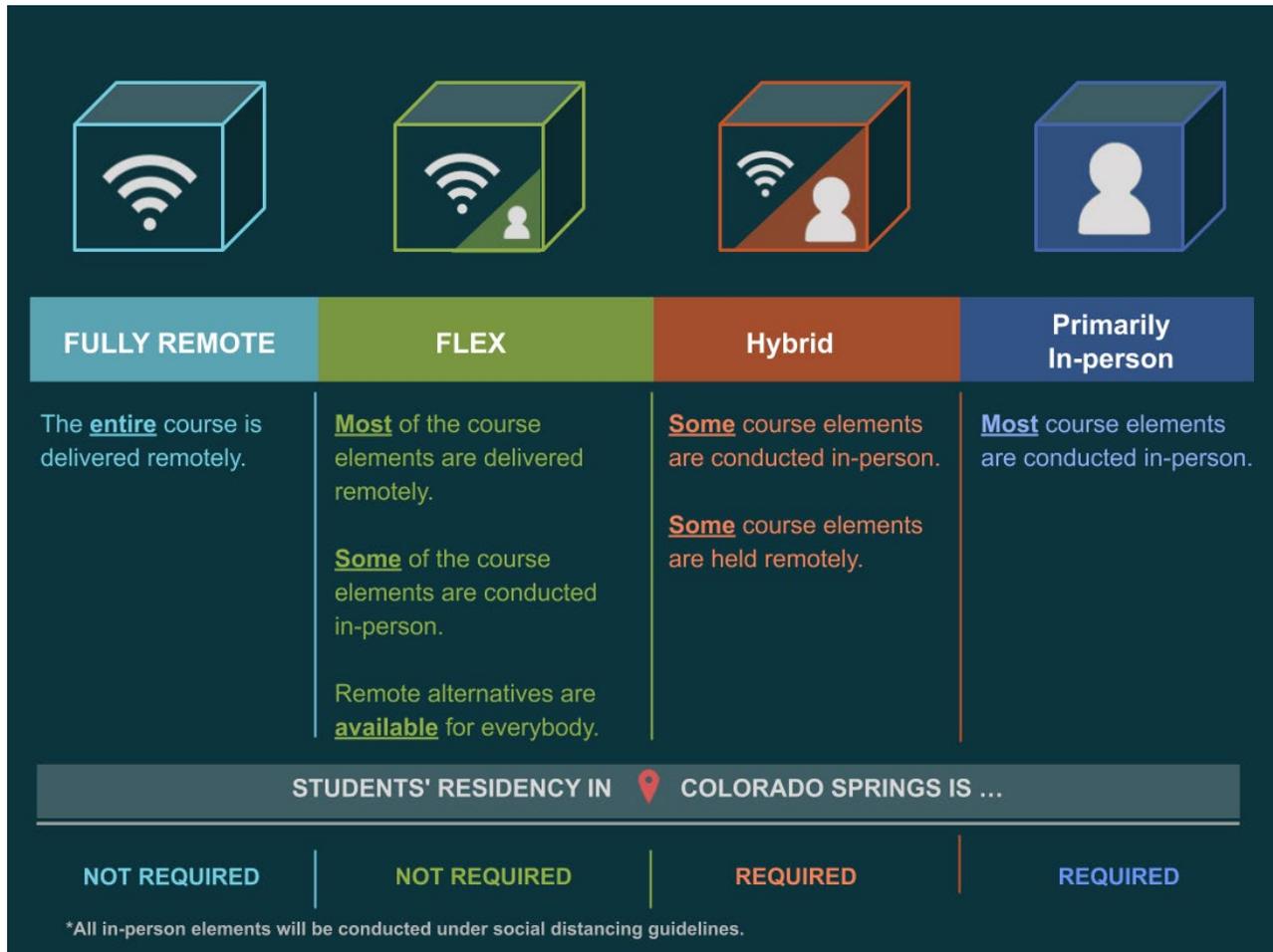
- **Design for Engagement.** Create learning experiences that engage students, including peer-to-peer activities and opportunities to participate in both live and asynchronous discussions. Remote, flex, and hybrid modes of instruction place an even greater premium on faculty interaction and feedback.
- **Increase your Communication**: Informal, daily in-person communication will not be the norm. Communication and clarity about learning objectives, expectations, and course mechanics has become even more important this year.

3) Preparation: Keep workloads for faculty and students appropriate. There is no need to put in huge amounts of time into course elements that won't be effective. More intensive faculty engagement over shorter timeframes with smaller groups of students will likely have greater pay-off than less intensive synchronous interaction with large numbers of students.

- **Transform Instead of Translate.** Think less about "translating" your face-to-face course to digital and more about "transforming" your course to take advantage of the options, tools and flexibility that digital learning offers.
- **Anticipate Possibilities to Pivot.** For most classes, we encourage you to plan first for remote instruction, with modules or elements that will work across the different modes if circumstances allow to pivot to hybrid or in-person. For classes with essential equipment that is not available remotely, we acknowledge the special challenges of transforming those elements of a course.

Prologue: Course Modes for Remote Instruction at CC

All faculty members and all students should be prepared to be flexible and be ready to shift into a different mode, should circumstance require or allow it. We recommend that you consult CC Health Protocols as you chose your course mode.

FULLY REMOTE	FLEX	Hybrid	Primarily In-person
The **entire** course is delivered remotely.	**Most** of the course elements are delivered remotely. **Some** of the course elements are conducted in-person. Remote alternatives are **available** for everybody.	**Some** course elements are conducted in-person. **Some** course elements are held remotely.	**Most** course elements are conducted in-person.

STUDENTS' RESIDENCY IN 📍 COLORADO SPRINGS IS ...

NOT REQUIRED	NOT REQUIRED	REQUIRED	REQUIRED

*All in-person elements will be conducted under social distancing guidelines.

1. **Fully Remote: The entire course is delivered remotely. All students may register,** regardless of where they reside. ***Residency in Colorado Springs not required.***

Infographic by Colorado College students Rana Abdu, Aleesa Chua, Sara Dixon, Jia Mei, and Lindsey Smith.

2. **Flex:** Most class elements are conducted remotely, although some class elements are conducted in-person, with social distancing protocols. Faculty will develop remote alternatives for all in-person elements so that students have the option to "flex" and engage these elements either in-person or remotely. All students may register, regardless of where they reside. ***Residency in Colorado Springs not required.***

   Flex does not require simultaneous engagement of in-person and remote students, but for faculty who plan to run in-person and virtual classrooms simultaneously, we offer these considerations:

- Technological **difficulties in implementing synchronous delivery** of content for in-person and remote at the same time are important to consider.
- Live tech support is required. **We have limited live tech support capacity at CC**.
- Equipment for hosting in-person and virtual classrooms simultaneously includes 360 cameras and speakers so that all students, both in-person and remote, can hear and see one another. **This equipment is limited at CC**.
- Classroom space **with required technology** is limited.
- Consultation with ITS and AV recommended. Please send your inquiries to: ITS@coloradocollege.edu.

Examples of successful flex classes might include the following:

- In-person office hours
- In-person assessments
- Small groups that meet with faculty member at different times, some in-person some remotely.
- Asynchronous delivery of material remotely as a substitute for in-person elements

3. **Hybrid:** Some class elements are conducted in person and some class elements are held remotely. Students are required to be in residence. An example is a class that includes in person class elements (with all students at once or in smaller sections), as well as some class elements with all students via Zoom. ***Residency in Colorado Springs required***.

4. **Primarily In-person:** Most class elements are in person. Students are required to be in residence. ***Residency in Colorado Springs required.***

## Design Step 1: Course Design Foundations

Health Protocols

- For CC Health Protocols, please see Appendix A.

Social Distancing in the Classroom Protocols

- For CC Classroom Protocols, please see Appendix C.

Accessibility and Equity

Consideration should be given to accessibility and CC's antiracism initiative for all key learning outcomes and interactions designed, whether in-person or as online components. This consideration should inform all elements of your course design. For accessibility in online courses, see this resource from CC's Accessibility Resources. ACUE's Inclusive Teaching Practices Toolkit offers checks to ensure your course reflects a diverse society and world, course media are accessible, and your syllabus sets the tone for diversity and inclusion.
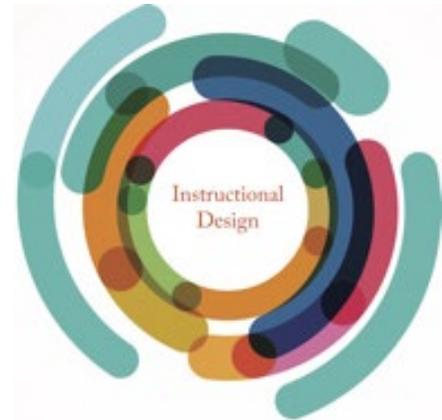
Course Design & Essential Learning Outcomes

Using the guiding principles learner-centered (what does the student need to succeed?) and learning-centered (what do we come together for?), identify essential learning outcomes and how your class will support all students' success.
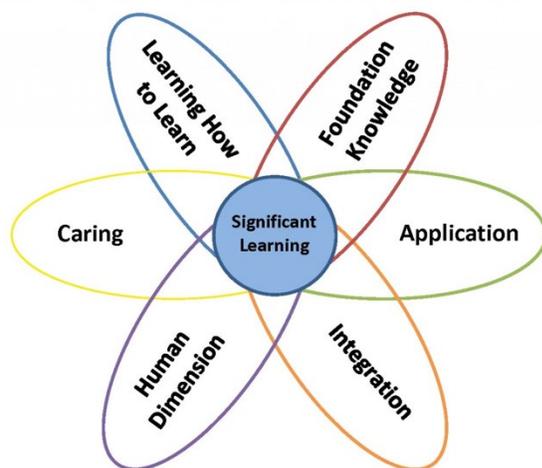
If you are designing a new course, we recommend two frameworks for crafting key learning outcomes and overall course design: L. Dee Fink's "A Self-Directed Guide to Designing Courses for Significant Learning" and Grant Wiggins and Jay McTighe's *Understanding by Design* (see their book here and overview of their framework from Vanderbilt's Center for Teaching here).

Communication and Community

Keep your scheduling clean and clear, with information about how students should contact you with questions and when and how you will respond. See this Colket Center communication handout for recommendations.

Make your teaching transparent (why and when are you doing what you're doing?). Consider a Community of Inquiry model of teaching and learning, which supports student learning and is

especially effective in remote, flex, or hybrid courses. (For more on the Community of Inquiry model, see this video or this handout).

Design for Interaction and Feedback
Sudden shifts to online learning disrupted engagement and feedback even more than they disrupted access to content. Many of these moments of feedback and engagement are informal and spontaneous when we meet in-person for long stretches of time on the Block Plan. These are the elements that need to be intentionally designed in online settings. (See this video for some ideas. Also join drop-in exchanges of what worked for fellow CC faculty this spring and summer.)

Build in time early in the block for students to practice key course elements and get feedback. First-year courses may require more guidance and feedback from the professor than senior-level courses, which may encourage more independent work. For more on CC100 and CC120 course development, explore these resources and contact Aaron Stoller and Kat Bell.

Design Step 2: Design Your Class Once for Multiple Modalities

What essential content must students learn to be successful in your class and those that follow? What key practices or applications must students engage? Identifying the elements that are most susceptible to disruption enables you to plan from the outset, once, for multiple modalities. This emerging practice and approach is often called "resilient" course design.

"Resilient" Course Design

The July 13 ACM Workshop led by Melissa Eblen-Zayas, Victoria Morse (Carleton College), and Danielle Steen Fatkin (Knox College) gave a wonderful overview of resilient redesign, with detailed supporting materials. The following slides are from their presentation, see links below to access the full-size slides.

1. Identify the elements of a given courses, noting those **more susceptible to disruption** if face-to-face teaching is interrupted (in the pink area at the top of this slide) and those that are **require synchronous meeting** or **higher bandwidth** internet connection (yellow).

2. Here a professor has circled key elements in her pre-pandemic physics course:

Pre-pandemic physics course

3. Here she has identified more resilient alternatives to achieve her course goals:

Resilient redesign for physics course
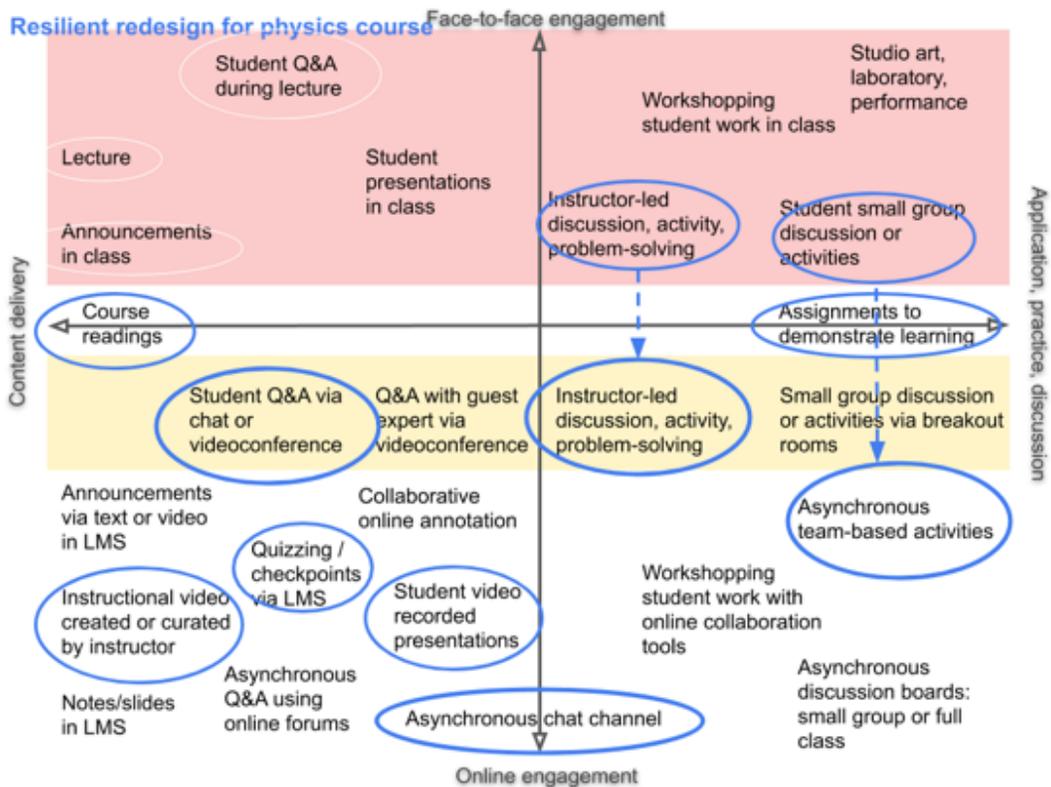
The entire recorded presentation and all slides and handouts are available on the [ACM Slack site](#). Use your CC email to join. You will find the password for each video recording adjacent to the link to the video in each of the weekly channels. This site is intended as a space on which ACM faculty and staff can add resource links, converse with each other, and otherwise create community around these topics.

We encourage you to join Slack and listen to the 60-minute presentation to be stepped through this course re-design. For those who have already done so, here are direct links to Eblen-Zayas, Morse, and Fakin's full slides and handouts, which are also available on the ACM Slack site.

[Design once for multiple modalities slide show](#)

[Course design and weekly matrix planning template](#)

[Weekly plan and workload template](#)

For estimating student workload, see Rice's [Workload Estimator](#) for references and underlying assumptions, and Wake Forest's [Estimator 2.0,](#) which builds on Rice's model and includes more elements used in online contexts.

The notion of key interactions is also part of the current conversations of "resilient pedagogy." See, for example, Hart-Davidson's "[Imagining a Resilient Pedagogy](#)."

Prepare Content Ahead of Time
To become as flexible as possible, prepare as much of your *content* ahead of time as you can, so it's ready and available for the students. This preparation would mean that your just-in-time teaching work during the block will be focused on the key *interactions*.

Note Regarding Synchronous & Asynchronous
Some discussions have equated "synchronous" elements with *engagement* or *effective teaching* and "asynchronous" as lacking engagement or generally inferior. These generalizations obscure the need to give time and attention to building community and generating engagement *in any mode*. They also miss the value of designing your course to have a mix of synchronous and asynchronous elements.

Informal feedback gathered from students this spring suggests that CC students appreciated a wide range of synchronous and asynchronous course elements. Their concerns regarded courses with very little or no interaction with the professor and their classmates, as in large group Zoom sessions or dry discussion boards.

Strong asynchronous elements that engage the rest of the class will enable you to closely engage smaller groups of students at a time. Additionally, a mix of asynchronous elements will support many students, especially those who benefit from increased flexibility concerning when and how they engage with course material, who may be in different time zones, or have lower bandwidth.

Review Step 1: Review Your Class for Access & Equity

Although you have built these considerations into your course design, once you have drafted the course, take time to review with these elements in focus. You might ask academic staff and faculty colleagues to review your course for equity and access and offer to do the same for other teaching colleagues.

Checklists etc.

a. We offered some starting principles. Now review your course based on *your* guiding principles. Are these principles reflected throughout your course design?
b. Use Michigan's CRLT Inclusive Teaching Strategies Reflection, Amherst's Syllabus Survey, or something you have found or created, to review content, instructional practices, and interactions in your course design.
c. Consideration for students engaging in classes from outside the US:
    a. See CC's Supporting International Students Abroad document
    b. The Association for Asian Studies has issued an important Statement Regarding Remote Teaching, Online Scholarship, Safety, and Academic Freedom
d. Review CC's Accessibility online recommendations.
e. Review ACUE's Inclusive Teaching Practices Toolkit
f. What challenging discussions might you anticipate in your course, given the course content and the moment in which we are teaching and living? Consider a framework such as this one for difficult dialogues in teaching.

Templates and handouts to gather information from and share information with students

a. Consider whether and how you might use the Pre-Course Tech Survey in Canvas. (You will need to log in to Canvas to access these resources. Also note that once the survey is added to your own course, you can edit the questions to reflect the mode in which your course will be delivered. Instructions for adding the survey to your course are here.
b. Consider whether and how you will invite early feedback and reflection from your students. You might use this Week 1 Check-In Survey in Canvas (click here for an overview of how to import content into your class from Canvas Commons)
c. We've heard that it would be useful to have a template for giving students information for CC support resources. We are working with colleagues to get this updated for Fall 2020. See Resources for Students on the Colket Center website here. See also CC's Support Services for Students.

Review Step 2: Determine Space Constraints for any In-Person Elements (See also Appendix C: Social Distancing Classrooms)

Classrooms will be taped off according to state guidelines for physical distancing. The number of students permitted in each room will vary by the size of the classroom space. Faculty should plan to break larger classes with in-person components into cohorts to meet inside their assigned classroom spaces. Duration of in-person class meetings increases the risk of transmission. From the CDC: "The *more people* an individual interacts with at a gathering and the longer that interaction lasts, the higher the potential risk of becoming infected with COVID-19 and COVID-19 spreading."

Teaching spaces will be coordinated by departments/programs and the Registrar's Office with the oversight of Vice Provost Pedro de Araujo and Associate Dean Andrea Bruder. If as a department you would like to request to reserve "traditional" department spaces, please contact the Registrar's Office.

- Small classes should be scheduled in appropriately sized classrooms so that larger classrooms may be used to accommodate larger classes.
- Departments should notify the Registrar's Office of additional space needs, including space needs for non-traditional classroom space for large classes, unmet space needs, etc.
- The Registrar's Office will assign classrooms accordingly, keeping in mind building occupancy.
- The Registrar's Office will work with departments to adjust schedules and classroom assignments as necessary.

Departments and programs will want to limit cross-program exposure for both students and faculty-staff working in their spaces and buildings. Having programs and departments and the teaching faculty be flexible as to the start-stop times, and break times, of their classes will be paramount. We would ask all of our colleagues, in this collective spirit, to work as an empathetic group to understand the differing demands of colleagues during the day. (**The "9-noon" orthodoxy will not be sustainable during at least the 2020-21 academic year and summer 2021**.)

Directors and Chairs are encouraged to collaborate with the Registrar's Office to coordinate spaces, numbers of classes in each space, and break times during any given block—especially during high demand blocks for Hybrid or In-person blocks. Faculty should consider alternating days (Tues-Thurs or M-W-F) to accommodate for the highest priority academic spaces.

Once the add/drop period has passed, classroom space will be assigned by space needs (input needed from each instructor on how many hours, what days, needed facilities) and enrollment. Once classrooms are assigned, the classroom size determines the "cap" on the class. Lab and specialty classroom space will be assigned to the appropriate classes. Some of these spaces should not be used for other classes for safety reasons (chemistry lab etc.).

Instructors should keep in mind and implement the following:
- new occupancy limits for social distancing requirements;
- a 30-minute cleaning period between class periods for cleaning, arriving, and leaving;
- staggered start times to reduce traffic in hallways and staircases;
- use of the 6ft grid in classrooms (following El Paso County Health recommendations), providing students do not linger in others' 6ft. spaces while entering or leaving the classroom.

Review Step 3: Review Your Contingency Plans (See [Appendix A](#))

    a. How might you work with a student in your course who needs to self-isolate during the block?

    b. What will you do should you become concerned about a student's wellbeing?

    c. What plans do you have should the College need to pivot to fully remote instruction?

    d. What plans do you have should *you* need to self-isolate?

    e. What plans do you have should you be unable to continue teaching during a block?

    f. What could you do when concerned about your own or a colleague's wellbeing?

Some of these questions you'll be able to answer for your own course. Many involve working with your chair and colleagues in your department and program. If you have questions, faculty and staff colleagues across campus would welcome discussing possibilities.

Appendix A: Colorado College Health Protocols for Course Design Planning

Final written protocols will be shared with the campus by the end of July. Please understand that these guidelines therefore are subject to change, but they represent current campus thinking. Because these protocols will be so central to course planning, we appreciate that the Testing, Treatment & Response Working Group has given these as a starting point.

For Colorado health orders, visit https://covid19.colorado.gov/. For El Paso County health orders, visit https://www.elpasocountyhealth.org/.

DEFINITIONS

- **QUARANTINE** separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.
    - o **Quarantine:** Any CC community member who is identified through contact tracing as having been exposed to COVID-19 patients will be required by the college or public health authority to separate themselves from other members of the community for 14 days from the last date of exposure.
- **ISOLATION** separates sick people with a contagious disease from people who are not sick.
    - o **Self-isolation:** CC community members are asked to voluntarily isolate themselves from other community members if they experience any symptoms associated with COVID-19 (such as fever, cough, sore throat, or shortness of breath). Such isolation is achieved for example, by the ill community member not attending class, not reporting to work, or not dining in communal spaces. Those community members experiencing symptoms are also asked to contact their medical provider to consult regarding need for testing or treatment. Students are encouraged to notify msantos@coloradocollege.edu. For students living on campus, this notification will initiate the process of meal delivery, as well as other check-in conducted by the contact tracing team. Employees who require self-isolation and miss work must notify msantos@coloradocollege.edu as well as their supervisor of their absence.
    - o **Mandatory Isolation:** Any CC community members who test positive for COVID-19 will be required by the college or public health authority to isolate from others for at least 10 days *and* until symptoms clear.

CLASSROOM PROTOCOLS *(as of July 10, 2020)*

1. **Class format flexibility**: Faculty who prefer to teach remotely, for whatever reason, may do so. The school must accommodate all choices to its best possible ability, guided by strict adherence to the principle of equity. Faculty are encouraged to conduct office hours remotely.

2. **Materials**: Required prevention materials for each class: masks, sanitizer, wipes. Building administrators and department assistants will keep a store of spare masks and a thermometer for

students**/**faculty/staff caught without. Facilities must ensure adequate HVAC or other forms of ventilation. Faculty will be allowed to obtain a desk mounted Plexiglas shield should they desire one. Each classroom should have accessible power outlets for student computers, microphone and amplification capabilities as well as Wi-Fi for students who are self-isolating to access effectively. Accommodations will be made where needed through coordination between students, faculty, and Accessibility Resources.

3. **Honor system for symptom reporting and self-isolation**: Everyone in the CC community is expected to self-isolate and get tested if they have any COVID-19 symptoms or upon discovering that there is a reasonable chance that they have been recently exposed to someone with COVID-19.

4. **Masks to be worn at all times:** Students without masks are required to get one before entering class. Exemptions/accommodations for those with accessibility needs and/or reasonable pedagogical needs will be made *providing* the instructor maintains reasonable safety.

5. **Cleaning classroom space**: Faculty and students are responsible for cleaning their personal space upon entry and exit. Students should think of their desk and chair as "intellectual gym equipment"--wipe it down before and after use!

6. **Entering and exiting the class:** Classes can be organized on a 6ft grid. Faculty and students should cooperate carefully to maintain the social distance of 6ft minimum. Students may come and go as they please in the classroom provided they wear their mask and do not linger in the personal space of classmates and others on entering or leaving the room.

7. **Tracking:** Instructors should keep a clear record of who attends in person class meetings, including seating arrangements. A simple photograph of the class seating arrangement each day should suffice.

8. **Professional Courtesy**: Professors will likely share their classrooms with other classes over the day and so should follow classic academic guidelines/courtesies used elsewhere: before leaving they should ensure a reasonably clean space, that desks are to stay in place and all facing forward, that instructional boards wiped blank, and that teaching materials are removed. The same should hold for students working in the library and other common study spaces.

9. Individual students or student groups not associated with a particular class are **not permitted to use classroom space** without explicit permission from the faculty member/department using that room.

STUDENTS

If a student is exposed to COVID-19 during your course:

- The student will be asked to **quarantine.**
  - Any CC community member who is identified through contact tracing as having been exposed to COVID-19 patients will be required by the college or public health authority to separate themselves from other members of the community for 14 days from the last date of exposure. Consider explaining on your syllabus whether and how students who are self-isolating might continue to complete the course.

If a student has COVID-19 symptoms during your course:

- The student will be asked to **self-isolate.** If a student has not tested positive but needs to self-isolate during your course, consider explaining on your syllabus whether and how students who are self-isolating might continue to complete the course, should their health permit.
    - CC community members are asked to **voluntarily self-isolate** from other community members if they experience any symptoms associated with COVID-19 (such as fever, cough, sore throat, or shortness of breath).
        - Such isolation is achieved, for example, by the ill community member not attending class, not reporting to work, or not dining in communal spaces.
        - Those community members experiencing symptoms are also asked to contact their medical provider to consult regarding need for testing or treatment.
        - Students are encouraged to notify msantos@coloradocollege.edu. For students living on campus, this notification will initiate the process of meal delivery, as well as other check-in conducted by the contact tracing team.
        - Symptomatic students will work with faculty and College resources, following our current student illness guidelines to arrange to complete coursework if desired or to drop the course as needed.

If a student tests positive for COVID-19 during your course:

- The student will be asked to **begin mandatory isolation.** You should consider explaining on your syllabus whether and how students who test positive and enter mandatory isolation might continue to complete the course, should their health permit.
    - Any CC community member who tests positive for COVID-19 will be required by the college or public health authority to isolate from others for at least 10 days <u>and</u> until symptoms clear.
    - The need for quarantine of the remaining members of the class will be determined by the CC contact tracing team in collaboration with the El Paso County Department of Public Health. Typically only close contacts are required to quarantine. The CDC defines close contacts as those who have interacted with a COVID-19 positive person for more than 15 minutes at a distance under six feet.

FACULTY

If as a faculty member you are exposed to COVID-19 during your course:

- You should **quarantine.**
    - o Any CC community member who is identified through contact tracing as having been exposed to COVID-19 patients will be required by the college or public health authority to separate themselves from other members of the community for 14 days from the last date of exposure.
    - o Whether you continue to teach or not depends on how well you are and what other care responsibilities you have for family and friends.

If as a faculty member you have COVID-19 symptoms during a course you are teaching:

- You should **self-isolate and move your course to Fully Remote mode.**
    - o CC community members are asked to **voluntarily self-isolate** from other community members if they experience any symptoms associated with COVID-19 (such as fever, cough, sore throat, or shortness of breath).
        - ▪ Such isolation is achieved, for example, by the ill community member not attending class, not reporting to work, or not dining in communal spaces.
        - ▪ Those community members experiencing symptoms are also asked to contact their medical provider to consult regarding need for testing or treatment.
        - ▪ Symptomatic faculty will work with the Academic Dean's Office and College resources to discuss options for canceling or continuing to teach your course, as appropriate.

If as a faculty member you test positive for COVID-19 during a course you are teaching:

- The faculty member will **begin mandatory isolation.** Consider explaining on your syllabus whether and how students know the conditions under which you would not be able to continue teaching the course, should your health initially permit you to continue.
    - o Any CC community member who tests positive for COVID-19 will be required by the college or public health authority to isolate from others for at least 10 days and until symptoms clear.
    - o The need for quarantine of the remaining members of the class will be determined by the CC contact tracing team in collaboration with the El Paso County Department of Public Health. Typically, only close contacts are required to quarantine. The CDC defines close contacts as those who have interacted with a COVID-19 positive person for more than 15 minutes at a distance under six feet.

FMLA Coverage
For matters related to the Family Medical Leave Act, please consult:
https://www.coloradocollege.edu/offices/humanresources/benefits/leave/family-medical-leave.html

Appendix B: Recommended Resources

Starting Points

This handbook and …

CC Online course design checklist ([link](#))

CC Designing an equitable online course ([link](#))

Software/platforms available for CC online and hybrid courses ([link](#))

These and a few other files are on the Crown website [here](#)

Many more resources are available on the Canvas course developed for the Transition to Remote in 7/8/A/B. Self-enroll with this link:
https://canvas.coloradocollege.edu/enroll/8WR4YD

Recommended Resources (CC and other institutions)

Antiracism Resources

Colorado College's [Antiracism Initiative Webpage](#)

Dr. Peony Fhagen, Senior Associate Dean for Equity, Inclusion, and Faculty Development, [pfhagen@coloradocollege.edu,](mailto:pfhagen@coloradocollege.edu) (719) 389-6069

Rosalie Rodriguez, Senior Associate Dean of Students and Director of the Butler Center, [rrodriguez@coloradocollege.edu,](mailto:rrodriguez@coloradocollege.edu) (719) 389-6169

[The Butler Center,](#) [butlercenter@coloradocollege.edu,](mailto:butlercenter@coloradocollege.edu) (719) 389-6338

[Office of Human Resources, Colorado College](#)—We are committed to the well-being of our employees. We recognize that BIPOC members of our community may be experiencing trauma related to the recent acts of racism and violence that resulted in the deaths of George Floyd, Ahmaud Arbery, and Breonna Taylor. We want to prioritize our employees' physical and mental health and we hope [these resources](#) will be helpful.

[The Collaborative for Community Engagement, Colorado College](#)—[resource document](#) containing ideas for remote engagement and learning, including ways to support those most affected by the COVID-19 pandemic and ways to engage with antiracist work. This is a living document, so more resources are being added each week.

[Antiracist Resources for 2020-21 Teaching,](#) Compiled by the MLA

[Becoming an Anti-Racist Educator](#) Wheaton College, Massachusetts

[Inclusive Teaching Practices Toolkit,](#) ACUE

Trauma-Informed Resources

Colorado College's Wellness and Mental Health Resources—Resources for wellness during the coronavirus pandemic

Inside Higher Ed—7 Steps for Helpings Student Thrive in Times of Trauma

Education Northwest—Trauma-Informed Practices for Postsecondary Education

Online Course Design Resources

ACUE—Online teaching toolkit with six elements

Asynchronous Strategies for Inclusive Teaching from Brown U's Center for Teaching and Learning

Asynchronous Learning: Definition, Benefits, and Example Activities from Schoology (a commercial website)

Open Pedagogy—collection of examples and essays demonstrating approaches to learner-driven education that "enable students to shape the public knowledge commons."

Online Teaching guides—University of Michigan's Center for Academic Innovation produced this series. A MOOC on resilient teaching is now available to anyone as well.

MIT Open—an ongoing collection of resources, videos, tips and posts about online, remote and hybrid teaching and learning.

William & Mary blog—10 ways to overcome barriers to student engagement online

Appendix C: Social Distancing in the Classroom

To properly set up social distance in classrooms, there are two Social Distancing Space Calculation models provided through Colorado Department of Public Health & Environment (CDPHE) – a 6 ft. grid and a 12 ft. grid.
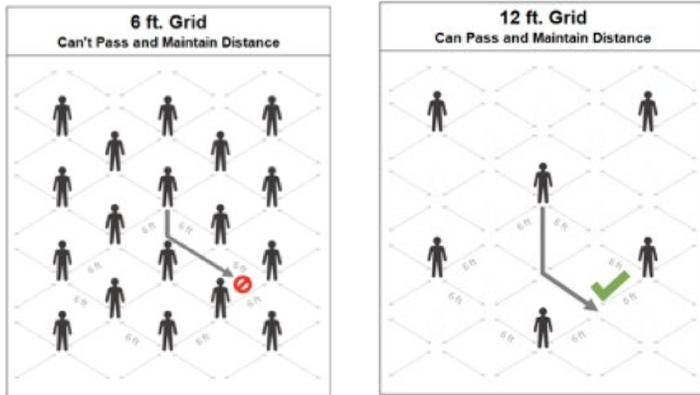
Using the 6 ft. grid allows for anywhere from 10 to 20+ students per classroom depending on the classroom size. For example:

A classroom at 355 sq. ft. would allow for 9 students

A classroom at 550 sq. ft. would allow for 14 students

A classroom at 725 sq. ft. would allow for 20 students

Using the 12 ft. grid slows for anywhere from 2 to 5+ students per classroom depending on the classroom size. For example:

A classroom at 355 sq. ft. would allow for 2 students

A classroom at 550 sq. ft. would allow for 3 students

A classroom at 725 sq. ft. would allow 5 students

This does not take into account leaving space at the front of the room for a professor to stand and lecture. With a 6 ft. distance buffer, a Plexiglas barrier (and mask use) may be required between the lecturer and the student audience. With a 12 ft. distance buffer, no barriers (and no mask use) would be needed but that takes quite a bit of space out of the seating square footage. If/when we get to that point, we can calculate actual student number per specific room once those grids and lecturer space areas are determined.

To accommodate classes of 18+ students, we will need spaces at approx. 650 sq. ft. (plus space for lecturer) in the 6 ft. grid model OR 2,590 sq. ft. (plus space for lecturer) in the 12 ft. grid model.

On campus, we have no classrooms at 2,590 sq. ft. or above. We have approximately 50 classroom spaces on campus that are over 650 sq. ft. (numbers are very approximate!)

- Armstrong – 6
- Barnes – 6
- Cornerstone – 3
- Cossit – 1
- El Pomar – 3
- Olin Annex – 1
- Olin Hall – 5
- Packard – 7
- Palmer – 12
- Tutt Science - 7

We have identified other spaces **on** campus that could be used as classroom space as follows:

- Bemis Great Hall (2544 sq. ft.)
- Taylor Theater (2325 sq. ft.)
- Bemis Lounge (1347 sq. ft.)
- Loomis Lounge (2333 sq. ft.)
- Loomis Classroom (857 sq. ft.)
- McHugh Commons in JLK (2015 sq. ft.)
- South Commons (2123 sq. ft.)
- South Lobby/Study Area (approx. 1800 sq. ft.)
- Hybl Classroom (707 sq. ft.)
- Hybl Main Level (1739 sq. ft.)
- Lennox Basement Classroom (1056 sq. ft.)
- Shove Chapel (4825 sq. ft.)
- Armstrong Great Hall (3275 sq. ft.)
- Morhman Theatre (6219 sq. ft.)
- Max Kade Theatre (1671 sq. ft.) – under construction not sure of completion date
- Cossit Gym (4640 sq. ft.)
- Cossit Dance Studio - North (1850 sq. ft.)
- Cossit Dance Studio - South (1522 sq. ft.)
- Cornerstone Main space (4484 sq. ft.)
- Celeste Theatre (5156 sq. ft.)
- Cornerstone Studio A (2661 sq. ft.)
- Cornerstone Studio B (1960 sq. ft.)
- Cornerstone Screening Room (1680 sq. ft.)
- Cornerstone IDEA Space (1408 sq. ft.)
- Mathias Lobby (1550 sq. ft.)
- Packard Performance Hall (2715 sq. ft.)
- Gates Commons - Palmer (4085 sq. ft.)
- Coburn Gallery - Worner (1253 sq. ft.)
- Gaylord Hall – Worner (2924 sq. ft.)
- WES Room – Worner (1283 sq. ft.)
- ADDITIONAL SPACES TO BE IDENTIFIED AT TUTT LIBRARY AND THE FAC

We have identified outdoor spaces on campus that could be used as classroom space as follows:

- Tava Quad (OUTDOOR SPACE)
- Armstrong Veranda (OUTDOOR SPACE)

- Barnes/ Olin Quad (OUTDOOR SPACE)
- Bemis/ McGregor Circle Quad (OUTDOOR SPACE)
- Amphitheater (OUTDOOR SPACE)
- Cutler - West side of Bldg. grassy area (OUTDOOR SPACE)
- Cutler Quad -east side of building (OUTDOOR SPACE)
- JLK - Alumni Plaza (OUTDOOR SPACE)
- Mathias Courtyard (OUTDOOR SPACE)
- Packard Courtyard (OUTDOOR SPACE)
- South Courtyard (OUTDOOR SPACE)
- Tutt Science Quad (OUTDOOR SPACE)
- Worner Quad/Flag Pole Quad (OUTDOOR SPACE)

Of the indoor spaces we have 9 spaces that are over 2590 sq. ft. and 3 spaces that are close to 2590 sq. ft.