

## **COVID Scheduling Taskforce**

Taskforce co-chaired between the Academic Senate & Office of Instruction

### **Proposed Guiding Principles for a Safe Return of Instruction to Campus**

1. We will make the health and safety of students, staff, and faculty the highest priority.
2. We will maintain our institutional identity as a college that supports student success with both in-person and virtual learning environments.
3. We will engage in an evidence-based decision-making approach to the COVID-19 challenge.
4. We will ensure all decisions are guided first by county, state, federal, and FHDA district regulations and guidelines, and we will be transparent about known and unknown factors informing these decisions.
5. We will pay special attention to the needs of our most vulnerable student populations.
6. We will continue to improve instruction and support services for our students to provide equitable experiences and access to classes and services, regardless of whether in a virtual or face-to-face delivery method.
7. We will be resilient and flexible as circumstances evolve. We will prepare for the possibility that the campus may need to regress to shelter in place, likely at very short notice anytime during the academic year.
8. During this crisis, decisions will not be made that require faculty, staff, or students to return to campus if they are at risk, and accommodations will be provided, including remote work and remote learning opportunities.

### **Proposed Criteria for Prioritizing Classes to Return to Face-to-Face Instruction**

Understanding that we will likely have to consider a phased approach to a return to campus, once the District approves a broader return of instruction, it will be necessary to prioritize classes for scheduling based on agreed-upon criteria. A survey will be sent out for all programs to prioritize their own classes utilizing the criteria below.

1. Classes that are formally integrated into instructional programs that serve vulnerable student populations benefitting from the support of face to face learning (e.g., MPS, AB705, Learning Communities, classes with corequisites)
2. Classes that have "Lab" instructional hours, in the following order:
  - a. Accreditation requires face to face instruction
  - b. Course/skill is required for program prerequisites, and mastery can only be achieved in a face-to-face lab
  - c. Core course/skill set mastery is required for degree or certificate completion, and mastery can only be achieved in a face-to-face lab
  - d. Classes delivering content or skills requiring physicality, the use of equipment, and/or in-person demonstration in order to achieve student learning outcomes.
3. Classes with any type of instructional hours utilizing evaluation and training that needs to take place face-to-face (physical education/athletics, fine arts, KCI maker space, lab sciences)
4. Practicums (museums, child care centers)
5. Classes offered once a year or less
6. All other classes not meeting the above criteria, as ranked by desire of program faculty to return to face-to-face instruction