Submitted: May 14, 2020

The Charge
The Restart WKU Academic and Inquiry Subcommittee submits the following report in response to President Caboni's committee charge, April 22, 2020.

The report outlines recommendations that apply to all phases of operating as prescribed in state and federal guidelines. Considerations and benchmarks are provided in support of on-time operations for Fall 2020 across face-to-face, hybrid, and online operating structures.

Statement of Appreciation
The recommendations herein reflect the severity of the global public health circumstances as a function of COVID-19. Higher Education, as a critical component to a just and progressive society, must endure these changing times. It is with the utmost respect for the expertise of our WKU Faculty and Staff, and their dedication to our university's mission as an student-centered applied research institution serving the south central Kentucky region, that we submit these recommendations. We acknowledge and commend the WKU Faculty and Staff for the time and effort it will take to operationalize this unprecedented shift in university operations.

WKU is strengthened as an institution of higher learning by the commitment of our community to pivot, explore, develop and deliver new pedagogical methods. This has not, and will not, be easy. We must continue to perpetuate our growth as a learning institution through creativity and ingenuity. We urge faculty to support their colleagues by sharing best practices. We encourage Department Heads and Deans to recognize, collect, and promote faculty members' innovative solutions and positive impacts of our broadened learning environments as we continue to climb together.

Goals
- Serve WKU's Mission while functioning in Phase 2 Federal and State Operations
- Support disease mitigation while maintaining student success, persistence, and academic progression
- Reduce campus population density as a function of academic activity
- Provide options for academic operations that afford faculty, staff, and campus leaders opportunities for collegial conversations that support constructive and effective changes to existing academic practices which are theoretically incompatible with federal and state mitigation efforts in Federal and State Phase 2 Response Scenarios.

Guiding Principles
There is still much unknown about the unfolding public health landscape, and circumstances will change before the start of the Fall 2020 semester. With this understanding, this report and recommendations are based upon these guiding principles:

- The safety of students, faculty, and staff on campus is paramount. While we understand decisions have economic implications, public health, not economics will drive our decision-making.
- Academic quality and integrity will be preserved, and necessary resources to plan for and make major changes to delivery modes, course content and pedagogy will be provided.
- The success of the academic enterprise is dependent upon the commitment and willingness of our faculty colleagues. Prompt and clear communication between campus decision-makers and faculty/staff regarding changes that substantially affect the campus community is necessary.
- Acknowledging that we may need to continue and modify practices beyond the Fall 2020 semester, any plan developed must be sustainable for the people involved in its implementation. We should not continue to run a marathon at a sprint pace.
- Campus operations and the recommendations that follow federal and state guidelines: CDC guidelines; Kentucky's Healthy at Work and White House Reopening America.

Expectations
- CDC guidelines and directives from the Office of the Governor allow in-person academic gatherings and activities.
- Students, faculty, and staff will share in the responsibility and sacrifice of best-protecting our community and altering activities to reduce density and the opportunity for disease spread.

Restart WKU is a collaborative undertaking of multiple campus units. The Academic and Inquiry Subcommittee report and recommendations are based upon an understanding that this committee represents one piece of a larger puzzle that seeks to maximize the health and safety of the entire campus community while preserving the quality and integrity of the academic experience. Each of our interlocking pieces will need to focus on what each unit can do to decrease our overall shared cumulative campus risk, as risks taken in any one unit are transferred to and must be absorbed by the other units. As a campus we must therefore consider and determine what activities are mission critical for the enterprise as a whole and which risks can be absorbed, mediated, decreased or eliminated altogether.

Recommendations Applicable to All Phases of Operation Fall 2020
- All WKU divisions share the responsibility and efforts to mitigate public health circumstances through efforts to reduce social density.
- Program faculty, department heads, and academic deans maintain agency in academic operations for Fall 2020 within the operating parameters of public health.
- The increased effort in preparation to shift academic delivery recommended in this report should be addressed within the faculty evaluation processes of the university. Department heads, deans, and the provost's office must realize that research productivity may suffer as a result of the increased effort in teaching and evaluation standards may have to be adjusted. This is of particular importance for faculty going through the tenure and promotion process.

- WKU begins academic operations as currently scheduled, August 24, 2020.
- WKU publicly confirms plans for opening operating structure (face-to-face, hybrid, or online) by August 1, 2020.
- Shift the observance of Labor Day and Fall Break to November 23, 24, and 25 so as to mitigate community spread.
- Shift all academic operations to remote delivery Monday, November 23 so as to mitigate community spread.
- Provide faculty with professional development and technology necessary for creating revised purposeful and effective learning environments, including developing remote proctoring solutions, virtual lab and studio experiences, and virtual field and clinical experiences. In addition, some classrooms will be equipped with sound amplification and video recording/streaming technology.
- All courses with enrollment caps of 50 or more should be considered for delivery through distance education (synchronous and/or asynchronous) regardless of operating structure.
- Modify course accessibility and schedules for individual students, staff, and faculty members identifying as members of vulnerable populations.
- Complete decision-making for necessary course modality/delivery changes as soon as possible to afford faculty the opportunity to revise academic experiences with intentionality resulting in purposeful and effective learning environments in Fall 2020. Units will accommodate vulnerable teaching faculty and give faculty a choice of teaching style.
- WKU should launch a Community-Wide Education Campaign to educate all on how to operate within the new facilities guidelines as early as possible, with a launch goal of July 15, 2020.

Minimal Requirements for Classroom Safety
In support of, and in addition to, all federal and state requirements, WKU will:
- Require face masks for all on campus
- Make testing available on campus
- Have a plan for contact tracing of students and employees
- Have screening protocols in place for students and employees
- Demonstrate the ability to implement a disinfecting routine in buildings on a daily basis, or more often if needed in high-impact areas
- Have an understanding of and implement best practices for HVAC and interior building systems to prevent spreading the virus
- Have an educational program in place that provides instruction for expected appropriate and necessary behavior in order to maximize safety before the WKU community returns to campus, see the Together WKU - Teaching Plan for New Functioning on Campus below.

Fall 2020 Academic Planning/Operating Structures

Three operating modalities have been considered and are outlined below:
1. On-Time, On-Campus, WKU.
2. Resilient Restart.
3. Big Red Online.

These modes have been considered as a continuum of operations, therefore allowing campus to move relatively seamlessly from one version of operation to another. This consideration affords the academic enterprise the ability to respond to the ever-evolving public health circumstances. Our recommendations seek to offer a foundation from which we can plan and pivot as changing circumstances may require. We offer 10 selected strategies which can be collectively or individually implemented as necessary and/or desirable. As stated above, the committee recommends that WKU publicly confirms the decision for campus operating structure (face-to-face, hybrid, or online) by August 1, 2020.

All plans, especially plans that incorporate flexibility, require resources. The resources recommended herein are considered to hold high return on investment value in the near- and long-term:
- Time - The academic faculty and staff need time to plan and adjust for a "new normal" in Fall 2020, campus-wide decisions about the Fall semester need to be made and communicated as quickly as possible.
- Technology - Both faculty and students need hardware, software and license access to create, deliver and sustain a new virtual system. We recommend IT conduct another survey of faculty and students to determine their technology needs, and to provide adequate technology. In addition, each college and IT should create a plan of necessary changes to operate consistent within the recommendations herein.
- Professional Development - Faculty with less experience in alternative course delivery and who find themselves teaching online or in hybrid modalities will need education, support, and assistance in developing robust and satisfying courses.

On-Time. On-Campus. Together WKU.
This plan outlines the committee recommendations for starting academic operations on-campus August 24, 2020. (Face-to-Face, p.10)

Resilient Restart.
This plan outlines the committee recommendations for starting academic operations through alternative/remote access on August 24, with a staggered restart of on-campus academic operations to begin September 8th. (Hybrid, p.11)

Big Red Online.
Big Red Online categorically differs from the Spring 2020 remote instruction implemented in response to COVID-19. Big Red Online provides support and student experiences associated with purposeful and effective learning environments established through the careful

consideration and preparation of courses in advance of Fall 2020. Online operations should be led and supported by DELO and CITL, with due diligence and in consideration of the Spring 2020 lessons-learned. Online operations should be transitioned in accordance with the three main principles of Universal Design for Learning: Engagement, Representation, and Action & Expression. The circumstances necessitating Big Red Online should be considered as a possibility by all members of academic units in preparation for Fall 2020. Training, technology, and course development support will be extensive and is the primary faculty need. Training and strategies for online learning should also be made available to students.

All recommended operating modalities:
- Introduce minimal schedule disruptions for the 10,000+ WKU students already registered for fall 2020 courses
- Preserve the regular college semester structure and cause the least whole-scale change in university operations. (bi-terms, 5-week sessions, add/drop/withdrawal deadlines, 5th week assessment, census dates, financial aid, move-in, billing deadlines, accounts receivables, winter term)
- Allow 3 months of preparation for purposeful, effective, and healthy learning environments, including both pedagogical and physical plant needs
- Afford contingency options for virus resurgence anytime in the fall

Open Questions:
- Will an on-time, on-campus start be possible and advisable based on the public health climate in August 2020?
- Conversely, will delaying the on-campus academic start of the fall semester by several weeks measurably increase safety from C0-19?
- Will the campus community be ready for a full-scale, all systems, on-time, on-campus rollout of a new social-distancing-based learning and student-engagement experience that allows for optimum public health safety?
- Will an on-time, on-campus start of the regular fall semester have a positive or negative impact on overall enrollment?
- Conversely, will a delayed on-campus academic start have a positive or negative impact on overall enrollment?
- Does an on-time academic start (regardless of delivery method) and a canceled fall break allow courses to end at Thanksgiving, eliminate related travel back to campus, and decrease CO-19 transmission risk?

Strategies to prepare campus for On-time, On-campus WKU and the Resilient Restart

Strategy	Description/Notes
I. Transitioning Large Courses	Institutional Research has identified 190 courses with a capacity of 50 or more students. (Appendix A shows the courses and includes a summary of courses affected by college/department) This committee recommends that Department Heads engage with faculty teaching those courses by Friday, May 22, 2020 and determine the feasibility of transitioning the class to online modality. If classes can be transitioned, this timeline will allow for thoughtful and intentional course transition. If course cannot be transitioned online, then Department Chairs should work with Academic Affairs to relocate the class to a room/lecture hall where distancing between students can be increased and alternative attendance strategies may be deployed. Transitioning additional courses may be necessary to further reduce the overall density of the campus face-to-face population, additional classes should be considered for remote/alternative delivery as appropriate.
II. Accommodating Vulnerable Teaching Faculty and Faculty Choice	The flash survey distributed by the Academic Restart WKU committee revealed varying levels of comfort among faculty in returning to in-person instruction. Additionally, this committee recognizes that faculty may have underlying health issues or otherwise be members of more vulnerable populations. Any faculty member who prefers to teach online will be supported in doing so. This committee recommends that Department Heads provide a list of faculty who are requesting a modality change to Academic Affairs by Friday, May 29, 2020. Academic Affairs will work with the Registrar's Office to transition the classes and notify affected students. Additionally, the committee recognizes that the situation may necessitate that additional faculty need to transition courses at a later date.
III. Hybridization and Course Adjustments	Many classes with a capacity less than 50 may still be held in classrooms where social distancing is not feasible. The committee recommends that Department Chairs consult faculty and collect plans from each instructor to maximize distance between students. Plans may include one or more of the following strategies: ● Moving the course to a larger available classroom in any available space, including spaces not traditionally reserved for academic use. If on-campus events continue to be limited,

	additional large space may be available in Downing Student Union (DSU) ballrooms, Augenstein Alumni Center, etc.
	● Reducing by half the number of students attending class at each appointed meeting time. In order to ensure that students are not severely negatively affected by this transition, faculty should consider adjustments including the following:
	  ○ Provide livestream access to face-to-face delivery so as to provide a synchronous experience for students engaging remotely (See Hy-Flex model)
	  ○ Record synchronous course sessions and allow asynchronous participants to submit questions during an appointed live chat period or via an asynchronous method such as BlackBoard or email,
	  ○ Utilize ZOOM or similar technology to deliver instruction in multiple classrooms at the same time, alternating which group receives in-person instruction
	● or employ other methods as deemed appropriate to maximize opportunities for engagement of all students.
	
	In some instances, departments may need to consider substitute courses if currently-scheduled courses are not conducive for the situation in which we will find ourselves in fall 2020.
	
	This committee recommends that Department Heads engage with faculty teaching those courses by Friday, May 29, 2020 and determine the feasibility of transitioning the class to online modality.

IV. Physical distancing in the classroom	Seating arrangements should, when possible, spread students throughout the classroom by either (1) leaving empty desks between students, or (2) physically moving desks farther apart. If the classroom is not conducive to employing this strategy, faculty, in consultation with Department Chairs, should consider hybridizing (as outlined in strategy III), (3) limit student seating to one student per table or reduce the number of students seated at a single table.
V. Alter course times to increase transition time between classes	By adding 5 minutes to the transition time between classes, this committee suggests the following benefits: ● Students will have additional time to follow newly-prescribed paths and routes across campus and throughout academic buildings, ● Instances in which students gather in the hallway waiting for the previous class to end will be reduced, ● HVAC systems will have 33% more time to change the air inside classrooms, and ● Allows Facilities Management personnel (or others) to engage in wipedowns or disinfecting measures, the increased time will better accommodate those preventative measures

	For maximum benefit, the committee assumes the following:
	- Faculty will end classes on time - Students will seek alternative means of clarifying content or asking questions that do not involve remaining behind to speak with the instructor - Students will not congregate in hallways to wait for an upcoming class - Students will not enter the classroom more than 3 minutes before the appointed start time; faculty will not enter more than 10 minutes before the appointed start time - Space planning will mitigate the number of classes offered per floor of buildings to reduce hallway transition density. - Departments will assist the Division of Facilities Management (DFM) in identifying congestion spots and in developing strategies to reduce gathering in those spaces (i.e. Suggesting which staircases accommodate upward moving traffic; which staircases move students downward; which doors could be used for entry/exit.) (A proposed course schedule is included as Appendix B.)
VI. Virtualized Office Hours	Because faculty offices are often smaller spaces with limited circulation or opportunities for distancing with guests, faculty should virtualize office hours and employ other strategies for in person meetings that promote social distancing.
VII. Face masks worn at all times inside the classroom	Students and faculty members should wear appropriate mouth and nose coverings throughout the class period and/or when moving about public spaces within academic buildings.
VIII. Preparing for possible transition	All faculty are advised to develop contingency plans (including a modular approach for nimble resistance) that could be activated in one or more of the following scenarios: - Federal or state guidelines/recommendations shift downward the maximum size of gatherings or academic activities. - An outbreak on campus necessitates a temporary break or a mid-semester shift. - Individual courses experience a significant number of cases and, upon the recommendations of public health officials and WKU's Department of Emergency Management, faculty are asked to transition some courses to remote delivery. - Teaching faculty become ill and are unable to complete the course.
IX: Prioritizing campus presence	In reducing campus density, specific teaching modalities should be prioritized for on-campus academic space and F2F instruction including: labs, studios, performance-based, clinicals, etc.
X. Academic Travel	Pause academic travel to mitigate community spread.

Timeline in Preparation for On-Time. On-Campus. WKU. and Resilient Restart

May 22: Large lecture adjustments submitted to department heads and deans

May 29: Complete Flash Assessments for vulnerable instructor accommodations

May 29 : Complete assessment for courses with <50 for social distancing hybridization needs.

June 15: Deans/AA collate schedule impacts based on department alternative attendance submissions to submit to Facilities

July 1: Registrar's Office to notify students of any changes to modality, meeting time, location, etc since registration.

July 15: Facilities determines on-campus pedestrian pathways and processes for enhanced cleaning and any other other necessary safety measures

July 15 - August 15: How We Function TOGETHER WKU Campaign to prepare campus community for return

On-Time. On-Campus. Together WKU.

Advantages:
- Provides students the most authentic WKU experience possible given the circumstances
- Minimal changes in delivery methods allow for minimal campus disruptions
- Empowers faculty, staff, and students that WKU can start on-time and learn how to function safely TOGETHER
- Presents the least disruption to auxiliary revenue streams including housing and dining

August 24: On Campus Start

August 24 – November 20: Courses continue in the established modalities until/unless public health circumstances require an additional pivot to remote/online instruction.

Labor Day and Fall Break observances move to November 23-25.

November 23 – November 27: Labor Day/Fall Break/Thanksgiving. Most students will leave campus for Fall semester except students already exempted from returning home and students who have a compelling need to be on campus.

November 30 – December 4: Finals week. Finals to be delivered online. Only extreme F2F returns to campus will occur following Thanksgiving.

December 12 - College Recognition Ceremonies shift to Spring 2021 graduation.

December 15 - Final Grades due.

Resilient Re-Start

Advantages:
- "Ease-in" process for in-person on-campus operations allows for potentially safer transition back to campus and transition to new behavior expectations.
- Visible change in campus operations will assist with necessary behavior modification by clearly indicating to the entire WKU community that the required public health and social distancing expectations of our 'new normal' will not be equivalent to 'business as usual'.
- Full on-campus start delay allows for time for natural disease abatement before a full in person return to campus.
- A 'Resilient Start' to the semester provides faculty time to develop content and modify pedagogy after August 15th (when they are required to return from summer break) and before students arrive on campus.

Timeline / Resilient Start Calendar:

August 24-September 7: Semester instruction with remote/online instruction for the first two weeks. Most students should be at home with exceptions made for students already exempted from returning home and students who have a compelling need to be on campus.

September 5-7: Campus reopens to students. Students enter campus housing/residence halls.

Labor Day and Fall Break observances move to November 23-25.

September 8 – November 20: Courses continue but remote modality in some courses will pivot to F2F or hybrid with appropriate precautions built in for student, faculty and staff safety. Courses will continue in these established modalities until/unless public health circumstances require an additional pivot to remote/online instruction.

November 23 – November 27: Labor Day/Fall Break/Thanksgiving. Most students will leave campus for Fall semester except students already exempted from returning home and students who have a compelling need to be on campus.

December 7-11: Finals week. Finals to be delivered online. Only extreme F2F returns to campus will occur following Thanksgiving.

December 12 - College Recognition Ceremonies shift to Spring 2021 graduation.

December 15 - Final Grades due.

Contingency Planning

We expect to be able to complete the semester in person, however, the plans take into account the fact that increased risks may occur with on- campus F2F operations that must be addressed. While the three plans for operating modalities are provided herein with distinction, the spirit behind these recommendations is that of a continuum of operations in response to the public health circumstances of Fall 2020.

A modular approach for nimble resistance: Colleges and Departments should work with faculty to review and update contingency and course continuity planning to ensure that our students continue to make academic progress. A modular approach recognizes the fact that regardless of desires or best intentions, a disease flare on campus could require some or all classrooms to pivot quickly to an online delivery system for an unknown length of time. It encourages all faculty to assess their course content, learning outcomes, and deliverables, and consider what areas or projects in each of their classes could *most easily and appropriately* be delivered online (modified or as-is) should such a shift be necessary. For materials-heavy courses, it could include developing a "hurricane evacuation-style ready box" of needed tools, materials, and supplies for fast and easy pick-up by students. Faculty would be encouraged to 'save' these modules to use if a shift to online occurred. This type of modular development would likely be the most critical for faculty teaching labs, clinicals, studios, and participatory style courses.

Communication

Students should be notified as soon as possible of (1) university-wide changes to learning and delivery, and (2) individualized, course-specific notifications from faculty/departments regarding adjustments occurring in each of the classes in which they are enrolled.

Together WKU - Teaching Plan for New Functioning on Campus
- Video tours of walkways, stairwells, wash-stations, demonstrate social distancing
- Identify Student Champions to Lead/Demonstrate Campus Education Efforts
- Teaching Healthy Campus Behaviors
- Campus campaign supporting
  - Social distancing
  - Wearing Masks
  - Following new pedestrian foot patterns
  - Promoting a single-app for wellness: sleep, physical activity, nutrition, stress
  - Feel sick; stay home
- Faculty On-Time Start; On-Time End

Additional Information/Consultation Required for Implementation:
1. Public Health experts;
2. Environmental health and safety experts;
3. University Registrar re: contact hours and financial aid;
4. Budget implications to provide appropriate PPE for faculty/staff/students;
5. University counsel re: enforcement and liability.

2020-2021 Academic Year – Revised as Recommended

Fall 2020

Classes Begin (Full-Term, 1st Bi-Term, 5-Week Session 1)	Monday, August 24
Labor Day (University closed)	~~Monday, September 7~~ Wednesday, November 24
5-week Session 1 Ends	Friday, September 25
5-week Session 2 Begins	Monday, September 28
Fall Break	Thursday – Friday, October 1-2
1st Bi-Term Finals	~~Monday-Tuesday, October 12-13~~ Monday-Tuesday, November 22-23
2nd Bi-Term Begins	Wednesday, October 14
5-week Session 2 Ends	Monday, November 2
Election Day (University closed)	Tuesday, November 3
5-week Session 3 Begins	Wednesday, November 4
Thanksgiving Holiday (University closed) Fall Break, Labor Day, Thanksgiving	~~Wednesday – Friday, November 25-27~~ Monday – Friday, November 23-27
Academic Operations Shift - Distance Modalities	Monday – Friday, November 30 – December 11
Final Examinations	Monday – Friday, December 7-11
5-week Session 3 Ends	Friday, December 11
College Recognition Ceremonies	~~Saturday, December 12~~ Spring 2021
Final Grades Due	Tuesday, December 15

Appendix A:

Complementary RESTART Considerations
As partners in the RESTART process we have addressed the core items of our charge. We anticipate but won't assume that other Restart Committees are considering and addressing many other aspects that impact the functioning, accommodation and safety of the WKU community. As indicated earlier, collaboration and coordination will lead to the best possible outcomes. These aspects include:

- Testing [virus, antibodies] vs. Screening [symptoms] - what is available, what makes sense from a public health and financial POV
    - What is expected for testing / screening for campus startup and for an ongoing protocol (weekly? bi-weekly?)
    - Health and safety-testing including temperature screenings when entering buildings.
- Requiring masks at all times
- Reduce density/traffic for faculty and students-overall traffic flow patterns in buildings
- Focusing on the most vulnerable/preventative measures in buildings. Including removing tables/chairs; establishing directional pathways to maintain physical distance in buildings, sidewalks, etc. Hygiene stations for hand sanitizer, etc.
- Social gathering places in DSU, Libraries and other common areas
- Who / what area is responsible for assessing, supplying, training, performing, enforcing, funding safety measures?
    - Will faculty be expected to enforce safety regulations and guidelines in their learning environment?
    - Who will supply necessary PPE and other equipment?
    - How will we increase cleaning protocols?
    - Who will make appropriate modifications to environments of front facing individuals, such as plastic barriers, etc?
    - Where are barriers needed for point of contact areas on campus (registrar, advising, food vendors, etc.)
- Are there populations - students, faculty, staff, contractors - who should be encouraged not to be on campus for Fall 2020 (high risk, medically fragile)
    - How do we accommodate these individuals so that they are able to fulfill their responsibilities?
    - We cannot assume all students are low-risk: many students in the 18 - 24-year-old age group have health vulnerabilities; not all students fall into this age group.
- Residential Housing plan. Will decreasing risk mean decreasing housing units (going to all single-occupancy?) Should we reconsider how to populate dorms?
    - Are there populations who should receive priority for campus housing if it is limited? (freshmen, students with technology or security issues at home, etc)
- Decreasing the number of social events / altering the type of social events to promote health and safety
- COVID-19 cases isolation/quarantine

- An ongoing education and outreach to students re: public health and campus health & safety
- "Behavior modifications" & encouraging / rewarding safe behavior
- Supplying 'safe' alternatives
- Communicating any changes in public health / emergency status
- NCAA Athletics recommendations
- Developing protocol for F2F research activities aligned with evolving COVID-19 recommendations for all external governing agencies, including those at the federal, state, and discipline level.
- Considering alternatives for Master Plan delivery if necessary

Appendix B
Classes with 50+ Student Capacity
(Note: this list is preliminary, as there may be additional sections identified)

Row Labels	Number of Sections	Total Seat Capacity (All Sections)
Arts & Letters	45	3071
ART	2	136
ART APPRECIATION	2	136
BCOM	1	60
PROCESS/EFFECTS/MASS	1	60
CRIM	3	210
INTRO TO CRIMINAL JUSTICE	1	65
JUVENILE DELINQUENCY	1	60
SENIOR SEMINAR	1	85
FILM	1	100
FILM ATTENDANCE	1	100
MUS	18	1310
CHORAL SOCIETY	1	50
HON: MUSIC APPRECIATION	1	50
MARCHING BAND	1	300
MUSIC APPRECIATION	9	450
PERFORMANCE ATTENDANCE	1	180
SYMPHONIC BAND	1	80
TREBLE CHORUS	1	50
UNIVERSITY SINGERS	2	100
VOICE PRINCIPAL	1	50
PERF	9	500
PERFORMANCE LAB I	2	100
PERFORMANCE LAB II	3	150
PERFORMANCE LAB III	2	100
REHEARSAL AND PRODUCTION	1	85
UNIVERSITY EXPERIENCE:PERFORM	1	65
PHIL	1	50
TRUTH AND RELATIVISM	1	50
PR	1	60

FUNDAMENTALS OF PUBLIC RELATIO	1	60
RELS	1	55
WORLD RELIGIONS	1	55
SOCL	3	230
INTRODUCTORY SOCIOLOGY	2	145
SENIOR SEMINAR	1	85
SOM	1	120
UNDERSTANDING MEDIA	1	120
THEA	4	240
THEATRE APPRECIATION	4	240
Business	10	1130
ACCT	3	160
AUDITING & ASSURANCE SERVICES	1	50
INTER FINANCIAL ACCTG II	1	60
INTER FINANCIAL ACCTG III	1	50
ECON	2	390
PRIN ECONOMICS-MACRO	1	140
PRIN ECONOMICS-MICRO	1	250
MGT	4	380
EFFECTIVE STAFFING PRACTICES	1	50
HUMAN RESOURCE MANAGEMENT	1	80
ORGANIZATION AND MANAGEMENT	1	150
SENIOR ASSESSMENT-MGT	1	100
MKT	1	200
BASIC MARKETING CONCEPTS	1	200
Education & Behavioral Science	8	547
ACC	1	50
INTRO ACCOUNTING-MANAGERIAL	1	50
ACMS	2	192
ACADEMY SEMINAR EXPERIENCE	2	192
IDST	4	235

CAREER RELATED FIELD EXPER	1	75
MENTORED RESEARCH EXPERIENCE	2	100
SPECIAL TOPICS IN INTERDISCIPL	1	60
PSY	1	70
PSY/SALES BEHAV	1	70
Health and Human Services	48	3090
DH	1	50
INTRO TO DENTAL HYGIENE	1	50
ENV	2	120
INTRO/ENVIRONMENTAL SCI	2	120
FACS	2	140
CHILD DEVELOPMENT	1	90
MGT OF FAMILY RESOURCES	1	50
HCA	1	50
INTERNATIONAL HEALTH CARE	1	50
HIM	2	100
MEDICAL TERMINOLOGY	2	100
HMD	2	240
HUMAN NUTRITION	2	240
NUR	6	300
LPN TO RN TRANSITION	1	50
MATERNAL-NEWBORN NURSING	1	50
MEDICAL SURGICAL NURSING III	1	50
MEDICAL-SURGICAL NURSING I	1	50
MEDICAL-SURGICAL NURSING II	1	50
MENTAL HEALTH NURSING	1	50
NURS	26	1770
COMMUNITY HEALTH NURSING	2	108
CONCEPTS IN PHARMACOLOGY I	2	120
CONCEPTS IN PHARMACOLOGY II	2	110

FUNDAMENTALS OF NURSING	1	60
HEALTH ASSESSMENT	1	60
HEALTH PROM AND DISEASE PREV	2	120
HIGH ACUITY NURSING	2	110
INTRO TO PROFESSIONAL NURSING	1	220
LEADERSHIP,MGMT,PROF ISSUES	2	108
MATERNAL CHILD NURSING	2	110
MEDICAL SURGICAL NURSING I	2	120
MEDICAL-SURGICAL NURSING II	2	104
MENTAL HEALTH NURSING	2	120
NURSING RESEARCH AND EBP	2	120
PATHOPHYSIOLOGY FOR NURSING	1	180
PH	2	120
PERSONAL HEALTH	2	120
SPM	4	200
INTRO TO SPORT MANAGEMENT	3	150
SPORT MANAGEMENT SEMINAR	1	50
Science and Engineering	79	7042
AGEC	1	60
INTRODUCTION TO AGRIBUSINESS	1	60
AGMC	1	70
INTRO AGRI MECHANIZATION	1	70
AGRI	2	150
RURAL SOCIOLOGY	1	50
UNIVERSITY EXPER-AGRI MAJORS	1	100
AGRO	1	100
PLANT SCIENCE	1	100
AMS	1	60
INTRO TO ARCHITECTURE	1	60
ANSC	1	60

ANIMAL SCIENCE	1	60
ASTR	5	300
ASTRONOMY/SOLAR SYSTEM	2	120
ASTRONOMY/STELLAR SYS	1	60
DESCRIPTIVE ASTRONOMY	2	120
BIOL	20	2856
ADV HUMAN ANAT & PHYSIOL	1	140
ANIMAL BIOLOGY AND DIVERSITY	1	54
ANIMAL PHYSIOLOGY	1	100
BIOL CONC CELLS METAB GENETICS	2	336
BIOL CONC EVOL DIV ECOL	2	300
GEN MICROBIOLOGY	2	340
GENERAL BIOLOGY	5	820
GENERAL BIOLOGY LAB	1	100
GENETICS	1	90
HUMAN ANATOMY & PHYSIOL	2	476
INTRO TO MOL AND CELL BIOLOGY	1	50
NEUROBIOLOGY	1	50
CE	1	50
CONSTRUCTION MANAGEMENT	1	50
CHEM	17	1144
CHEMISTRY/HEALTH SCIENCE	3	240
COLLEGE CHEMISTRY I	4	280
COLLEGE CHEMISTRY II	2	120
FUNDAMENTALS OF GENERAL CHEM	2	100
FUNDAMENTALS OF ORGANIC CHEM	1	54
GRADUATE SEMINAR	1	55
INTRO CHEMISTRY	3	225
ORGANIC CHEMISTRY I	1	70
EM	1	65
WKU STATICS	1	65
ENGR	1	105
SENIOR SEMINAR	1	105
GEOG	3	200

GEOGRAPHY OF KENTUCKY	1	50
OUR DYNAMIC PLANET	1	100
OUR VULNERABLE PLANET	1	50
ME	3	165
ELEMENTS OF HEAT TRANSFER	1	60
ENGINEERING THERMODYNAMICS I	1	55
FRESHMAN DESIGN	1	50
METR	3	472
METEOROLOGY	3	472
PHYS	4	240
PHYS/BIOPHYSICS II	1	60
PHYSICS/BIOPHYSICS I	2	120
UNIVERSITY PHYSICS II	1	60
PSYS	14	945
INTRO BIOPSYCHOLOGY	1	85
INTRO DEVELOPMENTAL PSY	5	280
INTRO PSY	4	320
SOCIAL PSYCHOLOGY	4	260
(blank)		
Grand Total	190	14880

Appendix C

Covid Class Time Frames Modifications

MWF Day Class Periods (55 Minute Periods) [COVID 50 minute Periods]			TR Day Class Periods (80 Minute Periods) [COVID 75 minute Periods]		
	Begin	End		Begin	End
1st Period	8:00am	8:55am [8:50a]	1st Period	8:00am	9:20am [9:15a]
2nd Period	9:10am	10:05am [10:00a]	2nd Period	9:35am	10:55am [10:50a]
3rd Period	10:20am	11:15am [11:10a]	3rd Period	11:10am	12:30pm [12:25p]
4th Period	11:30am	12:25pm [12:25p]	4th Period	12:45pm	2:05pm [2:00p]
5th Period	12:40pm	1:35pm [1:30p]	5th Period	2:20pm	3:40pm
6th Period	1:50pm	2:45pm [2:40p]			
6th Period (No Friday)	1:50pm	3:10pm [3:05p]			
7th Period (No Friday)	3:25pm	4:45pm [4:40p]			

Appendix D

SACSCOC - Credit hour definitions and guidelines

(https://sacscoc.org/pdf/CS%20Handouts/CS-75_Defining%20Credit%20Hours%20-%20Mr.%20Carnegie,%20Meet%20Our%20New%20Modalities%20(Glenn).pdf)

Federal Definition of the Credit Hour. ... a credit hour is an amount of work ... that is an institutionally established equivalency that reasonably approximates:
- Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
- At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution ....

Guidelines for Flexibility in Interpretation....
- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.\
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

Issues and Assumptions
- Many institutions adopt non-traditional curricular formats and modalities before developing the definitions, policy, and procedures required by SACSCOC and the US DOE.
- Developing a definition of credit hours that is applicable to a growing variety of curricular formats and modalities – traditional classes, labs, internships, adult programs, online, experiential – is challenging.

- The common currency of academic credit is being stretched by increasingly diverse methods and modalities in college instruction.
- The commonly accepted definition and practices of 10 years ago are no longer appropriate or sufficient.
- Federal and state governments, students and parents, and others are becoming more interested and concerned about what they are getting for their dollars.
- Each institution must demonstrate accountability, internally and externally, for how its determination of credit hours relates to the amount of academically engaged time for a typical student.
- Each institution needs to develop its own definition, policy, and procedures – especially related to courses and programs outside the commonly accepted practices in higher education.

Appendix E

CPE Planning Checklist for Fully Opening Campuses - Postsecondary Institutions
(Draft from May 4, 2020)

- The following is provided as a general structure for institutional plans to fully open on June 1, 2020. Plans should be submitted to the Council on Postsecondary Education by May 15, 2020. As this process is fluid, plan updates may be submitted as circumstances change.
- Each institution's plan will be unique but the categories and items below should be addressed.
- We cannot predict at this point, which phase (as defined by the CDC and White House) the Commonwealth will be in on any given date; therefore, plans should address each possible phase. A resurgence in COVID-19 cases could push the Commonwealth back one or more phases or could result in a return to the "Healthy at Home" status as defined by the Governor at any time. Plans should address this possibility.

I.	Facilities	Phase 1	Phase 2	Phase 3
1	Obtaining and distributing personal protective equipment to staff, students, contractors, visitors, etc.			
2	Disinfecting and cleaning of all facilities.			
3	Social distancing reminders (signage, one-way walkways, areas closed, floor markings, etc.			
4	Physical barriers at all areas which require interaction with public			
5	Limiting occupancy of rooms and spaces to ensure appropriate distancing (removing chairs, signage, barriers within rooms, etc.)			
6	Other			

II.	Screening and Contact Tracing	Phase 1	Phase 2	Phase 3
1	Screening students, staff, and visitors (temperature checks, testing, etc.)			
2	14 day quarantine of any staff or students returning from out of state (if required in phase)			
3	Quarantining of students showing symptoms			
4	Ensuring staff with symptoms are not on campus			
5	Working with local health departments or other partners to trace contacts of any individuals testing positive			
6	Quarantining all individuals testing positive and any of their direct contacts for 14 days			
7	Other			

III.	Staff	Phase 1	Phase 2	Phase 3
1	Determining which employees are required/allowed to return to campus			
2	Establishing staggered work schedules, changes in meeting formats or other modifications to ensure proper social distancing			

		Phase 1	Phase 2	Phase 3
3	Accommodations for employees that are members of vulnerable populations			
4	Minimizing travel and isolation following travel (if required by phase)			
5	Closing of common areas to minimize contact			
6	Ensuring appropriate distancing and use of PPE in research and laboratory environments			
7	Other			

IV.	Academic Services	Phase 1	Phase 2	Phase 3
1	Ensuring appropriate distancing during on-site instruction			
2	Evaluating alternative learning environments for each course, lab, etc., if the Governor or CDC require a second or subsequent shutdown			
3	Faculty professional development for alternative learning environments			
4	Accommodations for students with illness due to COVID-19			
5	Other			

V.	Student Support	Phase 1	Phase 2	Phase 3

1	Minimizing contact between students and staff for administrative services (bursar, financial aid, etc.)			
2	Operations of Student Health Services			
3	Communication of COVID-19 restrictions, protocols, requirements.			
4	Safe delivery of mental health, advising, tutoring, and other student focused services			
5	Other			

VI.	Athletics	Phase 1	Phase 2	Phase 3
1	Communication of NCAA and Conference decisions to local and state authorities relating to events with spectators			
2	Bringing student athletes to campus and providing appropriate distancing and support (if needed by phase)			
3	Addressing when spectators will be allowed at athletic events			
4	Protocol for temperature screening, testing and contact tracing of athletes, coaches, officials, etc.			
5	Concession operations at athletic events (if needed by phase)			
6	Other			

VII.	Residence Halls	Phase 1	Phase 2	Phase 3

		Phase 1	Phase 2	Phase 3
1	Reduced occupancy in residence halls (if needed by phase)			
2	Cleaning and disinfecting residence halls, including spaces normally cleaned by residents			
3	Role of RAs in screening students for illness, contact tracing, enforcing quarantine, etc.			
4	Meal and supply delivery (if needed by phase)			
5	Closing common areas, limit gatherings, curfew, etc.			
6	Other			

VIII.	Dining	Phase 1	Phase 2	Phase 3
1	Plan for "grab and go" dining or delivery (if required by phase)			
2	Reducing occupancy of dining areas			
3	Installing physical barriers between customers and staff			
4	Cleaning and disinfecting dining areas			
5	Other			

IX.	Events	Phase 1	Phase 2	Phase 3
1	Communication with local and state authorities regarding any public events			

2	Limiting size of public gatherings (as required by phase)			
3	Install signage and physical distance markers in any common areas in use			
4	Moving gatherings to a virtual environment (if required by phase)			
5	Other			

Appendix F

Information about each phase, as well as the criteria to enter and exit each phase can be found at:
https://www.whitehouse.gov/openingamerica/

Information on Healthy at Work guidelines can be found at:
https://govstatus.egov.com/ky-healthy-at-work

Additional information from the Centers for Disease Control specifically for institutions of higher education can be found at:
https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html