



Reopening Guam Community College in a Post-COVID Learning Environment:

Planning and Preparing our Campus for Fall 2020 and Beyond

Table of contents

Introduction	4
Your guide to campus reopening	5
Current plans and initiatives	13
Adjustments to the Classroom Learning Environment	
Transitioning to Online Learning	
Survey Findings on Remote Learning Tools Being Used by GCC Faculty	
Google Classroom as an Alternative LMS	
Important checklists to consider	21
Should GCC consider reopening?	
Are recommended health and safety actions in place?	
Is ongoing monitoring in place?	
Daily Health Self-Assessment for GCC Employees	23
Sample reconfigurations of learning spaces	24



Introduction

The tremendous impact of the 2019 Novel Corona Virus pandemic has created uncertainty and fear worldwide. While Guam has been spared the devastation that many others experienced, we must remain vigilant and steadfast as we guard against further spread of the deadly virus.

Yet even in our caution, we must take the initial steps to return to some sense of normalcy on our island and our campus. To this end, the leadership of the Guam Community College has developed guidelines for the reopening of GCC's campus that ensures adherence to the strictest standards of health and safety protocols as defined by the Centers for Disease Control and Prevention as well as those established by the Government of Guam.

Students first, mission always has been GCC's guiding motto as the leaders in career and technical workforce development. Our highest priority is the health and safety of our students, faculty and staff. The decision to re-open the GCC campus is driven first and foremost by our ability to provide a safe and healthy environment for all our GCC stakeholders, including those with underlying health conditions.

By first ensuring a safe and healthy campus, we are then able to focus all our efforts and energy in delivering the highest quality, student-centered education and job training for Micronesia.

As you will see from this guidance, classrooms have been reconfigured to ensure appropriate social distancing; instruction will be delivered through a mix of in-classroom and online formats, to accommodate the smaller class capacity; masks are required to be worn at all times, hand sanitizer stations are available throughout campus and ample signage is posted throughout campus to remind our community of the safety measures required of us all. And facilities will be cleaned on a regular daily basis.

In the end, our health and safety will depend on all of us, collectively, practicing good hygiene and social distancing, ensuring that we clean up our area before we leave, and being an example to our neighbors by wearing our masks at all times, washing our hands frequently, and staying home when we are not feeling well.

GCC will continually evaluate and adjust our procedures to meet any further developments regarding COVID-19, and any necessary adjustments will be reflected within this document.

We are excited to usher in a new school year, and we welcome you to the new GCC.

Your Guide to GCC Campus Reopening

In planning to reopen GCC for Fall 2020 and beyond, several discussions have taken place among various stakeholders on campus, which included discussions with the leadership of the Faculty Senate and the Faculty Union. Guidance from the local Public Health and Social Services (DPHSS), as well as from the federal Center for Disease Control (CDC) have been carefully considered to determine how to implement important considerations while adjusting to meet the unique needs and circumstances of our local community college. We are aware that implementation of these considerations should be guided by what is viable, practical, feasible, and tailored to the needs of GCC constituents, which include faculty, staff, administrators and students.

Core Guiding Principle

In planning what considerations must be put in place and implemented to help maintain the safety and health of all campus constituents, the updated guidelines for institutions of higher education from CDC (updated May 21, 2020) served as the context for our discussions. This guiding principle states that “The more an individual interacts with others, and the longer that interaction, the higher the risk of COVID-19 spread.” In order to adhere to this guiding principle, we will need to be mindful of two levels of risk in the GCC general setting:

Lowest risk: Faculty and students engage in virtual-only learning options, activities and events; this option will be available, where student access to resources and faculty certification expertise are also available;

Moderate risk: Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects, as necessary and feasible. Similarly, staff and administrators

combine campus presence and telework in staggered schedules to be able to serve students.

In setting up this plan, several other guidance booklets were also reviewed and discussed such as the American Health Association’s “Considerations for Reopening Institutions of Higher Education in the COVID-19 Era” (May 7, 2020). To contribute meaningfully to these discussions, the leadership of the Faculty Senate and the Faculty Union, as well as several faculty members and administrators, also joined a webinar entitled, “Reimagining Your Campus for the Future of Work and the New Normal” (May 12, 2020), as sponsored by the League for Innovation in the Community College.

In a parallel vein, the document, (Re) Open: A Guide for Planning and Preparing Your Campus issued by Jones Lang LaSalle (JLL) IP, Inc. was also used as a valuable reference. Furthermore, the guidelines issued by the Guam Recovery Panel of Advisors entitled Chalan Para Hinemlo were integrated into our discussions. The latest Executive Order No. 2020-16 Relative to Allowing Additional Activities During Pandemic Condition of Readiness 2 also served as a reference document that helped facilitate the planning process. All these resources provided significant ideas and insights that contributed invaluable to the planning and development of this document, which is intended as a tool to inform all GCC constituents of the critical changes that will occur at the GCC campus, as a result of this global pandemic. Its utility as a marketing tool for the “new GCC” also has great potential.

Several scenarios in the classrooms for faculty and their students, as well as the office spaces of employees will need to be reset or reconfigured, in light of the public health restrictions that are still currently in place. Though some of the restrictions have eased up, the public health emergency declaration will probably remain for a

while, as the government tries to contain its community spread. The economic impact of the pandemic has been devastating for many businesses and industries, and in the long run, this will also impact our institution, budget-wise. As such, we will need to explore new avenues to do more with less. According to The Chronicle of Higher Education, 96% of colleges and universities are looking to re-engineer processes and look at budget reductions, as institutions of higher education will be pressed to find new ways to advance their missions, operate more efficiently and generate revenue, as well as to develop more responsive and proactive organizational strategies.

As we align GCC policies and processes with Covid-19 realities, we will need to explore new avenues to do more with less, and prepare for contingencies that will make us survive in a post-Covid learning environment.

COVID-19 | Preparing GCC to reopen

The text in the following pages (pp. 4-8) is adapted and excerpted from the CDC guidelines posted on www.cdc.gov entitled “Considerations for Institutes of Higher Education,” under the section Coronavirus Disease 2019 (COVID-19). It is intended as a guide to all the processes that GCC will adhere to, as long as they are viable, feasible, and practical, from a budgetary perspective. Note: In the text below, GCC is substituted where IHEs appeared in the original document.

Maintaining Healthy Operations

GCC may consider implementing several strategies to maintain healthy operations.

Protections for Students, Faculty, and Staff at Higher Risk for Severe Illness from COVID-19

- Offer options for faculty and staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework and modified job

responsibilities).

- Offer options for students at higher risk for severe illness that limit their exposure risk (e.g. virtual learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions in compliance with applicable federal and state privacy and confidentiality laws.

Regulatory Awareness

- Be aware of local regulatory agency policies related to group gatherings to determine if events can be held.

Gatherings

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Pursue options to convene sporting events and participate in sports activities in ways that reduce the risk of transmission of COVID-19 to players, families, coaches, and communities.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, or county).

Telework and Virtual Meetings

- Encourage telework for as many faculty and staff as possible, especially employees at higher risk for severe illness from COVID-19.
- Replace in-person meetings with video- or tele-conference calls whenever possible.
- Provide student support services virtually, as feasible.

When possible, use flexible work or learning sites (e.g., telework, virtual learning) and flexible work or learning hours (e.g., staggered shifts or classes) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between people, especially if social distancing is recommended by local health authorities.

Travel and Transit

- Consider options for limiting non-essential travel in accordance with local regulations and guidance.
- Encourage students, faculty and staff who use public transportation or ride sharing to use forms of transportation that minimize close contact with others (e.g., biking, walking, driving or riding by car either alone or with household members).
- Encourage students, faculty and staff who use public transportation or ride sharing to follow CDC guidance on how to protect yourself when using transportation. Additionally, encourage them to commute during less busy times and clean their hands as soon as possible after their trip.

Designated COVID-19 Point of Contact

- Designate an administrator or office to be responsible for responding to COVID-19 concerns. All GCC students, faculty and staff should know who this person is and how to contact them.

Participation in Community Response Efforts

- Consider participating with state or local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).

Communication Systems

- Put systems in place for:
- Consistent with applicable law and privacy policies, having students, faculty

and staff report to the GCC if they have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 (e.g. see “Notify Health Officials and Close Contacts” in the **Preparing for When Someone Gets Sick** section below), and other applicable federal and state privacy and confidentiality laws, such as the Family Educational Rights and Privacy Act (FERPA).

- Notifying faculty, staff, students, families, and the public of GCC closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

Leave (Time Off) and Excused Absence Policies

- Implement flexible sick leave policies and practices that enable students, faculty, staff, and administrators to stay home or self-isolate when they are sick, have been exposed, or caring for someone who is sick.
- Examine and revise policies for excused absences and virtual learning (students) and leave, telework, and employee compensation (employees).
- Leave and excused absence policies should be flexible, not be punitive to people for taking time off and should allow sick employees and students to stay home and away from others. Leave and excused absence policies should also account for employees and students who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop guidelines for returning to classes and GCC facilities after COVID-19 illness. CDC’s criteria to discontinue home isolation and quarantine can inform these policies.

Back-Up Staffing Plan

- Monitor absenteeism of employees and students, cross-train staff, and create a roster of trained back-up staff.

Staff Training

- Train staff on all safety protocols
- Conduct training virtually or ensure that social distancing is maintained during training.

Recognize Signs and Symptoms

- If feasible, conduct daily health checks or ask faculty, staff, and students to conduct self-checks (e.g., temperature screening and/or symptom checking).
- Health checks should be done safely and respectfully, and in accordance with any applicable federal or state privacy and confidentiality laws and regulations. GCC administrators may use examples of screening methods found in CDC's General Business FAQs.

Support Coping and Resilience

- Encourage students, faculty, staff, and administrators to take breaks from watching, reading, or listening to news stories, including social media if they are feeling overwhelmed or distressed.
- Promote employees and students eating healthy, exercising, getting sleep and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
- Maintaining Healthy Environments
- GCC may consider implementing several strategies to maintain healthy environments.

Cleaning and Disinfection

- Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains, grab bars, hand

railings, bathroom stalls) within GCC facilities at least daily. Use of shared objects (e.g., lab equipment, computer equipment, desks) should be limited.

- If transport vehicles (e.g., vans) are used by GCC, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely. Use products that meet EPA disinfection criteria.
- Encourage students, faculty, and staff to keep their personal items (e.g., cell phones, other electronics) and personal work and living spaces clean. Encourage students, faculty, and staff to use disinfectant wipes to wipe down shared desks, lab equipment, and other shared objects and surfaces before use.
- Ensure there is adequate ventilation when using cleaning products to prevent students or staff from inhaling toxic fumes.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., assigning each student their own art supplies, lab equipment, computers) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, books, pens, and other learning aids.

Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for

example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students, faculty, or staff using the facility.

Water Systems

- To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, water refilling stations, decorative fountains) are safe to use after a prolonged facility shutdown. On-campus touchless refillable water stations will be cleaned and sanitized following CDC guidelines. All drinking fountains will be disabled and covered to prevent use.

Modified Layouts

- Space seating/desks at least 6 feet apart in classrooms. For lecture halls, consider taping off seats and rows to ensure six-foot distance between seats.
- Host smaller classes in larger rooms.
- Offer distance learning in addition to in-person classes to help reduce the number of in-person attendees.
- Provide adequate distance between individuals engaged in experiential learning opportunities (e.g., labs, vocational skill building activities).

Physical Barriers and Guides

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., cash registers).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls to ensure that individuals remain at least 6 feet apart in lines and at other times.

Communal Spaces

- Close shared spaces such as exercise rooms, and lounges if possible; otherwise, stagger use and restrict the number of people allowed in at one time to ensure everyone can stay at least 6 feet apart, and clean and disinfect between use.
- Limit the number of individuals in communal spaces (e.g. student lounge, study hall, etc.) so that social distancing protocols are followed.
- Restrict the number of people allowed in restrooms and conference rooms to ensure distancing of at least 6 feet.

Food Service

- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and water. Individuals should wash their hands after removing their gloves or after directly handling used food service items. If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and consider the safety of individuals with food allergies.

Promoting Behaviors that Reduce Spread

- GCC may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

Staying Home or Self-Isolating when Appropriate

- If a decision is made to have any version of in-person classes, before returning to campus, actively encourage students, faculty, and staff who have been sick with COVID-19 symptoms, tested positive for COVID-19, or have been potentially exposed to someone with COVID-19

(either through community-related exposure or international travel) to follow CDC guidance to self-isolate or stay home.

- Once back on campus, educate students, faculty, and staff on when they should stay home or self-isolate in their living quarters.
 - Actively encourage students, faculty, and staff who are sick or have recently had a close contact with a person with COVID-19 to stay home or in their living quarters (e.g., dorm room). Develop policies that encourage sick individuals to stay at home without fear of reprisals, and ensure students, faculty, and staff are aware of these policies. Offer virtual learning and telework options, if feasible.
 - Students, faculty, and staff should stay home when they have tested positive for or are showing symptoms of COVID-19.
 - Students, faculty, and staff who have recently had a close contact with a person with COVID-19 should also stay home and monitor their health.
 - CDC's criteria can help inform return to work/school policies:
 - If they have been sick with COVID-19
 - If they have recently had a close contact with a person with COVID-19

Hand Hygiene and Respiratory Etiquette

- Recommend and reinforce handwashing with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.

- Encourage students, faculty, and staff to cover coughs and sneezes with a tissue or use the inside of your elbow. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used.

Cloth Face Coverings

- Recommend and reinforce use of cloth face covering masks among students, faculty, and staff. Face coverings should be worn as feasible and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to all students, faculty, and staff on proper use, removal, and washing of cloth face coverings.

Note: Cloth face coverings should not be placed on:

- Anyone who has trouble breathing or is unconscious.
- Anyone who is incapacitated or otherwise unable to remove the cover without assistance.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Adequate Supplies

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer containing at least 60 percent alcohol, paper towels, tissues, disinfectant, cloth face coverings (as feasible), and no-touch/foot pedal trash cans.

Signs and Messages

- Post signs in highly visible locations (e.g., building entrances, restrooms, dining areas) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Include messages (for example, videos) about behaviors that prevent spread of COVID-19 when communicating with faculty, staff, and students (such as on GCC websites, in emails, and on GCC social media accounts) in accordance with the Clery Act.
- Find freely available CDC print and digital resources on CDC's communications resources main page.

Preparing for When Someone Gets Sick

GCC may consider implementing several strategies to prepare for when someone gets sick from COVID-19

Advise Sick Individuals of Home Isolation Criteria

- Sick faculty, staff, or students should not return to in-person classes or GCC facilities, or end isolation until they have met CDC's criteria to discontinue home isolation.

Isolate and Transport Those Who are Sick

- Make sure that faculty, staff, and students know they should not come to the GCC if they are sick, and should notify GCC officials (e.g., GCC designated COVID-19 point of contact) if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate faculty, staff, and students with COVID-19 symptoms (such as fever, cough, or shortness of breath). Individuals who are sick should go home

or to a healthcare facility, depending on how severe their symptoms are, and follow CDC Guidance for caring for oneself and others who are sick.

- Work with GCC administrators and healthcare providers to identify an isolation room, area, or building/floor (for on-campus housing) to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. GCC healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

Role of School Health Coordinator/ Site Nurse

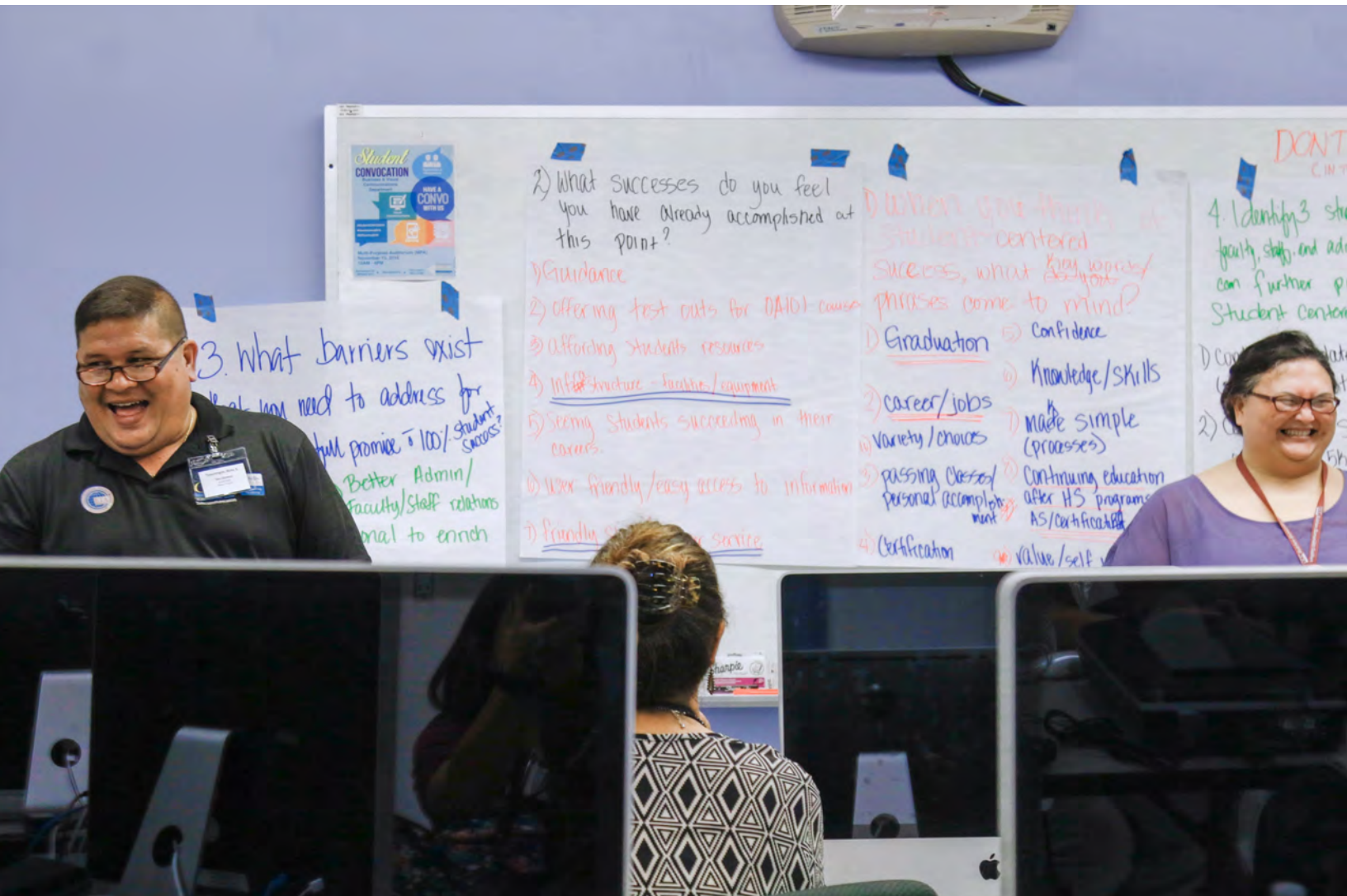
- School Health Counselor (SHC) or Site Nurse (SN) will provide first aid and nursing intervention for health emergencies, illnesses and injuries that occur on-campus. SHC or SN will also coordinate utilization of existing health resources to provide appropriate care of clients, and makes necessary referrals to parents (minor clients), school personnel and community health resources for intervention, remediation, and follow through.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.

Notify Health Officials and Close Contacts

- In accordance with applicable federal, state and local laws and regulations, GCC should notify local health officials, faculty, staff, and students immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA), FERPA or and other applicable laws and regulations..
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home or in their living quarters and self-monitor for symptoms, and follow CDC guidance if symptoms develop.



CURRENT PLANS & INITIATIVES

Adjustments to the Classroom Learning Environment

Fall 2020 Procedural Guidance for Limited Face to Face Classroom Instruction

In light of the continued directive of social distancing, the following procedural guidance was developed for implementation for fall 2020. Existing classroom capacity at GCC range from 13 to 60, with the majority of classrooms having a capacity between 20 and 30. Classrooms having a capacity of 20 to 30 students, with social distancing being taken into consideration, it is likely that 6 to 7 students will be allowed in the classroom for face to face instruction at one time.

Course offerings generally meet twice a week, either Monday and Wednesday, or Tuesday and Thursday.

It is highly recommended that faculty conduct a survey of each class to determine how many students can participate remotely. Based on the results of this survey, the following guidelines based on a classroom which has a capacity of 20 students (now allowing 6):

1. If no student requires face to face instruction the faculty will conduct instruction on both days with the following guidelines:
 - i. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
 - ii. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).
2. If 1 to 6 students require face to face instruction the faculty will conduct face to face instruction on both class days with the following guidelines:
 - i. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
 - ii. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).
3. If 7 to 12 students require face to face instruction the faculty will conduct face to face instruction on both class days using one of the following guidelines:

A. If two classrooms are available:

- i. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
- ii. At the start of each class session ensure that the projector, computer, camera, and microphone in additional room is on and active.
- iii. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).

B. If two classrooms are not available:

- i. Ask students if they would be able to participate remotely in one of the campus computer labs.
- ii. Ask students if any would be able to meet during faculty's office hours to cover material. Room utilization may be used to request for an available classroom.

If the number of students remaining still does not meet the classroom requirement

- iii. The faculty may divide the students who need the face to face instruction into 2 groups of 6 or less and have one group attend one day and the other group attend on the other day.
- iv. The content covered on each instructional day will be the same. The material should contain content from two lessons revised to fit into one lesson.

(For example, if an instructor originally planned to teach adding fractions on Monday and then subtracting fractions on Wednesday, the faculty will combine adding and subtracting fractions into one lesson and present it to one group on Monday and then to the other group on Wednesday)

- v. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).

4. If more than 12 students require face to face instruction:

- i. Inquire with SSS if a larger classroom is available to switch.
- ii. Use faculty office hours to meet with students to cover material. Room utilization may

be used to request for an available classroom.

- iii. Check other sections with another instructor if there is space for face to face instruction. Student may transfer to that section if all parties (student, and both faculty) agree.
- iv. Ask students if they would be able to participate remotely in one of the campus computer labs.
- v. Assign a course project and meet with the student during office hours.

Notes to Keep in Mind:

- If face to face students suddenly choose to attend remotely, they may do so. However, if students who were attending remotely choose to do face to face, the instructor must approve to ensure ample space is available.
- Student Support Services will work as quickly as possible to meet your request for available rooms or for room changes. We kindly ask for your patience.



TRANSITIONING TO ONLINE LEARNING

The official Learning Management System (LMS) for GCC is Moodle, an open source learning platform. Through a contract with a third-party vendor, our Moodle classrooms remain in a host server even after a class has been completed. The archival of these classes is important for accreditation purposes, as this provides the opportunity for future accreditors during an accreditation year to visit those classes virtually. They will be looking for *regular and substantive interaction* among faculty and students, as well as *regular and effective contact* between them.

The section below is excerpted from guidelines prepared by faculty member Marivic Schrage, based on online and hard copy materials, notably the Guide To Evaluating Distance Education And Correspondence Education, published by the Accrediting Commission for Community and Junior Colleges (ACCJC). The other reference is

Poulin, R. and Poulin, R.,(n.d.). Interpreting What Is Required For “Regular And Substantive Interaction.” [online] WCET Frontiers. Available at: <https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>

The Guidelines establish minimum instructor contact with online students in credit-bearing courses. The Guidelines are based on the principle that online courses entail the same weekly instructional time, rigor, and quality of interaction as doing with face-to-face courses. Therefore, online instructors are required to create intentional and deliberate substantive interaction in the Moodle Learning Management System.

Elements of “regular and substantive interaction”.

1. Interaction must be initiated by the instructor
2. Interaction must be frequent.
3. Interaction must be of an academic in nature.
4. Interaction must be with an instructor that meets accrediting agency standards.
(Source: [Interpreting what is Required or “Regular and Substantive Interaction”](#))

The Guidelines

1. The faculty prepares a syllabus documenting how regular contact between students and the instructor is achieved.
 - The syllabus must include office hours when the instructor meets with the student(s);
 - The syllabus includes course policies defining student-initiated contact (e.g. where to post questions, and examples of the type of questions) in the instructor’s syllabus.
 - The syllabus includes guidelines for frequency of contact at least equivalent to contact in face-to-face classrooms.
 - The syllabus defines response time for student questions and assignment feedback.
 - The syllabus provides the instructor’s communication policy and mode of communication.
2. The instructor sends a weekly class-wide course-related and timely announcements, emails, or messages.

3. The instructor deliberately creates an online community of learners using strategies such as discussion boards, group projects, group problem-solving, discussion of assignments, activities, or other collaborative activities, as applicable to the course.
4. The instructor varies the types of interaction, such as instructor-student, student-student, student-content.
5. The instructor monitors student interaction and activity to ensure that they participate fully.
6. The instructor participates regularly in discussion activities with students to provide a summary, to correct errors of fact, to keep the discussion on the topic, and/or to add expertise to the content of the discussion.
7. The instructor regularly asks students for feedback about the course and revises the content as needed to address issues identified.
8. The instructor provides substantive feedback and guidance to students on multiple assignments over the full length of the term. The feedback must go beyond “good job” or “great work”.
9. The instructor's interaction with students is demonstrable and documented. Examples of substantive interaction include:
 - Chat rooms within the LMS when instructor dialogues actively with students;
 - Course-related discussion board replies;
 - Course-related e-mail and messages within the learning management system (LMS).
 - Personalized, regular, and timely feedback student blogs, wikis, quizzes, papers, portfolios, exams, and other course-related assignments;
 - Course-related phone calls;
 - Course-related Q&As;
 - Review sessions;
 - Course-related social networking using the LMS;
 - Course-related video conferences when the instructor;
 - Face-to-face meeting with the students;
10. The following content deliveries are often essential to quality instruction and the student's learning experience but do not qualify as substantive interactions:
 - Course orientations;
 - Administrative or non-academic announcements, emails, and messages;
 - Administrative or non-academic content such as generic praise or clarifications of class policies;
 - Internet resources and links to external sites;
 - Modules, materials, lessons, lectures, and presentations that are pre-loaded;
 - Use of technologies that assist students in understanding course content such as webcasts, webinars, podcasts, slide presentation, Camtasia shows, streaming videos, web hunt, and other audio/video recordings, etc.;
 - Assignments that require students to make effective use of external resources including Virtual Library, Web-based and other electronic resources.

Survey Findings on Remote Learning Tools Being Used by GCC Faculty

Because of the disruption of the Spring 2020 semester caused by the global coronavirus pandemic, GCC quickly implemented measures to ensure it continued to achieve its goal of “students first, mission always.” In an effort to collect information on the remote learning tools utilized to deliver their courses in a virtual learning environment, a general survey of faculty teaching courses offered in the Spring was conducted. It must be stated at the outset that “remote learning” in this survey was defined broadly, and did not distinguish between learning management systems, applications, software, or other means of instructional delivery. This report summarizes the data on remote learning tools gathered from GCC faculty during the COVID-19 pandemic shutdown.

Based on the Spring 2020 Master Schedule of Classes, a total of forty-three (43) course subjects with four hundred and sixteen (416) course sections categorized by schedule types, including clinical, hybrid, lecture, lab, lecture/lab, online, and practicum, were available to students. A total of six-thousand nine-hundred and twenty-six (6,926) course seats were occupied by the one-thousand nine-hundred and seventy-nine (1,979) students enrolled in these college courses. A total of one hundred and forty-four (144) faculty, including fulltime permanent faculty and part-time adjunct faculty, taught these courses.

Of the one hundred and forty-four (144) faculty teaching in the Spring, a total of eighty (80) faculty or 56% responded to the general survey of remote learning tools utilized during the COVID-19 pandemic for courses that were moved into the fully online environment. There were courses offered that were not moved into the fully online environment however because of various reasons, including those courses delivered in a hands-on trade-specific shop, such as construction trades and automotive courses.

Alternative options for the achievement of course student learning outcomes were provided to students enrolled in these courses.

For those courses delivered in the fully online environment, faculty responding to the general survey reported utilizing the following remote learning tools:

- Apowersoft
- Cengage
- Cisco Academy
- Cisco Webex
- classmarker.com
- e-books
- Edmodo
- Email
- FaceTime
- Goodnotes 5
- Google Chat
- Google Classroom
- Google Drive
- Google Hangouts
- Google Meet
- Google Slides
- Kahoot
- Loom
- MathXL
- Messenger
- Moodle
- MyGCC Course Studio
- Mymathlab
- Power Point
- Quizizz.com
- Reddit
- Screencast-o-matic
- ShowMe
- Telephone
- Videos
- Webassign
- WhatsApp
- Zoom

In terms of frequency of use of these remote learning tools amongst the faculty respondents, the top five (5) reported remote learning tools utilized by faculty respondents are Google Classroom, email, Moodle, Zoom, and Google Hangouts. A total of fifty-seven (57) or seventy-one percent (71%) of the faculty respondents reported utilizing the Google Classroom online platform, the tool reported to be utilized the most during the college shutdown. A total of thirty-three (33) or forty-one percent (41%) of the faculty respondents reported utilizing email as a remote learning tool. A total of twenty-nine (29) or thirty-six percent (36%) of the faculty respondents reported utilizing the GCC-supported Moodle online platform. A total of eighteen (18) or twenty-three percent (23%) of the faculty respondents reported utilizing the Zoom platform while a total of thirteen (13) or sixteen percent (16%) of faculty respondents reported utilizing the Google Hangouts platform as a remote learning tool. The other remote learning tools utilized but less frequently than the top five described above include Loom, MyGCC Course Studio, MathXL, videos, Google Meet, WhatsApp, Cengage LMS, Telephone, e-books, Kahoot, Goodnotes 5, Webassign, Cisco Academy, FaceTime, Edmodo, Quizizz.com, Messenger, Cisco Webex, Reddit, Mymathlab, Screencast-o-matic, Apowersoft, ShowMe, classmarker.com, Google Chat, Google Slides, Google Drive, and Power Point (Microsoft PowerPoint).

Google Classroom as an Alternative LMS

Because of the abrupt transition to distance learning when the college shutdown occurred, a good number of faculty were not sufficiently prepared to conduct their classes in the online environment. Fortunately, because the entire college subscribes to an institutional Gmail account, all students and faculty had access to Google Classroom, a streamlined, easy-to-use tool that helps instructors manage coursework. With this learning platform, faculty can create classes, distribute assignments, grade and send feedback, and see everything in one place. With

simple setup and integration with G Suite for Education, Google Classroom streamlines repetitive tasks and makes it easy to focus on what faculty do best: teaching. The survey findings discussed above make it imperative for GCC to temporarily adopt Google Classroom as a viable learning management system for GCC faculty who have already transitioned to this LMS.

To coincide with the permission waiver provided by ACCJC regarding the abrupt transition to distance education because of the Covid-19 pandemic, GCC will allow faculty to use Google Classroom as LMS, in addition to Moodle, for Fall semester 2020. The intent however is for all faculty to gradually transition to Moodle as the institutional LMS by Spring 2021. This will be in compliance with accreditation protocols that will allow future accreditors to have virtual access to GCC online classes during an accreditation year. This is because Moodle is institutionally-supported while Google Classroom is not.

Further guidance on the use of Google Classroom as an alternative LMS (in addition to Moodle) and the required certification on the pedagogy of online teaching will be provided by the Office of the Vice President for Academic Affairs.

LMS Update: Based on a new report provided to the VPAA by the Academic Technology Office (June 9, 2020), a total of sixty-eight (68) classes utilized Moodle as the LMS for Spring semester 2020. This significantly exceeds the fifty-seven (57) faculty who reported utilizing Google Classroom in the survey, with only 33 faculty reporting the use of Moodle. Evidently, the 56% survey response rate did not thoroughly capture the actual LMS user data, which was the survey's primary goal.

Given the new information, Moodle therefore remains the LMS most utilized by GCC faculty. It is evident that the institutional support provided to Moodle users at the college may have served as an important factor in the faculty's choice of LMS last Spring.



IMPORTANT CHECKLISTS TO CONSIDER

The section below is adapted from the Center for Disease Control and Prevention material entitled, *Workplaces During the Covid-19 Pandemic*, and can be accessed via www.cdc.gov/coronavirus

Should GCC consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect employees at higher risk for severe illness?

Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing and enhance space between employees, including through physical barriers, changing layout of workspaces, encouraging telework, closing or limiting access to communal spaces, staggering shifts and breaks, and limiting large events, when and where feasible
- ✓ Consider modifying travel and commuting practices. Promote telework for employees who do not live in the local area, if feasible.
- ✓ Train all employees on health and safety protocols

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if an employee gets sick
- ✓ Regularly communicate and monitor developments with local authorities and employees
- ✓ Monitor employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in

STANDARD OPERATING PROCEDURE FOR GCC CLASSROOM DISINFECTION

Prior to start of class:

1. Students will be briefed on the requirements to attend the class:
 - Students must wear a face mask at all times during the class.
 - Class size limits and spacing will be reviewed with students.
 - Seating arrangements will be made for the duration of the class, so that students have an assigned seat and not share a chair or switch chairs during the class session.
 - No students will be allowed in the session if they are ill or display flu-like symptoms.
 - Students will only be in the lab or classroom as required.
 - If lab class: During the lab station activities, students will use their assigned chair for the lab activities.
2. Faculty will wipe down all classroom table surfaces and chairs prior to the start of class.

During class:

1. Proper distancing and capacity limits will be maintained.
2. If lab class: Students will be assigned tools for the duration of the session. All tools will be sanitized prior to and after use.
3. Students who rotate throughout stations will use assigned chairs.
4. All equipment and testers will be cleaned before and after each use by students.
5. All tools and associated equipment will be cleaned after class session and then stored in proper area.

After each class:

1. All classroom table surfaces and chairs will be cleaned by the faculty. If students are willing to assist, they may do so.

DAILY HEALTH SELF-ASSESSMENT FOR GCC EMPLOYEES

Prior to coming to campus, GCC employees should do a self-assessment to determine if they should report to work. Due to the severity and highly infectious nature of COVID-19, employees should stick to the results of this assessment. This self-assessment tool is not meant to take the place of talking with your health care professional or to diagnose or treat conditions. If you are in an emergency medical situation, call 911 or your local emergency number. This assessment is based on guidance provided by the Centers for Disease Control and Prevention (CDC) and the Mayo Clinic.

The checklist below is adapted from Texas Christian University's *Phase 1: Return to Campus, Initial Guidance for Employees Returning to Campus as their Primary Workspace* (May 2020).

EXPOSURE

Have you been within six feet of a person or had direct contact with a lab-confirmed or suspected case of COVID-19 in the past 14 days?

☐ YES ☐ NO

If you answered "Yes," **DO NOT COME TO WORK.** Call your supervisor.

SYMPTOMS

Do you have any of these symptoms?

- ☐ Fever (Please check your temperature daily before reporting to work?)
- ☐ New cough
- ☐ New shortness of breath or difficulty breathing
- ☐ New chills
- ☐ New muscle aches
- ☐ Sore throat
- ☐ Headache
- ☐ Diarrhea
- ☐ New loss of taste or smell

If you have any of these symptoms, speak to your health care professional and call your supervisor. **Stay home and DO NOT COME TO WORK until at least 10 days after symptoms of respiratory infection** (not allergies or asthma), **without the use of fever-reducing medications.** This applies regardless of whether you have been tested for COVID-19.

SEVERE SYMPTOMS

Are you struggling to breathe or fighting for breath even while inactive or when resting?

☐ YES ☐ No

Do you feel as though you might collapse every time you stand or sit up?

☐ YES ☐ No

If you have any of the severe symptoms, **CALL 911, DO NOT COME TO WORK.**

REMINDER

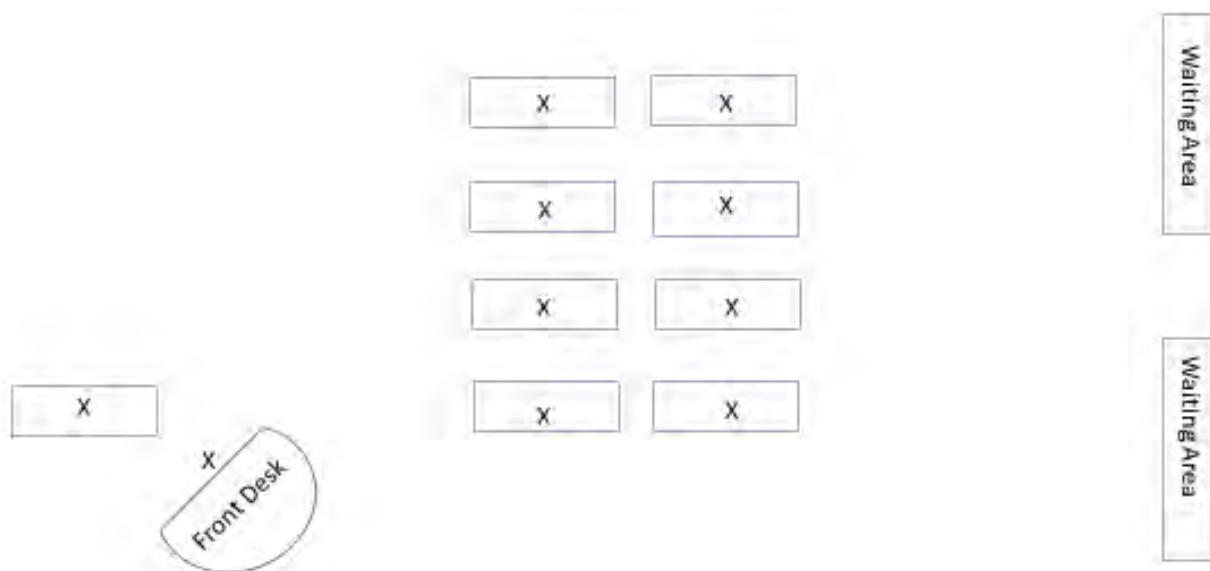
Employees should not discuss personal medical history with supervisors. Calls to supervisors are to notify them that the employee will be out sick.

Reconfiguration of Learning Spaces on the GCC campus

Preparing our buildings, spaces and our constituents to safely and efficiently resume our campus mission

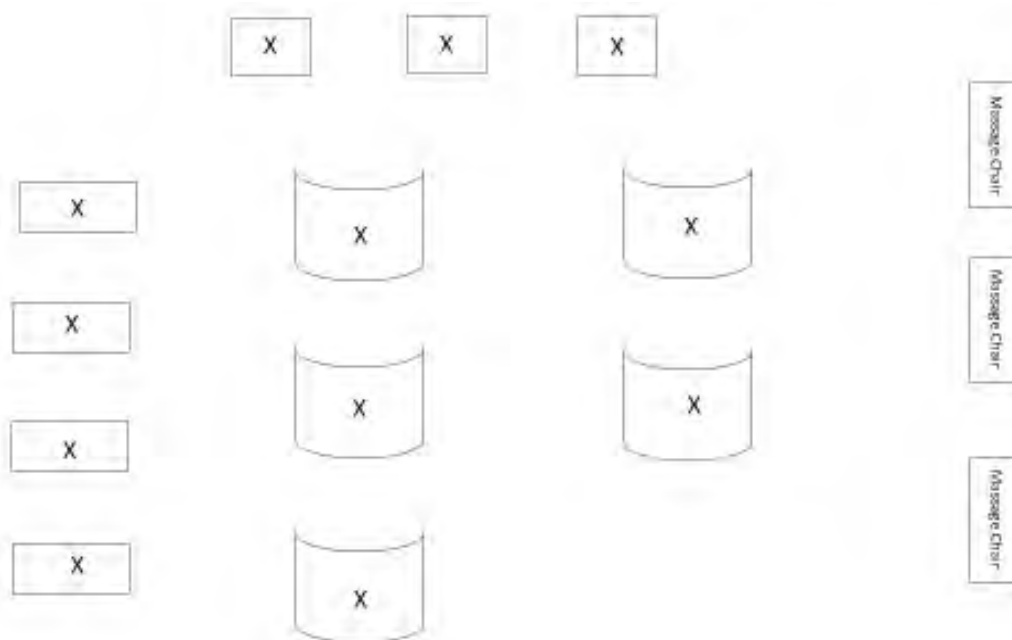
A Building: A-6 Cosmetology Lab

(8 Haircut Stations) | 10 Students



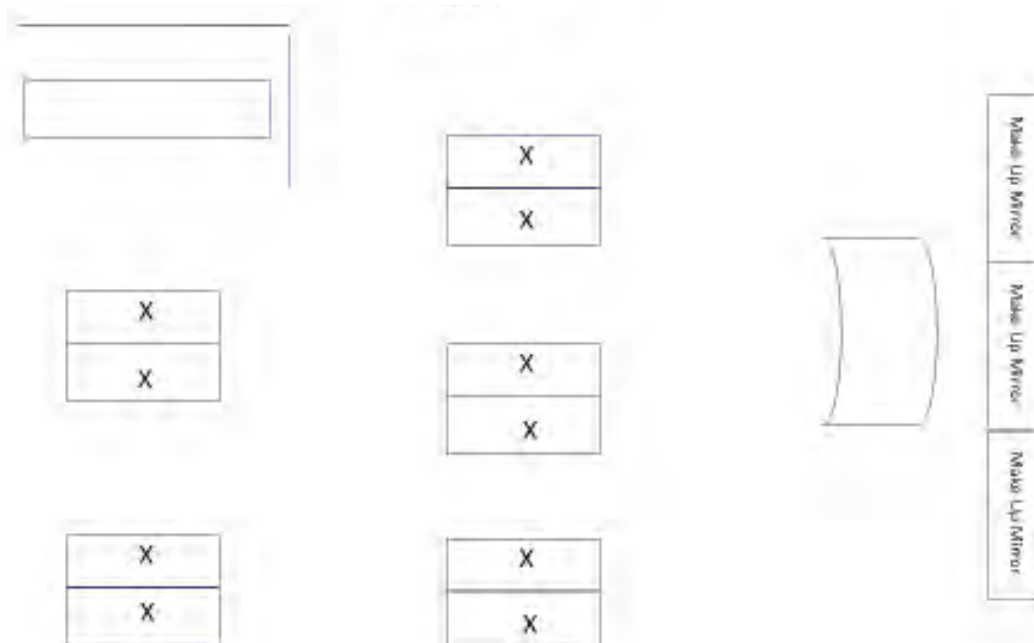
A Building: A-7 Cosmetology Lab

(4 Hair Stations, 5 Manicure Stations,
3 Hair Washers, 3 Massage Chairs) | 12 Students



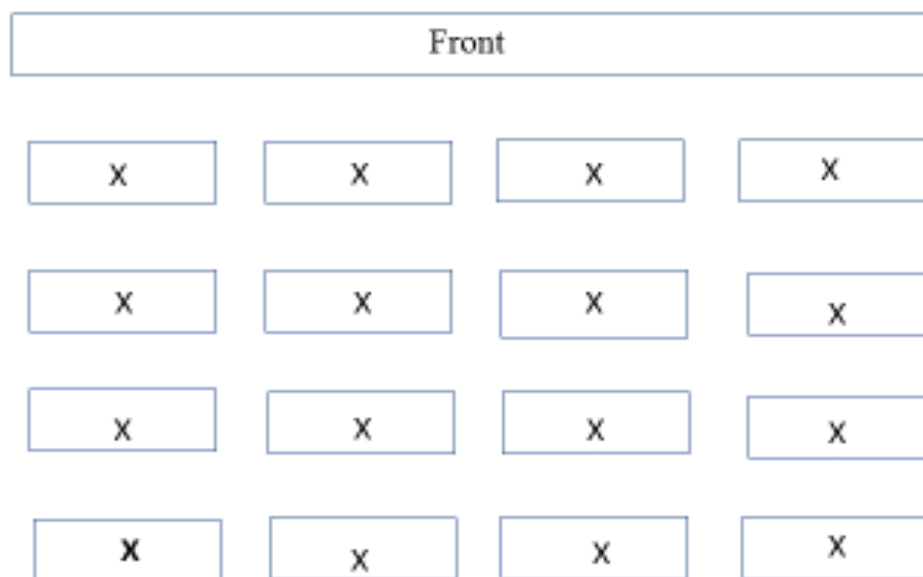
A Building: A-8 Cosmetology Lab

10 Students



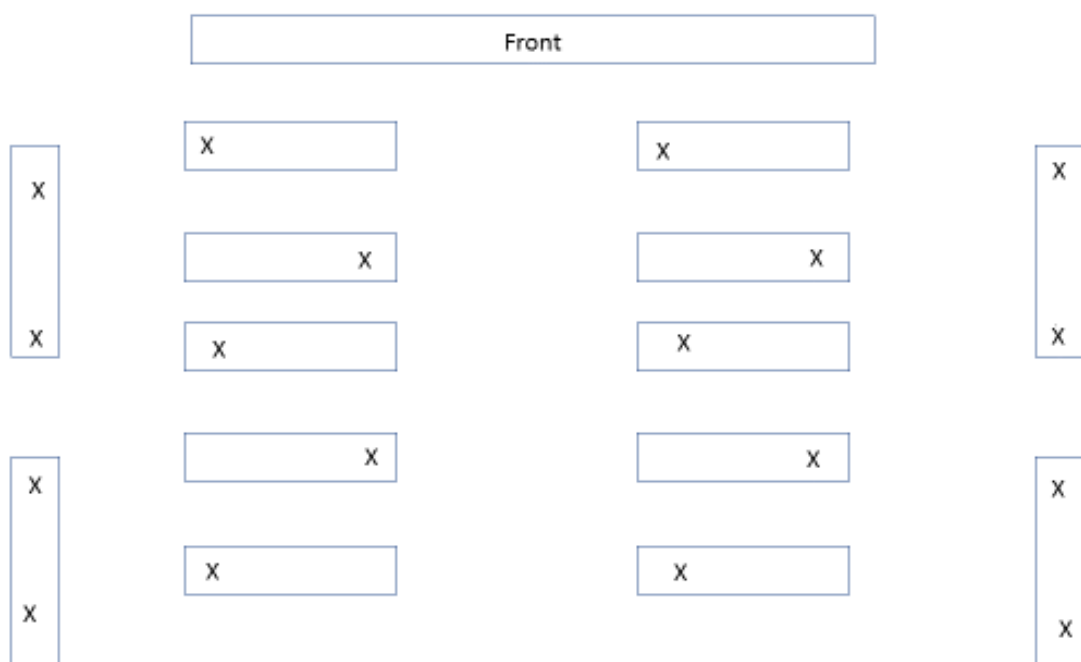
A Building: A-26 / A-27 (30 Seats)

16 Students (Student sit at center of each table)



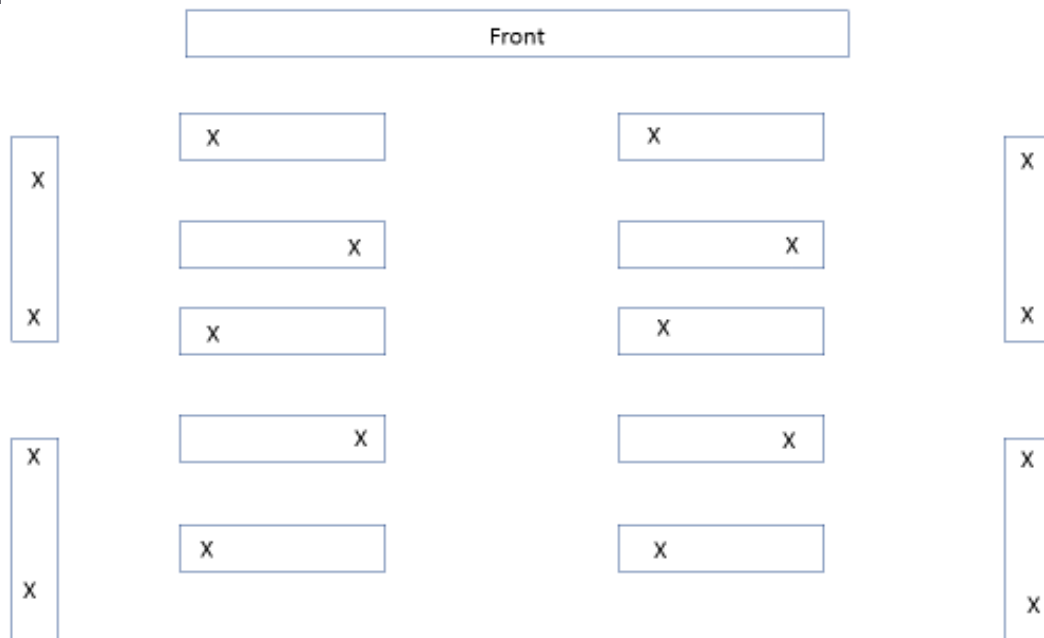
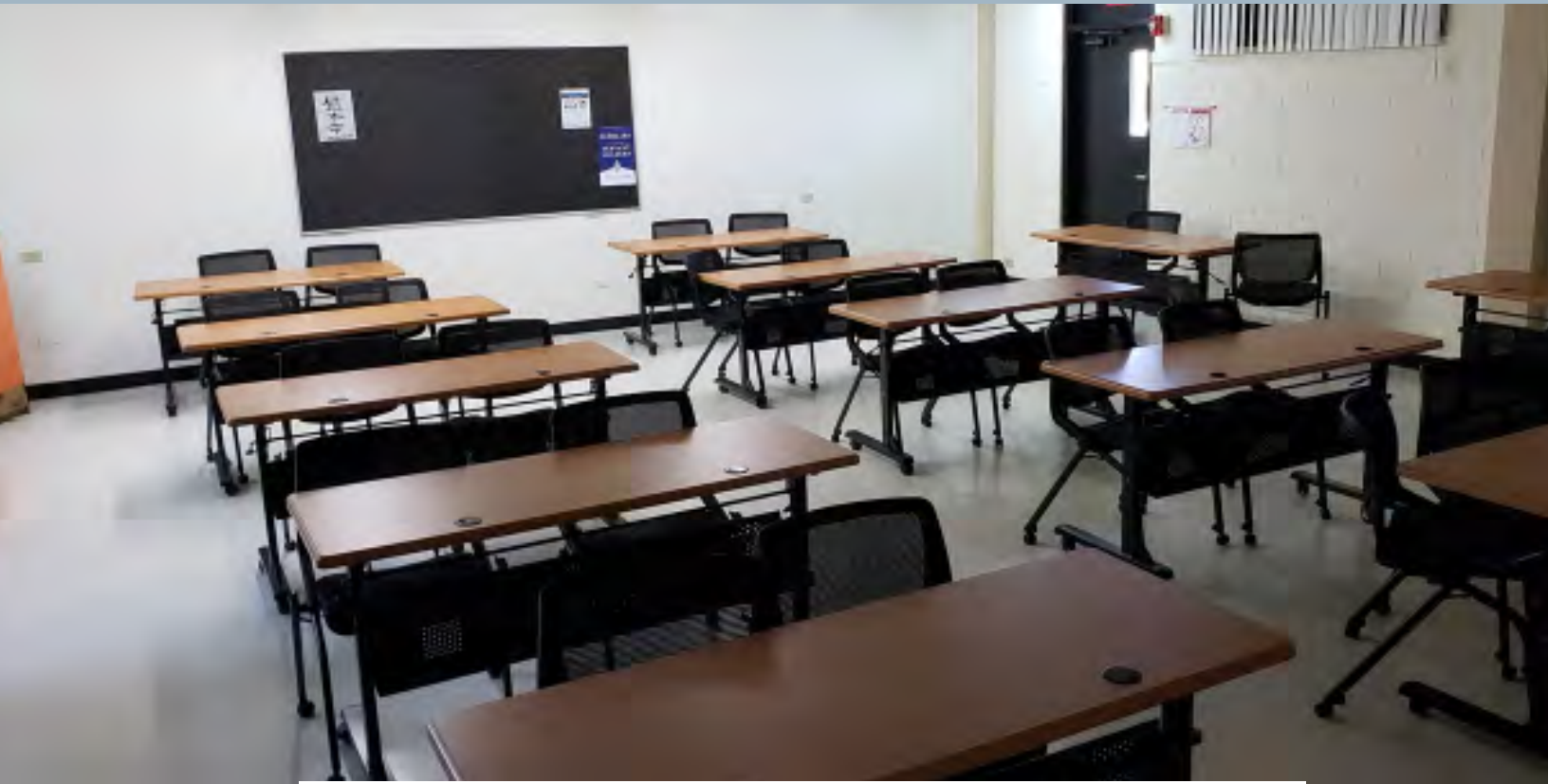
A Building: A-28 Classroom Lecture

(30 Seats) | 18 Students



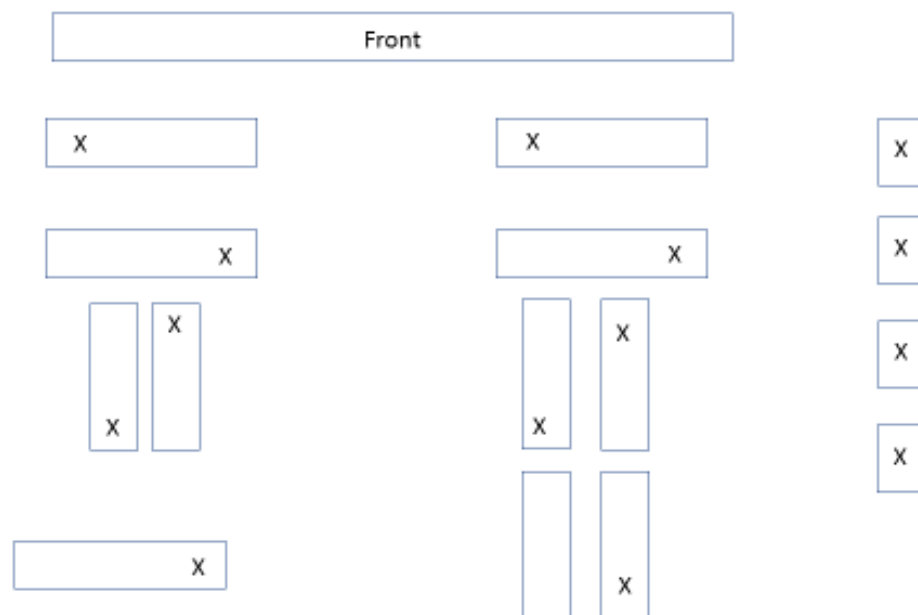
A Building: A-29 Classroom Lecture

(30 Seats) | 18 Students



A Building: A-30 Classroom Lecture

(20 Seats) | 14 Students



C Building: C-1 Classroom Lecture

(30 Seats) | 16 Students

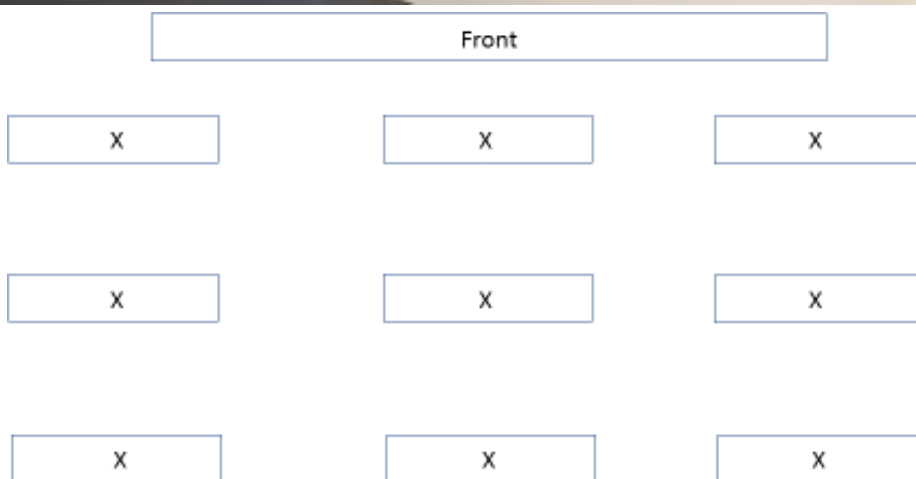


Front

X	X	X	X
X	X	X	X
X	X	X	X
X	X	X	X

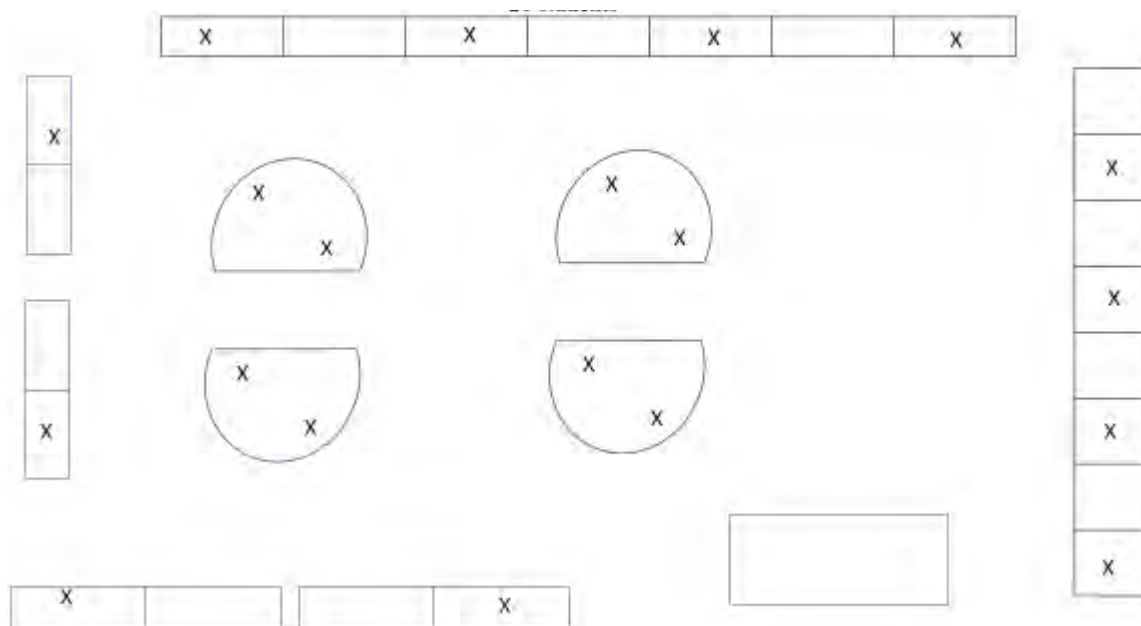
C Building: C-3 Classroom Lecture

(30 Seats) | 9 Students (Shelves in the classroom)



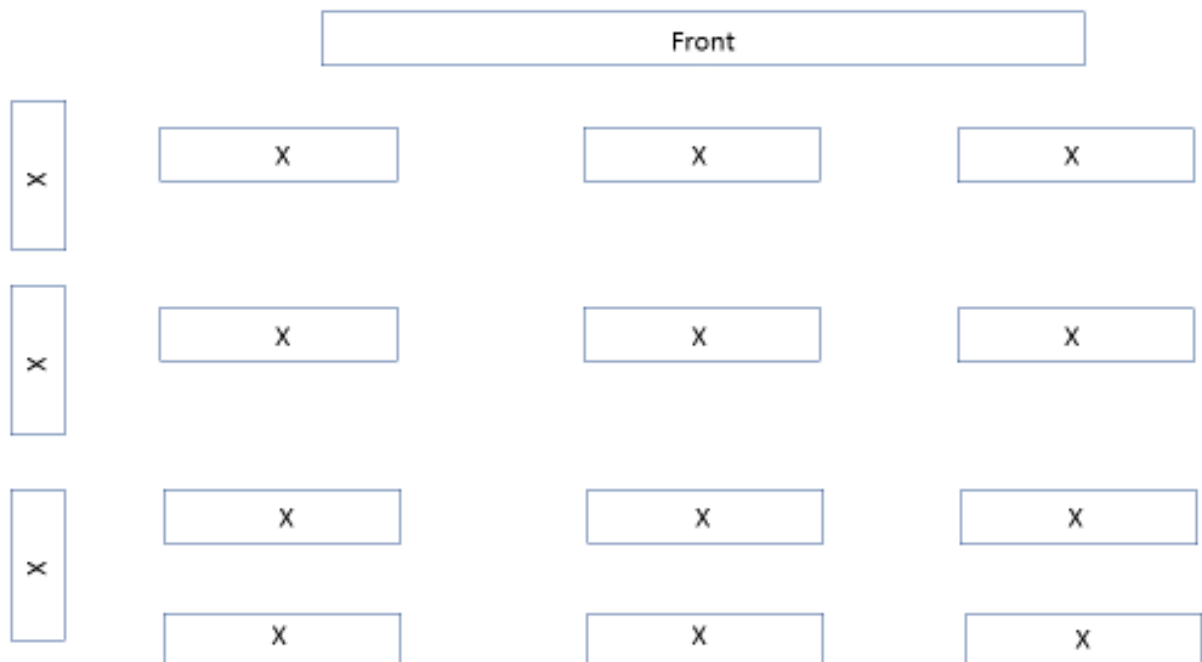
C Building: C-4 Classroom With Computers

(20 Seats) | 20 Students



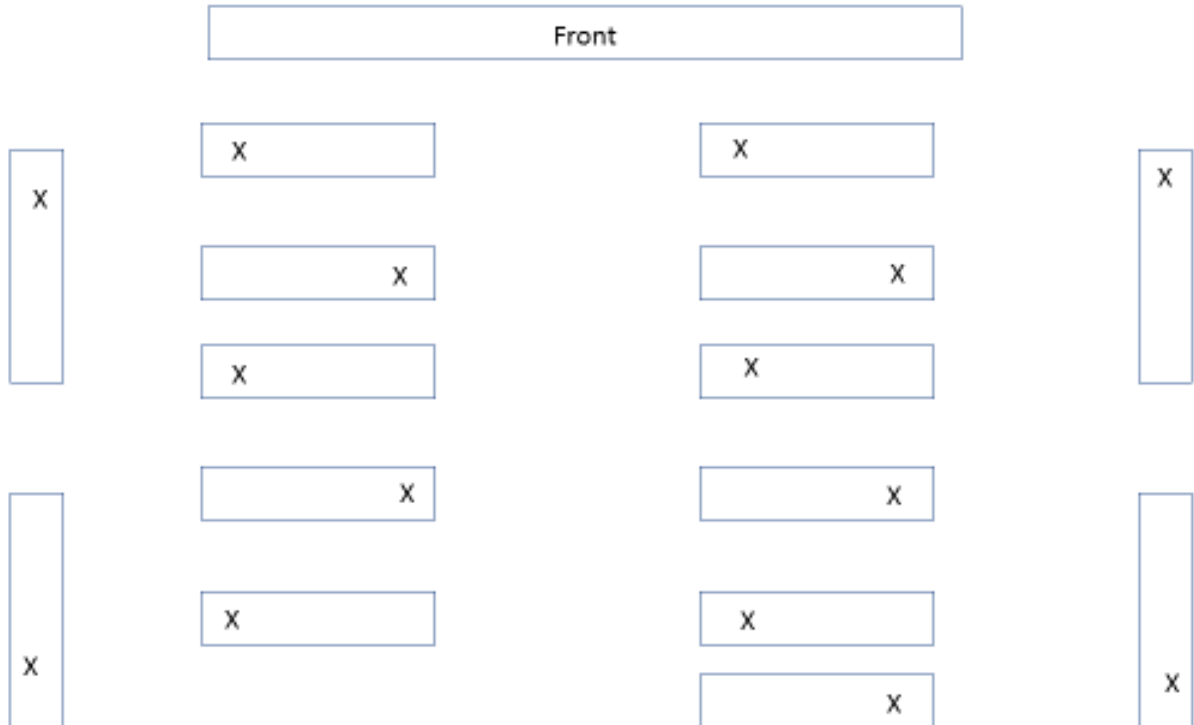
C Building: C-5 Classroom Lecture

(30 Seats) | 15 Students (Shelves in the classroom)



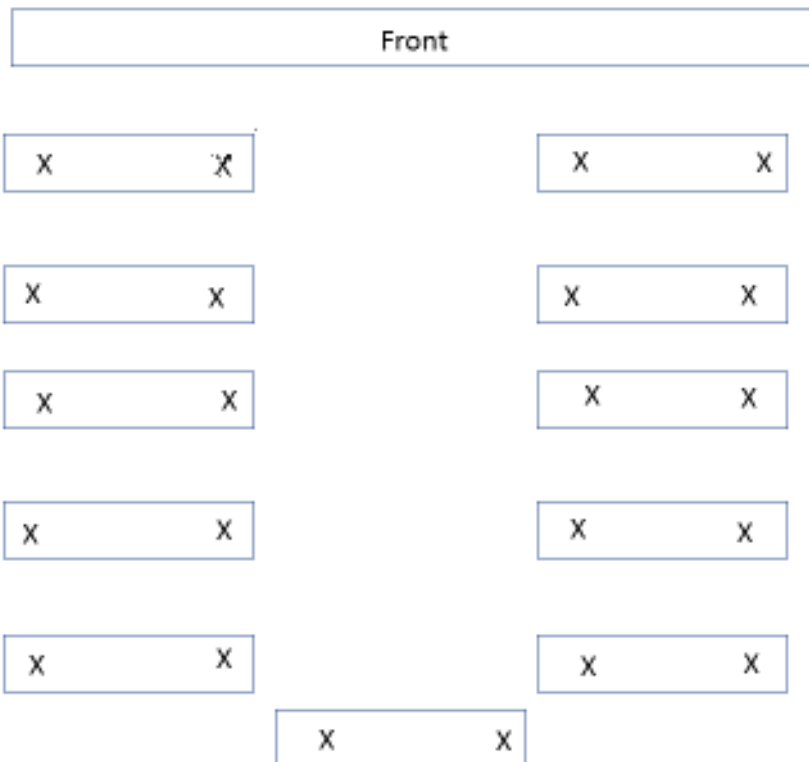
C Building: C-21 Classroom Lecture

(30 Seats) | 15 Students



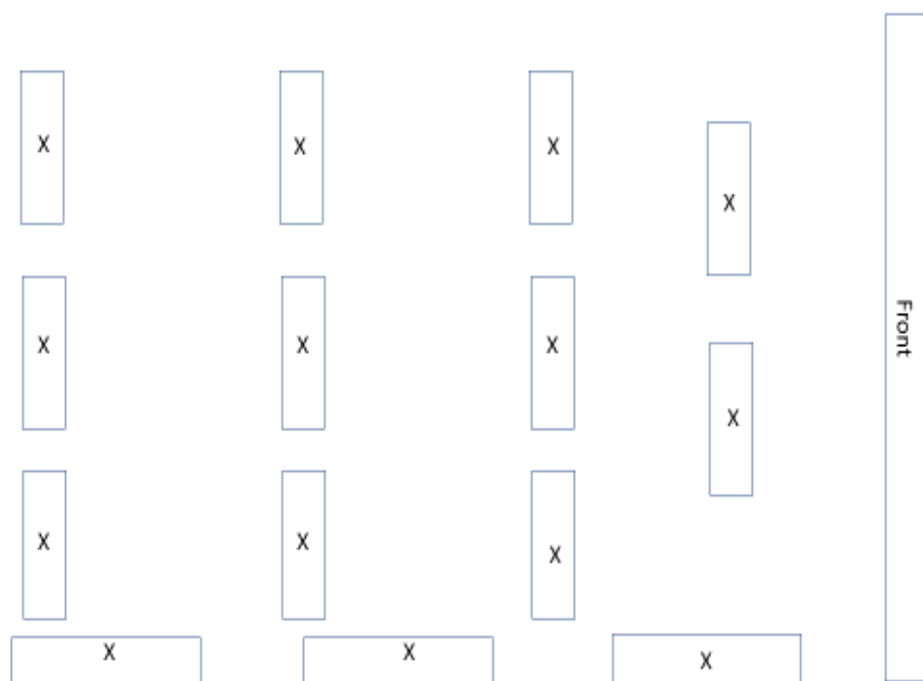
C Building: C-22 Classroom Lecture

(30 Seats) | 22 Students



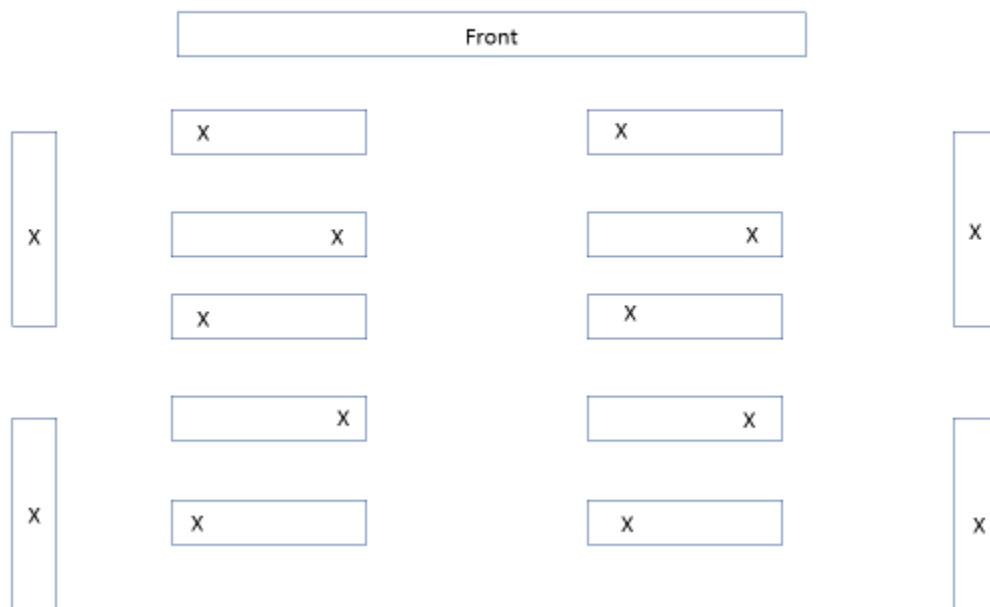
C Building: C-23 Classroom Lecture

(20 Seats) | 14 Students (Shelves in the classroom)



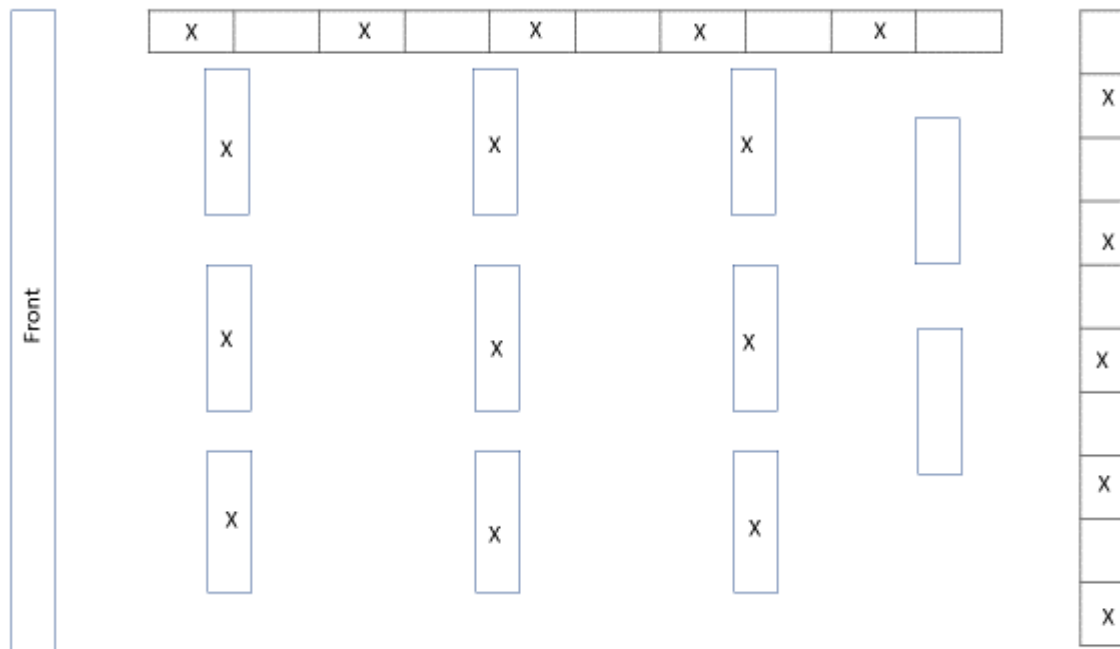
C Building: C-24 Classroom Lecture

(30 Seats) | 14 Students



C Building: C-25 Classroom with Computer

(20 Seats) | 19 Students



D Building: D-2 Computer Classroom

(20 Seats) | 12 Students



Front

X	X	X	X

X	X	X	X
---	---	---	---

X	X	X	X

D Building: D-3 Computer Classroom

(21 Seats) | 10 Students



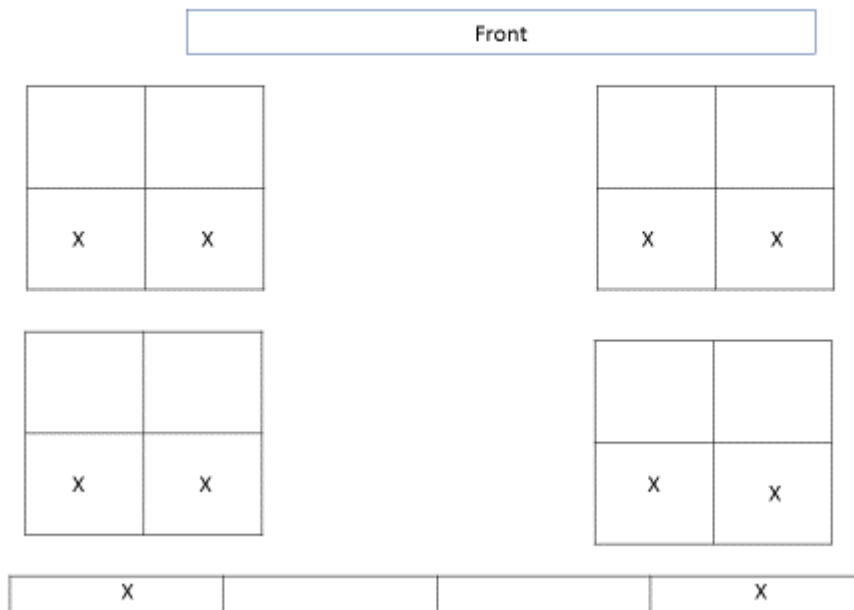
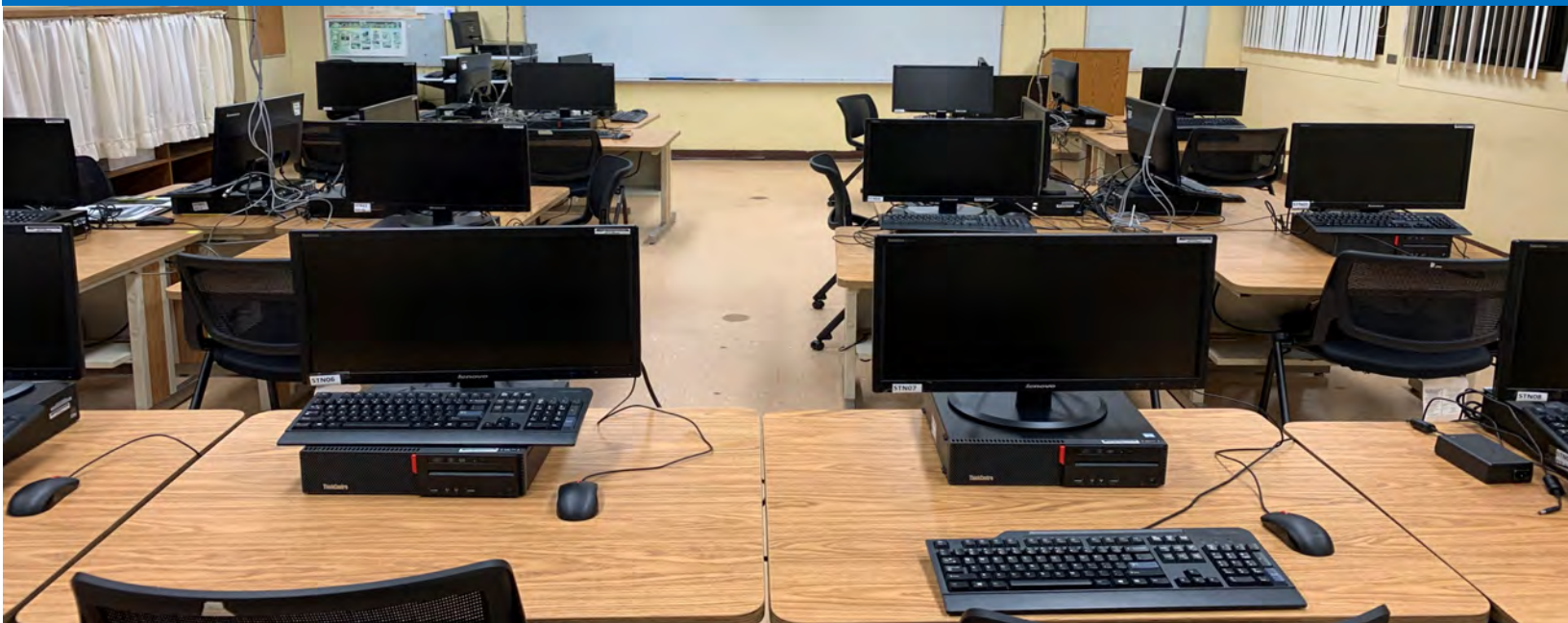
Front

	X
	X
	X
	X
	X

	X
	X
	X
	X
	X

D Building: D-7 Computer Classroom

(21 Seats) | 10 Students



D Building: D-8 Computer Classroom

(21 Seats) | 10 Students



X		X		X
	X		X	

X		X		X
	X		X	

Front

D Building: D-9 Computer Classroom

(21 Seats) | 11 Students



Front

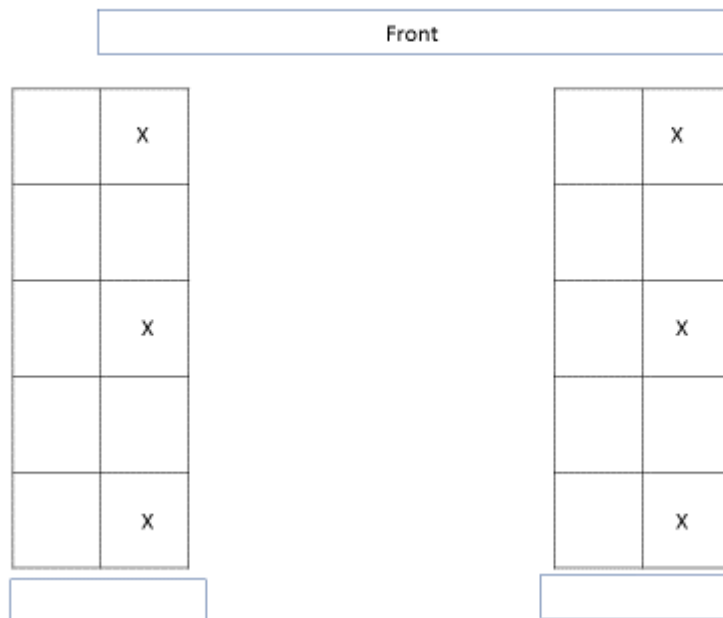
X	
X	
X	
X	
X	

X	
X	
X	

X
X
X

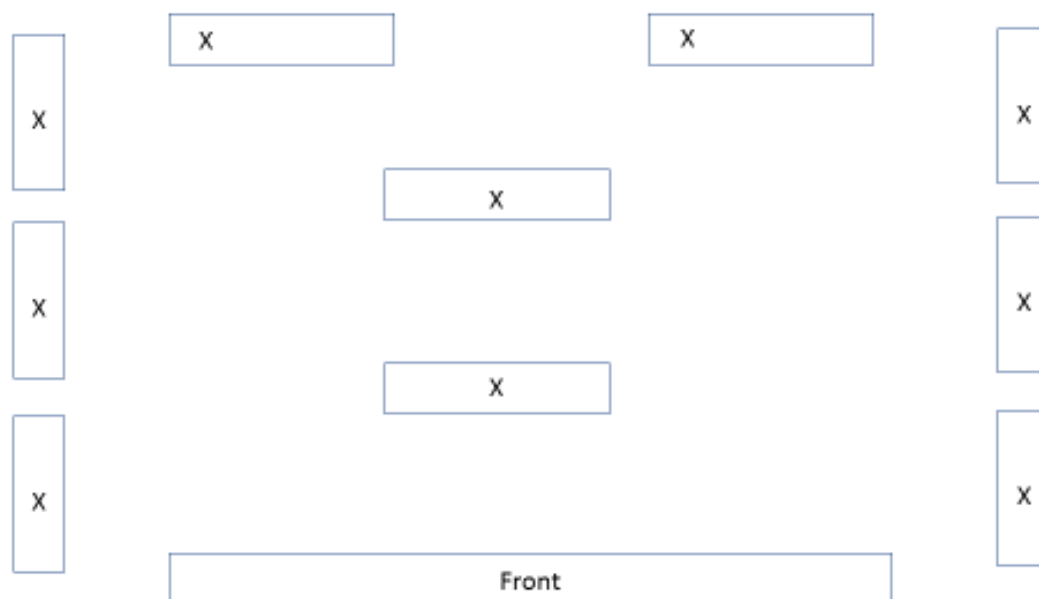
D Building: D-10 Computer Classroom

(20 Seats) | 6 Students



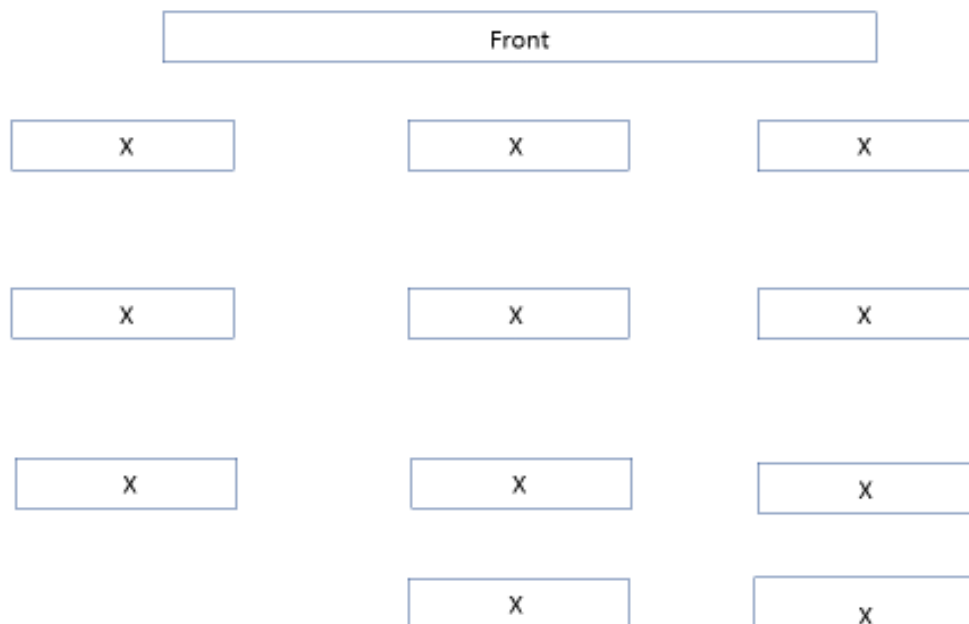
E Building: E-103 / E-104 / E-105 Classroom Lecture

(30 Seats) | 10 Students (One student per desk)



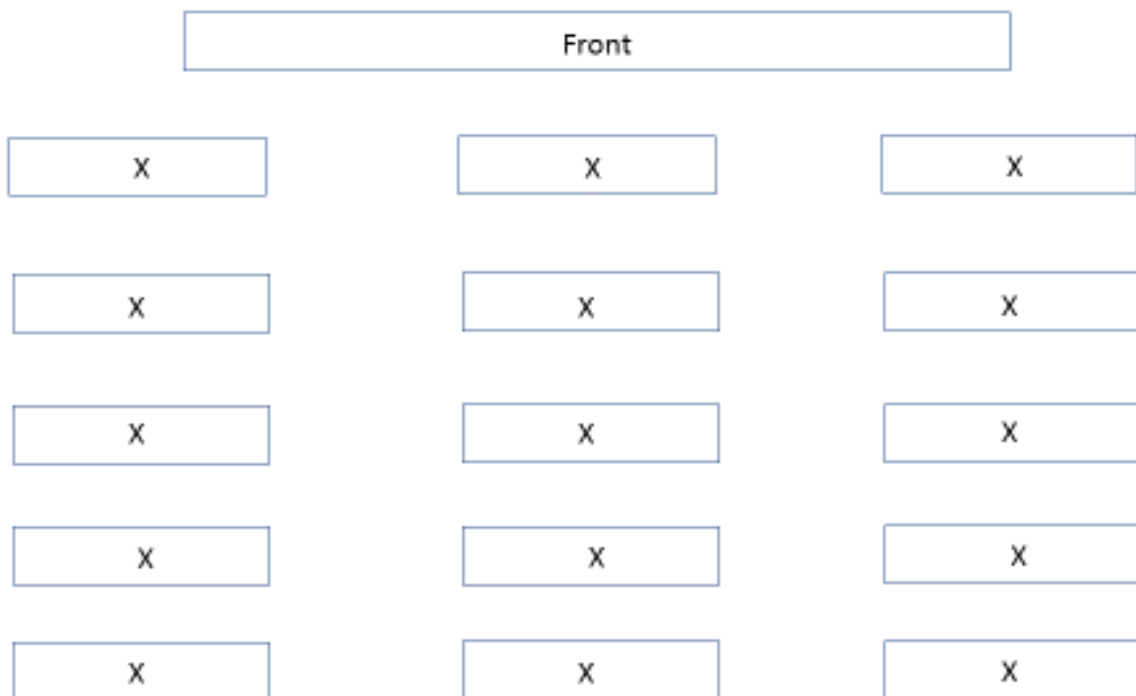
E Building: E-106 Classroom Lecture

(30 Seats) | 11 Students (Shelves in the classroom)



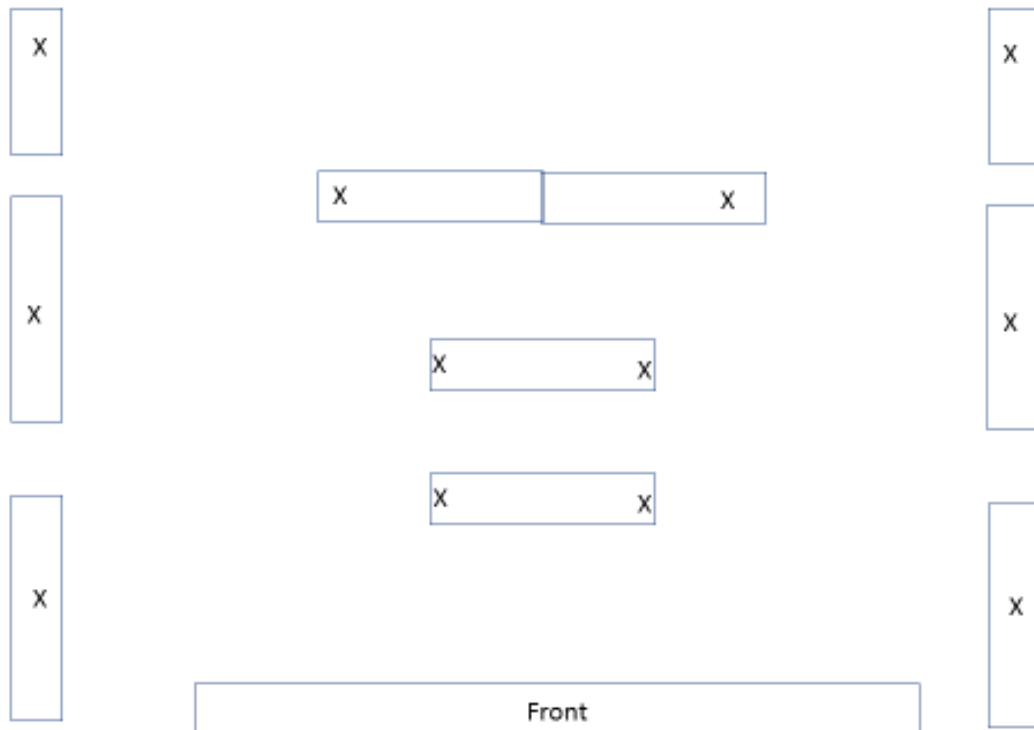
E Building: E-107 Classroom Lecture

(30 Seats) | 15 Students (Shelves in the classroom)



E Building: E-203 / E-204 Classroom Lecture

(30 Seats) | 12 Students (Shelves in the classroom)



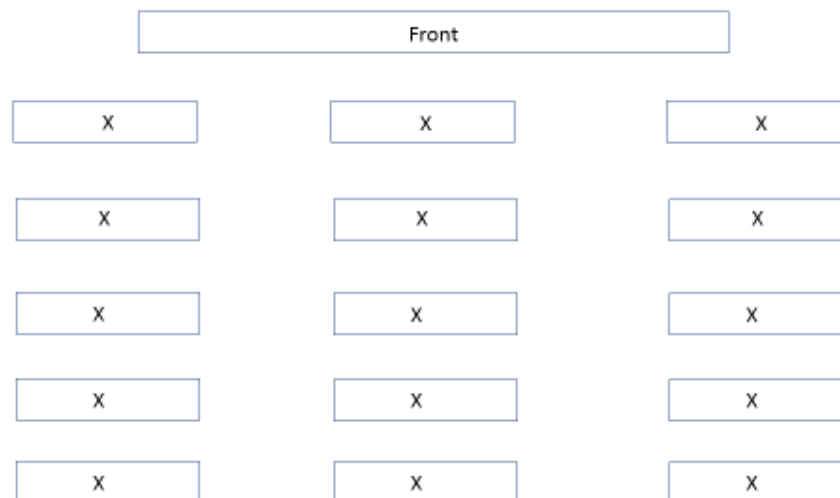
E Building: E-205 / E-206 Classroom Lecture

(30 Seats) | Drafting tables and AutoCAD stations are already at least 4 feet apart



E Building: E-117 / E-118 / E-119 (Simulator)
/ E-120 (Wrestling Mat)

Classroom Lecture | 15 Student



E Building: E-218 / E-219 / E-221 / E-224

Classroom Lecture | 12 Student



Front

X

X

X

X

X

X

X

X

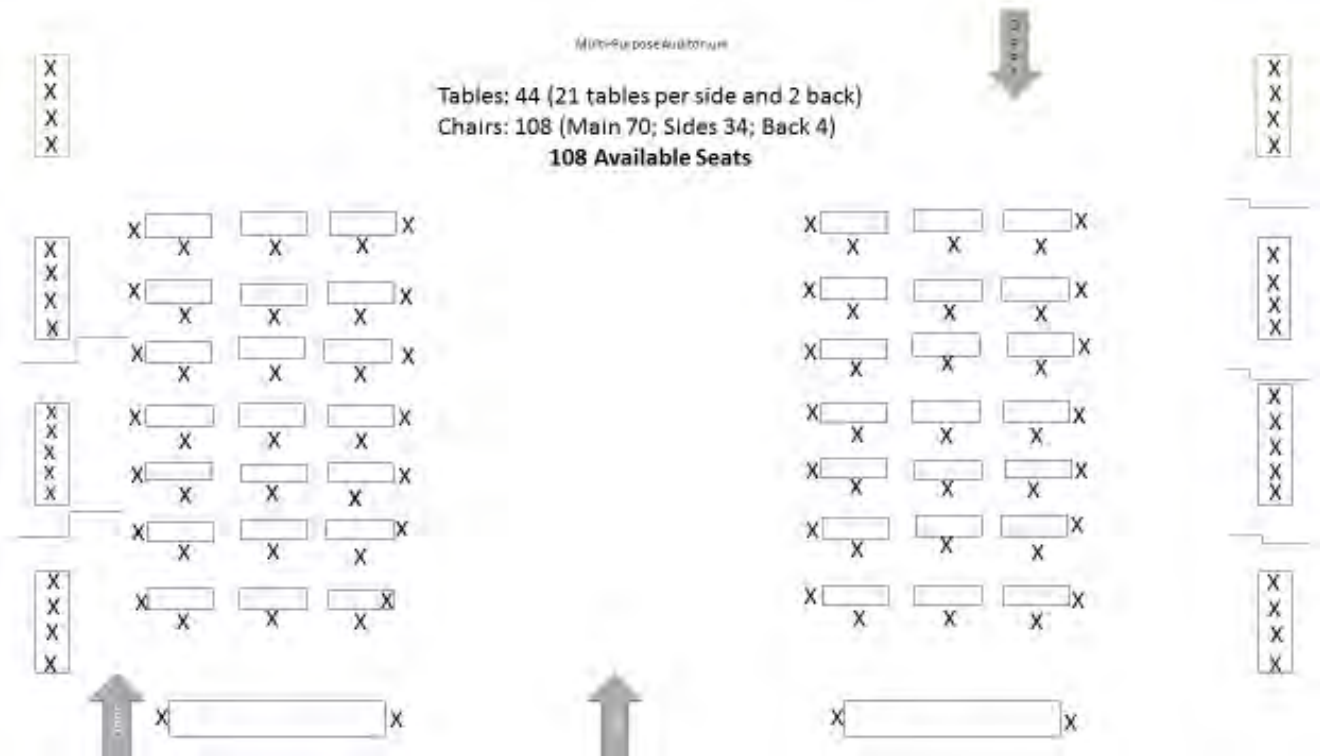
X

X

X

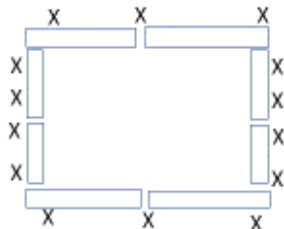
X

Multipurpose Auditorium (MPA)



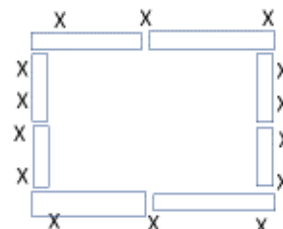
PER SQUAD: 8 Tables Per Squad
14 Chairs
14 Participants Per Quad

Quad #1

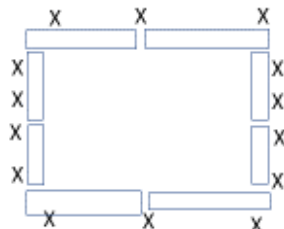


Meeting Quad Spaces (MPA)
4 Quad Dividers

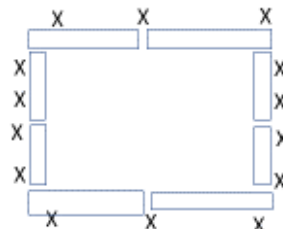
Quad #3



Quad #2



Quad #4



Multipurpose Auditorium (MPA)

Main Left Side



Main Right Side



Left Side



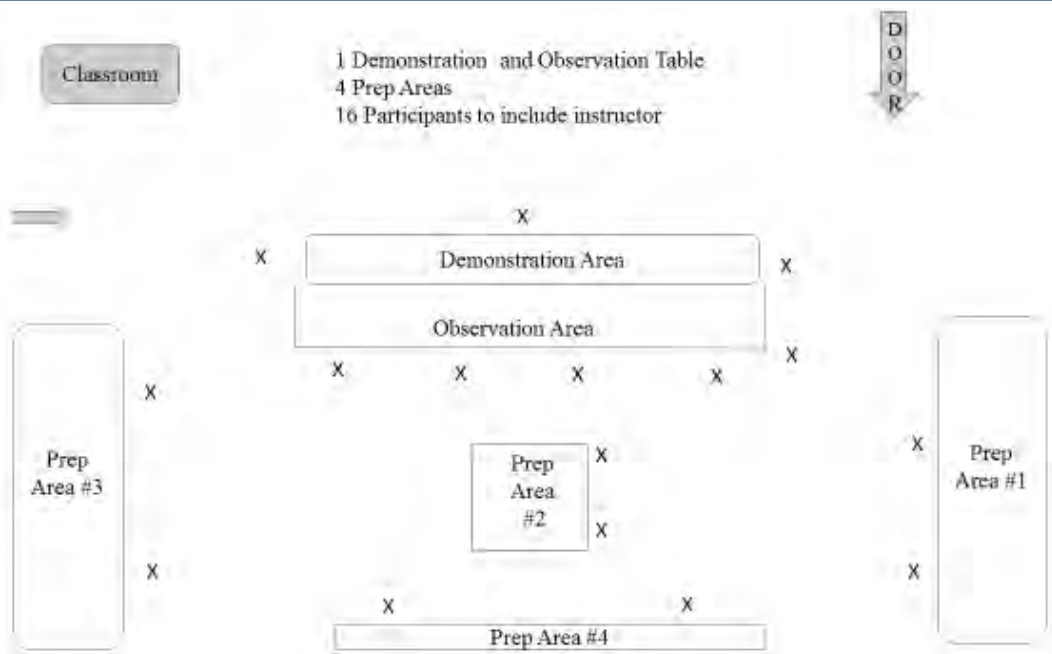
Right Side



Back Side Facing Front



Kitchen Floor Plan (Bldg. 400)



Demonstration Area



Prep Area 1 (Front Right Side)



Prep Area 2 (Center)



Prep Area 3 (Front Left)



Prep Area 4 (Back)



Culinary Arts Classroom (Bldg. 400 - E)

(8 Tables) | 13 Students



Door From Kitchen



X

White Board

Instructor Desk

X

X

X

X

X

X

X

X

X

X

X

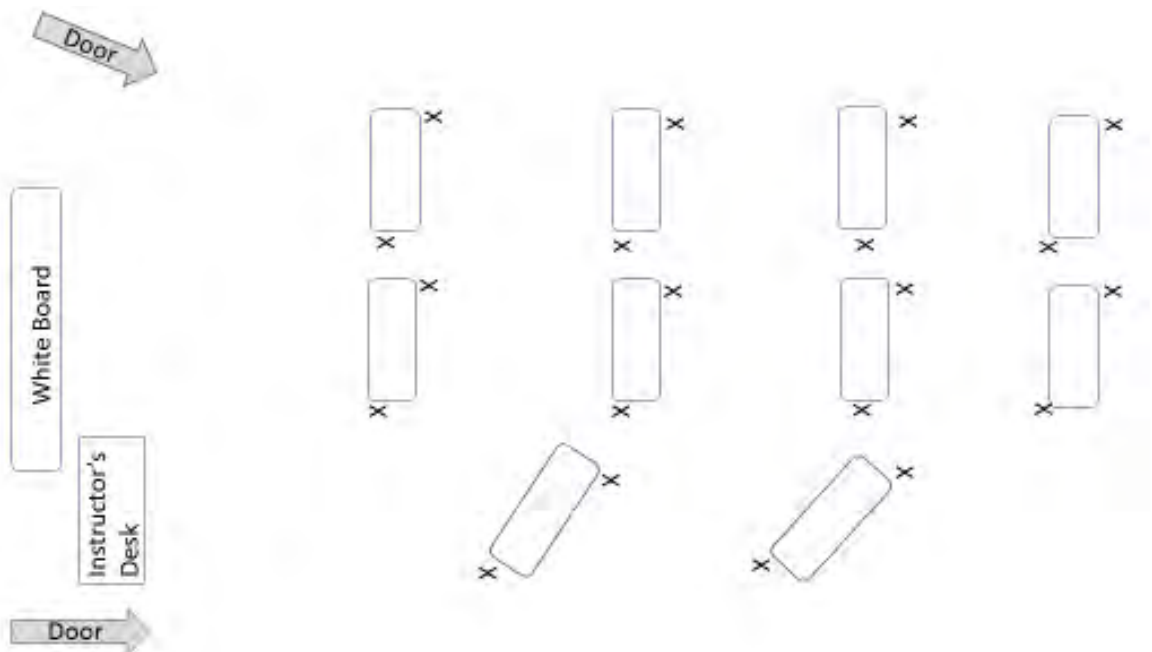
X



Main Entrance Door

Building: 500: Room 501 Classroom Lecture

(20 Seats) | 20 Students



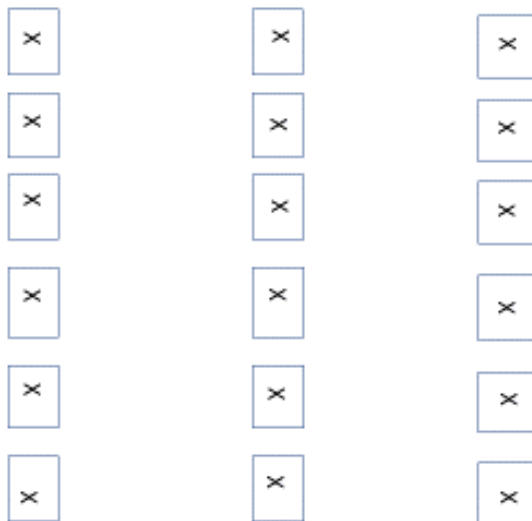
Building: 500: Room 502 Classroom Lecture

(18 Seats) | 18 Students



Instructor's Desk

White Board

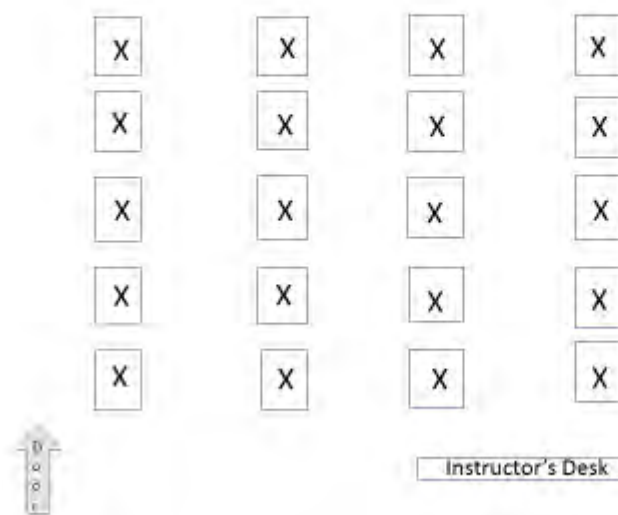


Building: 500: Room 503 Classroom Lecture

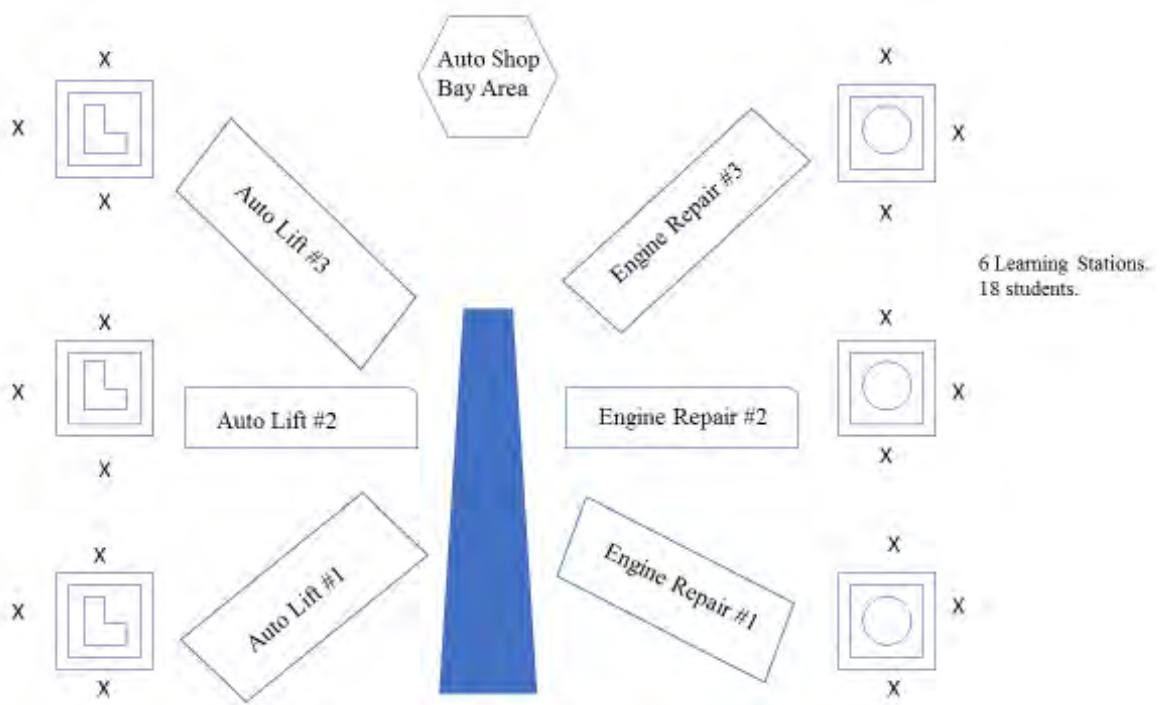
(20 Seats) | 20 Students



White Board



Automotive Shop



Building: 600: Room 603 Electrical Shop Demonstration Area

(30 Seats) | 30 Students

Front Center Aisle



Center Aisle



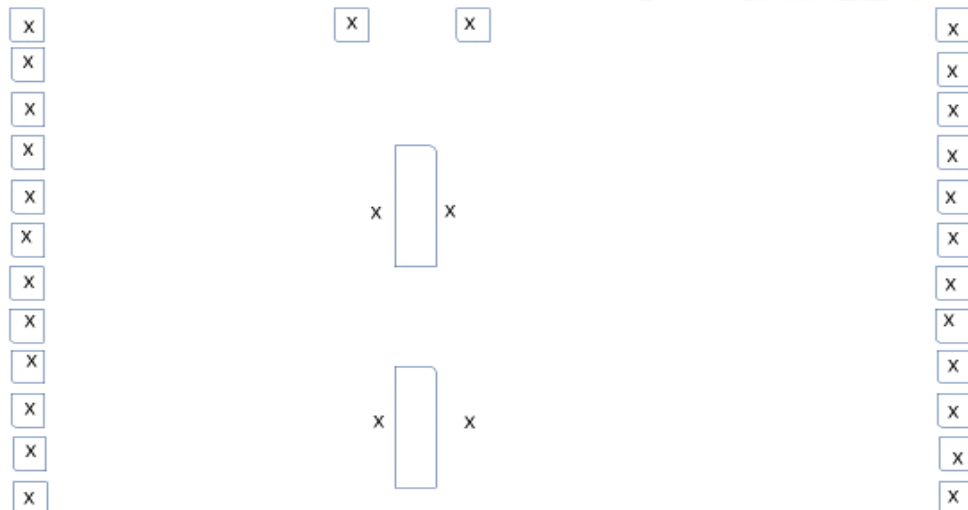
Back Center Aisle



Right and Left Front Side



Right and Left Back Side



Building: 600: Room 603A
Classroom Lecture

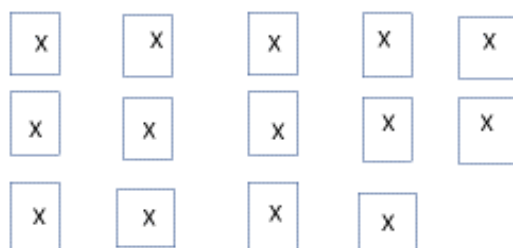
(15 Seats) | 15 Students



White Board

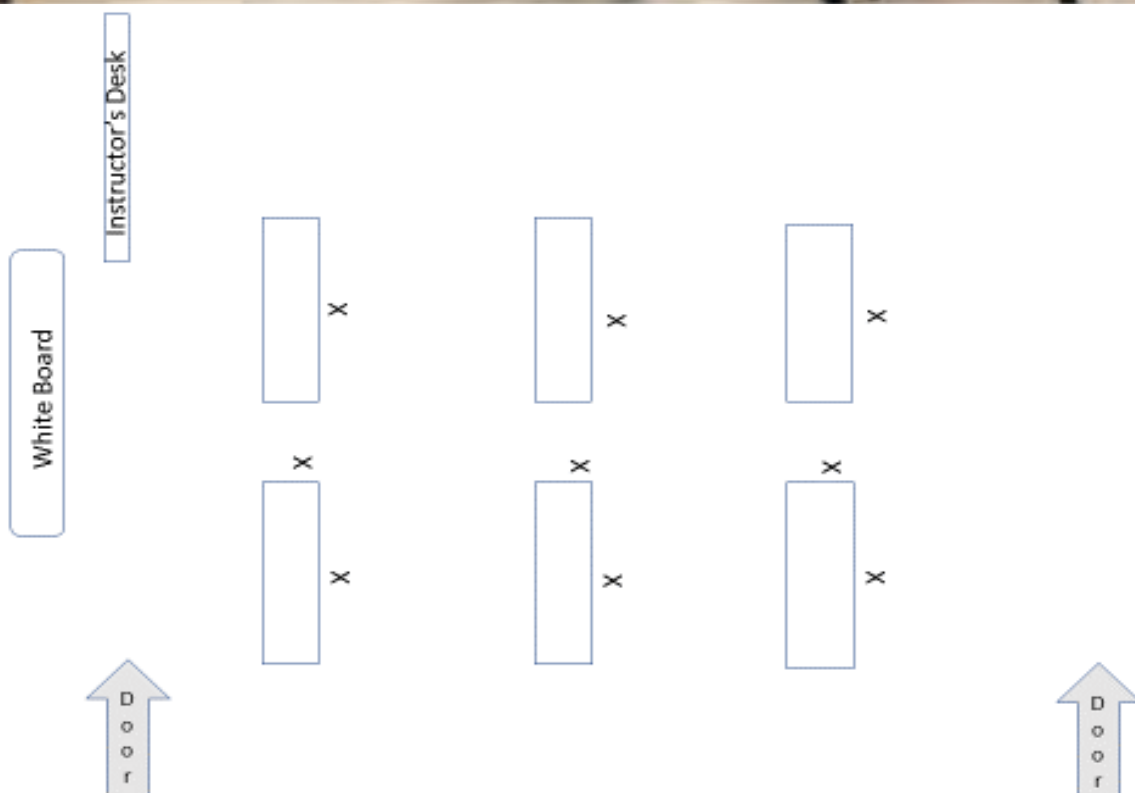
Instructor Desk

x



Building: 600: Room 604
Classroom Lecture

(6 Tables) | 9 Students



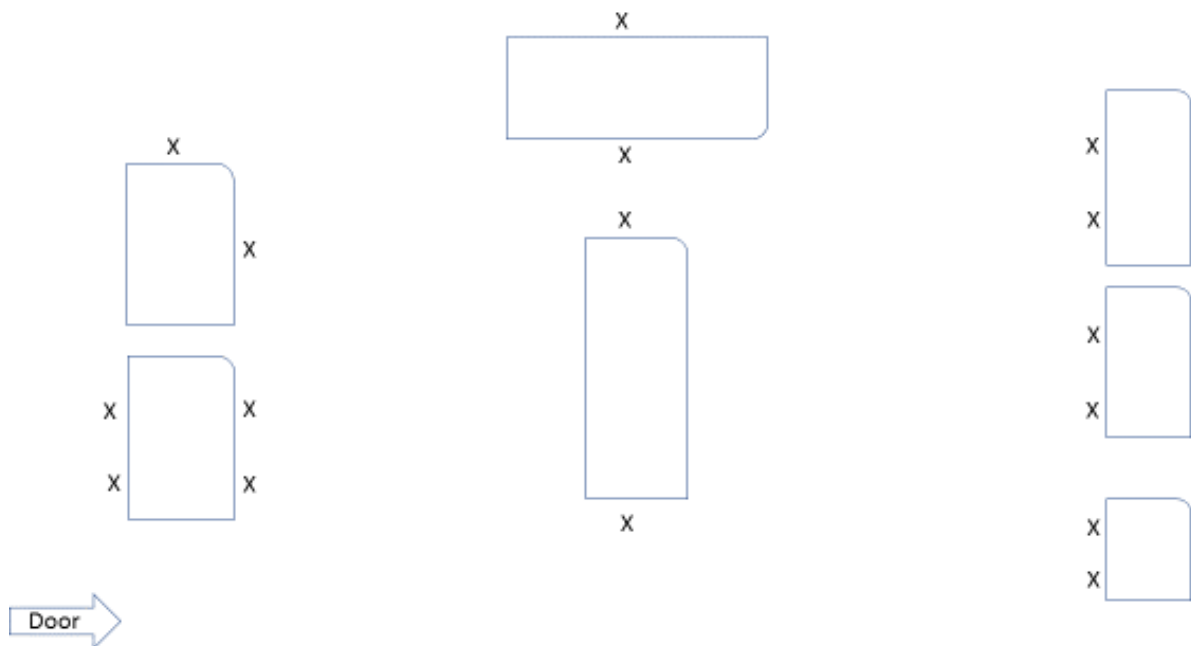
Building: 600: Room 604A
Carpentry Shop

(7 Tables) | 16 Students

Main Floor Area

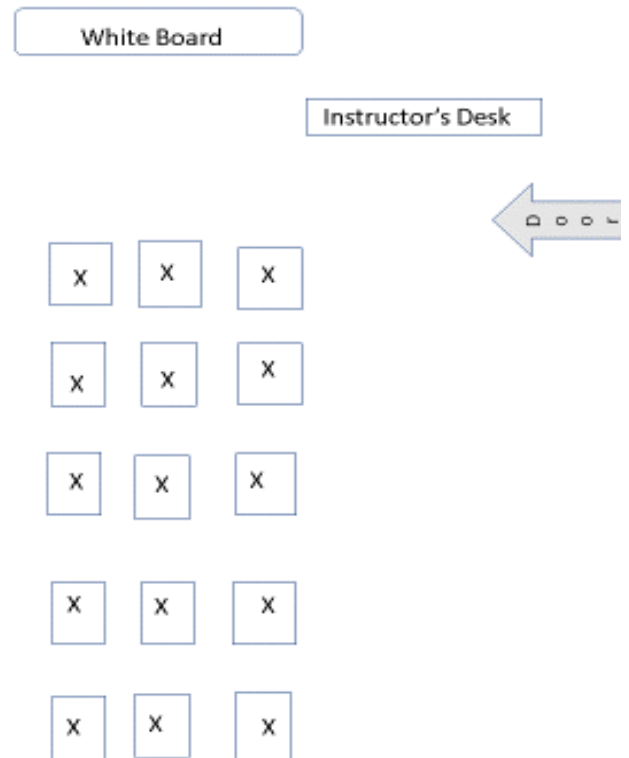


Right Side Carpentry Shop



Building: 600: Room 605
Classroom Lecture

(15 Chairs) | 15 Students



Building: 900: Room 901
Welding Shop

33 Students

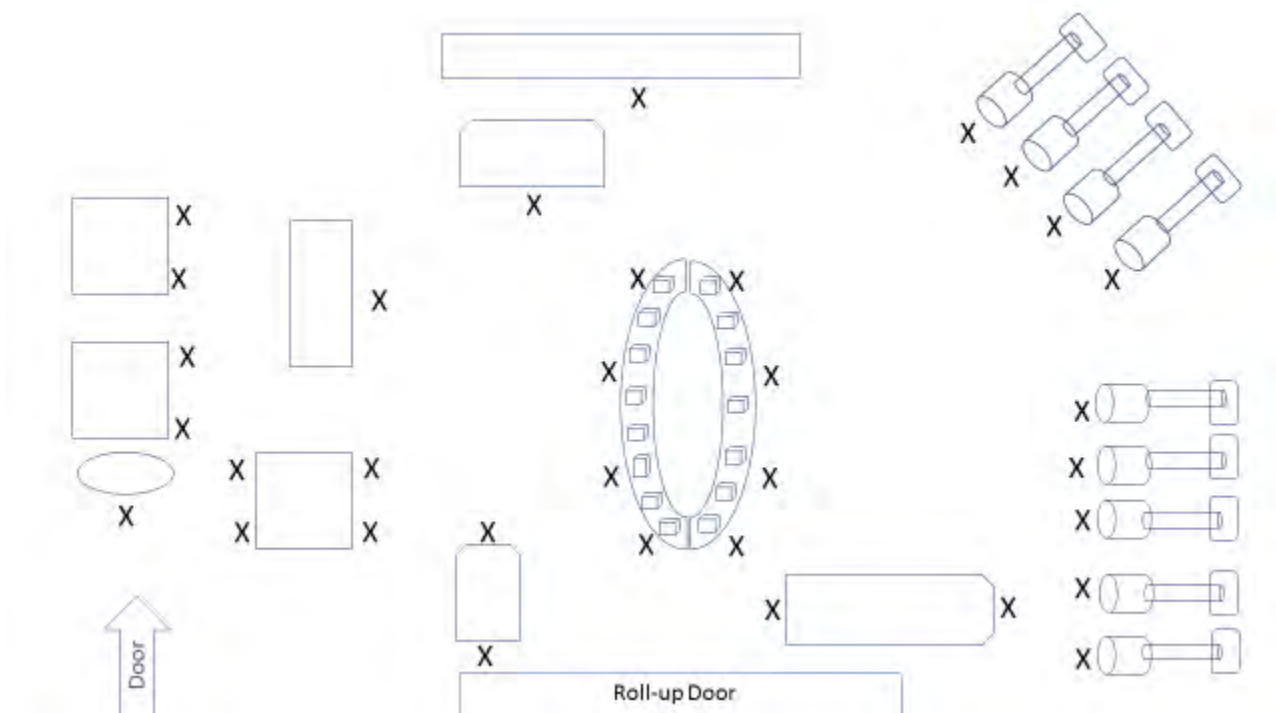
Welding Shop - Oxygen and ACC Vent
Area 1
Left Side



Welding Shop Oxygen and ACC
Vent Area 2
Right Side



Welding Shop Oxygen and ACC Vent
Area 3
Right Back Side (ARC)



Building: 900: Room 901
Welding Shop, Continue

33 Students

**Welding Prep Table
Center Back Area**



**Welding Prep Table
Center Front Work Area**



**Machine Drill Press
Front Left Side**

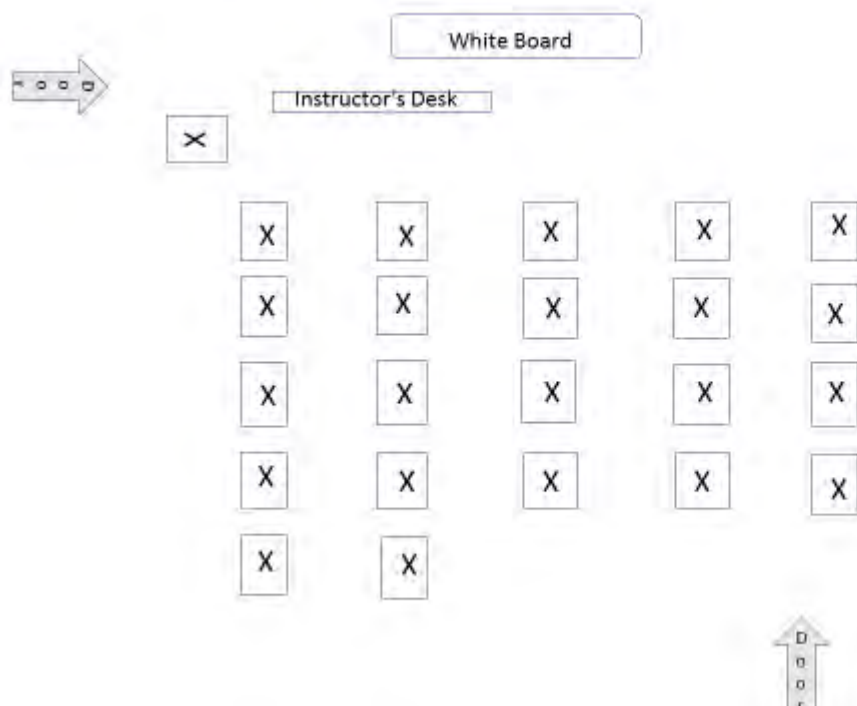


**Welding Metal Cutter ~ Left
Side Toward Back**



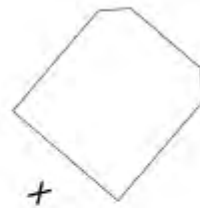
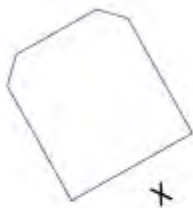
Building: 900: Room 902
Classroom Lecture

(23 Seats) | 23 Students



Building: 900: Room 902A
Classroom Lecture (3 Simulators)

3 Students



INSTRUCTOR DESK



Building: 900:
Automotive Body

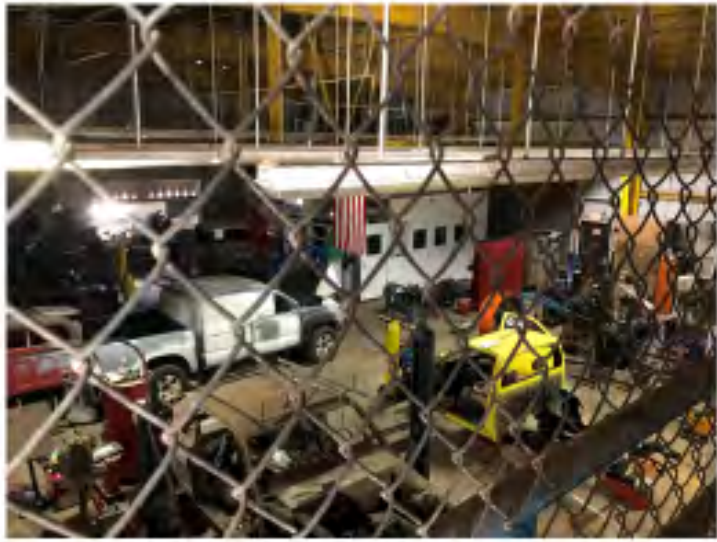
(21 Seats) | 21 Students



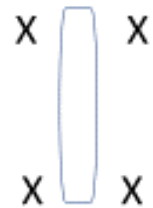
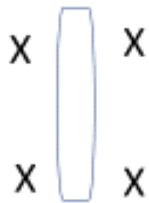
Building: 900: Automotive Body & Fender Shop Area

20 Students

Top View

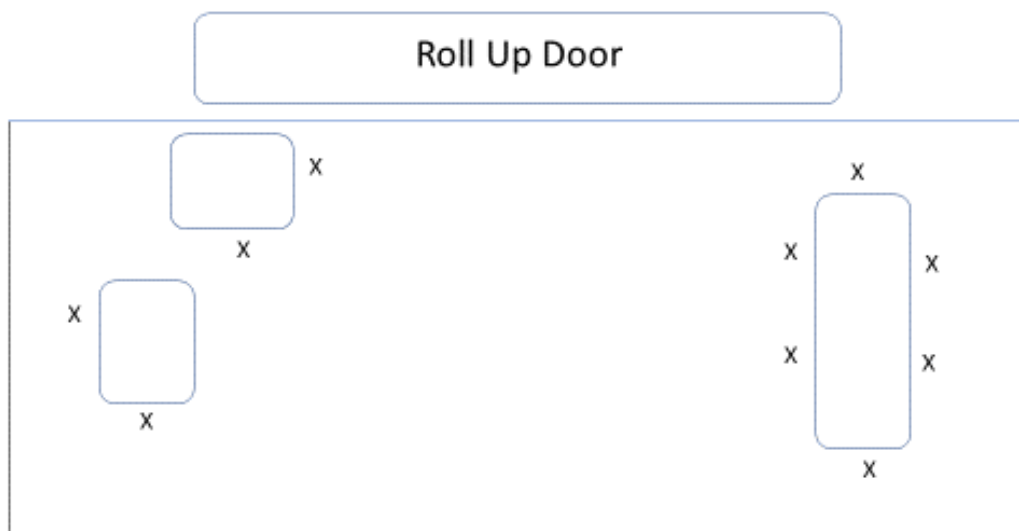


Floor Level



Building: 900: 900-01 Outdoor Automotive Body
& Fender Demonstration Site

10 Students



Technology Building: Room 1101 Classroom Lecture

(20 Seats) | 10 Students



X

X

X

X

X

X

X
X

X
X

Front

Technology Building: Room 1102 Classroom Lecture

(20 Seats) | 16 Students



Front

X X

X X

X X

X X

X X

X X

X X

X X

Technology Building: Room 1106

Classroom Lecture

(20 Seats) | 8 Students



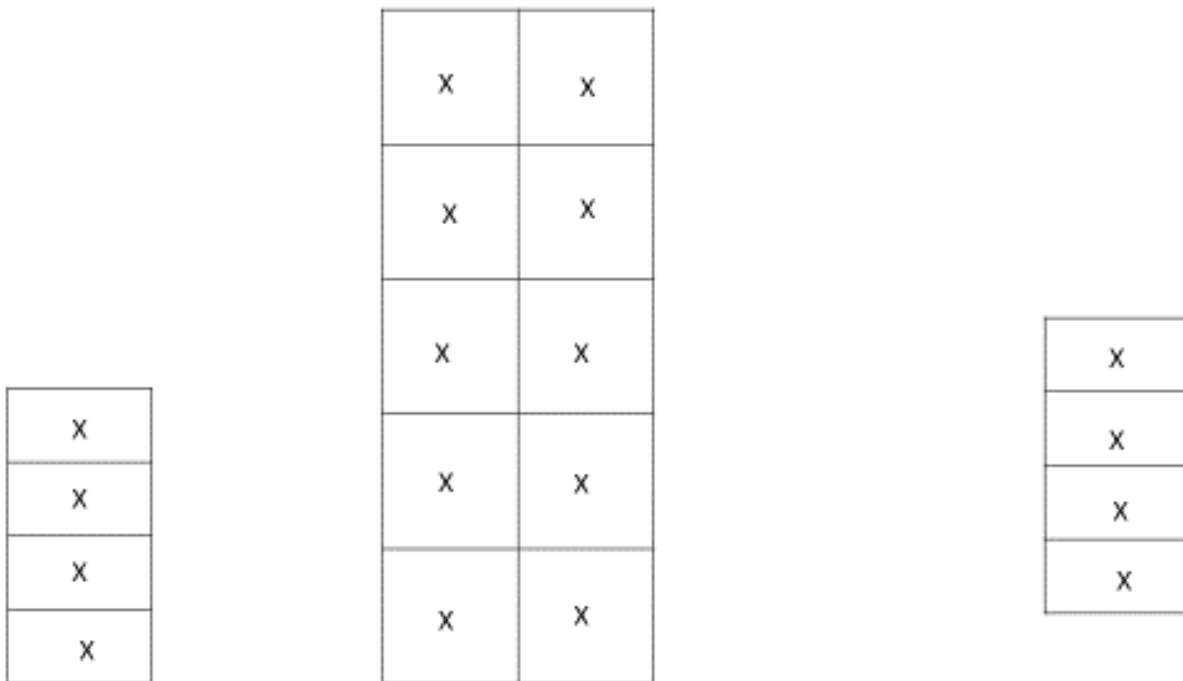
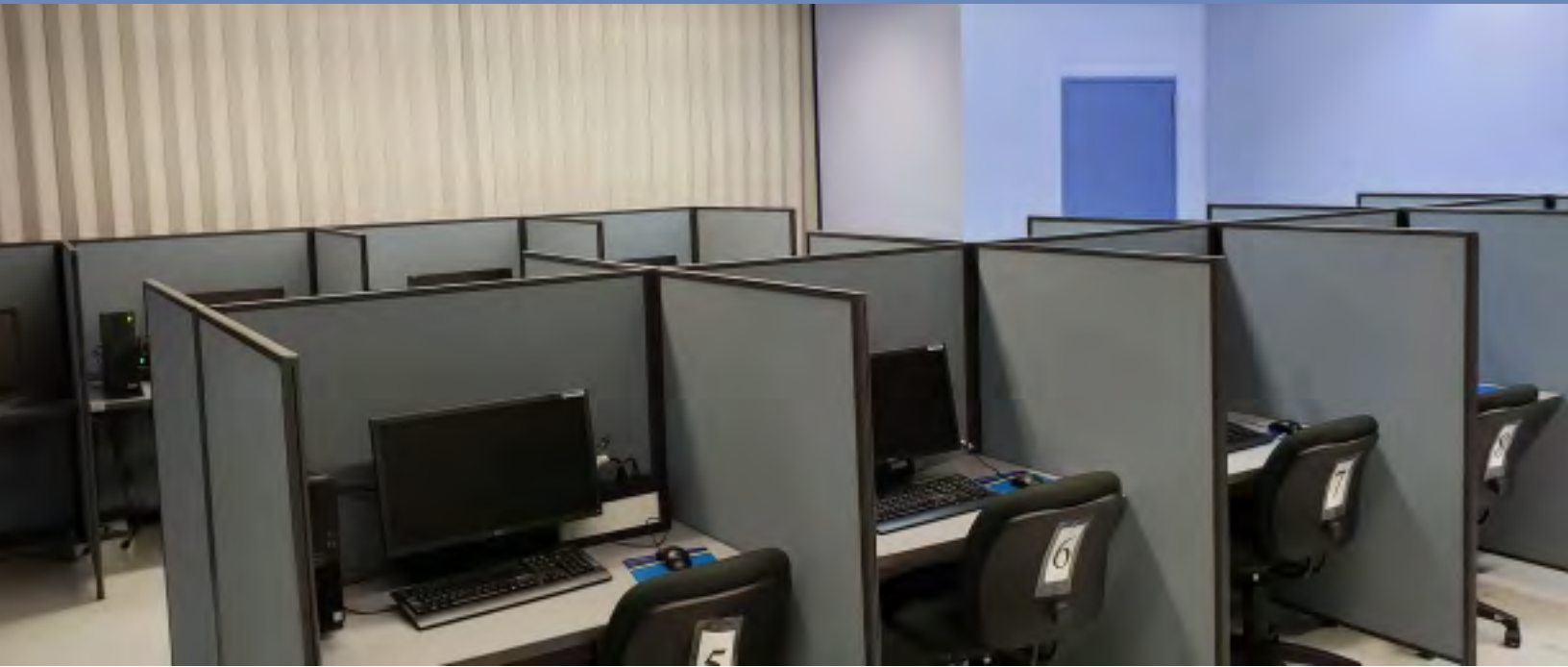
Front

X	X
X	X

X
X
X
X

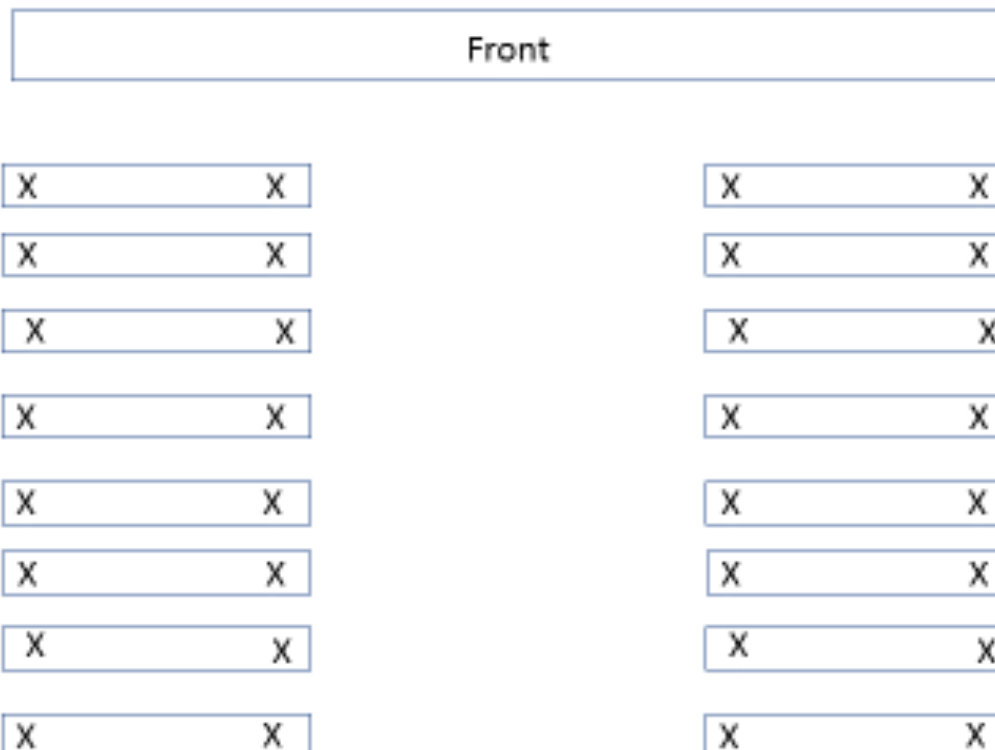
Technology Building: Room 1106A Classroom Lecture

(20 Seats) | 18 Students



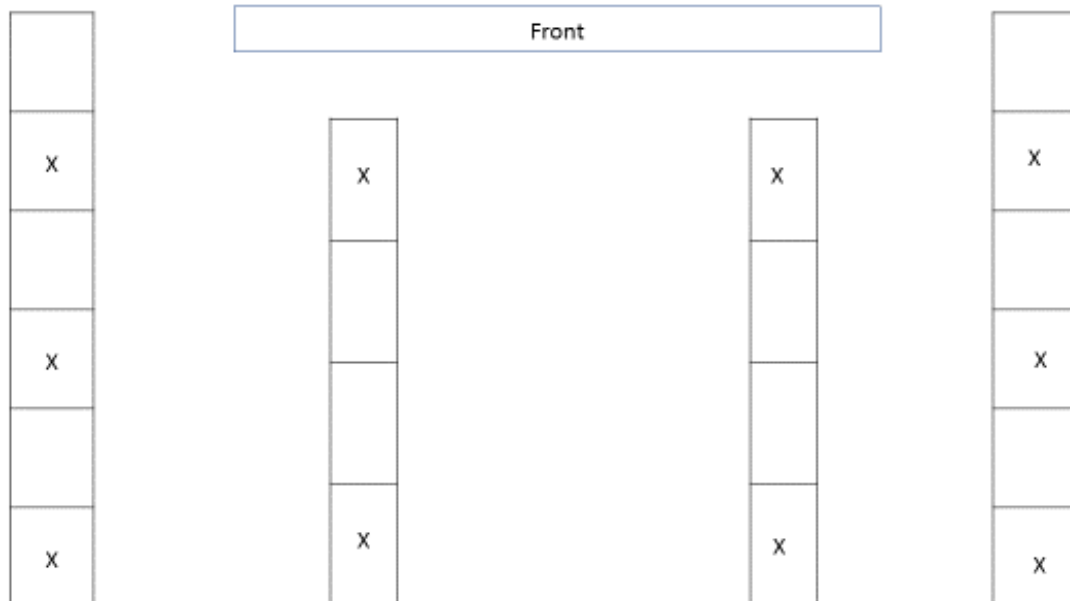
Technology Building: Room 1107 Lecture Hall

(50 Seats) | 32 Students



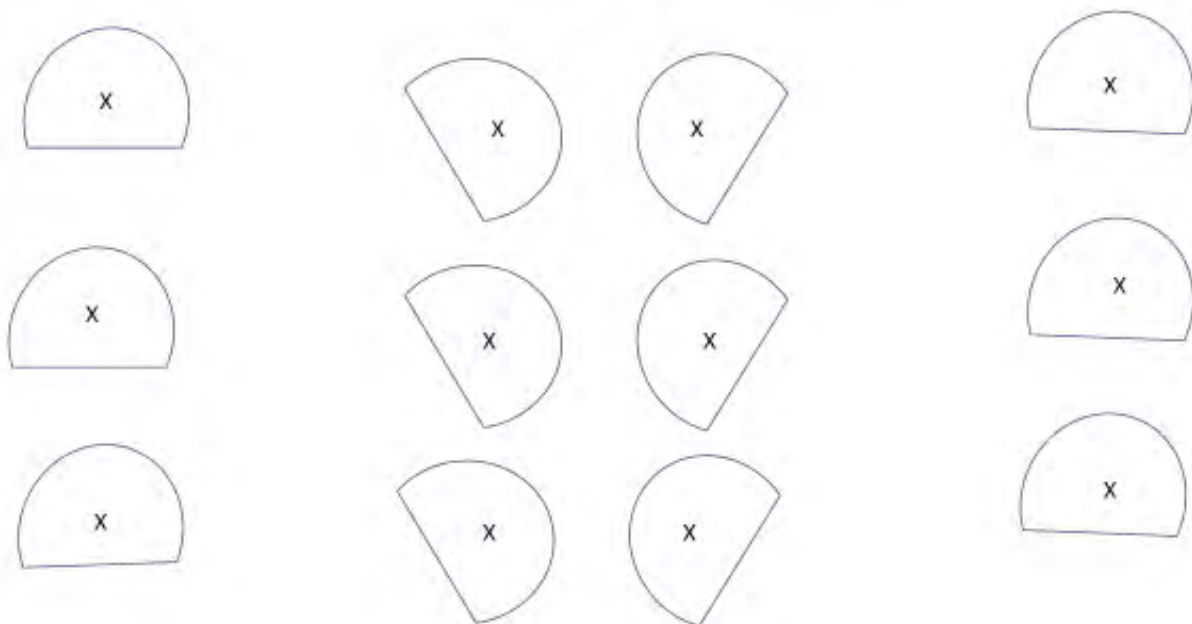
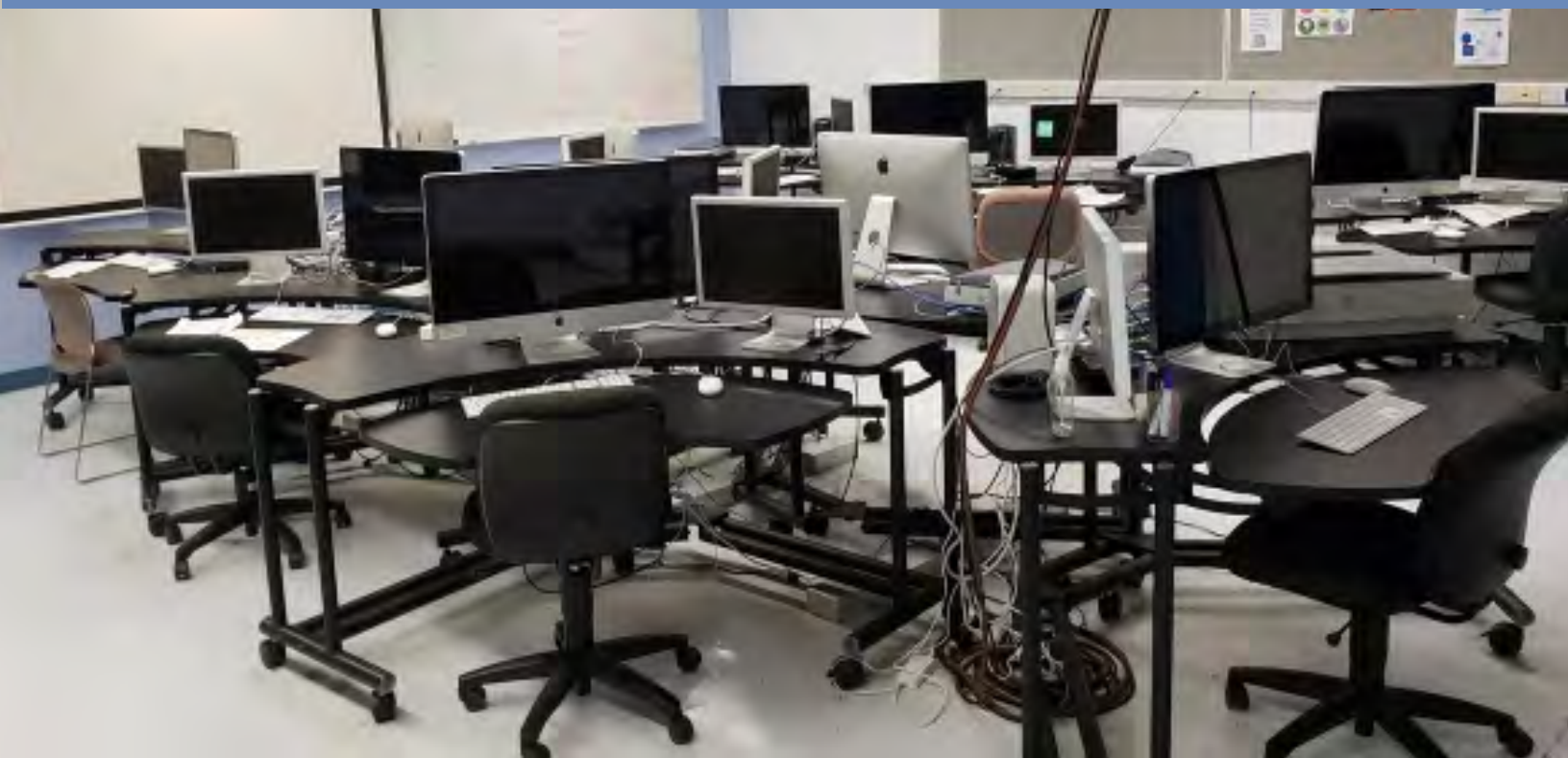
Technology Building: Room 1108 Mac Lab

(21 Seats) | 10 Students



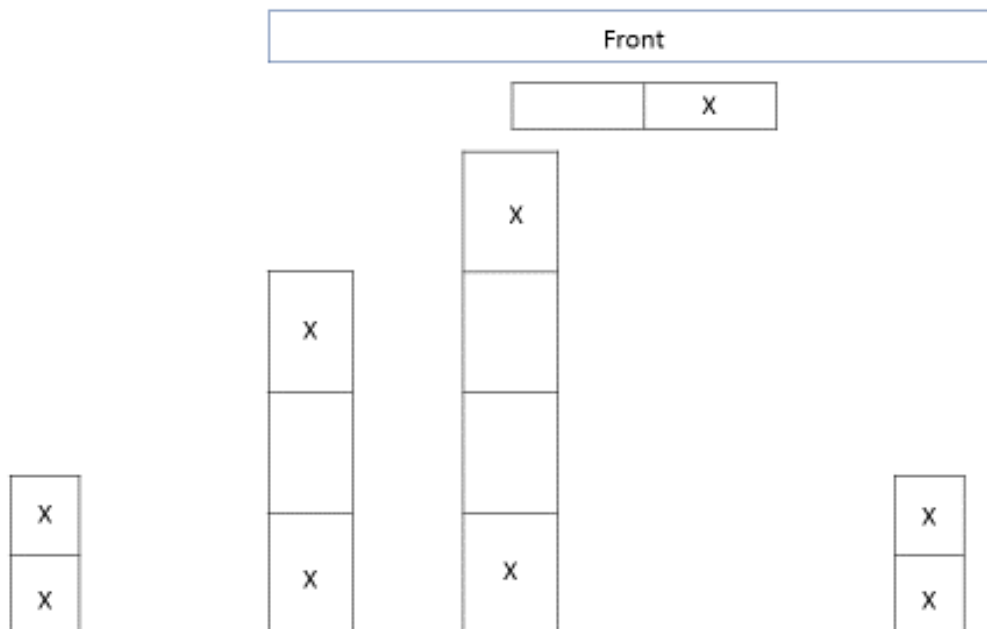
Technology Building: Room 1109
Mac Lab

(13 Seats) | 12 Students



Technology Building: Room 1110 Mac Lab

(20 Seats) | 9 Students



Technology Building: Room 1201
Lecture Hall

(50 Seats) | 35 Students



Front

X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Technology Building: Room 1218 Networking / Computer Lab

(15 Seats) | 6 Students



X			X
---	--	--	---

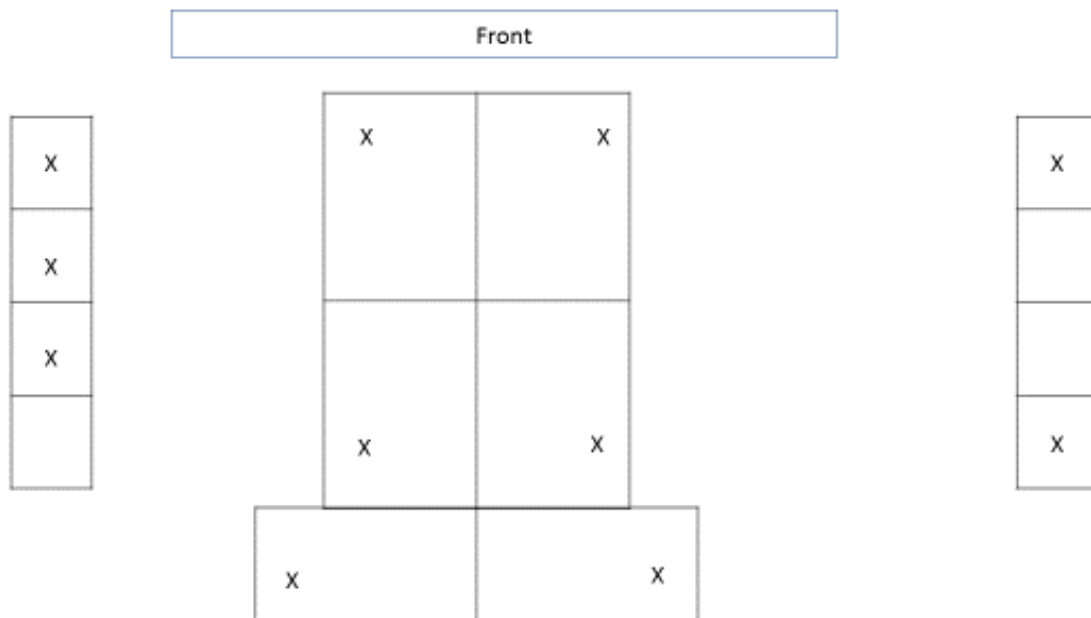
X
X

X
X

Front

Technology Building: Room 1219 Fiber Optics

(20 Seats) | 11 Students

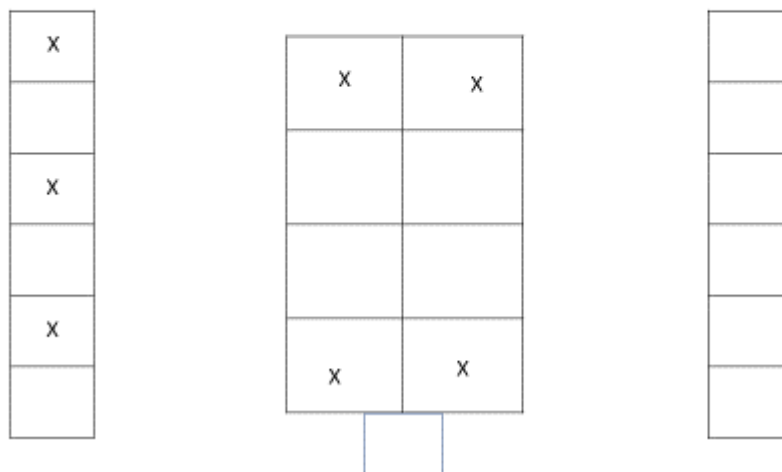


Technology Building: Room 1220 Electronics / Computer Lab

(20 Seats) | 7 Students



Front

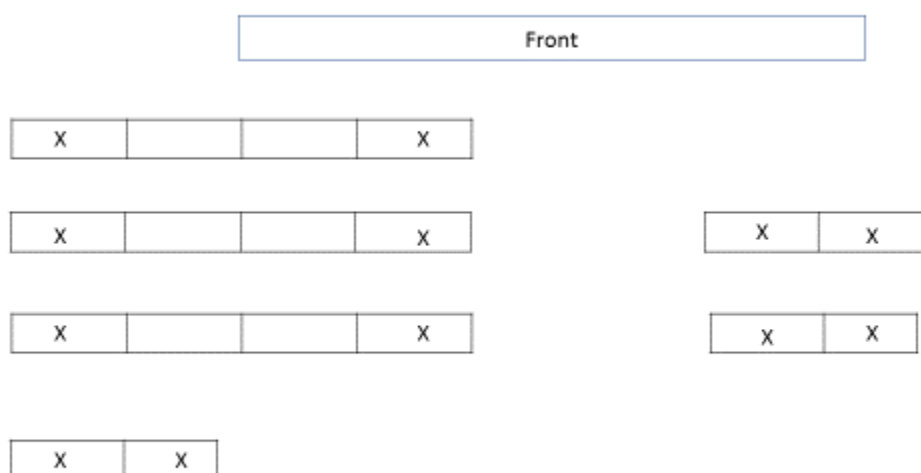


(20 Seats) | 7 Students



Technology Building: Room 1222 Computer Classroom

(20 Seats) | 12 Students



(38 Seats) | 16 Students



		X		X		X
X						

	X			X		X		X		X		X	X	X	X	X	X	X	X
--	---	--	--	---	--	---	--	---	--	---	--	---	---	---	---	---	---	---	---

Allied Health Building: Room 3108 Lecture Hall

(60 Seats) | 35 Students



X		X		X
---	--	---	--	---

	X		X	
--	---	--	---	--

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

X		X		X
---	--	---	--	---

Front

Allied Health Building: Room 3111 / 3117 Science Classroom

(20 Seats) | 15 Students



X	X	X
---	---	---

X	X	X
---	---	---

X	X	X
---	---	---

X	X	X
---	---	---

X	X	X
---	---	---

Front

Allied Health Building: Room 3113 / 3115
Science Lab

(18 Seats) | 8 Students



X

X

X

X

X

X

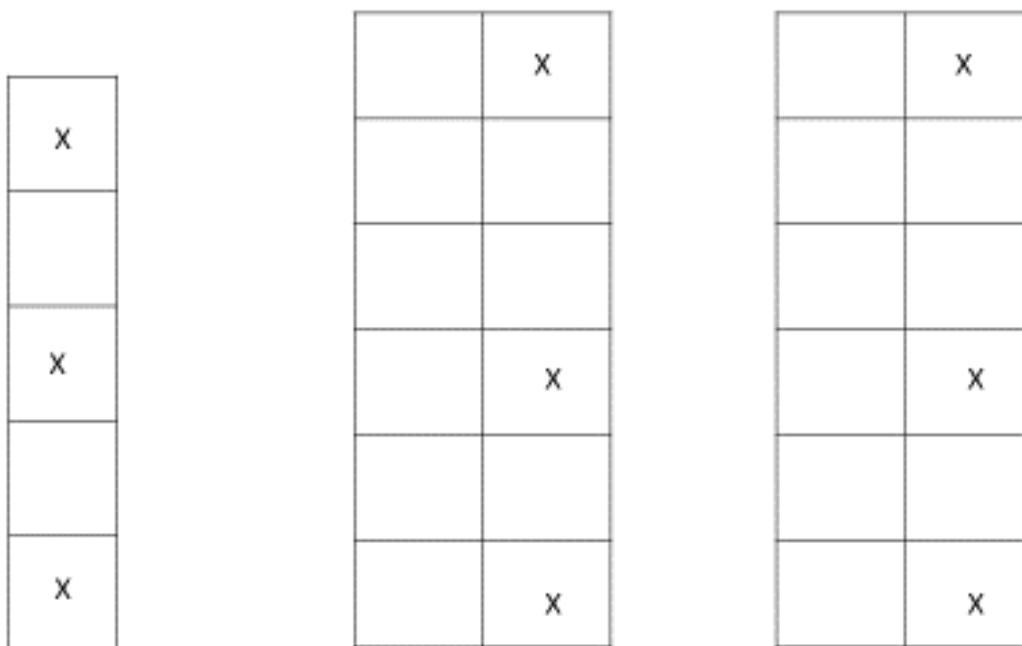
X

X

Front

Allied Health Building: Room 3114 Computer Lab

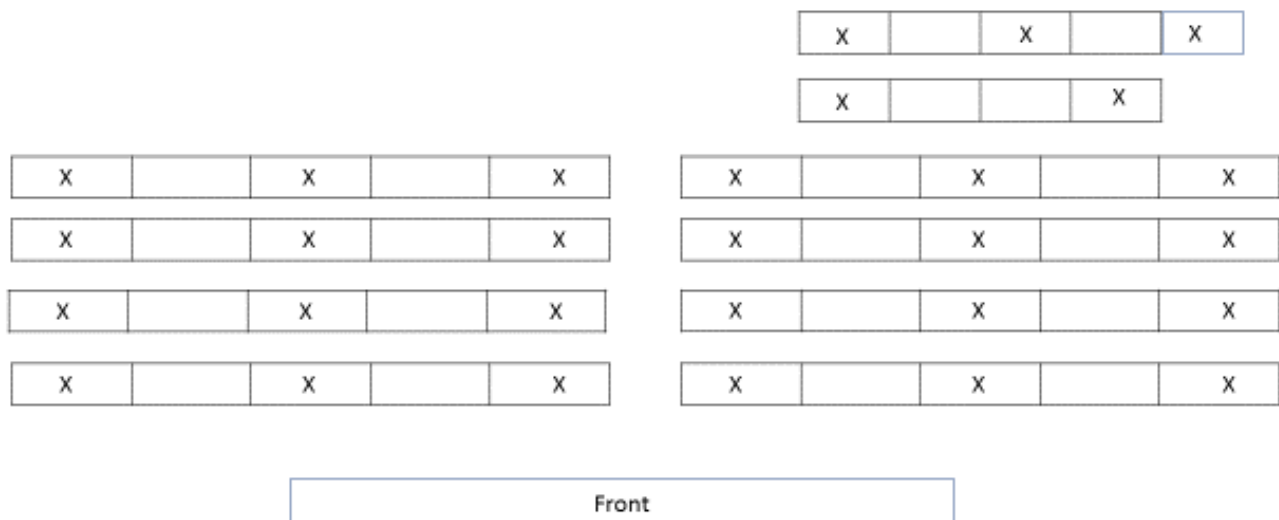
(36 Seats) | 9 Students



Front

Allied Health Building: Room 3120 Lecture Hall

(50 Seats) | 29 Students



Allied Health Building: Room 3205 / 3212
LPN Lab



Allied Health Building: Room 3207
LPN Lab

(25/30 Seats) | 25/30 Students

Front				
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

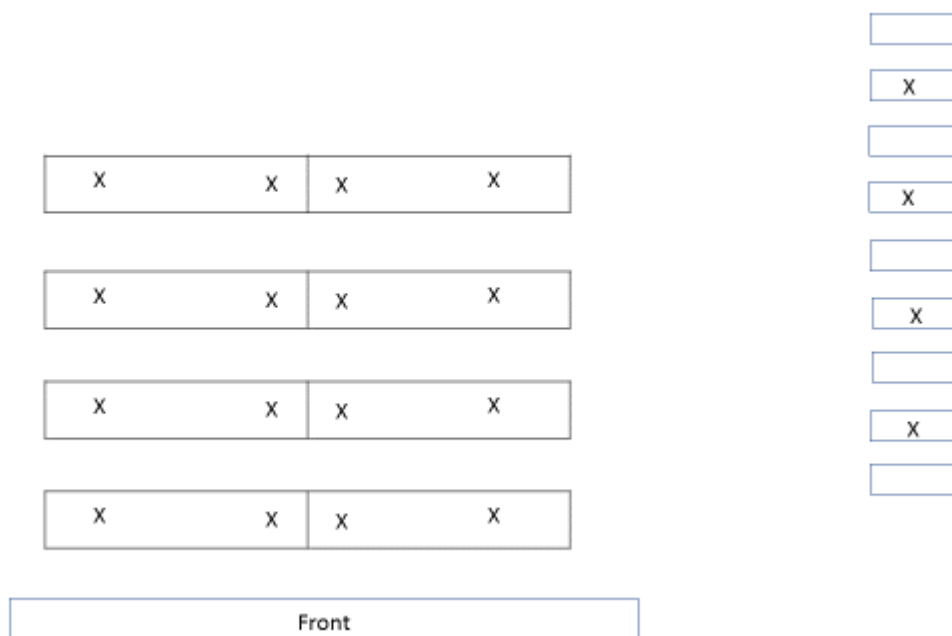
Allied Health Building: Room 3210
Clinical Lab

(25/30 Seats) | 25/30 Students



Allied Health Building: Room 3223 Medical Classroom

(20 Seats) | 20 Students



Allied Health Building: Room 3226 Lecture Hall

(30 Seats) | 20 Students

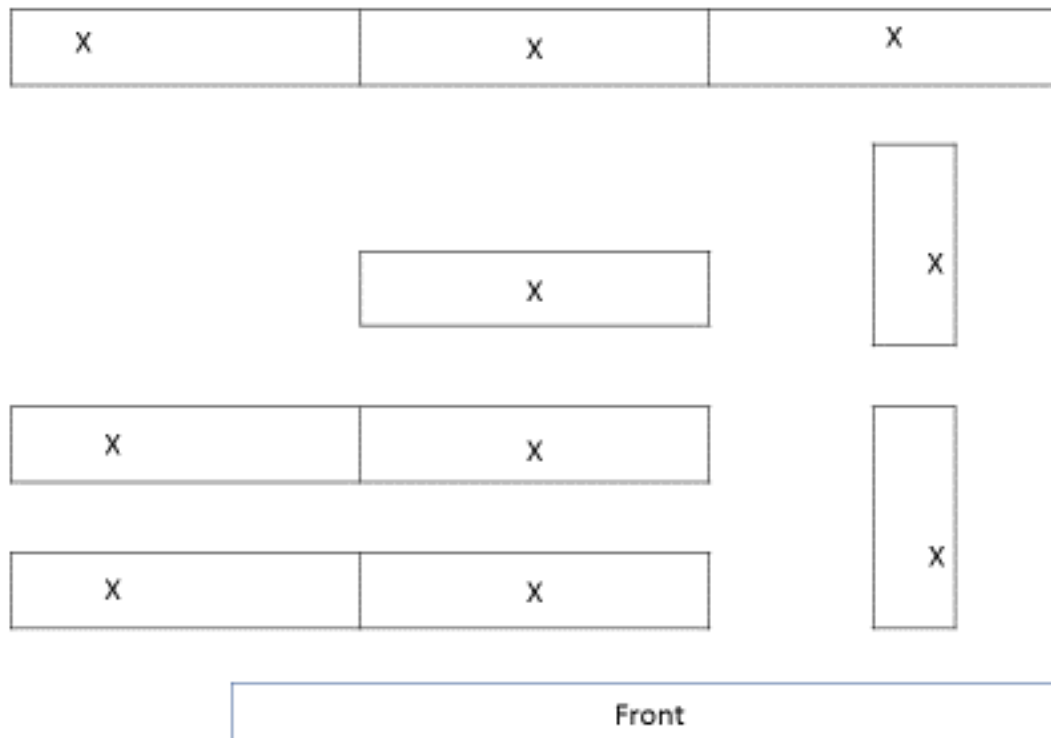


Front

	X		X		X
X		X		X	
X		X		X	
	X		X		X
	X		X		X
X		X		X	
X		X			

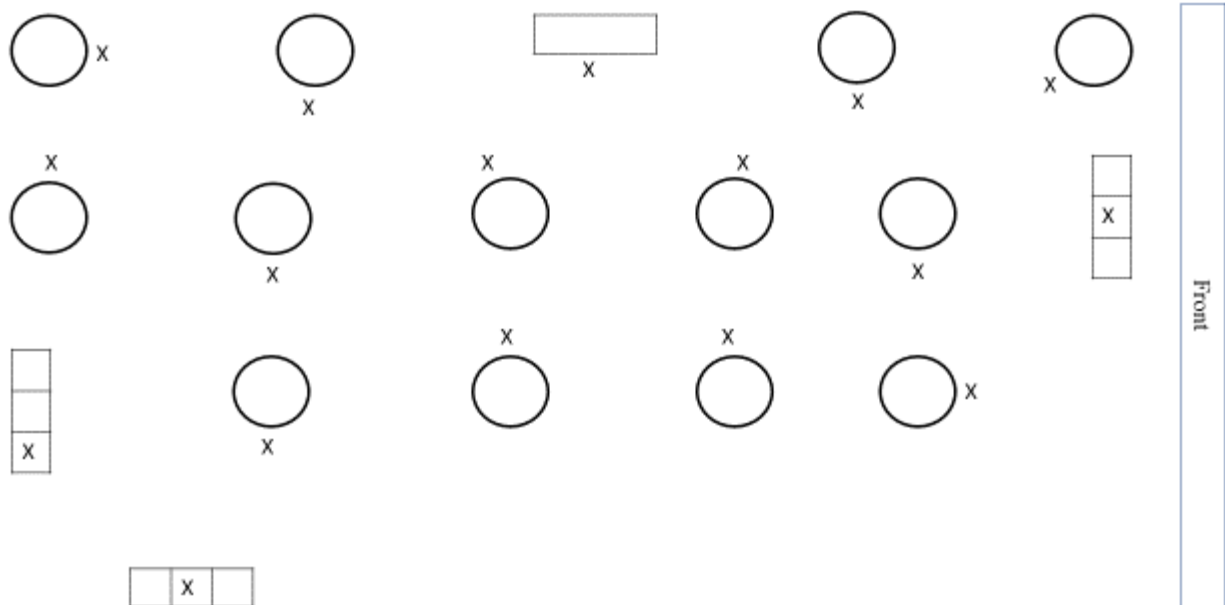
Allied Health Building: Room 3229 Admin Lab

(16 Seats) | 10 Students



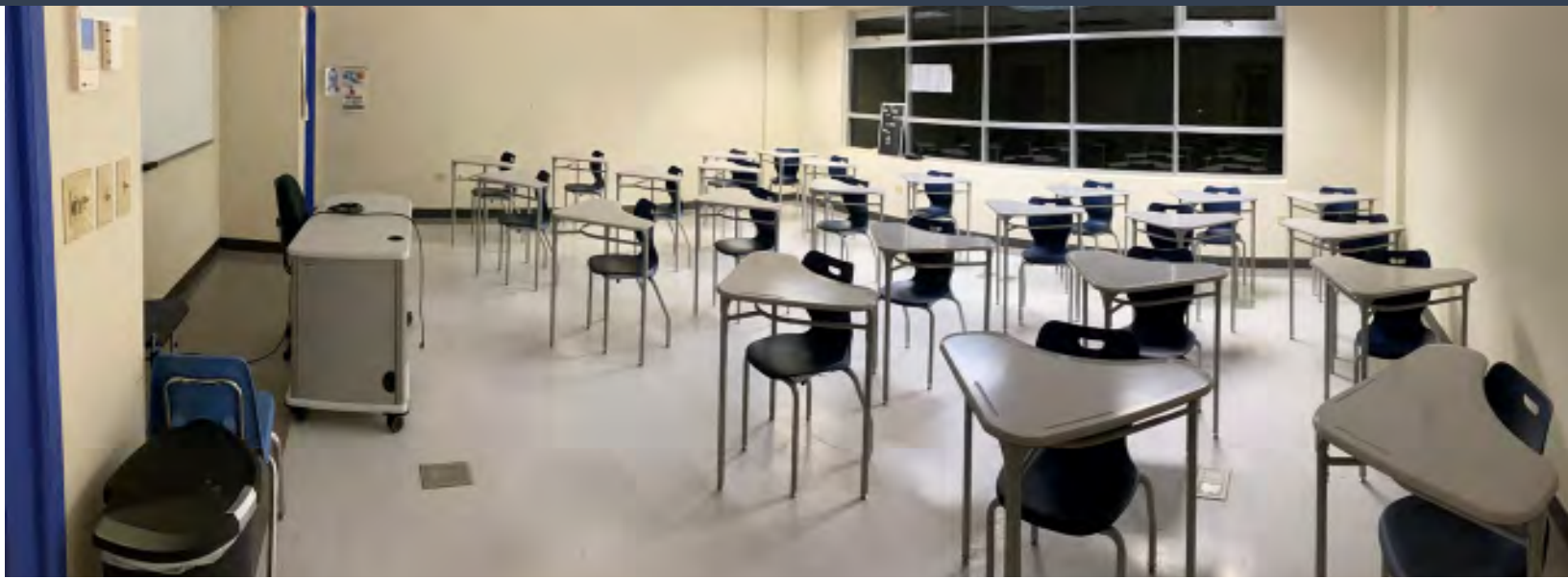
Building 5000: Student Lounge

(67 Seats) | 17 Students



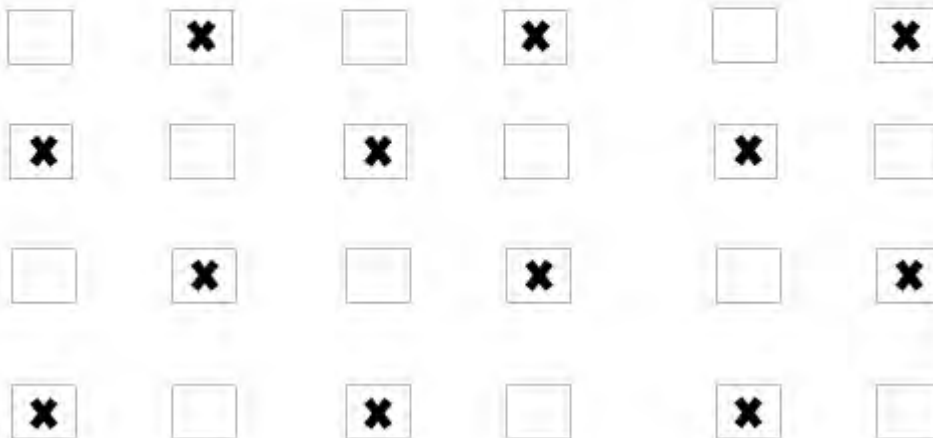
Building 6000: Room 6112

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6112 – AFTER
(24 SEATS)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



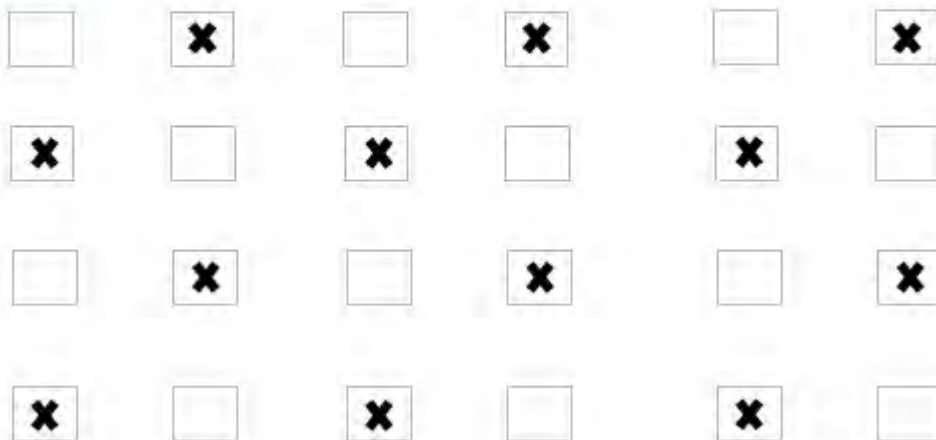
Building 6000: Room 6113

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6113 – AFTER
(24 SEATS)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



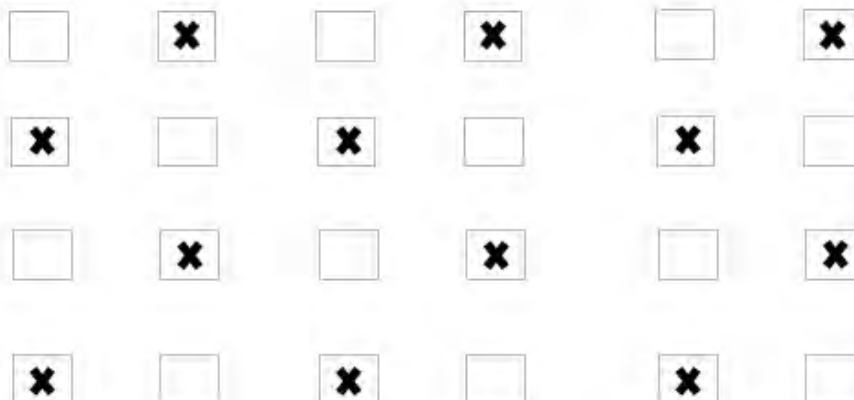
Building 6000: Room 6114

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6114 – AFTER
(24 SEATS)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



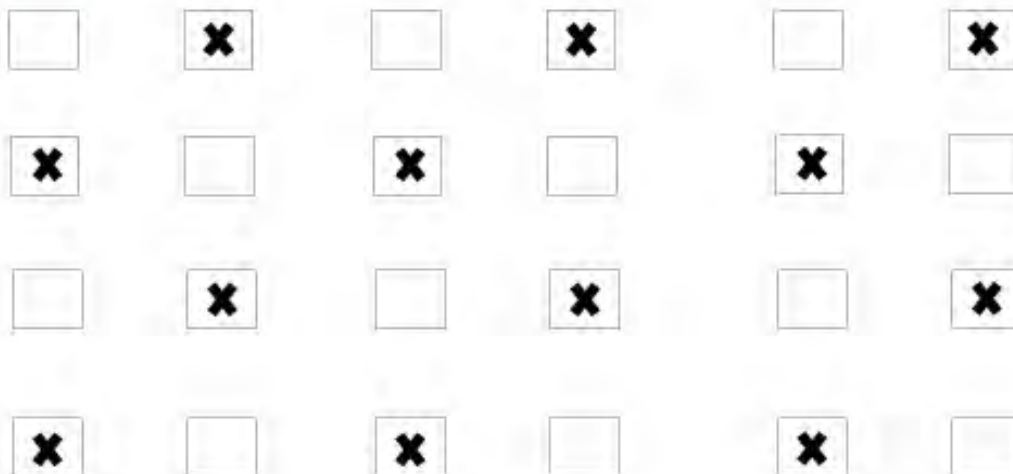
Building 6000: Room 6115

(24 Seats) | 12 Students



**FNDTN BLDG. 6000 RM#6115 – AFTER
(24 SEATS)
12 STUDENTS AND 1 INSTRUCTOR**

FRONT



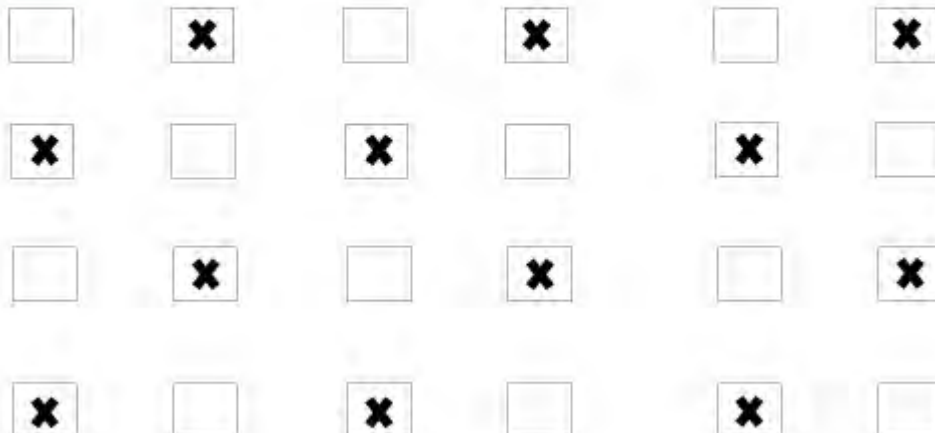
Building 6000: Room 6117

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6217 –
AFTER (24 seats)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



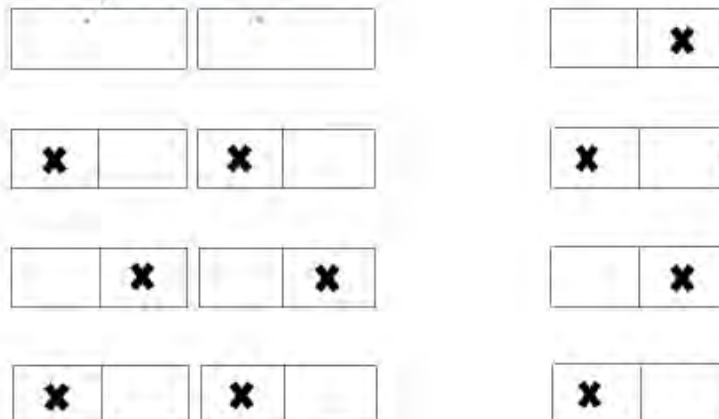
(24 Seats) | 12 Students



FNDTN BLDG, 6000 RM#6219 –
AFTER (20 Computer & seats)

10 STUDENTS AND 1 INSTRUCTOR

**FRONT
INSTRUCTOR WORK AREA**

INSTRUCTOR'S
DESK

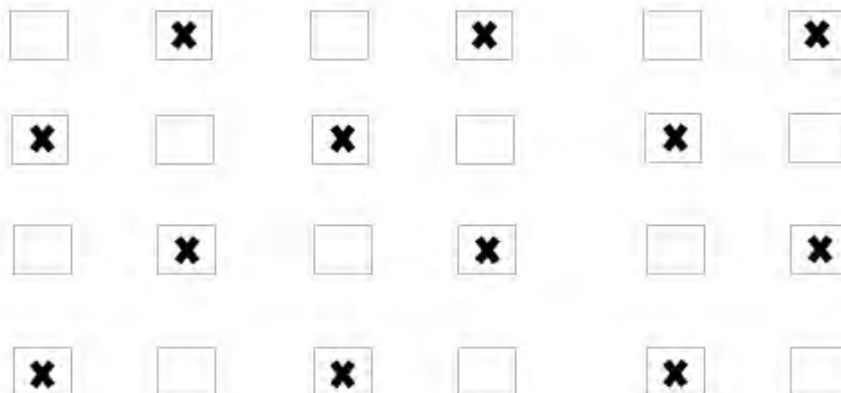
Building 6000: Room 6120

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6220 –
AFTER (24 seats)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



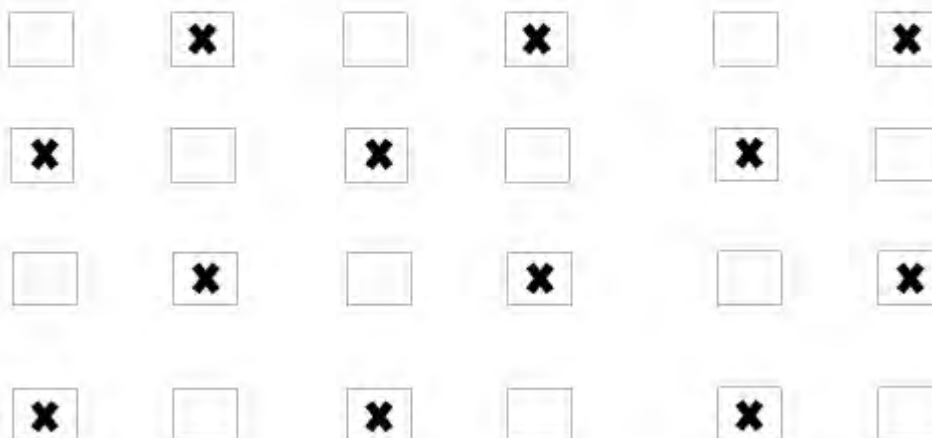
Building 6000: Room 6121

(24 Seats) | 12 Students



FNDTN BLDG. 6000 RM#6221 – AFTER
(24 seats)
12 STUDENTS AND 1 INSTRUCTOR

FRONT



CURRENT PLANS & INITIATIVES

Adjustments to the Classroom Learning Environment

Fall 2020 Procedural Guidance for Limited Face to Face Classroom Instruction

In light of the continued directive of social distancing, the following procedural guidance was developed for implementation for fall 2020. Existing classroom capacity at GCC range from 13 to 60, with the majority of classrooms having a capacity between 20 and 30. Classrooms having a capacity of 20 to 30 students, with social distancing being taken into consideration, it is likely that 6 to 7 students will be allowed in the classroom for face to face instruction at one time.

Course offerings generally meet twice a week, either Monday and Wednesday, or Tuesday and Thursday.

It is highly recommended that faculty conduct a survey of each class to determine how many students can participate remotely. Based on the results of this survey, the following guidelines based on a classroom which has a capacity of 20 students (now allowing 6):

5. If no student requires face to face instruction the faculty will conduct instruction on both days with the following guidelines:
 - iii. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
 - iv. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).
6. If 1 to 6 students require face to face instruction the faculty will conduct face to face instruction on both class days with the following guidelines:
 - iii. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
 - iv. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).
7. If 7 to 12 students require face to face instruction the faculty will conduct face to face instruction on both class days using one of the following guidelines:

C. If two classrooms are available:

- iv. Class sessions may be conducted like any other semester. No special scheduling or alteration to previously planned lessons required.
- v. At the start of each class session ensure that the projector, computer, camera, and microphone in additional room is on and active.
- vi. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).

D. If two classrooms are not available:

- vi. Ask students if they would be able to participate remotely in one of the campus computer labs.
- vii. Ask students if any would be able to meet during faculty's office hours to cover material. Room utilization may be used to request for an available classroom.

If the number of students remaining still does not meet the classroom requirement

- viii. The faculty may divide the students who need the face to face instruction into 2 groups of 6 or less and have one group attend one day and the other group attend on the other day.
- ix. The content covered on each instructional day will be the same. The material should contain content from two lessons revised to fit into one lesson.

(For example, if an instructor originally planned to teach adding fractions on Monday and then subtracting fractions on Wednesday, the faculty will combine adding and subtracting fractions into one lesson and present it to one group on Monday and then to the other group on Wednesday)

- x. Each class session will be broadcasted via Google Meet, recorded, and shared with all students (Google Meet automatically shares recordings to all participants).

8. If more than 12 students require face to face instruction:

- vi. Inquire with SSS if a larger classroom is available to switch.
- vii. Use faculty office hours to meet with students to cover material. Room utilization may

be used to request for an available classroom.

- viii. Check other sections with another instructor if there is space for face to face instruction. Student may transfers to that section if all parties (student, and both faculty) agree.
- ix. Ask students if they would be able to participate remotely in one of the campus computer labs.
- x. Assign a course project and meet with the student during office hours.

Notes to Keep in Mind:

- If face to face students suddenly choose to attend remotely, they may do so. However, if students who were attending remotely choose to do face to face, the instructor must approve to ensure ample space is available.
- Student Support Services will work as quickly as possible to meet your request for available rooms or for room changes. We kindly ask for your patience.



The official Learning Management System (LMS) for GCC is Moodle, an open source learning platform. Through a contract with a third party vendor, our Moodle classrooms remain in a host server even after a class has been completed. The archival of these classes is important for accreditation purposes, as this provides the opportunity for future accreditors during an accreditation year to visit those classes virtually. They will be looking for *regular and substantive interaction* among faculty and students, as well as *regular and effective contact* between them.

The section below is excerpted from guidelines prepared by faculty member Marivic Schrage, based on online and hard copy materials, notably the Guide To Evaluating Distance Education And Correspondence Education, published by the Accrediting Commission for Community and Junior Colleges (ACCJC). The other reference is

Poulin, R. and Poulin, R.,(n.d.). Interpreting What Is Required For “Regular And Substantive Interaction.” [online] WCET Frontiers. Available at: <https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>

The Guidelines establish minimum instructor contact with online students in credit-bearing courses. The Guidelines are based on the principle that online courses entail the same weekly instructional time, rigor, and quality of interaction as doing with face-to-face courses. Therefore, online instructors are required to create intentional and deliberate substantive interaction in the Moodle Learning Management System.

Elements of “regular and substantive interaction”.

5. Interaction must be initiated by the instructor
6. Interaction must be frequent.
7. Interaction must be of an academic in nature.
8. Interaction must be with an instructor that meets accrediting agency standards.

(Source: [Interpreting what is Required or “Regular and Substantive Interaction”](#))

The Guidelines

11. The faculty prepares a syllabus documenting how regular contact between students and the instructor is achieved.
 - The syllabus must include office hours when the instructor meets with the student(s);
 - The syllabus includes course policies defining student-initiated contact (e.g. where to post questions, and examples of the type of questions) in the instructor’s syllabus.
 - The syllabus includes guidelines for frequency of contact at least equivalent to contact in face-to-face classrooms.
 - The syllabus defines response time for student questions and assignment feedback.
 - The syllabus provides the instructor’s communication policy and mode of communication.
12. The instructor sends a weekly class-wide course-related and timely announcements, emails, or messages.
13. The instructor deliberately creates an online community of learners using strategies such as discussion boards, group projects, group problem-solving, discussion of assignments, activities, or other

- collaborative activities, as applicable to the course.
14. The instructor varies the types of interaction, such as instructor-student, student-student, student-content.
 15. The instructor monitors student interaction and activity to ensure that they participate fully.
 16. The instructor participates regularly in discussion activities with students to provide a summary, to correct errors of fact, to keep the discussion on the topic, and/or to add expertise to the content of the discussion.
 17. The instructor regularly asks students for feedback about the course and revises the content as needed to address issues identified.
 18. The instructor provides substantive feedback and guidance to students on multiple assignments over the full length of the term. The feedback must go beyond “good job” or “great work”.
 19. The instructor’s interaction with students is demonstrable and documented. Examples of substantive interaction include:
 - Chat rooms within the LMS when instructor dialogues actively with students;
 - Course-related discussion board replies;
 - Course-related e-mail and messages within the learning management system (LMS).
 - Personalized, regular, and timely feedback student blogs, wikis, quizzes, papers, portfolios, exams, and other course-related assignments;
 - Course-related phone calls;
 - Course-related Q&As;
 - Review sessions;
 - Course-related social networking using the LMS;
 - Course-related video conferences when the instructor;
 - Face-to-face meeting with the students;
 20. The following content deliveries are often essential to quality instruction and the student’s learning experience but do not qualify as substantive interactions:
 - Course orientations;
 - Administrative or non-academic announcements, emails, and messages;
 - Administrative or non-academic content such as generic praise or clarifications of class policies;
 - Internet resources and links to external sites;
 - Modules, materials, lessons, lectures, and presentations that are pre-loaded;
 - Use of technologies that assist students in understanding course content such as webcasts, webinars, podcasts, slide presentation, Camtasia shows, streaming videos, web hunt, and other audio/video recordings, etc.;
 - Assignments that require students to make effective use of external resources including Virtual Library, Web-based and other electronic resources.

Survey Findings on Remote Learning Tools Being Used by GCC Faculty

Because of the disruption of the Spring 2020 semester caused by the global coronavirus pandemic, GCC quickly implemented measures to ensure it continued to achieve its goal of “students first, mission always.” In an effort to collect information on the remote learning tools utilized to deliver their courses in a virtual learning environment, a general survey of faculty teaching courses offered in the Spring was conducted. It must be stated at the outset that “remote learning” in this survey was defined broadly, and did not distinguish between learning management systems, applications, software, or other means of instructional delivery. This report summarizes the data on remote learning tools gathered from GCC faculty during the COVID-19 pandemic shutdown.

Based on the Spring 2020 Master Schedule of Classes, a total of forty-three (43) course subjects with four hundred and sixteen (416) course sections categorized by schedule types, including clinical, hybrid, lecture, lab, lecture/lab, online, and practicum, were available to students. A total of six-thousand nine-hundred and twenty-six (6,926) course seats were occupied by the one-thousand nine-hundred and seventy-nine (1,979) students enrolled in these college courses. A total of one hundred and forty-four (144) faculty, including fulltime permanent faculty and part-time adjunct faculty, taught these courses.

Of the one hundred and forty-four (144) faculty teaching in the Spring, a total of eighty (80) faculty or 56% responded to the general survey of remote learning tools utilized during the COVID-19 pandemic for courses that were moved into the fully online environment. There were courses offered that were not moved into the fully online environment however because of various reasons, including those courses delivered in a hands-on trade-specific shop, such as construction trades and automotive courses. Alternative options for the achievement of course student learning outcomes were provided to students enrolled in these courses.

For those courses delivered in the fully online environment, faculty responding to the general survey reported utilizing the following remote learning tools:

- Apowersoft
- Cengage
- Cisco Academy
- Cisco Webex
- classmarker.com
- e-books
- Edmodo
- Email
- FaceTime
- Goodnotes 5
- Google Chat
- Google Classroom
- Google Drive
- Google Hangouts
- Google Meet
- Google Slides
- Kahoot
- Loom
- MathXL
- Messenger
- Moodle
- MyGCC Course Studio
- Mymathlab
- Power Point
- Quizizz.com
- Reddit
- Screencast-o-matic
- ShowMe
- Telephone
- Videos
- Webassign
- WhatsApp
- Zoom

In terms of frequency of use of these remote learning tools amongst the faculty respondents, the top five (5) reported remote learning tools utilized by faculty respondents are Google Classroom, email, Moodle, Zoom, and Google Hangouts. A total of fifty-seven (57) or seventy-one percent (71%) of the faculty respondents

reported utilizing the Google Classroom online platform, the tool reported to be utilized the most during the college shutdown. A total of thirty-three (33) or forty-one percent (41%) of the faculty respondents reported utilizing email as a remote learning tool. A total of twenty-nine (29) or thirty-six percent (36%) of the faculty respondents reported utilizing the GCC-supported Moodle online platform. A total of eighteen (18) or twenty-three percent (23%) of the faculty respondents reported utilizing the Zoom platform while a total of thirteen (13) or sixteen percent (16%) of faculty respondents reported utilizing the Google Hangouts platform as a remote learning tool. The other remote learning tools utilized but less frequently than the top five described above include Loom, MyGCC Course Studio, MathXL, videos, Google Meet, WhatsApp, Cengage LMS, Telephone, e-books, Kahoot, Goodnotes 5, Webassign, Cisco Academy, FaceTime, Edmodo, Quizizz.com, Messenger, Cisco Webex, Reddit, Mymathlab, Screencast-o-matic, Apowersoft, ShowMe, classmarker.com, Google Chat, Google Slides, Google Drive, and Power Point (Microsoft PowerPoint).

Google Classroom as an Alternative LMS

Because of the abrupt transition to distance learning when the college shutdown occurred, a good number of faculty were not sufficiently prepared to conduct their classes in the online environment. Fortunately, because the entire college subscribes to an institutional Gmail account, all students and faculty had access to Google Classroom, a streamlined, easy-to-use tool that helps instructors manage coursework. With this learning platform, faculty can create classes, distribute assignments, grade and send feedback, and see everything in one place. With simple setup and integration with G Suite for Education, Google Classroom streamlines repetitive tasks and makes it easy to focus on what faculty do best: teaching. The survey

findings discussed above make it imperative for GCC to temporarily adopt Google Classroom as a viable learning management system for GCC faculty who have already transitioned to this LMS.

To coincide with the permission waiver provided by ACCJC regarding the abrupt transition to distance education because of the Covid-19 pandemic, GCC will allow faculty to use Google Classroom as LMS, in addition to Moodle, for Fall semester 2020. The intent however is for all faculty to gradually transition to Moodle as the institutional LMS by Spring 2021. This will be in compliance with accreditation protocols that will allow future accreditors to have virtual access to GCC online classes during an accreditation year. This is because Moodle is institutionally-supported while Google Classroom is not.

Further guidance on the use of Google Classroom as an alternative LMS (in addition to Moodle) and the required certification on the pedagogy of online teaching will be provided by the Office of the Vice President for Academic Affairs.

LMS Update: Based on a new report provided to the VPAA by the Academic Technology Office (June 9, 2020), a total of sixty-eight (68) classes utilized Moodle as the LMS for Spring semester 2020. This significantly exceeds the fifty-seven (57) faculty who reported utilizing Google Classroom in the survey, with only 33 faculty reporting the use of Moodle. Evidently, the 56% survey response rate did not thoroughly capture the actual LMS user data, which was the survey's primary goal.

Given the new information, Moodle therefore remains the LMS most utilized by GCC faculty. It is evident that the institutional support provided to Moodle users at the college may have served as an important factor in the faculty's choice of LMS last Spring.



IMPORTANT CHECKLISTS TO CONSIDER

The section below is adapted from the Center for Disease Control and Prevention material entitled, *Workplaces During the Covid-19 Pandemic*, and can be accessed via www.cdc.gov/coronavirus

Should GCC consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Are you ready to protect employees at higher risk for severe illness?

Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing and enhance space between employees, including through physical barriers, changing layout of workspaces, encouraging telework, closing or limiting access to communal spaces, staggering shifts and breaks, and limiting large events, when and where feasible
- ✓ Consider modifying travel and commuting practices. Promote telework for employees who do not live in the local area, if feasible.
- ✓ Train all employees on health and safety protocols

Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if an employee gets sick
- ✓ Regularly communicate and monitor developments with local authorities and employees
- ✓ Monitor employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in

STANDARD OPERATING PROCEDURE FOR GCC CLASSROOM DISINFECTION

Prior to start of class:

3. Students will be briefed on the requirements to attend the class:
 - Students must wear a face mask at all times during the class.
 - Class size limits and spacing will be reviewed with students.
 - Seating arrangements will be made for the duration of the class, so that students have an assigned seat and not share a chair or switch chairs during the class session.
 - No students will be allowed in the session if they are ill or display flu-like symptoms.
 - Students will only be in the lab or classroom as required.
 - If lab class: During the lab station activities, students will use their assigned chair for the lab activities.
4. Faculty will wipe down all classroom table surfaces and chairs prior to the start of class.

During class:

6. Proper distancing and capacity limits will be maintained.
7. If lab class: Students will be assigned tools for the duration of the session. All tools will be sanitized prior to and after use.
8. Students who rotate throughout stations will use assigned chairs.
9. All equipment and testers will be cleaned before and after each use by students.
10. All tools and associated equipment will be cleaned after class session and then stored in proper area.

After each class:

2. All classroom table surfaces and chairs will be cleaned by the faculty. If students are willing to assist, they may do so.

DAILY HEALTH SELF-ASSESSMENT FOR GCC EMPLOYEES

Prior to coming to campus, GCC employees should do a self-assessment to determine if they should report to work. Due to the severity and highly infectious nature of COVID-19, employees should stick to the results of this assessment. This self-assessment tool is not meant to take the place of talking with your health care professional or to diagnose or treat conditions. If you are in an emergency medical situation, call 911 or your local emergency number. This assessment is based on guidance provided by the Centers for Disease Control and Prevention (CDC) and the Mayo Clinic.

The checklist below is adapted from Texas Christian University's *Phase 1: Return to Campus, Initial Guidance for Employees Returning to Campus as their Primary Workspace (May 2020)*.

13

EXPOSURE

Have you been within six feet of a person or had direct contact with a lab-confirmed or suspected case of COVID-19 in the past 14 days?

☐ YES ☐ NO

If you answered "Yes," **DO NOT COME TO WORK.** Call your supervisor.

SYMPTOMS

Do you have any of these symptoms?

- ☐ Fever (Please check your temperature daily before reporting to work?)
- ☐ New cough
- ☐ New shortness of breath or difficulty breathing
- ☐ New chills
- ☐ New muscle aches
- ☐ Sore throat
- ☐ Headache
- ☐ Diarrhea
- ☐ New loss of taste or smell

If you have any of these symptoms, speak to your health care professional and call your supervisor. **Stay home and DO NOT COME TO WORK until at least 10 days after symptoms of respiratory infection** (not allergies or asthma), **without the use of fever-reducing medications.** This applies regardless of whether you have been tested for COVID-19.

SEVERE SYMPTOMS

Are you struggling to breathe or fighting for breath even while inactive or when resting?

☐ YES ☐ No

Do you feel as though you might collapse every time you stand or sit up?

☐ YES ☐ No

If you have any of the severe symptoms, **CALL 911, DO NOT COME TO WORK.**

REMINDER

Employees should not discuss personal medical history with supervisors. Calls to supervisors are to notify them that the employee will be out sick.



Reopening Guam Community College in a Post-COVID Learning Environment:

Planning and Preparing our Campus for
Fall 2020 and Beyond

The Guam Community College COVID-19 Lead Coordinators

Implementing and monitoring of GCC COVID-19 plan:

Huan Hosei

Environmental Health and Safety Officer
Room 2215, Administration Building
TEL: (671) 788-2223
gccsafety@guamcc.edu

Dorothy-Lou Duenas, MSN, RN

Nursing & Allied Health Administrator
Anthony A. Leon Guerrero Allied Health Center
Tel: (671) 735-7005
alliedhealth.info@guamcc.edu

Protecting High Risk Students and Employees:

(Older persons, persons with underlying medical conditions)

Accommodations for High-risk Students:

Office of Accommodative Services
TEL: (671) 735-5597
accommserve.info@guamcc.edu

Accommodations for High-risk Staff:

Human Resources Office
TEL: (671) 735-5537/8
hr@guamcc.edu