

REOPENING PLAN FOR 2020-21



INSTRUCTION

Including:

Course Modalities

Flexible Grading Options

Experiential Education/
Internships/Professional Programs/
Classroom Capacities

INSTRUCTION PLANS BY STAGES

These updates are being provided in response to the August 18, 2020 letter from Diana Gonzalez, Interim Secretary of Higher Education, supplementing the University's "Fall 2020 Reopening Plan" document that was submitted to OSHE on August 5, 2020. These updates follow NJ State OSHE Guidelines updated on August 18, 2020, available at: <https://nj.gov/highereducation/documents/pdf/index/OSHErestart.pdf>.

Stage 1

State Requirement:

Colleges are engaged in distance learning

"All in-person instruction, including labs, clinical rotations and all other curricular activity, is prohibited, unless waiver supported by a compelling rationale is obtained from the Secretary of Higher Education."

Monmouth University plan:

All course delivery is online, with exceptions noted below (based on waiver, as required by the above).

In accordance with the waiver approval that Monmouth University received on June 29, 2020, students may participate in person in clinical rotations in the following programs, following the "Guidelines for Experiential Education, Internships, and Professional Programs at Monmouth University" included in Monmouth University's Fall 2020 Reopening plan:

- Doctor of Nursing Practice (DNP) practice immersions
- Master of Science in Nursing (MSN) practicums including Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Pediatric and Primary Care Nurse Practitioner
- Master of Science Physician Assistant (MSPA) Physician Assistant clinical clerkships
- Masters of Science in Speech-Language Pathology externships
- Department of Professional Counseling's Master of Science in Clinical Mental Health Counseling and Master of Arts in Addiction Studies field placement experiences and practicums
- Bachelor of Social Work (BSW) and Master of Social Work (MSW) fieldwork practicums and internships
- Bachelor of Science in Nursing (MSN) clinical experiences

In accordance with the waiver request from Monmouth University on July 1, 2020, faculty and students may conduct research in laboratories and hold laboratories that are attached to a course in the following fields, following the protocols included in Monmouth University's Fall 2020 Restart plan:

- Animal studies (in the vivarium)
- Biology
- Biochemistry



- Chemistry
- Computer Science
- Marine Biology
- Molecular Cell Physiology
- Mathematics
- Physics
- Software Engineering

Stage 2

State Requirement:

Most in-person learning with safeguards

Pursuant to Executive Order Nos. 155 and 175, in-person instruction may resume in alignment with state-established restrictions and other safety measures as appropriate.

Active courses, such as theater or dance, should be limited and if they must occur, should include additional safeguard considerations, such as enhanced social distancing and infection control practices.

Institutions must provide students with the option of participation via remote instruction to the extent practicable.

Monmouth University plan:

Classes will be delivered as indicated in the “Fall 2020 Course Modalities” portion of Monmouth University’s “Fall 2020 Reopening Plan: Instruction” document that was submitted to OSHE on August 5, 2020. Faculty will choose between in-person, hybrid, or fully online, and they will indicate which online portions will be synchronous or asynchronous.

Experiential education, internships, professional programs, and laboratories can operate in person, following the guidelines and protocols in the “Fall 2020 Reopening Plan: Instruction” document.

- According to NJ State Guidelines (Updated August 18, 2020), during Stage 2, institutions may resume in-person instruction, as long as:
 - Institutions provide students with the option of participation via remote instruction to the extent practicable. Monmouth University Plan: For all Stages, students who self-identify as “at-risk” will be accommodated through remote instruction in online classes. Should an all online learning option not be feasible due to the nature of the student’s major, the student will be provided with personal protective equipment such as face shields to be used for an in-person/hybrid class environment. At-risk students will also be given the option of deferring certain classes to another academic semester.

Students who receive a positive diagnosis of COVID-19 will be isolated from the general student population. Students who live within 100 miles of campus and are able to go home will be encouraged to do so. For COVID-positive students who are unable to go home, they will be moved into campus isolation housing. The



COVID-19 Response Team which consists of members of Health Services, Residential Life, Student Life, Dining Services, MUPD and Center for Student Success will ensure the health, safety, and academic needs of the student are met. The team member who represents the Center for Student Success will be responsible for serving as academic liaison between the student in isolation and the student's professors to ensure that studies continue in a remote fashion while providing any additional academic support services that are needed. Faculty teaching onsite courses who must quarantine and/or isolate will be encouraged to work with their department chairs and deans to provide temporary onsite departmental coverage for their courses where possible, as they normally would when faculty experience limited absences from the classroom due to illness or approved travel. Faculty may also be encouraged to move their onsite class meetings online for the duration of their quarantine or isolation period.

- Classroom occupancy and density are limited as needed to allow for social distancing of six feet, at minimum, to be observed. Monmouth University Plan: This is addressed in the "Fall 2020 Classroom Capacity Study" section of the University's "Fall 2020 Reopening Plan: Instruction" document, which outlines the details and protocols to meet this standard. Signage will be posted in classrooms in accordance with the University's "Fall 2020 Reopening Plan: Health & Safety" document.
- Institutions observe Centers for Disease Control and Prevention (CDC) and New Jersey Department of Health (DOH) public health standards for distancing, sanitizing equipment, handwashing, and cleaning and disinfection. Monmouth University Plan: This is addressed in the University's "Fall 2020 Reopening Plan: Health & Safety" document, which outlines the University's plans and protocols for distancing, sanitizing equipment, handwashing, and cleaning and disinfection.
- Active classes that involve activities in which students are more physically or verbally active than sedentary and may therefore be emitting more aerosols or droplets than normal talking (such as theater, music, or dance) pose a higher risk. Institutions should consider limiting the number of these type of classes during Stage 2, as well as provide additional safeguards (enhanced social distancing and infection control practices) to protect students when they participate in these kinds of activities. Monmouth University plans to limit these courses and if provided, social distancing, cleaning protocol, mandatory face coverings will be practiced. Monmouth has a limited number of active classes, as defined by the State as classes that are more physically and verbally active than sedentary, scheduled in the fall - roughly 349 classes out of 1598 total course sections or 22% of the total course sections. Of the 349 classes, there are approximately 65 active undergraduate classes that will have some in-person instruction (out of total 1248 undergraduate courses or 5% of undergraduate courses). The in-person active classes are mainly in communication, health studies and physical education, world languages and cultures, and music and theatre. The in-person active courses have reduced contact through hybrid offerings, including some faculty splitting the students for on-campus meetings, increased social distancing by way of larger classroom spaces and limited student enrollment (along with mandatory face coverings),



and the use of outdoor classrooms when appropriate. When possible, faculty are planning to schedule presentations and more verbally active lessons to be virtual. The lecture component of nursing and physician assistant classes are mostly online, but the clinical, lab, and simulation components are in person and faculty and students are required to wear appropriate PPE, including KN95 masks, and face shields at all times and gowns/gloves as needed. Additional cleaning and sanitization protocols are in place for all classrooms in which the active classes are held as additional safeguards against the spread of the virus. These classrooms will be cleaned after the active class meetings and cleaning logs will be maintained for each room.

- Institutions must provide students with mandatory training or orientation regarding COVID-19 sanitary and social distancing practices before the students begin or resume in-person courses at the institution. Monmouth University Plan: This is addressed in the University's "Fall 2020 Reopening Plan: Health & Safety" document, which outlines the University's mandatory training for students and all members of the University community.

Stage 3

State Requirement:

Colleges may operate in person with reduced capacity

In-person instruction, labs, and other curricular activity are allowed within state-established restrictions and other safety measures as appropriate.

Monmouth University plan:

Classes will be delivered as indicated in the "Fall 2020 Course Modalities" portion of Instruction document. Faculty will choose between in-person, hybrid, or fully online, and they will indicate which online portions will be synchronous or asynchronous.

Experiential education, internships, professional programs, and laboratories can operate in person, following the guidelines and protocols in the "University's Fall 2020 Reopening Plan".

All of the student accommodations, reduced classroom capacity based on six feet distancing, added precautions and limits on active classes, mandatory face covering, training, monitoring, sanitizing equipment, handwashing, and cleaning and disinfection will be followed as per Stage 2 Plans outlined above and in the University's "Fall 2020 Reopening Plan" document that was submitted to OSHE on August 5, 2020



FALL 2020 COURSE DELIVERY MODALITIES

The University, in consultation with the leadership of the Faculty Association, the Faculty Council, and the Staff Council, has developed the Monmouth University Reopening Plan which includes health and safety protocols that FAMCO has endorsed. As we manage the challenge of the fall reopening, and with the input of the fall academic planning task force, FAMCO and the University have entered into an Agreement on a plan and a process that meets the health and safety of students, staff and faculty, while providing for faculty choice of course delivery that is intended to recognize faculty's pedagogical, health, and safety needs.

As part of this reopening plan, the University and FAMCO want to ensure and encourage the widest number of faculty seeking some opportunity to teach in person are given that ability within the constraints of the Governor's Executive Orders and OSHE guidelines.

Within limits described below, faculty may choose their mode of course delivery for the fall 2020 semester in order to make certain the widest number of faculty have those opportunities to return to in-person instruction wherever possible. Thus, faculty members may choose to opt into In-Person, Hybrid (with partial in-class/in-person) instruction or Online instruction as necessitated by health and safety constraints and good pedagogical sense. In-person instruction will be dependent upon the type of course and the size of the class section due to the limited classroom capacities given room spacing for physical distancing.

Course Delivery Options

We have developed a process where faculty may choose to opt into in-person, hybrid (with partial in-class/in-person) instruction or online instruction this fall.

- **In-Person:** For traditional in-person instruction, faculty will designate [In-Person]
- **Hybrid:** For Hybrid courses, faculty will be asked to designate as follows:
 - Traditional Hybrid with online portions asynchronous (HY)
 - Traditional Hybrid with online portions synchronous (HYS)
 - Traditional Hybrid with online portions in a combination of synchronous and asynchronous (HYSAS)
- **Online:** For online courses, faculty will be asked to designate as follows:
 - Traditional online asynchronous (OAS)
 - Online synchronous (OS)

Important Deadlines

Department chairs and program/graduate directors, where appropriate, request that by **July 17** faculty submit their preferences for which courses they wish to teach on-site, hybrid, or fully online.

Faculty will also work with their department chairs and the registrar to add detailed annotations to WebAdvisor descriptions giving specific information about classes, e.g. which day(s)



will be “in person,” and how synchronous and asynchronous time will be scheduled and utilized. Faculty will also work through their Department chair and program/graduate director where appropriate, on requests for special accommodations related to potential room assignment changes.

- **Tuesday, July 21, 2020:** Department chairs and program/graduate directors submit their department’s instructional method changes to the Office of the Registrar. In order to make in-person class experiences available, departments, the faculty, and the Registrar’s Office shall endeavor to offer as many 100 and 200 level courses in person as possible.
- **Monday, July 27, 2020:** The University will then examine the preferences expressed by the faculty to ascertain whether sufficient in-person opportunities are available to students. If there are concerns, the University will work with the faculty through its department chairs and or program/graduate directors to discuss any availability for in-person or hybrid teaching, adjust the course offerings and faculty authorized to teach remotely, and establish a final schedule by **July 27, 2020**. If such discussions or adjustments are needed for fall 2020, the final decision to opt for remote instruction rests with the faculty member. The Registrar will finalize the fall schedule to be available by **August 1, 2020**.

Consistent with Executive Order #155 and OSHE Guidance, and the University’s priority and commitment to the health and safety of its members, faculty who are unable to participate in in-person instruction because they are immunocompromised or at high-risk for COVID-19, or who are otherwise not comfortable with a hybrid or on-site course because of possible COVID exposure, and whose course is assigned as on-site or hybrid against their wishes will be permitted to opt out of that assignment and pick up an online course that they are qualified to teach, or load balance, if the University is unable to identify an online course. For any faculty member whose preference for teaching online cannot be accommodated by their department chair this fall, resulting in a faculty member not being able to make load, they may be assigned, if possible, another available course they are qualified to teach in fall 2020, spring 2021, or summer 2021 to load balance. If necessary, to meet their normal AY 2020-2021 teaching load for these faculty, the course preparation limits per semester in the Agreement can be lifted.

Any faculty member’s decision to opt out of on-site or hybrid instruction for fall 2020 may not be made a factor in their evaluation for reappointment, tenure, or promotion.

UNDERGRADUATE FLEXIBLE GRADING OPTIONS (SPRING 2021)

Effective: January 25, 2021 through May 14, 2021

COVID-19 has ushered in unprecedented times calling for unprecedented responses and solutions to emerging challenges which continue through the Spring 2021 semester. Students will have flexibility in regard to how the grades they earn will be recorded. Below, we have outlined the rationale, policy, decision-making process, steps for faculty and students, and potential impact on the student’s record.

Flexible grading for graduate students will not be extended through Spring 2021.



Rationale

- The decision to allow pass/fail grading takes into consideration the disruption to academics that COVID-19 and subsequent societal impacts have had, and it's designed to provide options that we hope will relieve some stress. While Monmouth University has worked diligently to train faculty for teaching in various distance education modalities, we are focusing on the students with this policy. We recognize that the learning environments in which students may find themselves during the continued pandemic may lead to students not working at their normal performance level.
- For students who want to earn a standard letter grade, moving the University to pass/fail grading exclusively is not beneficial. Students might want or need standard letter grades because they expect to do well, some graduate and professional schools require a standard letter grade, they are attempting to raise their GPA, and many other reasons.

Policy

Once standard grades are posted, undergraduate students may choose to have a maximum of four (4) credits of their standard (A to D-) grades become Pass (P) for the Spring 2021 semester.

Policy Application:

- Students must complete the required e-form by the deadline provided for the grade change to go into effect.
 - Undergraduate students earning a grade of "D-" or better will have until **May 14 at 11:59 p.m.** to decide if they would like to switch a class to pass grading.
 - **Graduating undergraduate students** will have until **May 14 at 11:59 p.m.** to decide if they would like to switch a class to pass grading.
- Grades originally given as an Incomplete (I) for Spring 2021 may be changed to Pass (P).
- Because it is important to track students who are not in good academic standing for their long-term academic success, probation will be determined prior to changing grades to Pass (P).
- Dean's List will be determined prior to changing grades to Pass (P).
- The decision will need to be made on an individual, course-by-course basis, meaning that students may keep standard grades for some courses and take Pass (P) grades for others.
- Once changed, Pass (P) grades are not reversible.
- The Registrar will retain a record of the original grade which may be released if requested by the graduate or professional school admissions or department heads for verification that the student met department or pre-requisite requirements or accreditation needs.
- Pass (P) does not positively or negatively impact GPA; it has no effect on GPA.
- Fail (F) has a negative impact on GPA, regardless of the format (P/F or standard).



- The e-form will ask students to indicate whether they have spoken to an advisor and that they understand the ramifications of the grade change.

Requests for pass grades are between the student and the Registrar, with advice from the student's advisors. Chairs of departments, deans, or other administrators may not petition the Registrar to operate outside the rules of application stated above.

Decision-Making and Advising

- Students must be counseled (by advisors, faculty, family, Financial Aid, scholarship originators, and other relevant sources) on the impact of pass/fail grading. The e-form will ask for verification that the student has discussed the consequences of a grade change with their advisors.
- Advisors and students should take extra caution when discussing courses that require a standard grade for major or prerequisite requirements or graduate school programs. Consult with department advisors and the [Monmouth University College Catalog](#).

Steps for Faculty

- Faculty members will grade students normally, using letter grades.
- Instructors will not be informed of the grading option that a student has chosen.

Impact

Impact on academic standing:

- Per the general academic requirements of the University, undergraduate students must meet the following grade point average requirements to remain in good academic standing: FRESHMEN 1.6; SOPHOMORES 2.0; JUNIORS 2.0; SENIORS 2.0.

Some Schools or majors require a GPA higher than the minimum requirements for the University. Students should confirm the minimum GPA required for their major with their academic advisor.

You can find a GPA calculator at monmouth.edu/registrar

Impact on financial aid:

- Consistent with the general academic requirements of the University, students must meet the grade point average requirements listed above to retain their eligibility for financial aid.
- Some scholarships may require students to earn a GPA higher than the minimum requirement for the University to maintain eligibility. Students should contact their individual scholarship committee regarding requirements.
- Students should use a GPA calculator when considering their options for P/F and to review the terms and conditions of their awards before making a decision. The Financial Aid Office can make clear the GPA requirements for awards (although the terms are spelled out on the



students' award letters, on the website, and in the catalog), but students need to recalculate and project GPAs themselves or with the help of an advisor.

Impact on prerequisites:

- For students who need to achieve a specific letter grade or higher in order to meet pre-requisite requirements in their major, or qualify to waive foundation courses in a graduate program, they need to earn the letter grade required for pre-requisite or waiver purposes. In most cases they should take the letter grade so it appears on their transcript.
- If the letter grade they have earned for their pre-requisite course or foundation waiver course meets the requirement but is not in line with their normal performance in course work, they can still decide to take a Pass (P) grade to protect their transcript and GPA. Their letter grade information will remain in their file on the e-form they submitted for future reference. However, this grade information may only be available internally at the University for pre-requisite and waiver purposes and therefore they will still need to consider the impacts noted regarding graduate programs at other universities and future employers.

Future impact on applications to graduate programs and job search/employers:

- If they plan to at some point apply to a graduate program, the Pass (P) grade may not be accepted by the program and they may be required to repeat a topic or it could be that their admission is impacted. Historically, employers also have not viewed a Pass (P) grade in a positive light, and assume that the student may not have mastered the topic.
- Normally Pass (P) grades are not treated the same as a letter grade. We know that during the Spring 2020 semester, many universities allowed or simply provided Pass (P) grades to their students. It is therefore possible that in the future, graduate programs will understand that this year is a unique case.
- *However, it might still be a risk to them as a student.* We strongly advise that if they are able to achieve a strong grade in their courses this semester that they take the letter grades to protect their future transcript. However, we also believe that the Pass (P) grade this year may be treated differently due to the situation, and those who truly have good reason for why their course grades were dramatically impacted they should take the Pass (P) grade and protect their overall degree GPA. This decision will be unique to them, and they should discuss this with their adviser, or the Chair of the department over their degree.

Impact for student athletes:

- Any letter grade that is C- or lower should be considered as a pass/fail in order to help remain at or above the 2.00 cumulative GPA minimum for athletic eligibility. But when considering the pass/fail option, please consult with your academic advisor or the athletics academic support staff to make sure that converting a letter grade will not negatively affect your degree progression in your academic program, or any negatively affect graduate school aspirations.



GUIDELINES FOR EXPERIENTIAL EDUCATION, INTERNSHIPS, AND PROFESSIONAL PROGRAMS OF MONMOUTH UNIVERSITY DURING COVID-19

This document provides guidance for all faculty and students for experiential education, nonclinical course-related internships, and professional programs at Monmouth University during COVID-19. Internships and ExEd experiences can be in person or remote. For in-person experiences, University health and safety protocols will be applicable. Remote internships will be based on protocols that are school- and program-specific (including accreditation) expectations and fulfill credit and general education requirements.

Experiential Education

Faculty General Education Oversight Committee (GEOC) Policy Statement on Experiential Education for fall 2020:

While we recognize the significant challenges being faced by those who are scheduled to teach ExEd and Service Learning general education courses and/or supervise students who will be completing ExEd-eligible internships during the upcoming academic year, Monmouth University remains committed to maintaining Experiential Education as a central and distinctive component of the general education curriculum and to ensuring that the University's ExEd courses and internships will continue to fulfill all current learning outcomes. Accordingly, faculty who are planning ExEd and Service Learning general education courses and/or will be working with students to conceptualize and coordinate internships should keep foremost in mind these three priorities:

- Student, faculty, staff, community partner, and/or internship sponsor health and safety protocols;
- The need to anticipate contingencies (esp. the possibility that in-person classes and/or internships may need to transition online mid-semester); and
- That all courses and internships should strive to meet the established expectations and hours requirements for time spent on-site or, if that is not possible, to provide students with an equivalent experiential impact to what they would have received under “normal” instructional circumstances via:
 - Alternative and high-impact in-person micro-experiences—more intensive, shorter on-site activities or projects—which demonstrate an intentional effort to compensate for
 - Students in ExEd or Service Learning courses being unable to spend as many hours on-site or in the community as they would have spent during a “normal” semester or
 - Students completing internships for ExEd credit being unable to fully meet the usual requirements for 50, 100, or 150 hours spent on-site, or
 - Significant remote interaction with community partners and/or internship sponsors utilizing either
 - Synchronous online technologies such as Zoom or
 - Asynchronous online writing, research, and design opportunities.



In order to ensure that the University will be prepared to inform Middle States about how Monmouth's general education program has responded to the pandemic, Faculty Council requests that those teaching ExEd or Service Learning courses communicate with the GEOC Area VII Chair—Elena Mazza prior to September 1 and Anne Deepak after September 1—about how they are modifying their courses, as well as that those who will be proposing and supervising ExEd internships indicate on their Experiential Education (adv) eForm whether significant portions of the internship will be remote and how it will provide an equivalent experiential impact to what students would have otherwise received.

Any faculty who are scheduled to teach an ExEd or Service Learning class during the FA2020 semester and have immediate concerns about whether it will be possible to modify the course and still meet all the requisite general education outcomes should contact their department chair and the GEOC Area VII (Experiential Education) Chair.

To review the current Experiential Education Learning Outcomes, please go the General Education Information Page, accessible via the "For Your Information" dropdown menu on the myMU portal, or click the following link: <https://my.monmouth.edu/OfficesServices/GeneralEducation/Pages/Experiential-Education-Learning-Outcomes.aspx>

For more in-depth information and ideas about how to conceptualize, propose, and implement the sort of alternative and high-impact in-person micro-experiences and/or significant remote interactions that GEOC is recommending, please feel free to access and review, "What to Do About Internships in Light of the COVID-19 Pandemic? A Short Guide to Online Internships for Colleges, Students, and Employers," a resource guide published by The Center for Research on College-Workforce Transitions at the University of Wisconsin-Madison, which GEOC relied and drew upon in developing this policy statement. A .pdf of the document is available at the following link: http://ccwt.wceruw.org/documents/CCWT_report_COVID-19%20Internships.pdf

Clinical Placements and Student Teaching for the Professional Programs and Non-clinical Course-related internships

The following information provides guidance for all faculty and students in the following professional programs who are returning to in-person clinical practicums or student teaching during COVID-19:

- Doctor of Nursing Practice (DNP) practice immersions
- Master of Science in Nursing (MSN) practicums including Family Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Pediatric and Primary Care Nurse Practitioner, Education, School Nursing and Forensics tracks
- Master of Science Physician Assistant (MSPA) Physician Assistant clinical clerkships
- Master in Speech Language Pathology externships
- Master of Science in School Counseling
- Master of Science in Student Affairs and College Counseling



- Master of Science in Educational Leadership
- Master of Science in Special Education
- Master of Science in Literacy
- Doctor of Education in Educational Leadership
- Master of Education
- Master of Arts in Teaching
- Bachelor of Arts in Interdisciplinary Studies for Elementary Educators
- Bachelor of Arts with K-12 or Elementary Education degrees (e.g. Anthropology, English, Foreign Languages, Science, Math, Political Science, etc.)
- Department of Professional Counseling's Master of Science in Clinical Mental Health Counseling and Master of Arts in Addiction Studies field placement experiences and practicums
- Bachelor of Social Work (BSW) and Master of Social Work (MSW) fieldwork practicums and internships
- Bachelor of Science in Nursing (MSN) clinical experiences

The professional programs listed generally follow similar procedures for their practicum experiences and these are outlined first. Specific program particulars that differ from these general outlines will follow this section, along with specific COVID-19 policies from partner systems and accrediting bodies.

Pre-internship/placement training

All students in the above clinical programs will have completed specific training on selfprotection as clinical professionals, universal precautions, and comprehensive training specific to COVID-19 from the CDC, NIH, and WHO before being allowed to complete their clinical practicum, including:

- Protecting Patients & Health Care Workers
- Infection Control Guidance
- Guidance About Hand Hygiene
- Using PPE: PPE Donning & Doffing CDC Sequence for COVID-19
- Potential Exposure at Work
- Stress & Coping in Health Care
- Evaluation and Testing
- Clinical Care Guidance
- COVID-19 Treatment Guidelines
- General Guideline - How to Protect Yourself

Additionally, students will have been trained in NJ Department of Health guidance for health care professionals and required to adhere to CDC, NJ Department of Health, and local facility Infection Control Plans.



Key Guidelines for All Professional Programs

Completion of internship/placement hours

Wherever feasible, in-person didactic and clinical activities have already been converted and implemented as online formats. Lecture activities and some lab activities were transitioned to online delivery as have written examinations and objective structured clinical evaluations (OSCEs). However, by accreditation standards, students must still complete a required amount of direct patient care activities. For some programs, lectures have been front loaded to provide more weeks between lectures and starting clinical practice. If a professional program's accrediting bodies have adjusted hours and types of work that will count towards their clinical internships, they can be found at the end of this document.

Although it is impossible to eliminate all risks, and clinical professional program students are always exposed to some risks when participating in clinical experiences, Monmouth University has established and implemented the following specific protocols to protect students, patients, and other members of clinical teams:

- Students are only permitted to return to clinical experiences at facilities who have deemed it safe for students to return. Generally, this means that the facility: (a) has protocols in place to screen patients for signs and symptoms of a COVID-19 infection or who are at risk for a COVID-19 infection (e.g, contact with another individual suspected or confirmed of having a COVID-19 infection) prior to care being provided; (b) if an inpatient facility or emergency room has adequate supplies of PPE for students.
- Each facility that has a COVID-19 policy will share these with the University before students are placed.
- On a daily basis, prior to leaving home to participate in a clinical experience, students must complete the CDC's Symptoms of COVID-19 self-checker (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>).
- Students should also take the self-exam on the MU portal after spending time at their internship site if they then proceed to an in-person class at Monmouth.
 - If students fail their COVID-19 screening, they will be required to contact their program and clinical site and follow all applicable CDC, state, and institutional guidelines for self-isolation. Students are prohibited from returning to their clinical site until cleared by a medical provider and the program.
- All students are prohibited from having direct patient contact with patients who (a) have a suspected COVID-19 infection or (b) have a known COVID-19 infection.
 - Students are not permitted to enter the room or treatment area of a patient being evaluated or treated for a COVID-19 infection, regardless of availability of PPE and infection control protocols.
 - Students are not permitted to participate in the screening of patients suspected of having a COVID-19 infection, regardless of availability of PPE and infection control protocols.
 - Students are not permitted to participate in cleaning their internship site, with the exception of their own work area.
 - If unknowingly exposed to COVID-19, students are required to contact their clinical



preceptor and program faculty member overseeing clinical experiences to walk through the NJDOH Guidance for COVID-19 Diagnosed and/or Exposed Health Care Personnel (https://nj.gov/health/cd/documents/topics/NCOV/Guidance_for_COVID19_Diagnosed_andor_Exposed_HCP.pdf), including the Health Care Personnel Exposure to Confirmed COVID-19 Case Risk Algorithm (https://www.nj.gov/health/cd/topics/covid2019_healthcare.shtml), and follow all recommendations.

- As with all previous clinical activities, all students are required to follow universal precautions for all patient contact.
- As with all previous clinical activities, students are required to follow all institution/facility guidelines for PPE.
 - For students completing in-patient hospital rotations, the facilities will perform respirator fit testing prior to the student start of clinical clerkships
 - Even once fitted and supplied with respirator, students are still prohibited from interacting or performing care of patients suspected of having COVID-19 or patients who have been confirmed to have COVID-19 infection.
- When in a clinical setting, students are required to:
 - Follow all institutional guidelines regarding infection control, including any requirements for face mask use and PPE.
 - Follow all appropriate handwashing/cleansing protocols.
 - Follow all appropriate social distancing protocols.

Responsibilities of education majors who are in a student teaching experience or a clinical practicum related to teaching or educational leadership

- Testing for active COVID-19 immediately prior to returning to the field site is recommended for all and negative test results may be required by Monmouth University or the school where a student intern or teacher candidate is placed.
- Anyone who is experiencing illness should NOT report to their internship until they can be tested for COVID-19 and symptoms resolve.
- All student interns and teacher candidates will follow any Monmouth University, school district, and NJDOE guidelines regarding general entry to buildings and shared spaces which may include measures such as specific entry and exit doors, temperature checks and check-in logs.
- All operations must adhere to the policies of Monmouth University, school district, and the NJDOE. In particular, distancing and face masking must adhere minimally to current NJ State regulations. Student interns and teacher candidates will be reminded to wash hands frequently, use hand sanitizer, and encourage their students to follow the same health guidelines.
- We are all responsible for each other. Many faculty, interns, and staff may themselves be at increased risk or have household members at increased risk. Following health precautions protects those members of our community.
- Supervision is required. The University supervisor should be encouraged to regularly check in via text, email, or in person. Supervisors will adhere to Monmouth, school district, and NJDOE guidelines.



- Teacher candidates, social work interns and speech-language pathology externs in school settings will adhere to Monmouth, school district, and NJDOE guidelines. The Office of Certification, Field Placements, and School Partnerships along with the SOE will keep up-to-date on any and all changes and share with teacher candidates immediately.

Responsibilities of field or teaching sites

- All field and/or teaching sites will inform the appropriate Monmouth University professional program office of any positive (or suspected positive) cases at their sites so informed decisions about the students' continuation at the site can be made.
- Field and/or teaching sites will also provide updated copies of their COVID-19 policies when any changes are made.
- Field and/or teaching sites that do not maintain State of NJ standards for health, safety, and cleaning will have their interns pulled out of the field site.

OTHER RESOURCES

Monmouth University Community Care Telehealth Clinic

The School of Social Work created and currently houses the Monmouth University Community Care Telehealth Clinic as a remote field practicum site. The MUCCT began in May 2020 with six part-time MSW students and four Monmouth social work faculty providing clinical supervision for these students. The MUCCT will take an additional 5 MSW student interns for the fall semester and will be open for interns from Speech and Language, Professional Counseling, and the Psychiatric Nursing program.

Traveling to work

Working safely includes safely getting to work. The safest transportation modes are outdoors (walking/biking) or driving in a personal car. If you have to, ride public transit or shared rides, travel at off peak times, bring hand sanitizer and a mask, and wear the mask at all times. Avoid touching your face and physically distance when possible.

Return to Campus Guidelines for Nursing and Physician Assistant Programs

Protocols for activities in Birch Hall and the Graduate Center

- All faculty, staff, and students are required to complete the daily self-screening on the CampusClear app before arriving on campus.
 - CampusClear can be easily used as a smartphone application (Apple App Store, Android Play Store), a web interface, and a voice call-in version (732-263-5910).
 - If they are symptomatic, receive positive test results, or have been exposed to COVID-19, students should contact the Student Health Center and follow all appropriate self-isolation and quarantine guidelines.
 - Details on isolation and quarantine can be found at the Monmouth University COVID-19 Health and Safety webpages at the following link: <https://www.monmouth.edu/covid-19/health-and-safety/quarantine-and-isolation/>



- Students must be cleared by the Health Center before returning to campus.
- Faculty, staff, and students may be required to have their temperature checked via infrared/ no-touch forehead thermometer upon entering the building.

Participation in general activities

- All faculty, staff, and students will be required to wear an acceptable cloth face mask or KN95 at all times in classrooms, computer labs, offices, conference rooms, and/or designated student workspaces when engaged in activities that do not involve clinical skills. Faculty and staff may remove their masks when they are alone in their private office.
 - Masks with exhalation valves or vents are not acceptable.
 - Details on wearing, removing, and washing cloth face masks can be found on the CDC website at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>
 - Cloth face masks should be cleaned between uses.
 - Instructions and recommendations for cleaning cloth face masks can be found on the CDC website at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>
 - KN95 masks can be reused following limited reuse protocols originally developed for N95 respirators.
 - Instructions and recommendations pertaining to limited reuse protocols can be found on the CDC website at the following link: <https://www.cdc.gov/niosh/topics/hcwcontrols/recommendedguidanceextuse.html>

Participation in clinical lab and simulation activities

- Scheduled in-person labs and simulation experiences will occur via small groups in Birch Hall or the Graduate Center.
 - When feasible, the timing of clinical lab activities will be staggered to ensure appropriate social distancing.
 - Labs and simulation experiences will be divided into sections to ensure appropriate social distancing.
 - Students will be paired into teams and spaced a minimum of six feet apart from other teams.
 - Whenever possible, student pairs will be assigned so that roommates will be on the same team.
 - When the students are examining live models for male and female examinations, they will work in groups of three with one model.
- All students and faculty will be required to wear a KN95 mask and face shield when participating in clinical lab and simulation activities.
 - See above for limited reuse protocols for KN95 masks.
 - Face shields should be cleaned between uses.
 - Follow manufacturer instructions for cleaning face shields, or, if unavailable, follow



the instructions noted on the CDC website that can be found at the following link:
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/eye-protection.html>

Cleaning of classroom and lab areas

- Classroom/lab surfaces will be sanitized after use for each group/section of students.

Center for Speech and Language Disorders Re-Opening Plan and SOP

The Center for Speech and Language Disorders will utilize a hybrid approach for the fall 2020 semester to limit the number of clients and students in the Center during operation hours.

To successfully operate during this time, we will need the following:

- Staff and student work areas, particularly treatment rooms, student lab space, restrooms, and surrounding areas will need disinfecting service in accordance with state and federal standards related to the COVID-19 pandemic.
 - Please note, treatment spaces will require disinfecting multiple times per day as these spaces are occupied by multiple students and clients during hours of operation.
- Personal protective equipment (PPE) for Center staff, students, and clients including the following essential supplies:
 - Disposable masks (one per staff member/student per shift, unless visibly soiled).
 - Disposable non-latex gloves to be worn during all client encounters and disinfecting procedures.
 - Disposable face shields (one per student per week) for enhanced protection during client encounters.
- Enhanced signage provided by Monmouth University for emphasis of physical distancing, frequent handwashing, and mask use.
- Plexiglass barriers at the main entrance to the Center as well as barriers for each treatment room.
- Carts for soiled and clean materials.
- No-touch infrared thermometers.
- Additional supplies of hand sanitizer and disinfecting wipes.

Please note, these materials are essential for ensuring the safety and wellbeing of Monmouth University students, staff, and clients within the Center for Speech and Language Disorders during the COVID-19 pandemic.

Daily Operating Procedures - TBD: September 2020-December 2020

The Center for Speech and Language Disorders will open from 9:30 a.m. to 7:30 p.m. daily.

- Clinic operations and workflow
 - Staff and students will report for duty at regularly schedule times.
 - Students, staff and clients will undergo screening before granted entrance to the Center.



See appendix for sample documentation and procedures.

- Screening will include temperature check (using no-touch infrared thermometers) and symptom questionnaire.
- Clients will be provided with a disposable mask at this time if they do not have one available.
- o Waiting room will remain closed for the fall 2020 semester to limit occupancy of traditionally high-traffic areas during hours of operation.
 - Clients will remain in their cars until called to enter Center for their scheduled appointment.
 - Visitors will be asked to wait for clients in their vehicle unless their presence is essential to the treatment session.
- o The Center will adopt a hybrid approach to treatment utilizing teletherapy to limit the number of clients in the Center in accordance with current NJ State regulations (50% occupancy or 10 people, whichever is lower).
- Handling soiled materials
 - o Students will be asked to return used materials to a “soiled” utility room.
 - o Returned materials will remain in soiled utility room for 24 hours before further handling or processing.
 - o Materials will be processed by staff wearing gloves and a mask after 24 hours, placed on carts, and moved to a second, separate staging area for another 24 hours. After this second quarantine, the materials may be reshelved.

Please note: Students will not be permitted to bring materials from home for use during therapy sessions.

Other aspects of operation during this phase:

- Limit the number of staff and students in the Center at any given time. Utilizing a hybrid approach will allow the Center for Speech and Language Disorders to alternate treatment days and reduce the number of students, staff, and clients occupying the Center.
- The Director of the Center for Speech and Language Disorders and Graduate Center security will monitor and enforce reduced occupancy guidelines.
- The Center for Speech and Language Disorder’s space will be reconfigured for adequate safe distancing. Chairs will be removed from the waiting area to ensure separation.
- Computers located in the student workroom should be disabled in a pattern that will enforce six feet of physical distancing.
- Occupancy of the student workroom will be limited to no more than 10 students at any given time in accordance with NJ State guidelines.
- A tape line will be placed at the walk-up window located at the Center’s main entrance to remind students and clients to stay back from the window when interacting with staff.
- Storing food in the Center for Speech and Language Disorders and student workroom should be avoided. Food should not be shared. Open food and beverage containers are not permitted within the Center.
- Center treatment rooms will remain closed when not in use.



Further reopening plans will follow and are contingent upon Monmouth University's fall 2020 semester plans and parameters. We expect to continue low-density operations throughout the 2020-2021 academic year.

Clinical Externships in Speech-Language Pathology, Fall 2020

This document provides guidance for graduate students who are resuming community-based clinical externships during COVID-19, as well as faculty members and supervisors involved in the supervision of graduate students. Our goal is to maximize clinical education and provide a rich learning experience for students while minimizing health risks and other negative impacts of the current pandemic.

This document will outline SOP for clinical externships in the community in accordance with each stage of reopening as per executive orders.

KEY GUIDELINES

- Testing for active COVID-19 immediately prior to returning to externship or work is recommended for all and negative test results may be required by the University.
 - Students must also abide by site-specific COVID testing (for instance, somenhospitals requiring 2+ negative COVID-19 tests prior to beginning rotation)
- Students should complete the CDC Symptom Checker daily prior to arriving to externship site. The checker can be found at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.
 - Anyone who is experiencing illness should **NOT** report to work/externship until they can be tested for COVID-19 and symptoms resolve.
- All students and faculty will follow any University, School of Education, and Graduate Center/ Center for Speech and Language Disorder guidelines regarding general entry to buildings and shared spaces, which may include measures such as specific entry and exit doors, temperature checks and check-in logs when engaging in on-campus learning experiences.
- All operations on-campus or at the Graduate Center must adhere to the policies of Monmouth University and NJ State regulations.
 - Within external sites in the community, physical distancing and masking must adhere minimally to current NJ State regulations. In addition, no room should ever exceed 50% occupancy or 10 people, whichever is lower. This standard may be updated by the state.
 - Students should abide by site-specific guidelines for social distancing, masking, sanitization, etc. These guidelines should adhere to NJ state regulations.
- No faculty member, staff, or student should be compelled to perform community-based externship experiences given the risks associated with increased personal contacts, especially in indoor environments. Clinical simulation experience and/or telepractice should be considered when appropriate for those with safety concerns.



- Telepractice and clinical simulation also require 25% supervision as per ASHA CFCC regulations. Telepractice supervision may be provided remotely and/or in person depending upon needs of specific sites and supervisor availability.
- **Any work that can be completed at home should continue to be completed at home.** We are all responsible for each other. Many faculty, students, and staff may themselves be at increased risk or have household members at increased risk. Minimizing the time we are at work helps protect those members of our community.
- Meeting with a single student can take place in the faculty's office at the Graduate center provided distancing guidelines can be maintained.
 - Meeting with a single student at externship sites can take place provided social distancing guidelines can be maintained.
- Whenever possible personal interactions should occur while adhering to physical distancing protocols and with masks in place. The preferred group meeting practice remains via remote means, such as Zoom.
- Supervision of students is required. External supervisors and students should maintain appropriate social distancing protocols during supervision activities, when possible.
- The University will provide sanitization materials, masks, and gloves as required. Please contact your department chair with your specific needs. If students need access to other resources to enable their clinical education while minimizing risk, they should contact their department chair.
 - In order to adhere to site specific protocols, PPE may be required. Sites should provide the minimal PPE to students that is required to meet site specific protocols (for instance, if a KN95 mask is required at a community site, the site should provide the KN95 mask).

Guidelines for Social Work and Professional Counseling Students

Proposed Delivery of Curriculum

Social Work:

- All course lectures and team-based learning activities in the Master of Social Work Program will be delivered online. When appropriate and possible, synchronous delivery will be utilized via Monmouth University's Zoom protocols. For Bachelor of Social Work students, course delivery will follow a high-flex model of online courses, hybrid in-person courses, and fewer totally in-person courses.
- In the BSW program, for those courses that are hybrid (one week in-person and one week online) and courses that are totally in person will require the following:
 - All faculty, staff, and students are required to complete the [CDC symptom checker](#) before leaving for campus each day.
 - If positive, individuals must inform program and follow testing, clinical evaluation, and/or [quarantine or self-isolation procedures as outlined by the CDC](#).
 - All students will be required to, at all times, wear both a face mask/respirator when in the



- building. Faculty must wear a face mask and have the option of also wearing a face shield.
- Regular face masks are acceptable and must always be worn unless a respirator (i.e., KN95, N95) is used.
 - Students at [higher risk for severe illness](#), with small children at home, or living with older adults and/or family members who are at higher risk for severe illness, should consider use of a respirator (i.e., KN95; N95) instead of regular masks.
 - All faculty and staff will be required to wear both a face mask/respirator and face shield when in classrooms, labs, communal areas, meeting areas, restrooms, and whenever with other persons. Faculty and staff may remove their face mask/respirator and face shield when working alone in their office areas.
 - The social work office will be staffed by one administrator or staff member per day on a rotating basis. When not scheduled to be in the office, all administrators and staff will continue to work from home.
 - Given increased exposure, presence of underlying health conditions including older age, having small children at home, and circumstances in which faculty and staff are living with elderly or immunocompromised family members, faculty should use KN95 respirators instead of regular masks.
 - The Professional Education Program (PEP) in the School of Social Work will continue to offer CEU programs to licensed social workers through the fall and spring semesters in an online format.
 - Site visits to field practicum sites will be conducted remotely unless an in-person meeting with the supervisor is necessary. For those in-person meetings, faculty and field site supervisors will be required to wear face masks and follow the COVID-19 policies of the field site.
 - The assistant director of field will communicate the departmental and University requirements for students and field sites to both the students and the site supervisors working with our students.
 - Site supervisors will be required to report any suspected or positive cases of COVID-19 related to any staff, clientele, or agency visitors to the student, the faculty supervisor, and the assistant director of field.

Professional Counseling:

- All course lectures and team-based learning activities in the Professional Counseling program will be delivered online. When appropriate and possible, synchronous delivery will be utilized via Monmouth University's Zoom protocols. If it is determined that hybrid or in-person courses may resume, students will be offered maximum flexibility with options for participation to include online course delivery, hybrid in-person course work, and minimal totally in-person courses.
- For all courses that offer hybrid delivery (one week in and one week online) and courses that are totally in person will require the following:
 - All faculty, staff, and students are required to complete the [CDC symptom checker](#) before leaving for campus each day.



- If positive, individual must inform program and follow testing, clinical evaluation, and/or [quarantine or self-isolation procedures as outlined by the CDC](#).
- All students will be required to, at all times, wear a face mask/respirator when in the building. Faculty must wear a face mask and have the option of also wearing a face shield.
- Regular face masks are acceptable and must always be worn unless a respirator (i.e., KN95, N95) is used.
- Students at [higher risk for severe illness](#), with small children at home, or living with older adults and/or other vulnerable family members who are at higher risk for severe illness, should consider use of a respirator (i.e., KN95; N95) instead of regular masks.
- All faculty and staff will be required to wear both a face mask/respirator and face shield when in classrooms, communal areas, meeting areas, restrooms, and whenever with other persons. Faculty and staff may remove their face mask/respirator and face shield when working alone in their office areas.
- When not officially scheduled to be in the office, all faculty and staff will continue to work from home.
 - Given increased exposure, presence of underlying health conditions including older age, having small children at home, and circumstances in which faculty and staff are living with elderly or immunocompromised family members, faculty and staff should use KN95 respirators instead of regular masks.
- The Professional Counseling department will continue to offer continuing education programs to the Monmouth community through the fall in an online format, unless University approval is granted for in-person events.
- Site visits to field placement sites will be conducted remotely unless an in-person meeting with the supervisor is necessary. For those in-person meetings, faculty and field site supervisors will be required to wear face masks and follow the COVID-19 policies of the field site.
- The director of field placement will communicate the departmental and University requirements for students and field sites to both the students and the site supervisors working with our students.
- Site supervisors will be required to report any suspected or positive cases of COVID-19 related to any staff, clientele, or agency visitors to the student, the faculty supervisor, and the director of field placement.

Agreement for Monmouth University Students Placed in Clinical Sites/Internships

By signing below, you agree to adhere to the standard operating procedures listed at your placement. Failure to follow this SOP may result in loss of access to your placement site and will be handled by the dean of your respective school. If you have concerns about your safety at your placement, please consult with the appropriate Monmouth University director of field placements:



School of Education:

- Corina Earle, Coordinator of Early Field Placements
- Patricia Heaney, Director of Field Placements

School of Social Work:

- Sarah Brown, Assistant Director of Field

School of Nursing and Health Studies:

- Danica Parker, Clinical Placement Coordinator, Nursing
- Rose Knapp, MSN Program Director
- Jenny Sena, Director of Clinical Education, Physician Assistant Program
- Cathleen Giveny, Speech Language Externship Coordinator

School of Humanities and Social Sciences:

- Matthew Tirrell, Professional Counseling

Print Name_____

Signature_____

Date_____

Student Intern or Teacher Candidate

Print Name_____

Signature_____

Date_____

Resources:

Monmouth University guidelines: <https://www.monmouth.edu/covid-19/>

New Jersey guidelines: <https://covid19.nj.gov/>

New Jersey testing information: <https://covid19.nj.gov/pages/testing>

New Jersey Department of Education: www.nj.gov/education

New Jersey Principals and Supervisors Association: <http://njpsa.org/>



Covid-19 Daily Screening Questionnaire

Students should complete the CDC Symptom Checker daily prior to arriving to externship site. The checker can be found at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>.

Leon Hess Business School Internship General Guidelines

Our business students satisfy the Experiential Education requirement by taking our required capstone course, Strategic Management, BM 490. However, we encourage our business students to do internships or co-ops because of the varied experiences that they obtain working in an office setting, understanding the demands of the business environment, and seeing if they enjoy the discipline that they have selected for study. Students fill out the appropriate internship/co-op forms that are processed by the dean's office, department chairs, and a faculty sponsor. The corporate mentor or employer also weighs in as to the number of hours per week, number of weeks, number of credits, expectations, etc. In the COVID-19 environment, some students were unable to work out a satisfactory relationship with the corporate sponsor in which case the internship will be withdrawn as the general terms and responsibilities could not be satisfied. This is unfortunate but understandable given that many internships lead to employment opportunities for the student and strengthens our relations with corporate partners. Notwithstanding, we still are fortunate to have the students take BM 490 as a suitable surrogate.

School of Humanities and Social Sciences (SHSS) Internship Guidelines (General Guidelines)

Key Guidelines for All Programs with Internship Requirements

NB:

- Any general Monmouth University institution-wide guidelines and Faculty Council Guidelines take precedence over these school-specific internship guidelines.
- Specific courses may implement additional guidelines as appropriate for courses with special circumstances.

Internships and ExEd experiences can be in-person, remote, or hybrid. For all internships, students are expected to communicate regularly with their internship site supervisor and the faculty member overseeing the internship. They are also expected to complete all academic work associated with the internship, e.g. journal, reflection paper, assigned readings.

As the GEOC policy states:

All courses and internships should strive to meet the established expectations and hours requirements for time spent on-site or, if that is not possible, to provide students with an equivalent experiential impact to what they would have received under "normal" instructional circumstances via:



- Alternative and high-impact in-person micro-experiences—more intensive, shorter on-site activities or projects—which demonstrate an intentional effort to compensate for
 - Students in ExEd or Service Learning courses being unable to spend as many hours on-site or in the community as they would have spent during a “normal” semester, or
 - Students completing internships for ExEd credit being unable to fully meet the usual requirements for 50, 100, or 150 hours spent on-site, or
- Significant remote interaction with community partners and/or internship sponsors utilizing either
 - synchronous online technologies such as Zoom or
 - asynchronous online writing, research, and design opportunities.

For remote and hybrid internships where students are living on campus, students will follow all University health and safety protocols.

For remote experiences and hybrid experiences with a remote component, students will be expected to follow the health and safety protocols established by their internship site and any relevant state regulations. The following guidelines are suggested for all SHSS internships that retain an off-campus component.

Completion of internship/placement hours

Although it is impossible to eliminate all risks, Monmouth University has established and implemented the following specific protocols to protect students, patients, and other members of clinical teams or community members:

- Students are only permitted to return to internships at facilities who have deemed it safe for students to return. Generally, this means that the facility: (a) has protocols in place to screen patients for signs and symptoms of a COVID-19 infection or who are at risk for a COVID-19 infection (e.g, contact with another individual suspected or confirmed of having a COVID-19 infection) prior to care being provided; (b) if an inpatient facility or emergency room has adequate supplies of PPE for students.
- Each facility that has a COVID-19 policy will share these with the University before students are placed.
- On a daily basis, prior to leaving home to participate in a clinical/internship experience, students must complete the CDC’s Symptoms of COVID-19 self-checker (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html#>).
- Students should also take the self-exam on the MU portal after spending time at their internship site if they then proceed to an in-person class at Monmouth.
 - If students fail their COVID-19 screening, they will be required to contact their program and clinical/internship site and follow all applicable CDC, state, and institutional guidelines for self-isolation. Students are prohibited from returning to their clinical/internship site until cleared by a medical provider and the program.



- Students are not permitted to participate in the screening of patients suspected of having a COVID-19 infection, regardless of availability of PPE and infection control protocols.
- Students are not permitted to participate in cleaning their internship site, with the exception of their own work area.
- If unknowingly exposed to COVID-19, students are required to contact their clinical preceptor or internship supervisor and program faculty member overseeing clinical experiences to walk-through the NJDOH Guidance for COVID-19 Diagnosed and/or Exposed Health Care Personnel (https://nj.gov/health/cd/documents/topics/NCOV/Guidance_for_COVID19_Diagnosed_andor_Exposed_HCP.pdf), including the Health Care Personnel Exposure to Confirmed COVID-19 Case Risk Algorithm (https://www.nj.gov/health/cd/topics/covid2019_healthcare.shtml), and follow all recommendations.
- As with all previous clinical/internship activities, all students are required to follow universal precautions for all patient/public contact.
- When in a clinical/internship setting, students are required to:
- Follow all institutional guidelines regarding infection control, including any requirements for face mask use and PPE.
 - Follow all appropriate handwashing/cleansing protocols
 - Follow all appropriate social distancing protocols.

Responsibilities of students in a clinical practicum, internship, or student teaching experience:

- Testing for active COVID-19 prior to returning to the field site is recommended for all and negative test results may be required by Monmouth University or the school where a student intern or teacher candidate is placed.
- Anyone who is experiencing illness should NOT report to their internship until they can be tested for COVID-19 and symptoms resolve.
- All student interns and teacher candidates will follow any Monmouth University, agency and school district guidelines regarding general entry to buildings and shared spaces which may include measures such as specific entry and exit doors, temperature checks, and check-in logs.
- All operations must adhere to the policies of Monmouth University, NJ State regulations, and NJDOE regulations. In particular, distancing and face masking must adhere minimally to current NJ State regulations. Student interns and teacher candidates will be reminded to wash hands frequently, use hand sanitizer, and encourage their students to follow the same health guidelines.
- We are all responsible for each other. Many faculty, interns, and staff may themselves be at increased risk or have household members at increased risk. Following health precautions protects those members of our community.
- Supervision is required. The University supervisor should be encouraged to regularly check in via text, email, or in person.



Responsibilities of internship or teaching sites:

- All field and/or teaching sites will provide Monmouth University with their COVID-19 policies and procedures before students will be placed at their site.
- All field and/or teaching sites will inform the appropriate Monmouth University professional program office of any positive (or suspected positive) cases at their sites so informed decisions about the students' continuation at the site can be made.
- Field and/or teaching sites that do not maintain State of NJ standards for health, safety, and cleaning will have their interns pulled out of the field site.

Other Challenges:

It is recognized that students may need to terminate an internship if the COVID-19 pandemic becomes more severe, if Monmouth University changes its COVID-19 protocols, or if a student and/or family member tests positive. In these instances, the student will work with her or his faculty advisor and department chair to determine the best course of action, e.g. dropping the class, taking an incomplete for the class, etc. Any general Monmouth University recommendations regarding the termination of an internship will supersede department and school-specific recommendations.



Agreement for Monmouth University Students Placed in Clinical Sites/Internships

By signing below, you agree to adhere to the standard operating procedures listed at your internship. Failure to follow this SOP may result in loss of access to your internship site and will be handled by the dean of your respective school. If you have concerns about your safety at your placement, please consult with the appropriate Monmouth University faculty member overseeing your internship.

Print Name_____

Signature_____

Date_____

Student Intern

Print Name_____

Signature_____

Date_____

Resources:

Monmouth University guidelines: <https://www.monmouth.edu/covid-19/>

New Jersey guidelines: <https://covid19.nj.gov/>

New Jersey testing information: <https://covid19.nj.gov/pages/testing>

Covid-19 Daily Screening Questionnaire

Students should complete the CDC Symptom Checker daily prior to arriving to externship site. The checker can be found at <https://www.cdc.gov/coronavirus/2019-ncov/symptomstesting/symptoms.html>.



Appendix

Clinical Site Policies
Accreditation Policies



Hackensack Meridian Hospitals

Nursing students are welcome to return to all HMM hospitals and settings for summer and fall clinical placements. They may not return to long-term care and assisted living facilities until further notice. They may return to behavioral health sites. Allied health students may not return yet (a future date for their return will be announced) except for JFK's allied health students.

The following applies to nursing students:

- No testing (PCR or antibody) will be required at this time prior to the students' return.
- Screening and temperature checks will be conducted when the students/faculty enter the buildings. Students with a temperature of 100.4 and above will be turned away.
- Students will be given a HMM surgical mask for the day; no cloth masks or those brought from home may be worn.
- As per the HMM universal masking policy, students/faculty must wear masks at all times while in the buildings.
- PPE as required will be provided.
- Students should be placed on non-COVID units to minimize use of N95 masks. They should not be assigned to any COVID 19 patients or PUIs.
- PPE requirements are subject to change based on conditions.
- Students in clinical groups must abide by social distancing policies and not congregate on any unit.

This is subject to change as conditions change. If possible, ask the clinical instructors to hold pre- and post-conferences virtually if they are not able to find an area on site where they can abide by social distancing. HMM currently does not allow meetings of more than ten in any areas, and these meetings of less than ten must use social distancing.



RWJBarnabas Health

RWJBH Onboarding of Students During the COVID-19 Pandemic

- The University will provide and verify an attestation that two negative COVID-19 tests have been obtained within the past three weeks prior to the beginning of their semester/clinical experience. This verification includes faculty and students. This verification responsibility lies with the University and must be added into the RWJBH existing ACADEMIC FACILITY ATTESTATION STUDENT PLACEMENT FORM's addendum: COVID-19 – ATTESTATION STUDENT PLACEMENT FORM that the University provides each hospital campus.
- All instructors/students will not be assigned to any known or suspected COVID-19 patient or any patient requiring any type of isolation.
- Prior to the beginning of the clinical experience, if there is an accompanying instructor, the instructor must complete a mandatory self-study that relates to the campus's specific COVID-19 processes. If there is a graduate student, they must review the material supplied.
- Prior to beginning the clinical experience, the onsite instructor, if appropriate, will be required to meet with the unit/department leadership to receive an overview of the department processes.
- All students and faculty must adhere to the screening protocols that are required by RWJBH as well as their respective University.
- Upon arrival to the campus, all students and faculty will follow the appropriate screening and processes as designated by RWJBH.
- Pre-/post- conferences/meetings and other academic gatherings will remain in compliance with RWJBH social distancing policies and practices.



CSWE Commission on Accreditation Response to the NADD Subcommittee Report on Field Education June 12, 2020

Deana F. Morrow, Ph.D., LICSW, ACSW – Chair, Commission on Accreditation
Mary Deffley Kurfess, PhD, LCSW-C, LICSW – Director, Accreditation Services

The CSWE Commission on Accreditation (COA) supports the NADD Subcommittee on Field Education recommendations as noted below through May 31, 2021, as a temporary response to the COVID-19 pandemic. These are flexible options to help programs remain in compliance with accreditation standards during the pandemic. These options are within the purview of each program to determine whether the options will be implemented according to each program's mission and goals. These NADD Subcommittee recommendations will also be considered as the COA moves toward the drafting and release of the 2022 EPAS.

Specific guidance includes:

Recommendation 1 – Employment-based Field

Can the employment count toward field practice hours?

Yes: It is already acceptable in the current COA interpretation of the standards for student learners to be able to have their place of employment serve as their field placement setting provided that programs can ensure that the employment-based setting provides opportunities for the student to engage as a learner and opportunities for the student to fulfill field education requirements. Programs must also ensure field education supervision of students either through a separate qualified supervisor or by the program assuming responsibility for reinforcing a social work perspective. In extenuating circumstances, students may have the same field instructor as employment supervisor with different supervision times.*

During the COVID-19 pandemic, through May 31, 2021:

Field hours in a student's place of employment may be counted toward required field hours. Temporarily, student field assignments and employment tasks may be the same and counted toward required field hours as long as the tasks have clear linkages to the nine social work competencies and their concomitant behaviors as well as any competencies added by the program.

The COA trusts that each program will do, professionally and ethically, what is best for them and their students as they develop these contingency/continuity plans.

We reiterate our support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in extenuating circumstances.

Recommendation 2 – Broader Definition of Platforms for Remote Learning

What platforms for remote learning are acceptable?

The COA supports program discretion in selecting remote platforms and simulations that can be used to meet field education hours. Given the changing and dynamic landscape of remote



practice, COA supports simulation and other innovations that will provide remote learning opportunities that enable students to meet field education requirements.

As long as programs are able to show that they are helping students learn and demonstrate the competencies, the COA will be flexible in its acceptance of the platforms utilized. We reiterate COA support and respect for the autonomy and diligence of programs to provide accommodations and flexibility for their students in the current extenuating circumstances. This response reflects the flexibility already available to programs in the 2015 EPAS.

Recommendation 3 – Consideration of Other Activities That Can Count as Field Hours Other Than Only Field Seminar

Can simulations count as field hours outside of field seminar?

Yes: In March 2020, the COA expanded the accrual of required field education hours to include field seminar hours and simulations that occur in field seminar classes. COA will now extend approval to include field seminar activity conducted in portions of practice classes.

During the COVID-19 pandemic, through May 31, 2021:

Programs have the discretion to identify where, when, and how field-based seminars and field simulations are to be counted toward field hours. The COA supports program discretion in determining the curricular location of field seminar and field simulation content. In some instances, field seminars are distinct and separate classes. In other instances, field seminar activity may be included in portions of practice courses. As long as programs are able to show that field seminar activity and field simulations are designated as field education in helping students learn and demonstrate the competencies, the COA will be flexible in its acceptance of a wide range of simulations.

Recommendation 4 – pertaining to a position statement from CSWE on legal issues, safety, and PPE and **Recommendation 5** – pertaining to elevating the Council on Field Education to a Commission.

While the COA had a thoughtful discussion about these recommendations, they determined these are outside the purview of the COA, and respectfully refer NADD to CSWE leadership for these discussions.

The CSWE accreditation staff will update the COVID-19 FAQs and Field Guidance on the CSWE website to reflect these extended flexibilities.

*AS 2.2.11; AS 2.2.4; AS 2.2.5; AS 2.2.7; AS B/M2.2.9; *EPAS 2015 Interpretation Guide*



Professional Counseling:**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

CACREP Statement: Programs have to follow their institution's directives and make decisions that are best for them. It is the prerogative of programs to provide accommodations for their students in extenuating circumstances. As these accommodations are made, a gentle reminder is to be mindful of potential consequences for students in terms of finances, degree completion, accreditation, licensure and/or certification, and future employment.

What has changed about internship requirements?

CACREP believes that to whatever extent possible, programs should seek to uphold the hour requirements that have been specified and sustained as the entry-level training requirements for the profession. The CACREP standards for required hours during internship have not changed. However, programs may now provide a special Internship Accommodations Report outlining temporary noncompliance with those standards if the governor or credentialing body in their institution's home state has temporarily suspended or relaxed regulations on the preparation of pre-licensed counselors in any specialty area.

Can we submit this report in response to stay-at-home orders from our governor, which have limited students' ability to complete internship?

No. This special Internship Accommodations Report is provided specifically for cases where state laws and/or regulations on the preparation of pre-licensed counselors have been temporarily relaxed or suspended by the governor or credentialing body in your institution's home state. Because stay-at-home orders do not address those regulations, they do not provide a basis for using this report or implementing accommodations that create temporary noncompliance with CACREP Standards.

CACREP has provided other flexibility around Standards and Policies which may allow programs to make accommodations for students in response to stay-at-home orders and other disruptions caused by COVID-19.

Professional Practice Standards Advisory

CACREP programs have been responsive to CACREP's call to them last week to submit accommodations and modifications being put in place for their respective programs during the COVID-19 health crisis.

We reiterate our respect for the autonomy and prerogative of programs to provide accommodations for their students in extenuating circumstances. We recognize that every situation is unique and institutions have access to varying resources and have different capacities for specific types of accommodation. CACREP trusts that programs will do, professionally and ethically, what is best for them and their students. We are also mindful of the potential consequences for students in the long term including credentialing, portability, and future employment.



It is an expectation that programs will continue to meet the CACREP standards, including the Professional Practice section of the Standards. Programs will have to be innovative, within reason, in how the Standards are met and CACREP will be flexible where it can.

It is important that the solutions developed are consistent with the CACREP Standards and Policies below.

CACREP STANDARDS:

3.G Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

3.K Internship students complete at least 240 clock hours of direct service.

Flexibility: CACREP does not have any prohibitions against telemental health or distance supervision.

Programs using either one of these as alternative methods to meet curricular needs must ensure that students and site supervisors are trained to use this modality, and that this modality is accepted by the respective state licensing board.

The use of role plays are not an appropriate substitute for direct hours.

3.J After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

Flexibility: Students who are unable to complete practicum requirements at this time, upon return to normal practice may enroll in Internship in the same term. However, the student must successfully complete all practicum requirements prior to commencing with Internship.

CACREP POLICY:

1.h **Duration of Practicum.** The duration of a student's supervised practicum experience is to extend across a full academic term to allow for the development of basic counseling skills and the integration of knowledge. Practicum is completed prior to internship. Therefore, CACREP standards do not allow for extra hours obtained during the practicum to be counted toward the 600 clock hour internship requirements.

Flexibility: See accommodations provided for Standard 3.J. In addition, any documented extra direct hours, beyond the requisite 40 hours, completed during Practicum may be counted toward Internship.



1.q Programs Offered by Multiple Delivery Methods. ... When an institution chooses to offer 50% or more of a counseling specialization’s curriculum to students through multiple delivery methods, CACREP will consider it to be a single degree program offered through multiple delivery methods. ...

Flexibility: It is acceptable to move to fully online teaching on a temporary basis during this health crisis. Programs are advised to attend to the following two guidelines from the U.S. Department of Education:

- ... This flexibility applies only with respect to students who were in attendance when the interruption occurred, and the flexibility is not available for clock-hour courses that lead to licensure if the relevant body will not accept distance education for purposes of licensure requirements.
- ... Institutions are not required to use “sophisticated learning management systems or online platforms” for Title IV purposes. Nevertheless, to meet ED’s distance-education definition, the institution must communicate with students through certain technologies and instructors must initiate substantive communications with students, either individually or collectively, on a regular basis. ...

Programs will not be required to submit a Substantive Change report.

THE ACCEPTED FLEXIBILITY IN MEETING THE ABOVE CACREP STANDARDS AND POLICIES WILL REMAIN IN EFFECT UNTIL JUNE 30, 2021 FOR STUDENTS CURRENTLY ENROLLED IN PRACTICUM AND INTERNSHIP.

INSTITUTIONAL ACCOMMODATIONS:

The common practices being adopted by institutions, as reported by CACREP programs, include:

- Extending the length of the term to complete program requirements at no additional cost to the student;
- Allowing students to walk at graduation and having students subsequently complete all program requirements prior to receipt of diploma.

CACREP recognizes that the length of academic term and the academic calendar may need to be modified to accommodate the disruptions to the established timelines.



Fall 2020 Classroom Capacity Study

Early Precautionary Measure

The capacity for the Fall 2020 class sections was dropped to 25 or fewer students as a precautionary measure in response to COVID-19. Registration for Fall 2020 started prior to the dropping of the class caps. In some sections, while the cap was lowered, the registrations were/are already over the new cap (110 sections over the 25 cap). This action was taken because the smaller class sections would be more easily moved to an online learning environment if it was determined necessary. Recently some department chairs have indicated their intentions to reduce the seats in these sections and to add another section to keep the registrations at 25 or fewer students.

Socially Distanced Classrooms

All existing classrooms and spaces that were identified as potential classrooms for the Fall 2020 semester were measured using the social distancing guidelines:

- Designating six feet or more between the faculty member and the students (the six-foot distance was measured from a designated location in the front of the classroom; (see below*))
- Designating six feet or more between each student.

As a result of the need for social distancing in the classroom, the number of class sections that will be able to gather for an in-person, on-campus class meeting will be limited due to reduced classroom capacities. The classes that will be most impacted by the social distancing requirement include those meeting in computer and science lab classrooms, given the use of existing structures and equipment.

*To maximize the student seats in the classrooms, faculty space will be marked to allow the faculty member to know their allotted teaching area. In a number of classrooms, this required the amount of usable white board space to be limited to half of the board space so that one or two additional student seats could be added toward the front of the room while still remaining six feet from the instructor. This is recognized as less than ideal; however given the circumstances, this seemed reasonable for all parties. Management is planning to clearly identify seats that are available for use and seats that are not available for use.

In addition to the reconfigured socially distanced layouts of the classroom spaces on campus:

- Appropriate face coverings (i.e., masks, shields, etc.) are required to be worn by both faculty and students while in the classroom.
- Transparent barriers (i.e., plexiglass) will be installed where appropriate and possible.
- Along with other classroom safety measures, students, faculty, and staff will be notified via email and signage that furniture needs to stay within the social distanced markings for their safety and well-being and the safety and well-being of others.



Important Note: Capacities for some classroom spaces on campus are not yet finalized. Capacity and availability of classrooms may be subject to change based on the following factors:

- The availability and procurement of necessary furniture and equipment for classrooms.
- The need for classroom space based on faculty selection of course delivery mode (i.e., in-person, hybrid or online);
- The identification of additional space to be used as classrooms.

New Spaces Identified for Classrooms

Thirteen (13) additional spaces/rooms on campus have been identified for use as larger classrooms. Five (5) additional spaces/rooms on campus have been identified for use as smaller classrooms. Of the 18 additional spaces identified, five rooms will be equipped to serve as multipurpose classrooms (lecture or computer lab). There are two existing classrooms that will also be equipped to serve as multipurpose classrooms. These seven rooms are designed to allow for larger computer lab classes to meet in person.

	ROOM	SEATS	ADDITIONAL INFORMATION
1	Great Hall Auditorium*	26	Front of the room by stage
2	Great Hall Auditorium 2*	25	Back of the room
3	Great Hall Versailles Room	35	Tablet armchairs
4	Great Hall Room 104	20	Tablet armchairs
5	Rechnitz Hall DiMattio Gallery	26	Multipurpose classroom & potential Mac lab
6	Stafford Center Anacon B	35	Layout to be determined
7	Club Dining Room	20	Multipurpose classroom
8	OceanFirst Varsity Club 301/302	32	Multipurpose classroom
9	OceanFirst Varsity Club 303/304	30	Multipurpose classroom
10	Woods Theatre	35	Fitted to allow for writing/device use
11	Pollak Theatre	35	Fitted to allow for writing/device use
12	Boylan Gym South Court	30	Room plan is needed
13	Edison E201 Atrium	27	Tablet armchairs

* The Great Hall Auditorium is planned to be divided into two classrooms with a temporary wall dividing the room. The need to decrease the noise between the two sections is being taken into consideration.

Classrooms being configured for multipurpose classrooms

	ROOM	SEATS	ADDITIONAL INFORMATION
1	Bey Hall Young Auditorium	30	Multipurpose classroom
2	Pozycki Hall Room 115	35	Multipurpose classroom
3	Bey Hall Room 201 Turrell Boardroom	33	Tablet armchairs Could be 34 or 35 when final



Additional smaller spaces that have been added to our available classrooms include

	ROOM	SEATS	ADDITIONAL INFORMATION
1	Club Rooms 107 and 108 (open for one space)	18	Multipurpose classroom
2	Stafford Center Afflitto Conference Room	14	
3	McAllan Hall Room MH329	11	Human Performance Lab temporarily being removed
4	Great Hall Room 103 Enrollment Management Conf. Room	8	Needs 2 additional 6ft tables and chairs
5	Club Lounge	Varies	Will be used for small class if needed

Additional space - Outdoor Spaces

Examples include:

The Virginia A. Cory Community Garden – The School of Social Work has expressed their desire to be able to teach outdoors as long as weather permits. (In the case of inclement weather, the class can be moved to a synchronous online learning environment.) Working with Vice President Swannack and Kara Sullivan.

The large area on the side of McAllan Hall – identified by the School of Social Work as a potential area for an outdoor classroom. Working with Vice President Swannack and Kara Sullivan.

Example images of socially distanced classrooms:



Edison E241B – Original seats 30, socially distanced seats 14 (13 + 1 ADA)





Howard Hall HH211 – Original seats 26, socially distanced seats 13

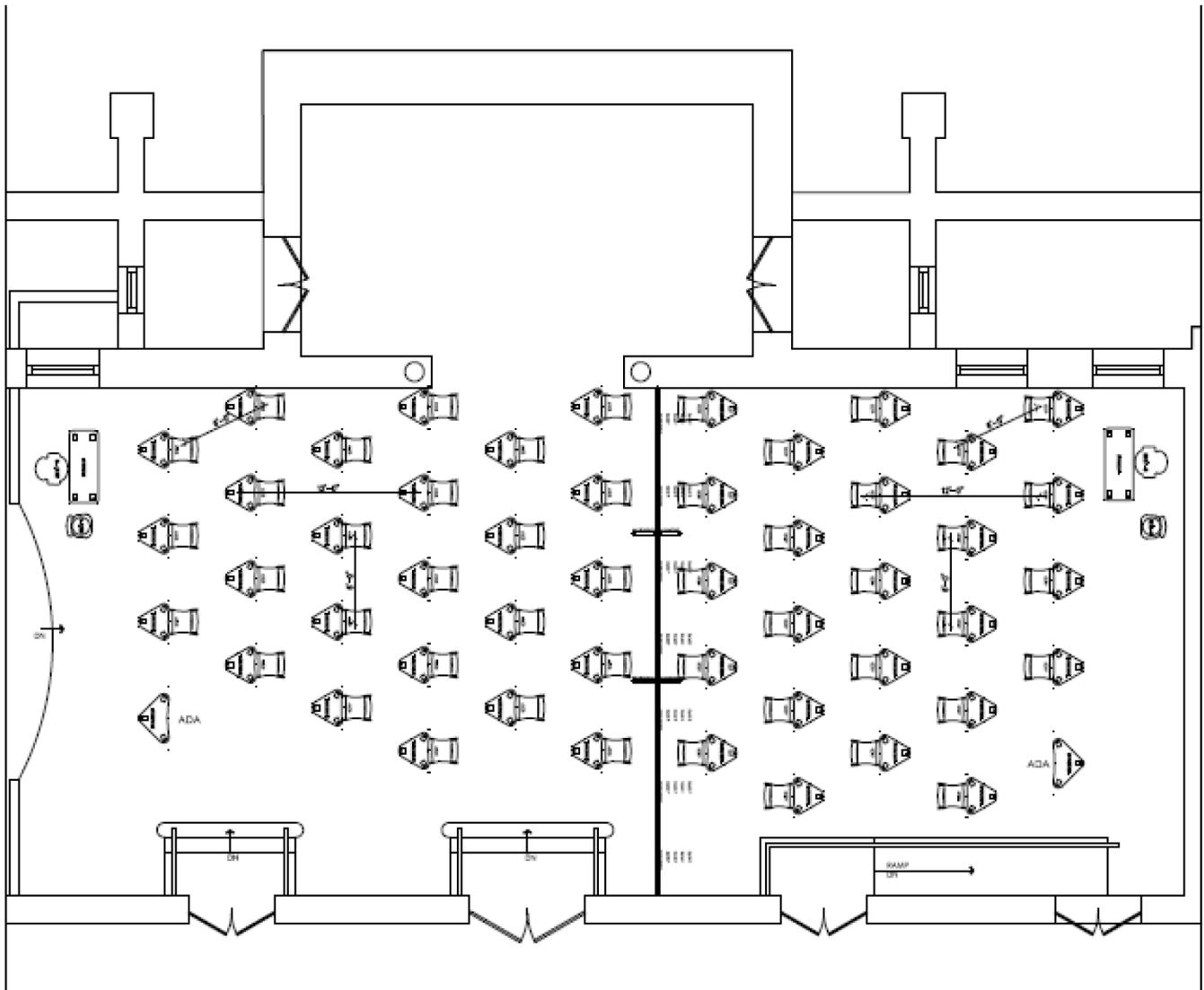


Bey Hall Room 201, Turrell Boardroom

As of July 20, 2020, room is set for 33 seats. May be able to add one more for 34 seats.

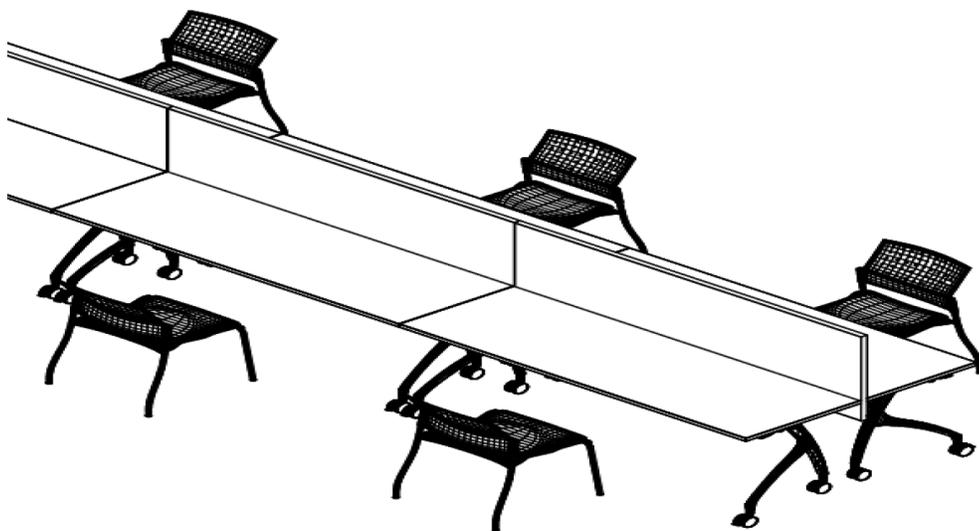
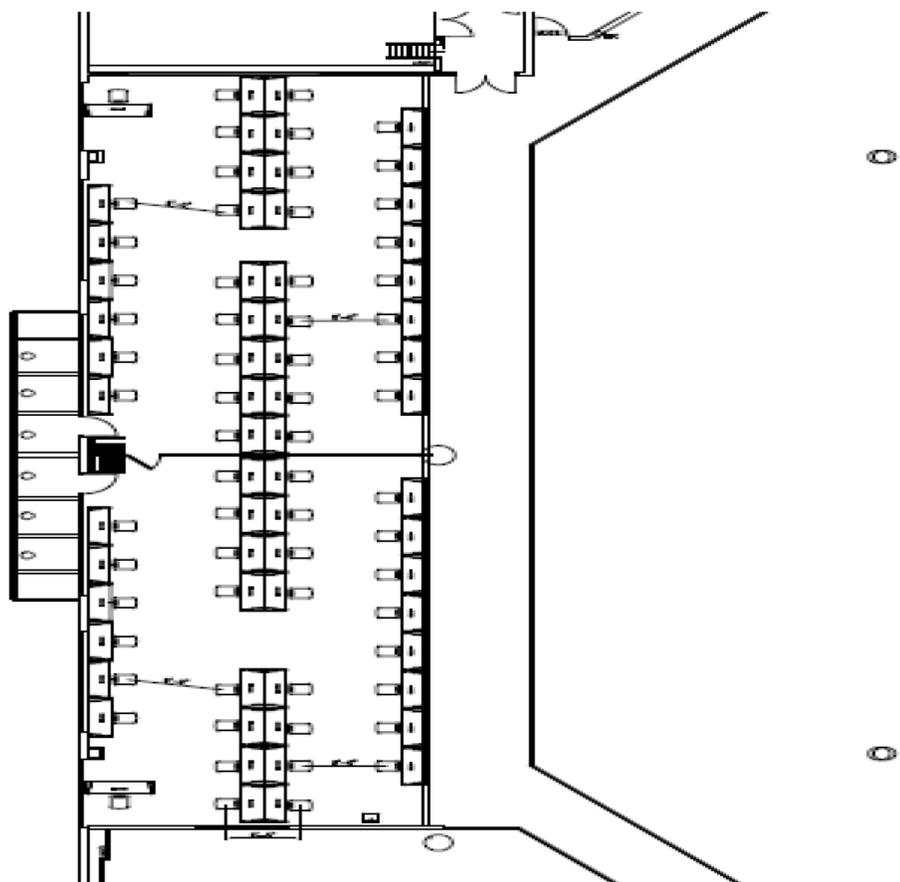


New room layouts are tentative, not finalized



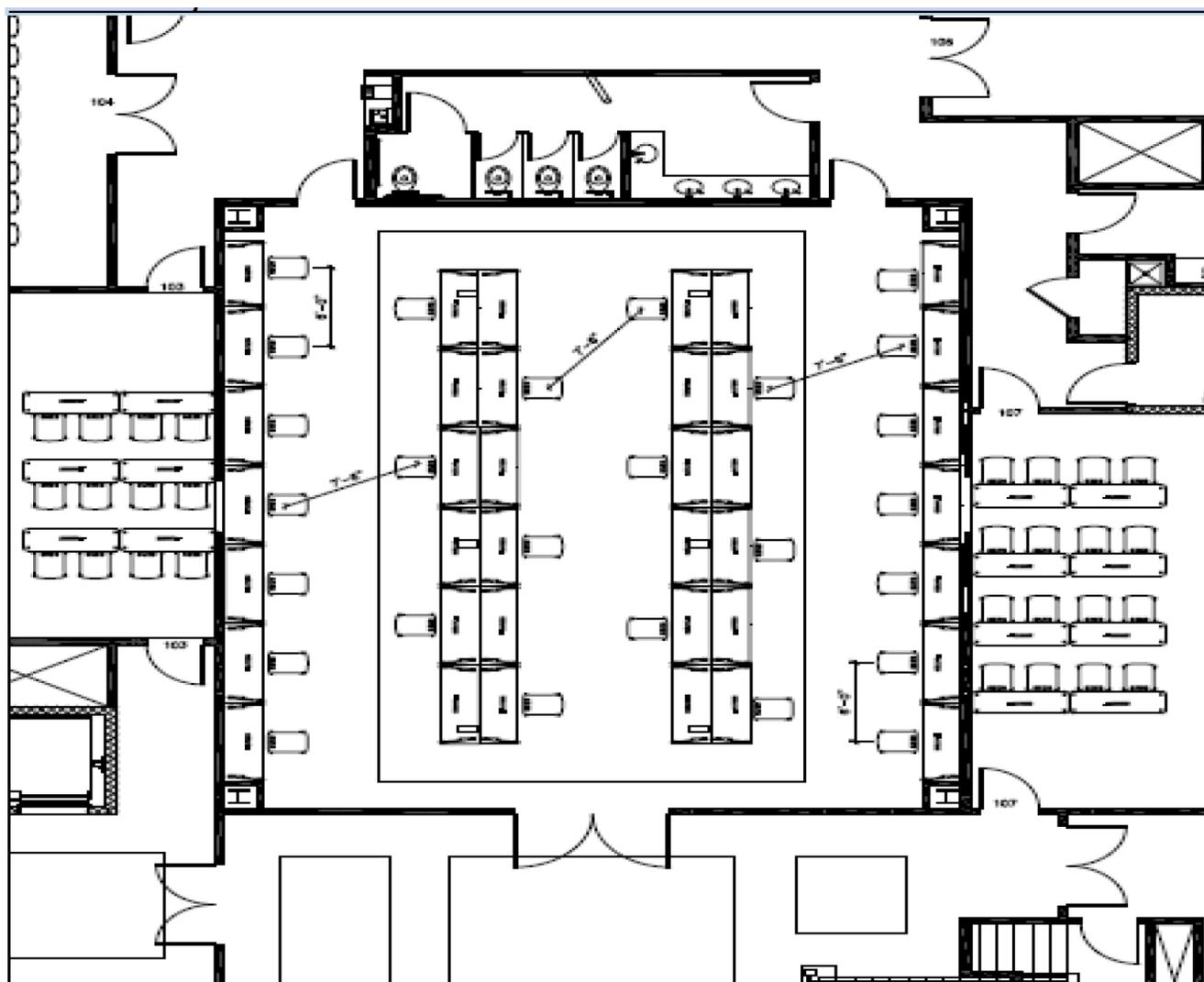
Great Hall Auditorium





OceanFirst Varsity Club Rooms





DiMattio Gallery



Summary of 108 Classrooms with capacity of 10 or more students (includes rooms on the Main Campus and at the Graduate Center) Initial as of July 9, 2020 – REVISED July 20, 2020

SEAT COUNT	# OF ROOMS
35	5
33	1
32	1
30	4
27	1
26	2
25	4
24	1
23	3
21	3
20	14
19	3
18	3
17	1
16	9
15	5
14	9
13	7
12	17
11	9
10	6
Total Rooms 10+ Students	108



**List of Classroom Capacities by Largest to Smallest includes Building and Room Number
As of July 20, 2020**

BUILDING	CLASSROOM #	SOCIALLY DISTANCED SEATS
Pozycki Hall	PZ 115	35
Woods Theatre	Woods Theatre WT 1	35
Student Center	Anacon B	35
Pollak Theatre	Pollak Theatre	35
Great Hall	Versailles	35
Bey Hall	Bey Hall 201 (Turrell Boardroom)	33
OceanFirst Center	Varsity Club 301+302	32
Bey Hall	Bey Hall AUD	30
OceanFirst Center	Varsity Club 303+304	30
Graduate Center	MP 224	30
Boylan Gym	Boylan South Court	30
Edison Hall	E201 Atrium	27
Rechnitz Hall	DiMattio Gallery	26
Great Hall	Great Hall Auditorium Front	26
Great Hall	Great Hall Auditorium Back	25
Art Buildings	A 606	25
Plangere Hall	JP 134	25
Graduate Center	MP 225	25
Plangere Hall	JP 234 12 PC if tablets for 12 seats in center then 24	24
Art Buildings	A 606	23
Great Hall	GH 310	23
Graduate Center	MP 139	23
Pozycki Hall	PZ 204	21
Pozycki Hall	PZ 205	21
Pozycki Hall	PZ 206	21
Magill Commons	Club Dining Room	20
Bey Hall	BH 128	20
Bey Hall	BH 129	20
Bey Hall	BH 130	20



INSTRUCTION

Bey Hall	BH 132	20
Bey Hall	BH 133	20
McAllan Hall	MH 222	20
Plangere Hall	JP 236	20
Graduate Center	MP 140	20
Graduate Center	MP 141	20
Graduate Center	MP 143	20
Graduate Center	MP 146	20
Graduate Center	MP 198	20
Plangere Hall	JP 138	19
Bey Hall	BH 126	19 or 18
Bey Hall	BH 134	19 or 18
Magill Commons	Club 107/108	18
Rechnitz Hall	RH 107	18
Willow Hall	Willow Hall Classroom RH1	18
Howard Hall	HH 309	17
Edison Hall	E 243C	16
Edison Hall	E 243D	16
Edison Hall	E 240C	16
Bey Hall	BH 101 16 PC, plus 4 tablets then 20	16
Howard Hall	HH 135	16
Howard Hall	HH 139	16
Birch Hall	BIRC 119	16
Rechnitz Hall	RH 116	16
Library	L 033	16
Library	L 101	15
Edison Hall	E 241A	15
McAllan Hall	MH 328	15
Graduate Center	MP 144	15
Graduate Center	MP145	15
Student Center	Student Govt. Room*	15
Edison Hall	E 240A	14
Edison Hall	E 241B	14
Howard Hall	HH 308	14
McAllan Hall	MH 226	14
Plangere Hall	JP 135	14



INSTRUCTION

Plangere Hall	JP 235	14
Great Hall Annex	GHA 010	14
Woods Theatre	WT 4	14
Student Center	Afflitto Conference Room	14
McAllan Hall	MH 227	13 or 14
Edison Hall	E 240B	13
Edison Hall	E 275	13
Howard Hall	HH 206	13
Howard Hall	HH 211	13
Student Center	Outlook*	13
Great Hall	GH 311	13
Graduate Center	MP 226	13
Bey Hall	BH 222	12
Bey Hall	BH 223	12
Bey Hall	BH 225	12
Bey Hall	BH 227	12
Bey Hall	BH 228	12
Bey Hall	BH 229	12
Bey Hall	BH 230	12
Bey Hall	BH 231	12
Howard Hall	HH 207	12
Howard Hall	HH 212	12
Howard Hall	HH 307	12
Library	L 206	12
Pozycki	PZ 207	12
Rechnitz Hall	RH 212	12
Rechnitz Hall	RH 216	12
Great Hall	GH 309	12
Woods Theatre	WT 2	12
Edison Hall	E 243A	11
Howard Hall	HH 109	11
Howard Hall	HH 305	11
Howard Hall	HH306	11
McAllan Hall	MH 120	11
McAllan Hall	MH 125	11
McAllan Hall	MH 329	11
Rechnitz Hall	RH 307	11
Graduate Center	MP 138	11
Edison Hall	E 243B	10



INSTRUCTION

Howard Hall	HH 208	10
Howard Hall	HH 209	10
Rechnitz Hall	RH 305	10
Magill Commons	Club Lounge	10
Library	L 102	10
Howard Hall	HH 111	9
Rechnitz Hall	RH 219	9
Student Center	202A	9
Howard Hall	HH 342	8
Great Hall	GH 130 (sunroom)	8
Birch Hall	BIRC 118	7 or 8
Howard Hall	HH 205	7
Howard Hall	HH 316	7
Plangere Hall	JP 206	7
Graduate Center	MP 136	7
Edison Hall	E 365	6
Howard Hall	HH 310	6
McAllan Hall	MH 115	6
McAllan Hall	MH 215	6
McAllan Hall	MH 315	6
Rechnitz Hall	RH 115	6
Plangere Hall	JP 115	6
Student Center	CSS Tutoring & Writing	6
Edison Hall	E 119	5
Bey Hall	BH 215	5
McAllan Hall	MH 124	5
Plangere Hall	JP 222	5
Howard Hall	HH 216	4
McAllan Hall	MH 302	4
Great Hall Annex	WA 400	4
McAllan Hall	MP 126	4
Howard Hall	HH 132	3 or 4
Birch Hall	BIRC 115	3
Plangere Hall	JP 203	3
Pozycki Hall	PZ 214	3

*Student Government Room and the Outlook Room were measured in case the rooms became available for general use due to the organizations doing their business virtually.

