



2020-21 ACADEMIC YEAR PLANNING
IN THE CONTEXT OF COVID-19

CSU Dominguez Hills Campus Plan
Submitted to the CSU Office of the Chancellor
June 18, 2020

Submitted by:

A handwritten signature in blue ink, which appears to read 'Thomas Parham'. The signature is fluid and cursive, written over a horizontal line.

Thomas A. Parham, President

This campus plan is submitted in response to the *CSU Policy, Procedure and Considerations for AY2020-21 Planning* released by the Chancellor's Office on May 25, 2020. Our plan's development was guided by this language from the CO communication:

The granting of limited exceptions to permit in-person activities will be informed initially by consultation with academic senates, associated students, staff councils and union leadership, and align with local public health officials and government agencies, and will be based on compelling needs, while continuing to meet safety benchmarks. All exceptions require approval of the campus President, and the President shall seek final approval from the Chancellor in three areas: instruction, on-campus housing and dining, and intercollegiate athletics.

As you requested, the next twelve responses focus on the three areas of instruction, on-campus housing & dining, and intercollegiate athletics. For any other in-person activity on campus we require presidential approval, after approval from the appropriate vice president.

Each section follows the numbered prompts that begin at the bottom of page 5, repeated here in italics. After the twelve required questions we address three optional ones about Student Disability Services.

This plan and its appendices can be viewed electronically at tinyurl.com/CSUDHplanF20, where it may be easier to expand textboxes on the forms we used to compile the appendices.

1. An executive summary of the strategies to address the safety and welfare of students, faculty, and staff. In this regard, campuses must describe how the campus is collaborating with local public health agencies to ensure compliance with operative screening and risk mitigation protocols.

We have adopted a multi-step process to assure the health and safety of our community. The steps are taken in order.

- A. Everyone is asked to stay home. Through the end of the calendar year we are continuing to implement telecommuting, distance instruction, and paperless business processes to eliminate personal contact wherever possible.
- B. Chief Medical Officer Irina Gaal, M.D. and Vice Provost Ken O'Donnell are in contact with Eloisa Gonzalez, MD, MPH, a member of the COVID-19 Liaison Team at the Los Angeles County Department of Public Health. Dr. Gonzalez has helped us interpret the county's current [Health Officer Order](#), advised us on allowing employees over 65 to return, and reviewed and commented on a draft of this plan to repopulate the campus. These communications inform discussions among the president's cabinet, Emergency Operations Committee, and Fall Recovery Planning Committee on how to safely repopulate the campus.
- C. Construction and renovation work is continuing, with work performed mostly by non-CSU employees. Architects and builders are responsible for following their own

extensive safety guidelines and protocols, as well as those set by the CSU The division of Administration and Finance monitors their compliance and safety.

- D. Our Division of Administration and Finance has assembled a roster of the CSUDH employees in each unit considered crucial to the operation of the university and maintenance of its property. Vice presidents and certain key staff have continued to come to campus. Landscaping workers, custodians and others in facilities continue to maintain the physical plant. All keep appropriate distance from each other, follow CDC guidelines, and wear facemasks. Meetings are held by Zoom, even between staff in adjacent offices.
- E. The Emergency Operations Center has set forth processes and procedures for returns to campus by non-essential staff and faculty. These instances are allowed in rare circumstances, typically to pick up office materials and perform maintenance on equipment. Return visits are first approved in advance by the employee’s supervisor or College Dean, who then submits approved requests to Risk Management and Facilities Management for their situational awareness. The employee is then scheduled for a return date and time or has their proposed return date/time approved.
- F. Since March 2020 all spring and summer instruction has been entirely by distance modalities.

2. Information on the total number of academic courses (including in an appendix the course titles and course numbers) and other student learning activities that the campus plans to offer on campus, and the percentage of the total fall semester course offerings those on-campus courses constitute as compared to fall 2019.

Out of 2,872 classes offered this fall, we propose offering 143 classes face-to-face. They are listed in Appendix A. These exceptions to alternative instruction emphasize practical and hands-on learning, and clinical placements that cannot otherwise be offered.

The off-campus clinical placements are especially crucial. We provide the region with many of its professionals in allied health fields such as nursing and Occupational Therapy. In continuing to offer these placements, we are strictly adhering to the *Parameters for Clinical Placements during COVID-19*, guidance circulated by the Chancellor’s Office on April 14, 2020.

Term	F2F or hybrid sections	online sections	percent online
Fall 2020	143	2746	95%
Fall 2019	2659	362	12%
Fall 2018	2586	298	10%

This tally includes only classes scheduled stateside and by on-campus departments. In addition to these exceptions we propose allowing limited face-to-face programs for the OSHA certificate offered by our College of International and Extended Education, and for the Orthotics and Prosthetics program offered entirely off-site in Los Alamitos. Those two proposals are detailed in Appendix B.

3. Recognizing at this time this is an estimate, information on the anticipated total number of students to enroll in these in-person courses and related instructional activities.

The sum of the section capacities for these 143 classes is 2,971 students. At our historical fill rate of 80%, that would amount to 2,377 section enrollments.

Most of these exceptions are for off-site clinical placements. Those on campus are planning split in-person instruction, where only a fraction of the enrolled students are physically present for any one class meeting. Between these considerations and the spacing of these classes across each instructional week, we expect fewer than 200 students on campus at a given time.

Most requests for *off-campus* face-to-face instruction come from the College of Education and the College of Health, Human Services and Nursing, who will follow the guidelines of their site hosts. These vary by individual placements, but all include, at a minimum, the use of staggered appointment times, personal protective equipment, and social distancing to maintain health and safety.

Requests for *on-campus* face-to-face instruction are mostly from the College of Arts and Humanities. The dean has provided detailed plans for limiting interaction and the use of physical space, attached here as Appendix C. Some questions remain unanswered, for example where students can come to practice large or very loud musical instruments, or exactly how many sections we may need to open for a particular course.

4. Recognizing at this time this is an estimate, information on the anticipated total number of faculty and other staff on campus to deliver the in-person instruction and related activities during the fall 2020 term.

Each section will be taught by a single faculty member with minimal staff support. Total number to deliver this in-person instruction will be 143, most of them at sites off-campus. We expect fewer than 12 faculty present on campus at any one time.

Only departments in the College of Arts & Humanities expect staff present on campus to support instruction. Their requests are:

Art & Design: One support staff, working .5 to .8 assignment. This individual would have limited direct interaction with students. Because the duties would include supporting all Art & Design classes that use materials,

including fully online sections, this staff person would be on campus anyway.

Digital Media Arts: Two staff, each working .50, to supervise recording studio and equipment loans. Each would have very limited interaction with students, no more than one at a time.

Theatre: Several of the courses depend on Instructional Support Technicians who work in the University Theatre. These include (1) Costume Shop Supervisor, (2) Scene Shop Supervisor, and (3) Lighting and Scenic Design Technician, as well as (4) Theatre Maintenance and Safety Technician, and (5) Theatre Manager. The majority of this interaction will take place in the THE 440 course and the THE 346 course. Students would work in small teams (2-4 students) assigned to one primary technical staff and with limited interaction with the other staff.

5. Plans for employees and students who, because of COVID-19 induced concerns, cannot safely travel to campus.

These vary by course, but all faculty have been required to make such plans as part of the exception granting process. See the *Request for Exception to Virtual Instruction Form (Fall 2020) 2.0*, attached as Appendix D.

6. A summary of preparedness of on-campus courses to switch to virtual or be ended during the course of the term if it becomes necessary to further decant the campus.

All of the subjects on our proposed exception list were offered in spring 2020, and continued their instruction even after it was necessary to end all in-person instruction. If necessary then we can make the same transition again, with even less advance notice.

7. An explicit attestation by the campus president that the undergraduate and graduate courses planned to be delivered on-campus were carefully evaluated and determined to be incapable of being delivered virtually.

All of the classes we propose offering face-to-face were carefully evaluated by faculty, department chairs, and deans prior to submission to the provost and president. Deans and chairs signed off on each one, as we required in the *Request for Exception to Virtual Instruction Form (Fall 2020) 2.0*, attached as Appendix D. The list of exceptions as vetted by departments and colleges was then further evaluated by senior administration.

We are confident that these remaining courses cannot be delivered virtually.

Michael Spagna, Provost
Kim Costino, Dean, Undergraduate Studies
John Price, Interim Dean, Graduate Studies
William Franklin, Vice President of Student Affairs
Thomas Parham, President

8. *An executive summary of the campus plan for on-campus housing, including the approximate number of employees required to staff the operations, the expected number of students who will reside in on-campus housing, expressed in absolute numbers and as a percentage of fall 2019, and an overview of the campus plan to offer safe housing to students.*

With a paramount concern for the health, safety and welfare of our students and employees, the University is planning to provide limited housing this fall to only those students who need to live on campus in order to actively participate in their academic endeavors.

Guided by standards established by the Centers for Disease Control, the Association of College and University Housing Officers-International, the American College Health Association, Student Affairs Administrators in Higher Education, as well as local, county and state health officials, University Housing at CSUDH is intentionally strategizing to provide shelter this fall to as many as 168 enrolled students, limited to those who are:

- foster youth;
- housing insecure and/or are reasonably unable to meet their basic needs off campus;
- enrolled in any fall class authorized for in-person instruction at the CSUDH campus; and/or
- holding a job or leadership position at CSUDH in the fall which requires them to be on campus.

Expected number of Fall 2020 residential students: Capacity for 168.

This number reflects the number of viable single-occupancy bedrooms within independent ground-level student apartments which the University has available to offer. One hundred and sixty-eight is also approximate to the number of students we found who needed to stay on campus in Spring 2020 after the University fully transitioned to virtual instruction. The 168 private bedrooms will be provided in three apartment types:

- Single-occupancy room within a 3-bedroom apartment – 87 students
- Single-occupancy room within a 2-bedroom apartment – 70 students
- Single-occupancy room within a 1-bedroom apartment – 11 students

This number –168 – includes room for as many as 15 Resident Assistants—student leadership staff.

Fall 2020 housing capacity of 168 represents approximately 26 percent of our total occupancy in the Fall 2019: 652 students.

The 168 capacity and this overall housing plan also forgoes any fall use of the University's newly constructed 504-bed residence hall which was originally anticipated to bring our total housing stock up to 1155 beds, with the expectation that assignments would be made using designed double, triple, and quadruple bedrooms and very limited

singles. So overall, we will be offering to make available just less than 15% of our total bed space on campus this fall.

This plan allows for University Housing to maintain all operations in its current apartment community which is located in the northeast corner of campus. The gated/ key-access only community will provide an extra layer of security and population control during the pandemic and residents will have the benefit of being able to access their individual living spaces directly from the outdoors without having to walk through shared common areas of buildings.

Expected number of Fall employees required to staff University Housing: 14-16.*

Fourteen is the minimum number of employees we believe we will need to maintain safe and effective 24-hour operations. This includes:

- Three live-in/residential life professionals (essential staff who can work virtually from their campus apartment except for on-call situations warranting a professional staff presence).
- Two administrative/operations staff (essential employees who can work remotely 90-100% of the time)
- One IT coordinator (an essential employee who can work remotely 90-100% of the time)
- One Housing Facilities Manager to directly oversee the work of:
 - 3 FT janitors**
 - 2 FT groundskeepers
 - 1 FT maintenance mechanic &
 - 1 FT facilities worker.

**This represents one additional janitor beyond our current staffing and that additional employee will be necessary to cover the extra cleaning and sanitation that will be needed in high-touch, public areas of the Housing community as well as a minimum weekly cleaning of the new, vacant residence hall.

*In addition to the 14-16 professional employees, University Housing will operate with the direct and essential support of no less than 7-15 Resident Assistants – live-in student leaders who are not employees but who are essential staff needed to maintain our operations, education, and student outreach. RAs receive in-kind compensation for their service.

Overview of the campus plan to offer safe housing to students:

University Housing, in collaboration with our campus partners, will be responsible for preparing and executing a safe repopulation program that will promote a culture of care and ensure community health standards are communicated, promoted and enforced. Key aspects of this program will include:

- Augmented Covid-19 safety, detection, and reporting training for all student and professional staff, working on campus or remotely to support student housing.
- A fall check-in process that will be structured to provide for staggered, scheduled move-ins spread out over several days.
- Thirty or fewer students will be scheduled to check in within the same assigned four-hour time frame. During this time students will be required to wear face masks and maintain six feet of physical distance.
- Room inventories and mandatory intake forms will be completed on-line.
- Keys/key cards will be prepared, safely stored and sanitized in advance and distributed through a human-contactless method, i.e. table to tray to student.
- Single-occupancy only bedrooms in apartment cohorts not to exceed three static occupants.
- All units will be cleaned and sanitized prior to occupancy according to CDC guidance and campus standards.
- Residents will be prohibited from visiting units other than the one to which they are assigned and guests will be not be allowed except in limited cases such as personal care attendants for students with disabilities.
- Students will be provided with in- and out-of apartment social distancing expectations as well as apartment cleaning and kitchen usage guidance, encouraging them to be active participants in their own health and safety.
- An entire “isolation” building of eight, single-bedroom/single occupancy apartments will be set aside, prepared and ready to safely house on-campus residents who have been diagnosed as COVID-19 positive.
- A separate set of four single-bedroom/single occupancy apartments will be reserved for incoming residents with disability accommodations.
- Face masks will be required of all students and staff when they are outdoors or in any common area of University Housing such as the laundry rooms.
- Any and all staff working in the housing community will be provided with appropriate and adequate PPE and safety training specific to their job responsibilities.
- Enhanced and increased cleaning will be provided in all common areas and high-touch surfaces including in any office space where limited staff may need to work regularly or intermittently.

While residential students will generally be responsible for preparing their own meals by using the full kitchens provided in each individual apartment, University Housing intends to collaborate with Basic Needs and our community partners to maintain a food pantry for residents in need. We have had a great deal of success in acquiring and distributing food donations on a regular basis for our residents these past few months and we have positively maintained all social distance requirements and recommendations in the process.

All other programming and student engagement will be delivered virtually. The department aims to offer robust residential student outreach starting with enhanced

Residential Life staff training and campus collaboration. Among other measures, we intend to assign our RAs direct oversight/engagement with no more than 22 residents each in order to provide for the additional virtual engagement we believe will be necessary to support and empower our students during this continued time of isolation and uncertainty.

9. An executive summary of the campus plan for on-campus dining services, including how many employees are expected to be required to staff the dining function, and the estimated number of students who will be offered meal service, expressed in absolute numbers and as a percentage of fall 2019.

At this time, CSUDH Campus Dining does not anticipate opening any retail operations for Fall 2020. CSUDH Campus Dining is composed of Retail Dining Operations in Loker Student Union as well as some satellite units throughout the campus.

CSUDH Foundation and oversight of Campus Dining may retain some dining and management staff throughout this timeline in order to be responsive to any changes in need. Any adjustments will be based on campus protocol complying with County and State guidelines as they pertain to post-COVID food service operations.

Residential Dining in Housing consists of full-service apartment style units with full kitchens. Residents prepare their own meals, and will continue to.

10. An executive summary of the campus plan for intercollegiate athletics, including the estimated number of employees required to staff the athletics function, and how many students will participate, expressed in absolute numbers and as a percentage of fall 2019. The campus should provide further context about the plan to provide safe and effective athletics programming and should provide context regarding any athletic conference or contractual obligations as well as confirmation that the plan will ensure gender equity under Title IX.

In alignment with the University's decision for virtual delivery of instruction for the fall 2020 term and the CCAA's decision to postpone athletic competition through fall 2020, intercollegiate athletics at CSUDH will continue to operate in a virtual mode this fall.

Coaches and staff will work remotely to serve students and carry out the day-to-day operations of the department. Head, Assistant, and Strength & Conditioning coaches will deliver all team meetings, workouts and other countable athletically related activities (CARA) virtually. Coaches will continue to work with the Compliance Coordinator, Student Success Coordinator, and Athletic Trainers to be intentional and impactful in efforts to advance the academic, mental and physical well-being of our 200+ student-athletes.

Additional day-to-day operations in the areas of Athletic Communications, Corporate Partnerships, Alumni Relations, and all recruiting, and business workflows have adapted to the virtual platform and will continue through the fall. All activities will be done

within campus, state and local health guidelines, as well as NCAA DII and CCAA regulations. Gender equity and Title IX considerations will be included in all planning and decision making about updates or changes in programming.

Quoting NCAA Sport Science Institute's Coronavirus (COVID-19) guidance and the recent publication of the Core Principles of Resocialization of Collegiate Sport, the "resocialization of collegiate sports must be grounded in resocialization of college campuses." Intercollegiate athletics at CSUDH will continue to align all department activities with our campus-wide response to the COVID-19 pandemic in hopes of returning to in-person practices and competitions in Spring 2021 or as soon as it's safe to do so.

When that happens, student-athletes will follow a detailed plan and protocols to allow them to return to train, practice, and compete in a safe and healthy manner. We will develop strict protocols that will involve quarantining, testing and detailed cleaning and safety measures.

11. The name and contact information of the campus liaison and the local public health official who has been consulted regarding the campus plan should be included.

Campus Liaison for questions about this plan: Ken O'Donnell, Vice Provost:
kodonnell5@csudh.edu

Campus Liaison to County Department of Public Health: Irina Gaal, M.D., Chief Medical Officer: igaal@csudh.edu
County Health Official: Eloisa Gonzalez, MD, MPH, L.A. County Department of Public Health: LiaisonCOVID19@ph.lacounty.gov

12. An executive summary of the campus resources available to execute the plan, in light of the proposed 10% reduction to CSU's state appropriation.

Expenses to date have landed disproportionately in the Division of Information Technology (IT). IT has acquired laptops, Mi-Fi internet devices, headsets with microphones, webcams, and software-in-the-cloud services to ensure faculty, staff, and students are able to remotely teach, learn, and work.

IT is offering technology device checkouts in campus parking areas. Students, faculty, and staff may reserve the devices they need online, receive notice when ready, and drive through the designated campus parking area to pick them up. Users stay in their cars and the IT team is masked and gloved to protect themselves and our users. IT will continue this and similar programs to protect the health and safety of all. With the permission of the users, IT can also connect to user computers remotely to troubleshoot, if needed.

The division of Academic Affairs has incurred significant expenditures to convert in-person curriculum to online instruction.

The division of Administration and Finance anticipates facilities maintenance costs to disinfect laboratories, studios, and housing facilities more frequently, and to install shields or guards to maintain social distancing in learning spaces and the apartments. The other sections of this plan depend in particular on adequate funding for this piece.

The division of Student Affairs has incurred noteworthy expenditures to facilitate continued student engagement, health and counseling services, and services to targeted populations, EOP and ETE, remotely. In addition, Student Affairs has had to house and provide basic needs for students previously living in on-campus housing.

Other expenses to the campus have been in lost revenue, especially in Auxiliaries and Enterprises. Those costs, like the out-of-pocket expenses borne by the divisions, will continue into the fall. All divisions have incurred expenses chiefly in purchasing materials, training employees to work from home, and providing other administrative services, often at zero or reduced cost to end users.

In light of the proposed 10% reduction in state support, CSU Dominguez Hills is not able to bear these continuing costs. Instead we are relying on the university's share of CARES Act funding to offset our expenses on a one-time basis. That funding may be insufficient unless the campus can fully reopen in 2021.

Questions for Disability Services:

1. Has the Office for Services for Students with Disabilities been engaged as part of the planning process for all instructional offerings? For in-person courses, they should be consulted about accommodations for students who become ill or need to be quarantined or isolated. For remote/virtual courses, they should be consulted on the standards for providing accessible courses.

Yes, the university's Fall Recovery Planning Committee has consulted with the Student disAbility Resources Center to develop our repopulation plans. The Center has not encountered any students who need to be out due to COVID related illness or quarantine. It is prepared to work with the affected student and professor(s) to make accommodations case by case. Faculty new to remote instruction have relied on the Center's help to make their courses accessible to those with disabilities. In the spring, the Center released a guide to making online course accessible. The office will work on developing a training for faculty and host it over the summer.

2. Has the campus developed strategies to ensure that reasonable accommodations are instituted for students with a possible range of disabilities (including medical conditions) who wish to enroll in courses offered in-person but are unable to come to campus?

Yes, these strategies have been developed as part of the procedure for requesting exceptions to virtual instruction. (See Appendix D.) The Student disAbility Resource Center is prepared to work with the student and professor to make appropriate accommodation on a case-by case basis, while ensuring that no fundamental alterations occur due to the accommodations. The office serves all disability types.

3. Has the campus developed strategies to ensure that reasonable accommodations are instituted for faculty/staff with a possible range of disabilities (including medical conditions) who wish to teach or support the course(s) being requested for in-person instruction but are not able to come to campus? This review should be done in consultation with the campus Office of Human Resources.

Yes, these accommodations are made in collaboration with the Office of Human Resources, specifically Shaun Milton, Manager of Workers' Compensation and compliance with the Americans with Disabilities Act.

Institutional Context of this Plan

This concludes our responses to the prompts in the *CSU Policy, Procedure and Considerations for AY2020-21 Planning* released on May 25. In that communication the Office of the Chancellor asked to review and approve plans that on our campus had already been under way, beginning in March and accelerating with the Chancellor's May 14 announcement that instruction the following fall would be virtual.

By May 25 the represented staff and faculty of CSU Dominguez Hills were wrapping up an extraordinary and exhausting semester. The requests for exception presented in this proposal represent the best thinking of those colleagues as individuals, but their leaders in collective bargaining and shared governance have not had the opportunity to make their full contributions.

Rather than wait for that opportunity, we've committed to getting this response to you promptly. For a full accounting of the consultation that informs this report, see Appendix E. As soon as we have the Chancellor's approval, many groups will need to act on our faculty's plans, including our offices of Risk Management and Facilities, our staff and student support offices, and our students and their families. Like our representatives from collective bargaining and the Academic Senate, all of these community members have been asked to wait until we hear back.

At that time, the university's administration commits to treating this written plan as our first word, not our last. We are acutely aware that this planning is a dynamic and not a static process. And we see the opportunity this represents for the university, as we do more than merely "recover"; what we rebuild should be more responsive, healthy, and educationally effective than what we leave behind. In that sense, our planning for fall is a chance to continue our recent upward trajectory.

And as a practical matter, we will learn more through the summer and early fall about the state budget, the course of the pandemic, the availability of testing and contact tracing, and the size and composition of our incoming class. As we do, we look forward to ongoing collaboration with all of our stakeholders, including those at the Chancellor's Office, to build on what's here.

College	SUBJ	CATN	COMP	TITLE	SEC
CA&H	ART	150	ACT	Ceramics I	01
CA&H	ART	190	ACT	Sculpture I	01
CA&H	COM	110	LEC	Intro Digital MediaProduction	01
CA&H	DAN	110	ACT	Dance of World Cultures	01
CA&H	DAN	110	ACT	Dance of World Cultures	02
CA&H	DAN	110	ACT	Dance of World Cultures	03
CA&H	DAN	110	ACT	Dance of World Cultures	05
CA&H	DAN	120	ACT	Tap Dance	01
CA&H	DAN	200	ACT	Jazz I	01
CA&H	DAN	205	ACT	Jazz II	01
CA&H	DAN	310	ACT	Ballet III	01
CA&H	DAN	330	ACT	Beginning Choreography I	01
CA&H	DAN	440	LEC	Dance for Children	01
CA&H	DAN	480	ACT	Dance Rehearsal & Performance	01
CA&H	DMA	447	LAB	Audio Projects Lab	01
CA&H	MUS	170	ACT	Chamber Music	01
CA&H	MUS	171	ACT	Chamber Singers	01
CA&H	MUS	172	ACT	Jubilee Choir	01
CA&H	MUS	173	ACT	Jazz Ensemble	01
CA&H	MUS	173	ACT	Jazz Ensemble	02
CA&H	MUS	175	ACT	Band	01
CA&H	MUS	176	ACT	Orchestra	01
CA&H	MUS	177	ACT	Chorus	01
CA&H	MUS	178	ACT	Guitar Ensemble	01
CA&H	THE	264	LEC	Acting I	01
CA&H	THE	269	SEM	Voice and Movement	01
CA&H	THE	339	DIS	Multicul Children's Theatre	01
CA&H	THE	346	ACT	Theatre Workshop	01
CA&H	THE	374	SEM	Stage Directing	01
CA&H	THE	440	SUP	Rehearsal and Performance	01
CA&H	THE	464	LEC	Acting III	01
CA&H	THE	495	LEC	Special Topics In Theatre	01
CHHSN	BSN	381	CLN	Hlth Assess Skills Seminar	08
CHHSN	BSN	381	CLN	Hlth Assess Skills Seminar	18
CHHSN	BSN	381	CLN	Hlth Assess Skills Seminar	28
CHHSN	BSN	381	CLN	Hlth Assess Skills Seminar	38
CHHSN	CLS	430	CLN	Clin Micro Lab	01
CHHSN	CLS	431	CLN	Clin Chemistry Lab	01
CHHSN	HEA	496	SUP	Internship in Health Sciences	01
CHHSN	HEA	496	SUP	Internship in Health Sciences	02
CHHSN	HEA	496	SUP	Internship in Health Sciences	03

College	SUBJ	CATN	COMP	TITLE	SEC
CHHSN	HEA	496	SUP	Internship in Health Sciences	04
CHHSN	HUS	460	LEC	Research Methods for HUS	41
CHHSN	HUS	480	ACT	Fieldwork in HUS III	01
CHHSN	KIN	132	ACT	Gymnastics	01
CHHSN	KIN	449	SUP	Dir Tchg In Sec PE	01
CHHSN	KIN	496	SUP	Internship	01
CHHSN	MFT	511	SUP	Practicum in MFT Fieldwork I	01
CHHSN	MSN	522	ACT	Advanced Health Assessment Lab	08
CHHSN	MSN	522	ACT	Advanced Health Assessment Lab	18
CHHSN	MSN	558	LAB	FNP: Role Perform I	08
CHHSN	MSN	558	LAB	FNP: Role Perform I	18
CHHSN	MSN	558	LAB	FNP: Role Perform I	28
CHHSN	MSN	578	LAB	FNP: Role Perform III	08
CHHSN	MSN	578	LAB	FNP: Role Perform III	18
CHHSN	MSN	578	LAB	FNP: Role Perform III	28
CHHSN	OTR	519	LEC	Occupation-Based Interventions	01
CHHSN	OTR	519	LEC	Occupation-Based Interventions	2
CHHSN	OTR	519	LEC	Occupation-Based Interventions	3
CHHSN	OTR	537	LAB	Pediatric Clinical Assessments	01
CHHSN	OTR	537	LAB	Pediatric Clinical Assessments	02
CHHSN	OTR	537	LAB	Pediatric Clinical Assessments	03
CHHSN	OTR	539	ACT	Intervention II Pediatrics	01
CHHSN	OTR	539	ACT	Intervention II Pediatrics	02
CHHSN	OTR	539	ACT	Intervention II Pediatrics	03
CHHSN	OTR	559	SUP	Occupation-Based Interventions	1
CHHSN	OTR	559	SUP	Occupation-Based Interventions	1
CHHSN	OTR	559	SUP	Occupation-Based Interventions	1
CHHSN	OTR	577	LAB	Geriatric Clinical Assessments	01
CHHSN	OTR	577	LAB	Geriatric Clinical Assessments	02
CHHSN	OTR	577	LAB	Geriatric Clinical Assessments	03
CHHSN	OTR	599	SUP	Comprehensive Examination	1
CHHSN	OTR	599	SUP	Comprehensive Examination	2
CHHSN	OTR	599	SUP	Comprehensive Examination	3
CHHSN	OTR	599	SUP	Comprehensive Examination	4
CHHSN	OTR	537L	LAB	Occupational Assessment II	01
CHHSN	OTR	537L	LAB	Occupational Assessment II	02
CHHSN	OTR	537L	LAB	Occupational Assessment II	03
CNBS	BIO	325	LAB	Microbiology Laboratory	01
CNBS	BIO	325	LAB	Microbiology Laboratory	02
CNBS	CHE	451	LAB	Biochemistry I Lab	01
CNBS	CHE	451	LAB	Biochemistry I Lab	02

College	SUBJ	CATN	COMP	TITLE	SEC
CNBS	CHE	451	LAB	Biochemistry I Lab	03
CNBS	CHE	451	LAB	Biochemistry I Lab	04
CNBS	CHE	451	LAB	Biochemistry I Lab	05
COE	EDU	470	LEC	Learning Plan Development	01
COE	EDU	474	LEC	Learning Plan Completion	01
COE	LBS	302	LEC	Classroom Management	01
COE	LBS	302	LEC	Classroom Management	02
COE	LBS	302	LEC	Classroom Management	03
COE	LBS	400	SEM	Senior Seminar in Lib. Studies	01
COE	LBS	400	SEM	Senior Seminar in Lib. Studies	02
COE	LBS	400	SEM	Senior Seminar in Lib. Studies	03
COE	PPS	537	SEM	College Couns Practicum	01
COE	PPS	538	SUP	Fieldwork Colleg Counseling	01
COE	PPS	554	SEM	School Counseling Practicum	01
COE	PPS	555	SEM	CWA Fieldwork	01
COE	PPS	575	SUP	Fieldwrk Sch Counseling	01
COE	PPS	575	SUP	Fieldwrk Sch Counseling	02
COE	PPS	575	SUP	Fieldwrk Sch Counseling	03
COE	SLP	560	CLN	Fieldwk, Prelim Leaders	40
COE	SLP	560	CLN	Fieldwk, Prelim Leaders	60
COE	SLP	560	CLN	Fieldwk, Prelim Leaders	61
COE	SLP	560	CLN	Fieldwk, Prelim Leaders	62
COE	SPE	456	SEM	Fld Ex Gen Sp Ed Stu Teach Opt	01
COE	SPE	456	SUP	Fld Ex Gen Sp Ed Stu Teach Opt	02
COE	SPE	479	SEM	Stu Tch Ind With Mild/Mod Dis	01
COE	SPE	479	SUP	Stu Tch Ind With Mild/Mod Dis	02
COE	SPE	523	LEC	Sp Ed Intern Initial Fld Exp	01
COE	SPE	523	SUP	Sp Ed Intern Initial Fld Exp	02
COE	SPE	523	LEC	Sp Ed Intern Initial Fld Exp	03
COE	SPE	523	SUP	Sp Ed Intern Initial Fld Exp	04
COE	SPE	525	SEM	Sp Ed Intern Adv Fld Exp	01
COE	SPE	525	SUP	Sp Ed Intern Adv Fld Exp	02
COE	SPE	526	SEM	Continuing Supervision Interns	01
COE	SPE	526	SUP	Continuing Supervision Interns	02
COE	SPE	555	SEM	Directed Teaching in ECSE	01
COE	SPE	555	SUP	Directed Teaching in ECSE	02
COE	SPE	566	SEM	Dir Teach Inds Mod Sev Dis	01
COE	SPE	566	SUP	Dir Teach Inds Mod Sev Dis	02
COE	SPE	569	SEM	Dir Teach Inds Mild Mod Dis	01
COE	SPE	569	SUP	Dir Teach Inds Mild Mod Dis	02
COE	SPE	575	SEM	Student Teaching ECSE	01

College	SUBJ	CATN	COMP	TITLE	SEC
COE	SPE	575	SUP	Student Teaching ECSE	02
COE	SPE	576	SEM	Stu Tch Ind With Mod/Sev Disbl	01
COE	SPE	576	SUP	Stu Tch Ind With Mod/Sev Disbl	02
COE	TED	407	LEC	Languages in Praxis	01
COE	TED	407	LEC	Languages in Praxis	02
COE	TED	433	SEM	Tchg Prac Sem: MSST	01
COE	TED	433	SEM	Tchg Prac Sem: MSST	02
COE	TED	433	SEM	Tchg Prac Sem: MSST	07
COE	TED	433	SEM	Tchg Prac Sem: MSST	26
COE	TED	435	SUP	Elem Stu Teaching	01
COE	TED	437	SUP	Elem Stu Teaching (integrated)	01
COE	TED	445	SUP	Fieldwork: Elementary	01
COE	TED	445	SUP	Fieldwork: Elementary	02
COE	TED	445	SUP	Fieldwork: Elementary	26
COE	TED	453	SEM	Tchg Prac Sem: SS ST	01
COE	TED	453	SEM	Tchg Prac Sem: SS ST	02
COE	TED	453	SEM	Tchg Prac Sem: SS ST	26
COE	TED	455	SUP	Sec Stu Teaching	01
COE	TED	465	SUP	Fieldwork: Secondary	01
COE	TED	465	SUP	Fieldwork: Secondary	02



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: J. Kim McNutt, Dean

Email: kmcnutt@csudh.edu


Department: CSUDH OSHA Training Institute Education Center

College: College of Extended and International Education

COURSE INFORMATION:

Course Number (e.g., BIO 499): OSHA 500, 501, 510, and 511 (PS CRN OSX 910, 951, 950, 911 and OSX 995)

Course Section(s): _____

Course Name: OSHA Standards: Construction, Gen Industry, Marine, 

Course size: 20

IN-PERSON OR HYBRID MODALITY REQUEST

Per the CSU Chancellor's statement on Fall 2020 University Operations, our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

CSUDH houses the only Los Angeles-based OSHA Training Institute Education Center (OTIEC) in the CSU system. Due to the necessary performance testing component, 5 courses are not approved by the Department of Labor (DOL) in a virtual delivery modality including OSHA Standards: Construction, General Industry, Marine and Disaster Site Worker Trauma. These specific courses represent 50% of the courses delivered on a regular basis throughout Area 9 region, and per DOL contractual agreement, CSUDH is expected to offer them as part of the OTIEC portfolio.

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

CSUDH OTIEC abides by OSHA and Department of Labor policies. A memorandum from the Department of Labor, dated 5/1/20, stated its courses: OSHA 500, 501, 510 and 511, which have a performance testing component, cannot be administered in a virtual setting. CSUDH must comply with Department of Labor Test Administration Policy.

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Students will be scheduled to test in groups the size of five (5) for a maximum duration of 2 hours. CSUDH OTIEC will conduct approximately six (6) testing sessions between Fall semester and Winter Intersession. The testing/performance evaluation would take place in the Extended Education complex (auditorium) and comply with social distancing requirements. The instructional component for these courses will be delivered via Zoom.

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

We would request PPE equipment including paper-like face coverings, disinfecting wipes and hand sanitizer. Additional staff coordination (janitorial) would be required to clean between testing sessions. No addition IT support is needed as the College has student assistant support. No additional instructional time would be required.

5. If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

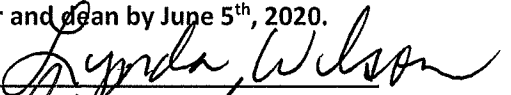
This request is only for testing component of the OSHA courses mentioned above. All students enrolled in the designated OSHA courses, required to test in person, to meet Department of Labor Test Administration Policy will be notified of the requirement prior to registering for the course.

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Lynda Wilson

Chair Signature:



Dean Name: J. Kim McNutt

Dean Signature:





REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 434 2206

Course Section(s): 71 & 72

Course Name: Soft Good Fitter Course

Course size: 24

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 434 specifically meets the CAAHEP accreditation standard C.9.1.i, & iii, and C.2.0. These specific accreditation requirements are directly focused on the custom fitting of O&P devices for lower extremity and spinal experience in a patient care setting, and implementation of treatment plans for prefabricated O&P devices. These tasks can only be conducted in a clinical laboratory setting on individual persons. These clinical projects are not only requirements to meet accreditation standards, they are prerequisite for future clinical courses and acceptance into the

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face. Online instruction for this course has already begun as of June 3, 2020.

a. 24 students would be meeting in groups of 12 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom of lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached.

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 24 are under 50 years and understand the healthcare risks. There are no international students in this cohort. All students have agreed and sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this summer and fall they can make up these sections with the next class the following year or in the Spring semester. Since these clinical projects

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 15:51:24
-07'00'

Dean Name: Claudia Peyton

Dean Signature: Claudia J. Peyton

May 15, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Summer 2020

HEA 434 Soft Good Fitter Course

– CAAHEP requirements not met: C.2.0, C.9.1.i & iii

Plan to host educational instruction for Summer and Fall semesters

Summer Classes

June 3, 2020, First-Year Cohort (22 students): Begin Asynchronous instruction via CSUDH BlackBoard LMS for HEA 445 Anatomy and HEA 545 Soft Good Fitter courses.

July 30, 2020, End Asynchronous instruction for HEA 445 Anatomy and HEA 545 Soft Good Fitter courses.

Aug 3, 2020: Invite the 21 students of the first-year cohort to continue online instruction and begin limited face-to-face instruction at the CSUDH O&P Facility in Los Alamitos, CA. **Plan:** Each day, four faculty and staff, and 10 – 15 students will be allowed to enter the O&P facility at a time, for 4 hours. The O&P Program will schedule two sections of time per day to allow the students to enter the facility. The two sections will allow 10 – 15 students in the morning hours and 10 – 15 in the afternoon hours with disinfection of the facility between sections. Students will be given and will be required to wear appropriate PPE, wash hands, and disinfect any materials brought into the facility. Students will be spaced apart in the classroom and laboratory settings following CDC guidelines for social distancing. The CSUDH O&P Education center is a 12,000 square-foot facility where acceptable social distance should be easy to enforce. The facility entrance, pathways, and separate exit will be labeled to provide safe routes throughout the building that allow for social distancing. The facility will be cleaned and disinfected daily by our cleaning service. See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)
To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

C.9.1 Comprehension and Evaluation: Graduates will demonstrate an understanding of foundational knowledge in prescription recommendation, orthotic and prosthetic design, material selection, biomechanical principles, fitting, evaluation, adjustment and patient-specific outcomes for the following:

i. LOWER LIMB ORTHOSES

.....

4. Supramalleolar orthoses (SMO)

5. Ankle-foot orthoses (AFO)

a. Posterior leaf spring

b. Solid ankle

c. Floor reaction

d. Articulated

e. Composite

f. Ankle gauntlet

g. Metal and leather

6. Knee orthoses (KO)

7. Knee-ankle-foot orthoses (KAFO) including stance control

8. Hip orthoses (HO)

9. Hip-knee-ankle-foot orthoses (HKAFHO) including reciprocating gait orthosis (RGO)

10. Neuromuscular electrical stimulation (NMES)/Functional electrical stimulation (FES)

11. Components

a. Biomechanical control strategies: stops, assists, stance control

- b. Ankle joints
- c. Knee joints
- d. Hip joints

iii. SPINAL and CRANIAL ORTHOSES

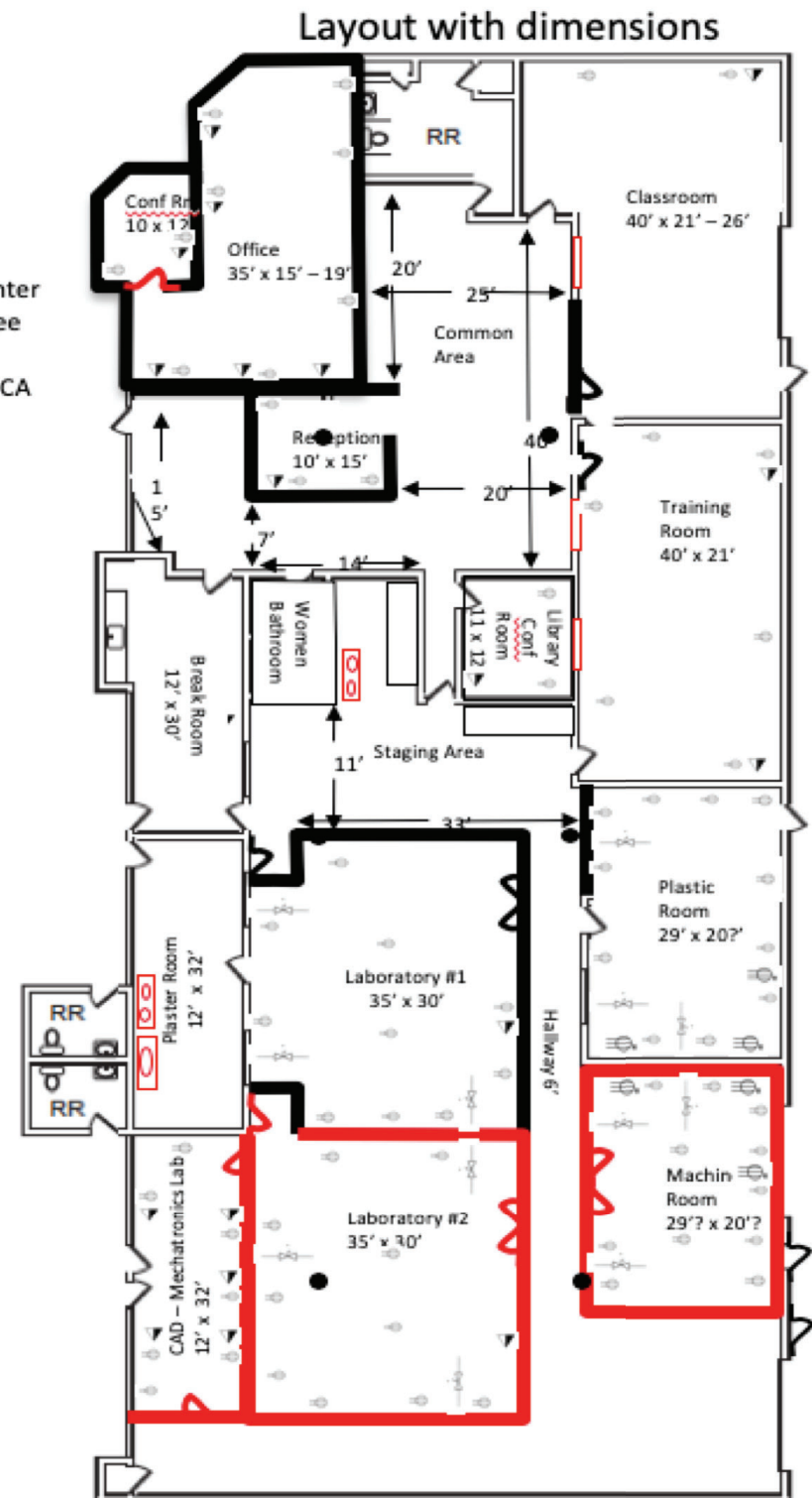
1. Cranial remodeling orthoses
2. Facial fracture & facial burn orthoses
3. Cervical orthoses (CO)
4. Cervico-thoracic orthoses (CTO) including HALO

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
and decrease potential
spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

10
x
10



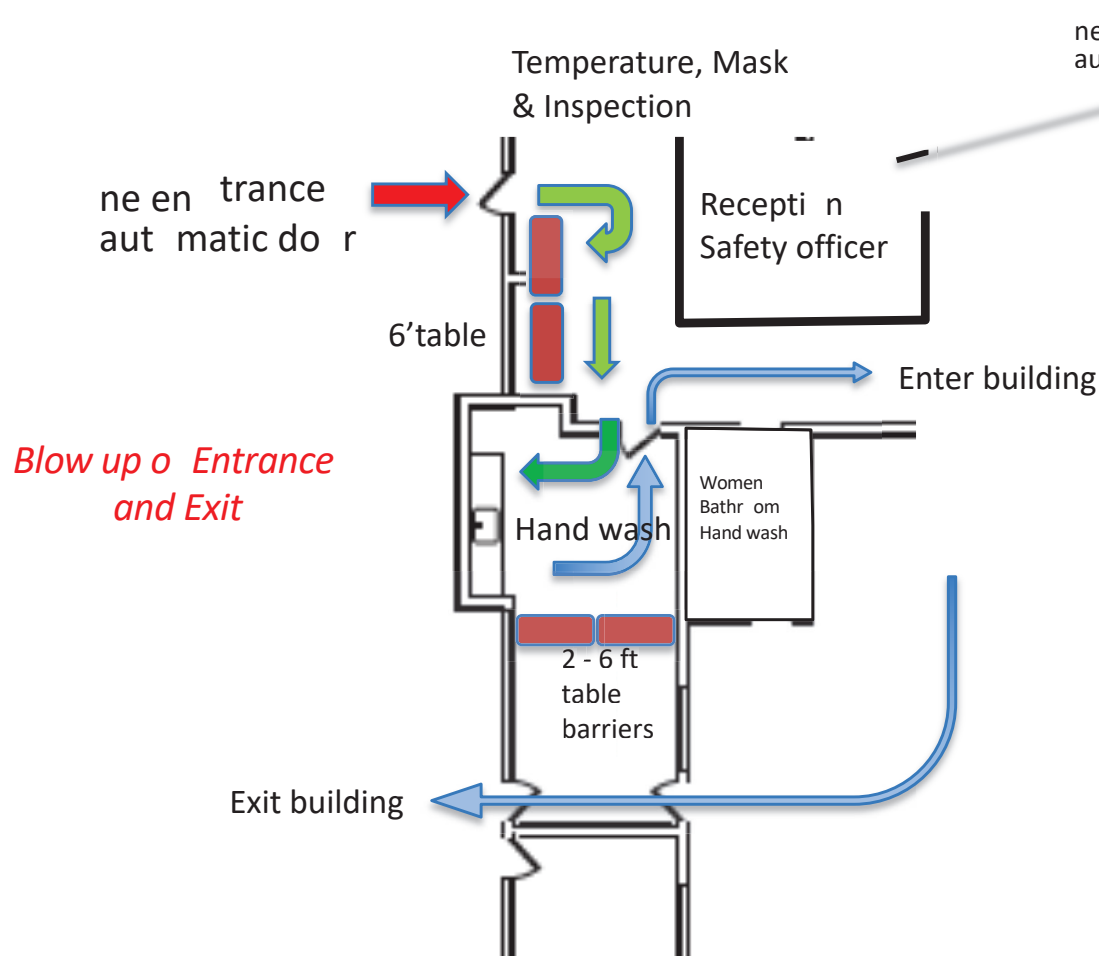
CSUDH O&P Education Center Covid protocols

Room dimension to maintain social distancing on previous page

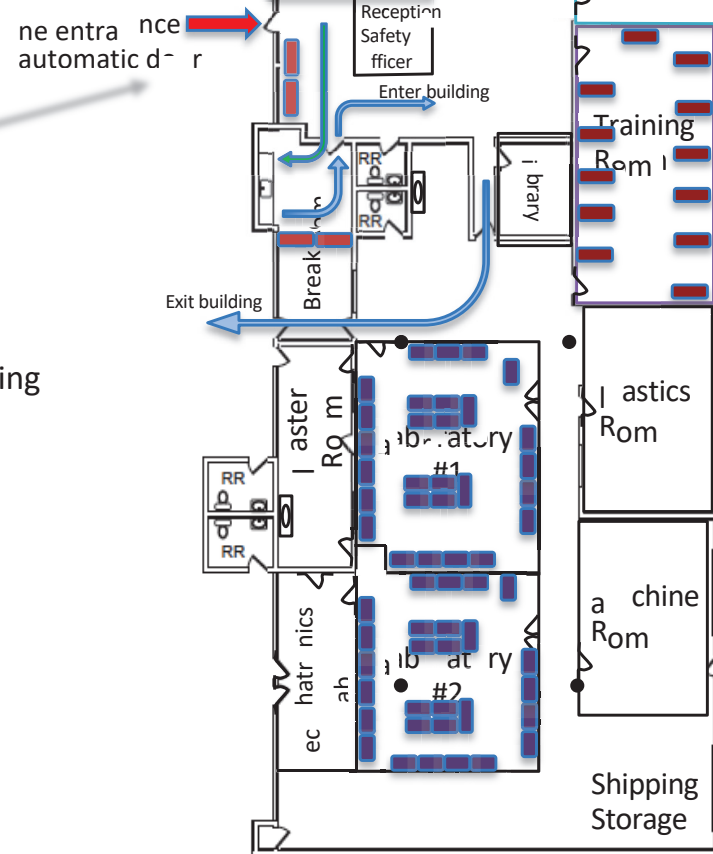
Faculty & Students have one entrance where Safety officer will:

- Assess Temperature with digital thermometer
- Instructs donning of facemask
- Inspects items entering building
- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
Can fit 20 students
6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
Can fit 20 students
6 feet apart
with 12 lab station with 6' exam tables

labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 445 2208

Course Section(s): 71

Course Name: Material Science

Course size: 24

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

Clinical Fabrication and materials course - fabrication of biomedical devices

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 445 specifically meets the CAAHEP accreditation standard C.4.2 & .3. This specific accreditation requirement directly focuses on the fabrication techniques to create devices for individuals that utilize O&P services. These tasks can only be conducted in a clinical laboratory and fabrication setting. These clinical projects are not only requirements to meet accreditation standards, they are prerequisite for future clinical courses. If the students are not able to complete their requirements by the start of the Spring semester they will not be able to advance toward their

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face.

- 24 students would be meeting in groups of 12 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom or lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached
- Each student would be limited to 4 hours per day in the facility then must leave the premises

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 24 are under 50 years and understand the healthcare risks. There are no international students in this cohort. All students that agree to participate will sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this Fall they can make up these sections with the next class the following year or in the Spring semester. Since these clinical projects

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 20:26:02
-07'00'

Dean Name: Claudia Peyton

Dean Signature: Claudia G. Peyton

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 445 Material Science

– CAAHEP requirements not met: C.4.2 & 3

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

building in one of the three sections of Morning, Afternoon, or Evening hours. The Fall courses will start with more distance learning instructional format with no non-university individual entering the facility until tentatively in mid-October, or when it is safe for the community and our professional patient models to be in closer contact with our medical professional students. Instructional methods would include limited face-to-face instruction for the small number of students that would be seated in the classroom or lab, with a live video streaming to students who would not be in the classroom or lab. Scheduling of students entering and leaving the building, disinfection, PPE use, and social distancing would be strictly enforced. Our faculty and student body are small, so the logistics of security and precautions will be easy to maintained and enforced.
See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific technical requirements that require in-person Laboratory procedures and equipment

C.4.2 Technical Decisions and Competencies: Apply material and mechanical principles to explain, design, and fabricate patient-specific devices. The implementation of mechanical concepts should address the safety, alignment, and durability needs of the user.

C.4.2.1 Distinguish characteristics of thermoformable plastics, thermoset resins, foams, metals and other materials used in orthotics and prosthetics.

C.4.2.2 Perform thermoforming procedures.

C.4.2.3 Perform lamination procedures.

C.4.2.4 Contour metals to include squaring of joints.

C.4.2.5 Align prosthesis and orthosis to initial specifications of the patient and components.

C.4.2.6 Establish mechanical/anatomical joint alignment.

C.4.3 Safety in Clinical and Technical Contexts: Comply with personal and environmental safety practices through proper use and care of tools and equipment including the following:

- i. Hand tools
- ii. Measurement tools
- iii. Machine tools
- iv. Personal protective equipment (e.g., gloves, dustmasks, eye protection)
- v. Safety Data Sheets (SDS) for commonly used adhesives, solvents, and materials
- vi. Proper Flammable materials handling and storage
- vii. Safe evacuation principles for staff and patients in case of emergency
- viii. General equipment: ovens, compressors, vacuum pumps, fume, and dust extraction apparatus

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
and decrease potential
spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

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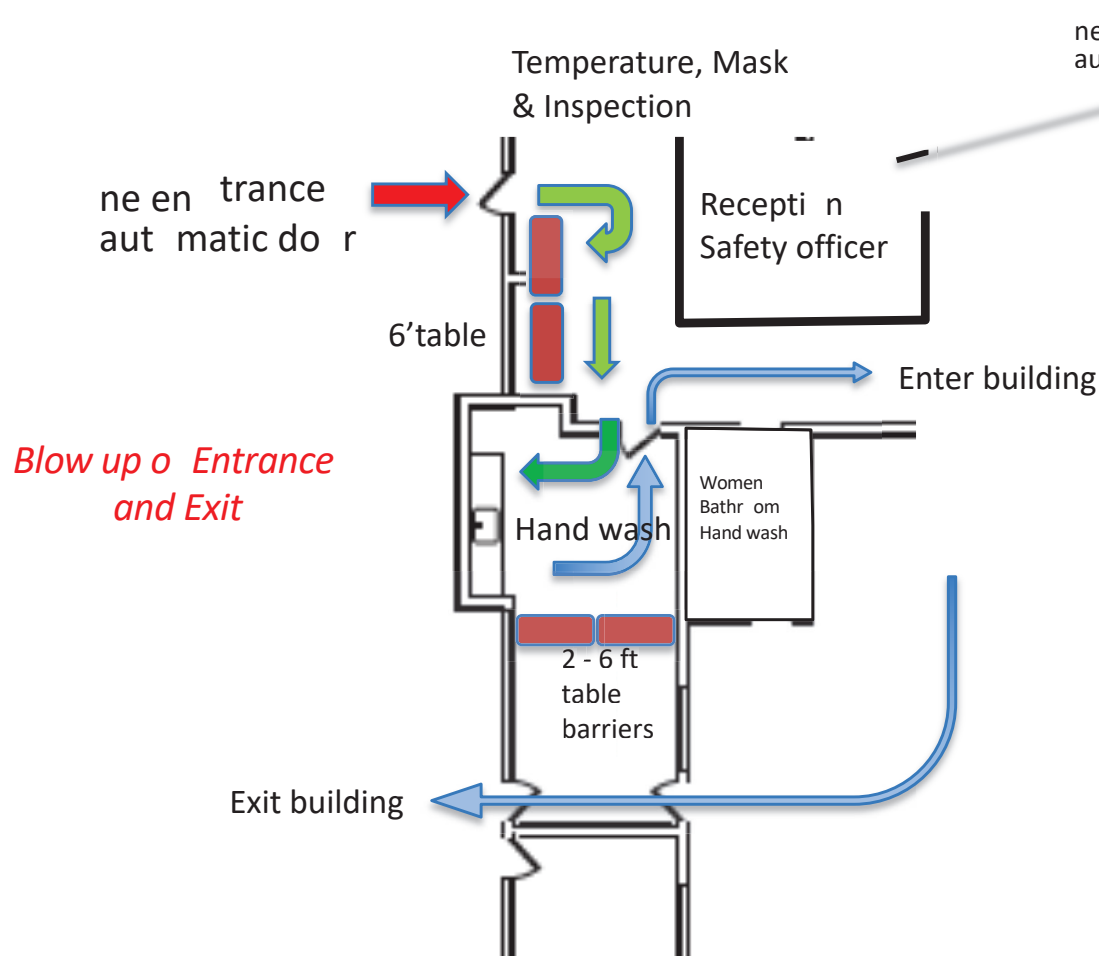
CSUDH O&P Education Center Covid protocols

Room dimension to maintain social distancing on previous page

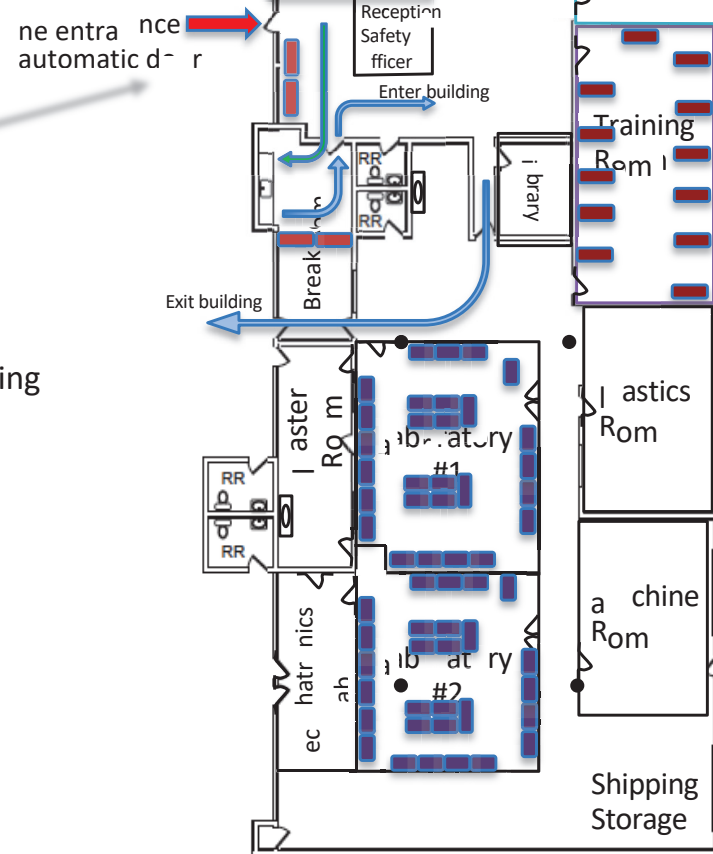
Faculty & Students have one entrance where Safety officer will:

- Assess Temperature with digital thermometer
- Instructs donning of facemask
- Inspects items entering building
- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
Can fit 20 students
6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
Can fit 20 students
6 feet apart
with 12 lab stations with 6' exam tables

Labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 516 2208

Course Section(s): 71

Course Name: Clinical Evaluation Tools in O&P

Course size: 24

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 516 specifically meets the CAAHEP accreditation standard C.2.0 & 1, C.4.1.1. This specific accreditation requirement directly focuses on the clinical evaluation techniques for individuals that utilize O&P devices and experience in a patient care setting with the development of assessment skills to create treatment plans. These tasks can only be conducted in a clinical laboratory setting working with persons that have muscular or neuromuscular impairments and a laboratory fabrication setting to implement the techniques on individuals. These clinical projects are

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face.

- 24 students would be meeting in groups of 12 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom of lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached
- Each student would be limited to 4 hours per day in the facility then must leave the premises

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 24 are under 50 years and understand the healthcare risks. There are no international students in this cohort. All students that agree to participate will sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this Fall they can make up these sections with the next class the following year or in the Spring semester. Since these clinical projects

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 20:19:02
+07'00'

Dean Name: Claudia Peyton

Dean Signature: Claudia G. Peyton

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 516 Clinical Evaluation Tools in O&P

– CAAHEP requirements not met: C.2.0 & 1, C.4.1.1

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

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The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

..

C.2.4.2 Patient Assessment

- i. Body Structure & Function: Volumetric measures, Skin integrity / Wounds, Condition of contralateral side, Range of motion / Joint integrity and stability, Sensory testing / Proprioceptive sense / Pain, Muscle Tone / Strength, Neuromusculoskeletal integration / Motor control, Cognitive ability
- ii. Activity & Participation: Observational gait analysis, Postural & balance evaluation, Vocation / Daily functional demands, Recreational activities, Mobility / Activity Level
- iii. Personal Factors: Patient goals / Motivation level / Social support, Personal implications of impairment, Financial information
- iv. Environmental Factors: Living environment, Work environment, Recreational environment

C.2.4.3 Outcome Assessment: Use and interpret appropriate, patient-reported, and performance-based outcome measures to assess achievement of patient-specific orthotic/prosthetic outcomes as compared to baseline measures.

- i. Assessment of outcome data and evaluation and interpretation of findings
- ii. Reassessment of healthcare and/or biomechanical needs over time
- iii. Alteration of a treatment plan as indicated to increase or maintain optimal quality of life throughout the patient's lifespan

C.4.0 Implementation of a Treatment Plan

The graduate must demonstrate the necessary clinical skills to provide comprehensive orthotic / prosthetic care enhancing the patient's quality of life, including the following:

C.4.1 Clinical Decisions and Interactions: Demonstrate procedures and processes to implement prosthetic/orthotic interventions by using appropriate techniques, tools, equipment, and safety considerations in clinical contexts.

C.4.1.1 Perform proper patient handling techniques and initial gait and mobility training.

- i. Patient transfers
- ii. Sit-to-stand, Stand-to-sit
- iii. Gait belt application and use
- iv. Bed mobility

C.4.1.2 Locate and indicate anatomical structures needed to capture proper alignment.

...

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
and decrease potential
spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

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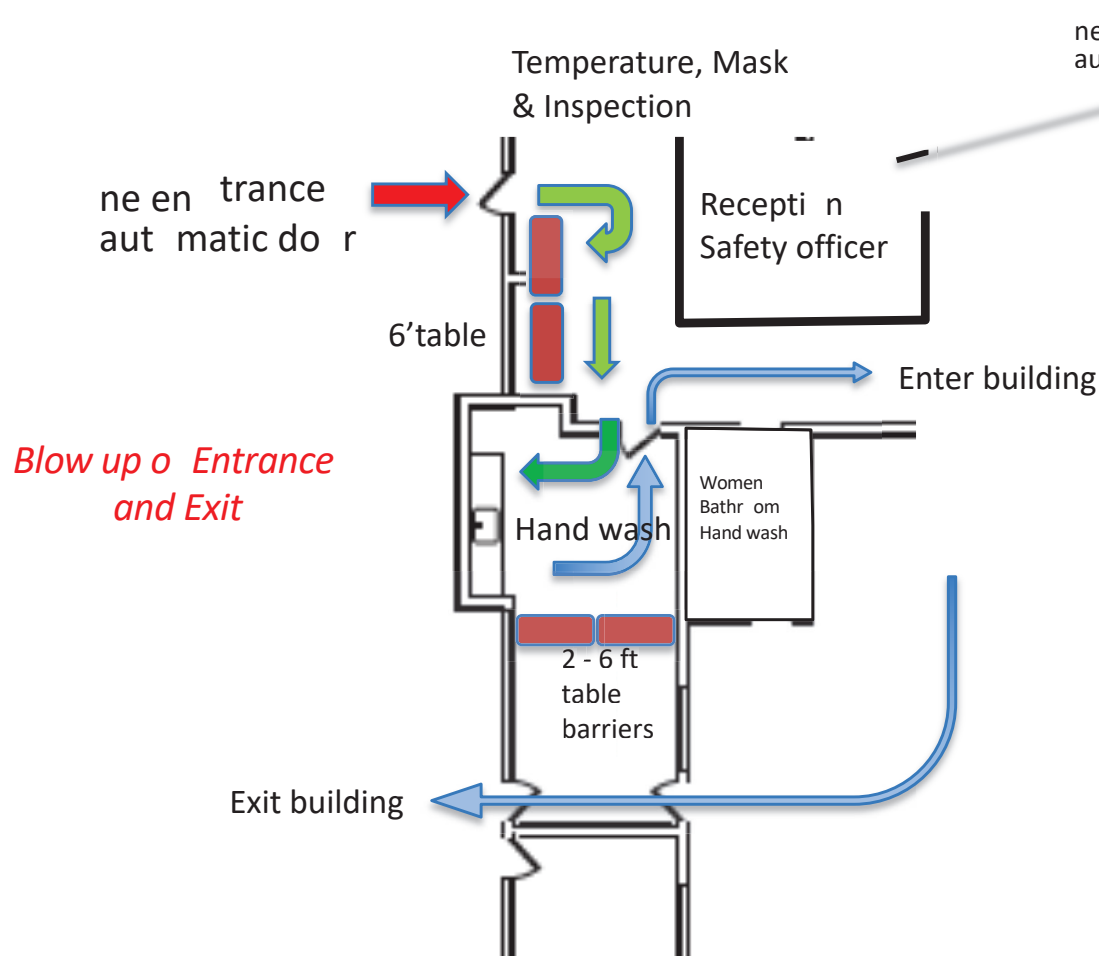
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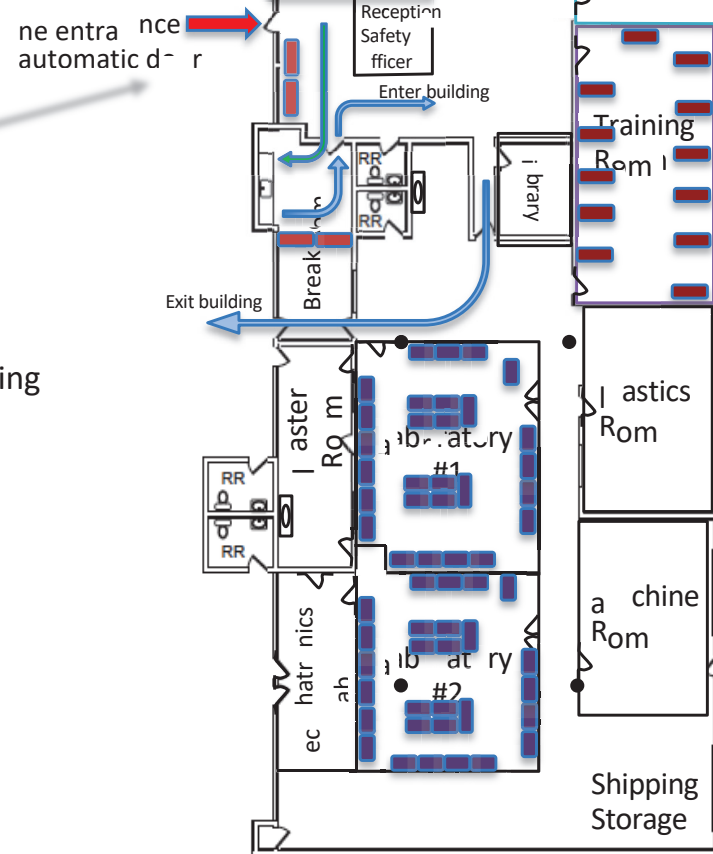
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- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
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6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
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labs have 27, 4' benches in each lab.
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CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 542 2208

Course Section(s): 71

Course Name: Orthotic Management of Lower Limb II

Course size: 27

IN-PERSON OR HYBRID MODALITY REQUEST

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This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 542 specifically meets the CAAHEP accreditation standard c.2, and C.9.3.i. This specific accreditation requirement directly focuses on the custom fabrication, fitting, and follow up for lower extremity orthotic devices for above the knee muscular-skeletal issues and experience in a patient care setting with implementation of treatment plans for lower limb orthotics above the knee. These tasks can only be conducted in a clinical laboratory setting working with persons that have lower limb amputations and a laboratory fabrication setting to make these unique devices. These

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
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Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 19:54:49
-07'00'

Dean Name: Claudia Peyton

Dean Signature: 

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

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CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 542 Orthotic Management of Lower Limb II
– CAAHEP requirements not met: C.9.3.i

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

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The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

C.9.3 Custom Fabricate and Fit: Each graduate of the program will demonstrate skill and experience in the evaluation, recommendation, implementation, material selection, application of biomechanical principles, fitting, adjustment, troubleshooting and evaluation of patient outcomes with the following custom-fabricated orthoses and prostheses:

i. LOWER LIMB ORTHOSES

...

3. Thermoplastic AFO-minimum of 2 orthoses and must include:
 - a. Non-articulating
 - b. Articulating
 - c. Capture a minimum of 3 three-dimensional anatomical shapes utilizing plaster of Paris and/or synthetic material
4. Thermoplastic KAFO-minimum of 1 orthosis and must include:
 - a. Articulated knee joints

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
and decrease potential
spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

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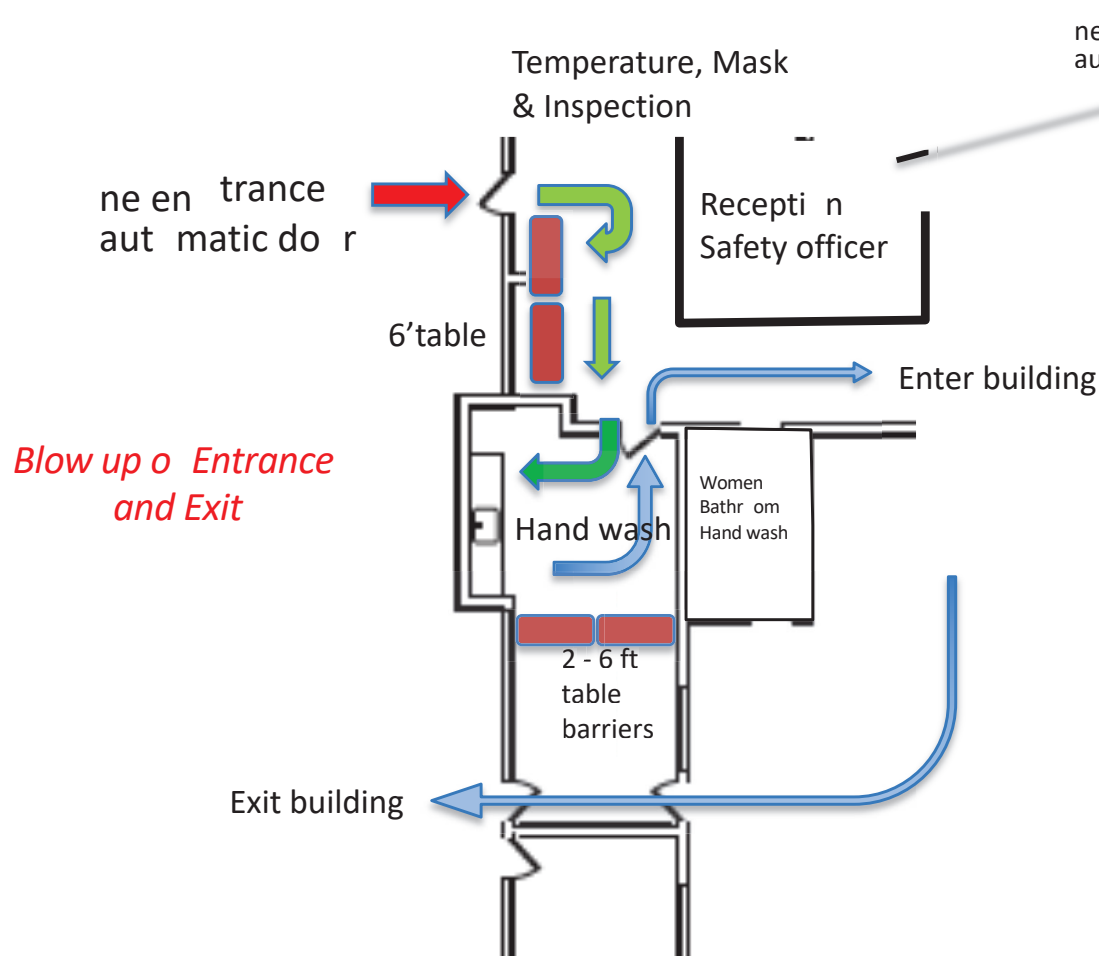
CSUDH O&P Education Center Covid protocols

Room dimension to maintain social distancing on previous page

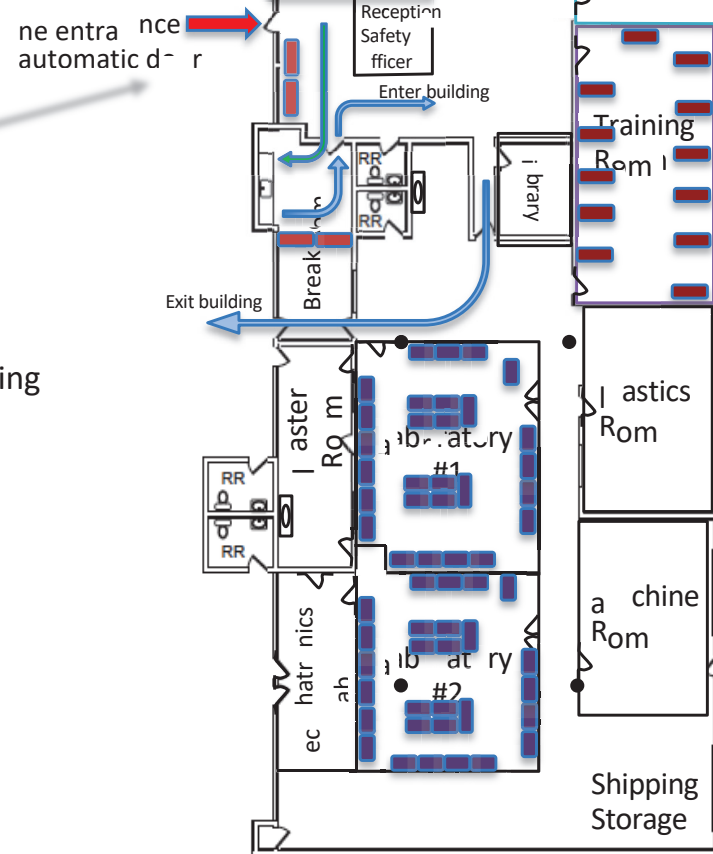
Faculty & Students have one entrance where Safety officer will:

- Assess Temperature with digital thermometer
- Instructs donning of facemask
- Inspects items entering building
- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
Can fit 20 students
6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
Can fit 20 students
6 feet apart
with 12 lab station with 6' exam tables

labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 544 2208

Course Section(s): 71

Course Name: Orthotic Management of the Spine

Course size: 24

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 544 specifically meets the CAAHEP accreditation standard C.9.3.ii, C.8.0, C.4.0., C.4.18. This specific accreditation requirement directly focuses on the custom fabrication, fitting, and follow up for spinal orthotic devices for muscular-skeletal issues and experience in a patient care setting with implementation of treatment plans for spinal orthotics. These tasks can only be conducted in a clinical laboratory setting working with persons that have spinal impairments and a laboratory fabrication setting to make these unique devices. These clinical projects are not only

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face.

- 24 students would be meeting in groups of 12 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom of lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached
- Each student would be limited to 4 hours per day in the facility then must leave the premises

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 24 are under 50 years and understand the healthcare risks. There are no international students in this cohort. All students that agree to participate will sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this Fall they can make up these sections with the next class the following year or in the Spring semester. Since these clinical projects

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 20:12:06
-07'00'

Dean Name: Claudia Peyton

Dean Signature: 

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 544 Orthotic Management of the Spine

– CAAHEP requirements not met: C.9.3.ii, C.8.0, C.4.0., C.4.18

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

building in one of the three sections of Morning, Afternoon, or Evening hours. The Fall courses will start with more distance learning instructional format with no non-university individual entering the facility until tentatively in mid-October, or when it is safe for the community and our professional patient models to be in closer contact with our medical professional students. Instructional methods would include limited face-to-face instruction for the small number of students that would be seated in the classroom or lab, with a live video streaming to students who would not be in the classroom or lab. Scheduling of students entering and leaving the building, disinfection, PPE use, and social distancing would be strictly enforced. Our faculty and student body are small, so the logistics of security and precautions will be easy to maintained and enforced.
See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

C.4.0 Implementation of a Treatment Plan

The graduate must demonstrate the necessary clinical skills to provide comprehensive orthotic / prosthetic care enhancing the patient's quality of life, including the following:

C.4.1 Clinical Decisions and Interactions: Demonstrate procedures and processes to implement prosthetic/orthotic interventions by using appropriate techniques, tools, equipment, and safety considerations in clinical contexts.

- C.4.1.1 Perform proper patient handling techniques and initial gait and mobility training.
- i. Patient transfers
 - ii. Sit-to-stand, Stand-to-sit
 - iii. Gait belt application and use
 - iv. Bed mobility

C.4.1.2 Locate and indicate anatomical structures needed to capture proper alignment.

C.4.1.3 Capture two-dimensional anatomical structures needed to represent shape and alignment.

C.4.1.4 Capture three-dimensional anatomical shapes utilizing plaster of Paris and synthetic materials and computer-aided technology to create a positive model.

C.4.1.5 Modify/rectify three-dimensional models to achieve biomechanical principles and address the defined treatment goals.

...

C.4.1.8 Apply principles of biomechanics, anatomy, and physiology to evaluate the fit, alignment, and function of orthoses/prostheses making adjustments as necessary to optimize patient outcomes. The evaluation includes analysis of the following criteria:

i. Anatomical congruency

ii. Appropriate trim lines

iii. Appropriate static and dynamic alignment

iv. Suspension and control

v. Volume management

vi. Patient-specific activity/function to include corrective and/or accommodative objectives

vii. Prescription criteria

viii. Suitable patient preferences and limitations

C.4.1.9 Assess the quality and structural stability of the orthosis or prosthesis to conform to patient-specific needs.

C.4.1.10 Provide effective, culturally appropriate education to patients, family members, and caregivers on the care, use, and maintenance of the orthosis or prosthesis, including skincare information and wearing schedules.

Specific Clinical requirements that require in-person experiences

C.8.0 Experience in a Patient Care Setting

Practice expectations are a description of behaviors, skills, or knowledge that defines the expected performance of the Orthotist and Prosthetist upon entry into clinical practice. These include the graduate's ability to participate in and demonstrate entry-level competencies learned in the didactic and clinical curriculum within the following domains. The curriculum plan includes clinical education experiences that provide exposure to:

C.8.1 A comprehensive evaluation of a patient, including functional baseline assessment, to understand the patient's orthotic/prosthetic needs, goals, and expectations.

C.8.2 Analysis and integration of information from a patient assessment to create a comprehensive orthotic / prosthetic treatment care plan to appropriately meet the needs, goals, and expectations of the patient.

C.8.3 Fabrication, fitting, and maintenance of orthoses/prostheses to provide comprehensive orthotic / prosthetic care.

C.8.4 Continued patient care through periodic evaluation to ensure, maintain, and document the optimal fit and function of the orthoses/prostheses.

C.8.5 Interprofessional communication among practitioners, patients, caregivers, and others encountered in the clinical environment.

C.8.6 Business management functions within the orthotic/prosthetic practice.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

C.9.3 Custom Fabricate and Fit: Each graduate of the program will demonstrate skill and experience in the evaluation, recommendation, implementation, material selection, application of biomechanical principles, fitting, adjustment, troubleshooting and evaluation of patient outcomes with the following custom-fabricated orthoses and prostheses:

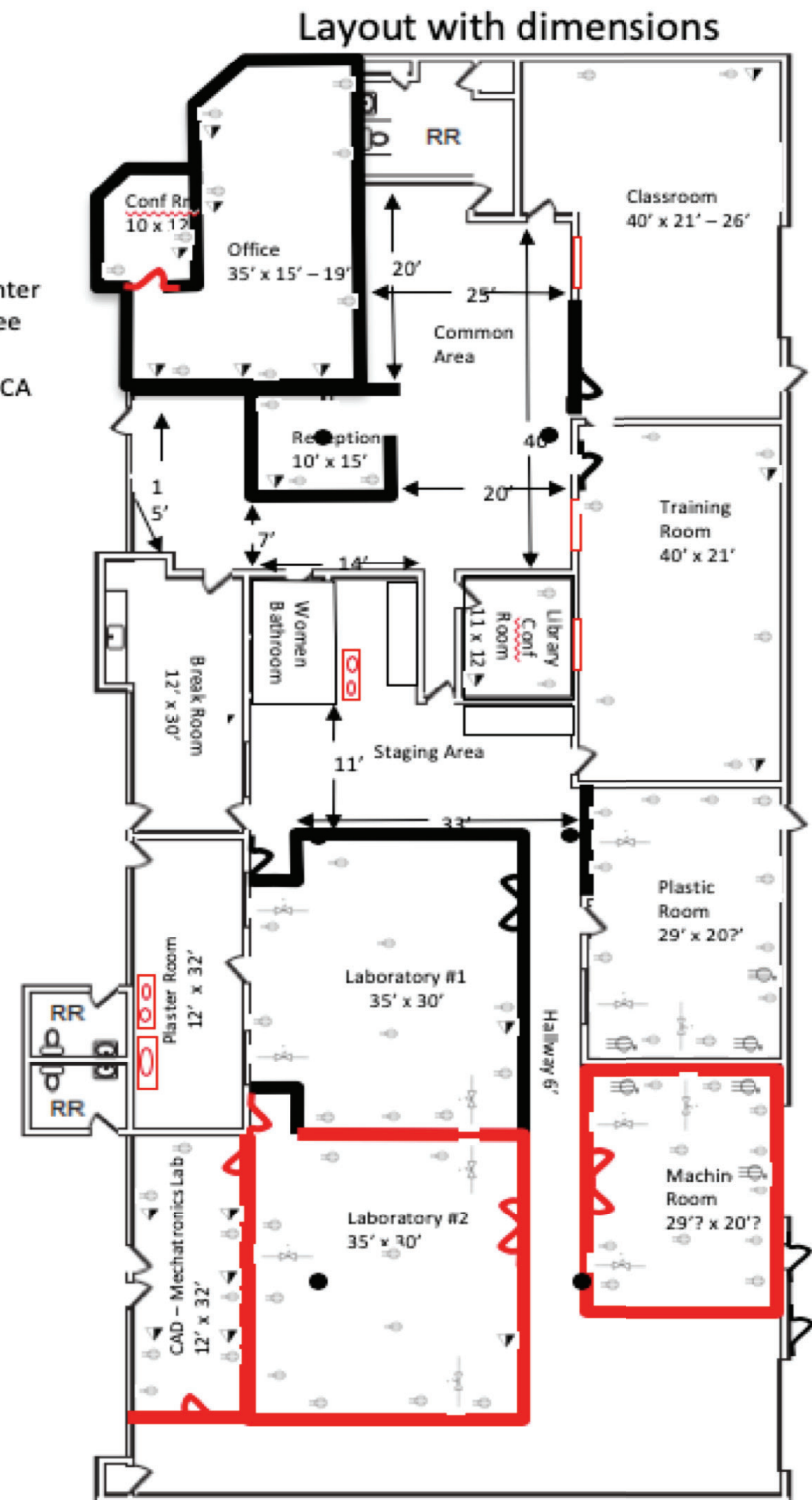
- ii. SPINAL ORTHOSES-minimum of 1 orthosis:
 - 1. LSO or TLSO (Thermoplastic)

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
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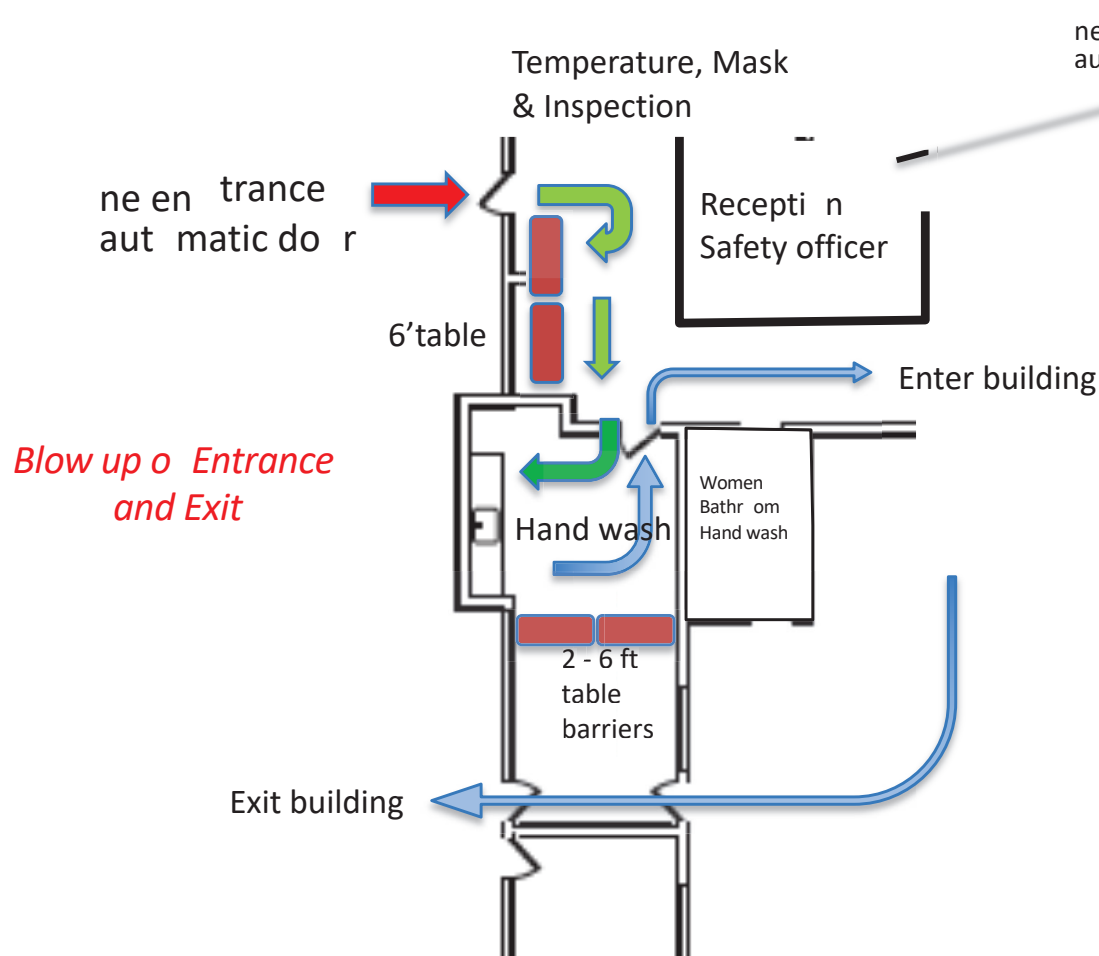
CSUDH O&P Education Center Covid protocols

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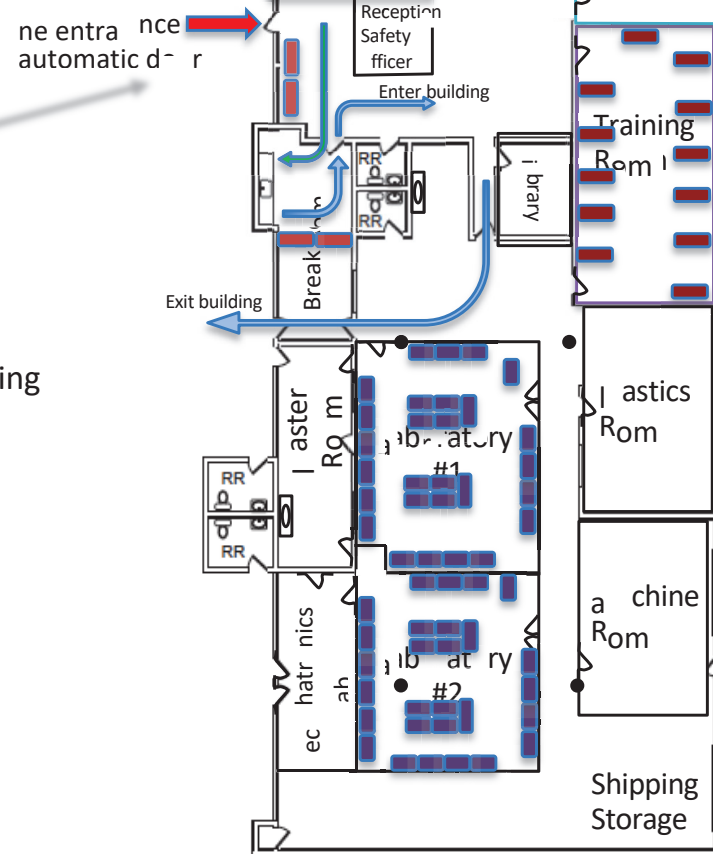
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Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
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6 feet apart
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labs have 27, 4' benches in each lab.
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REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

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CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 551 2208

Course Section(s): 71

Course Name: Prosthetic Management of Upper Limb

Course size: 24

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
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- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 551 specifically meets the CAAHEP accreditation standard c.2, and C.9.3.iv. This specific accreditation requirement directly focuses on the custom fabrication, fitting, and follow up for upper extremity prosthetic devices for upper limb amputations and experience in a patient care setting with implementation of treatment plans for upper limb prosthetics. These tasks can only be conducted in a clinical laboratory setting working with persons that have upper limb amputations and a laboratory fabrication setting to make these unique devices. These clinical projects are not only

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
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 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face.

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- Each student would be limited to 4 hours per day in the facility then must leave the premises

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
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5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 24 are under 50 years and understand the healthcare risks. All students that agree to participate will sign the release of risk form to attend classes at the O&P Education facility. There are no international students in this cohort. If a student will not attend the face to face sections of the program offered this Fall they can make up these sections with the next class the following year or in the Spring semester. Since these clinical projects

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 20:02:23
-07'00'

Dean Name: Claudia Peyton

Dean Signature: Claudia J. Peyton

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 551 Prosthetic Management of the Upper Limb
– CAAHEP requirements not met: C.9.3.iv

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

building in one of the three sections of Morning, Afternoon, or Evening hours. The Fall courses will start with more distance learning instructional format with no non-university individual entering the facility until tentatively in mid-October, or when it is safe for the community and our professional patient models to be in closer contact with our medical professional students. Instructional methods would include limited face-to-face instruction for the small number of students that would be seated in the classroom or lab, with a live video streaming to students who would not be in the classroom or lab. Scheduling of students entering and leaving the building, disinfection, PPE use, and social distancing would be strictly enforced. Our faculty and student body are small, so the logistics of security and precautions will be easy to maintained and enforced.
See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

C.9.3 Custom Fabricate and Fit: Each graduate of the program will demonstrate skill and experience in the evaluation, recommendation, implementation, material selection, application of biomechanical principles, fitting, adjustment, troubleshooting and evaluation of patient outcomes with the following custom-fabricated orthoses and prostheses:

iv. UPPER LIMB PROSTHESES

1. Transradial or wrist disarticulation prostheses-minimum of 2 prostheses and must include:
 - a. Anatomical suspension
 - b. Figure-8 harness suspension

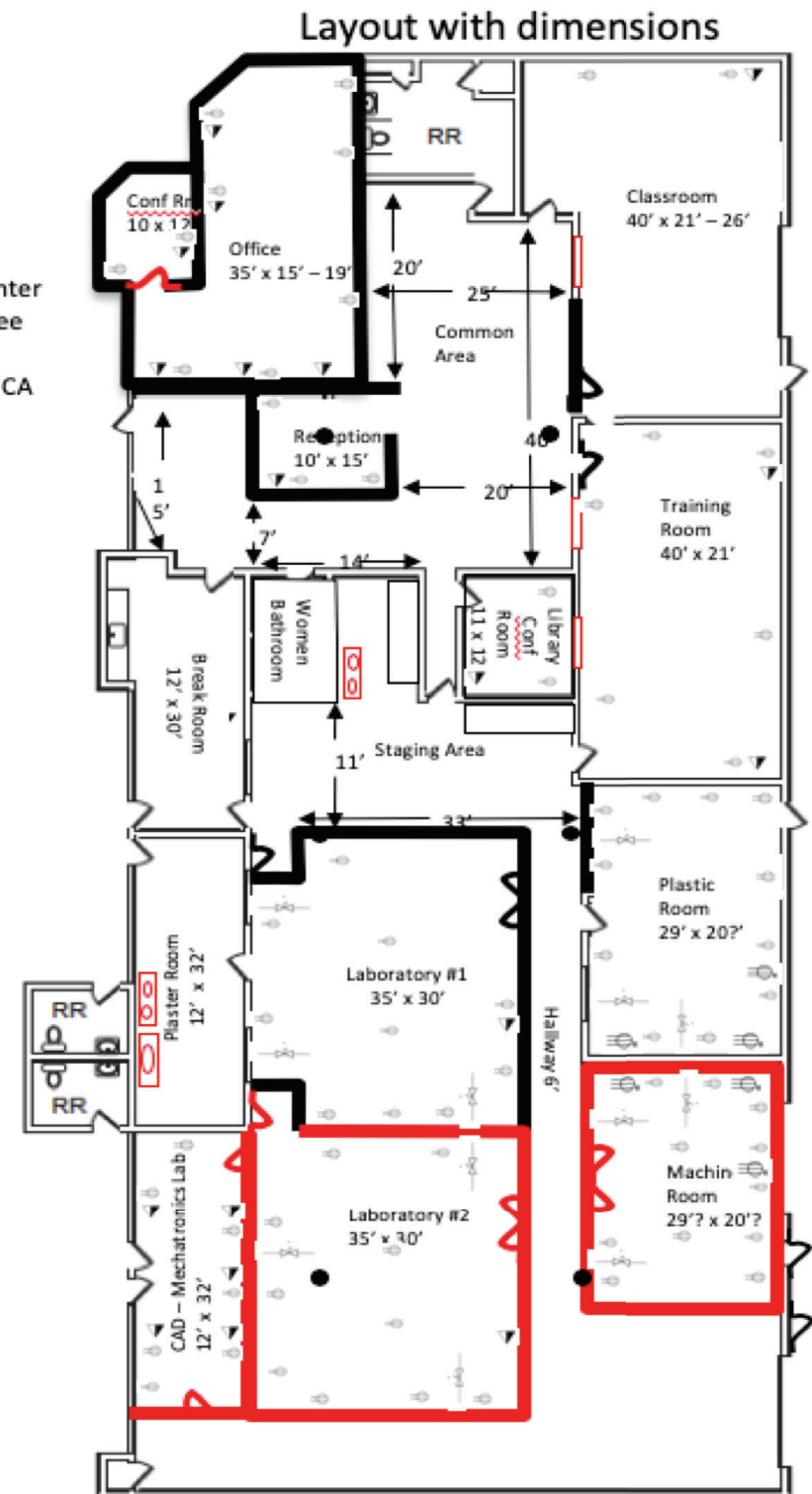
2. Transhumeral prosthesis or prosthetic simulation-minimum of 1 prosthesis with:
 - a. Locking elbow joints and dual-control harness

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
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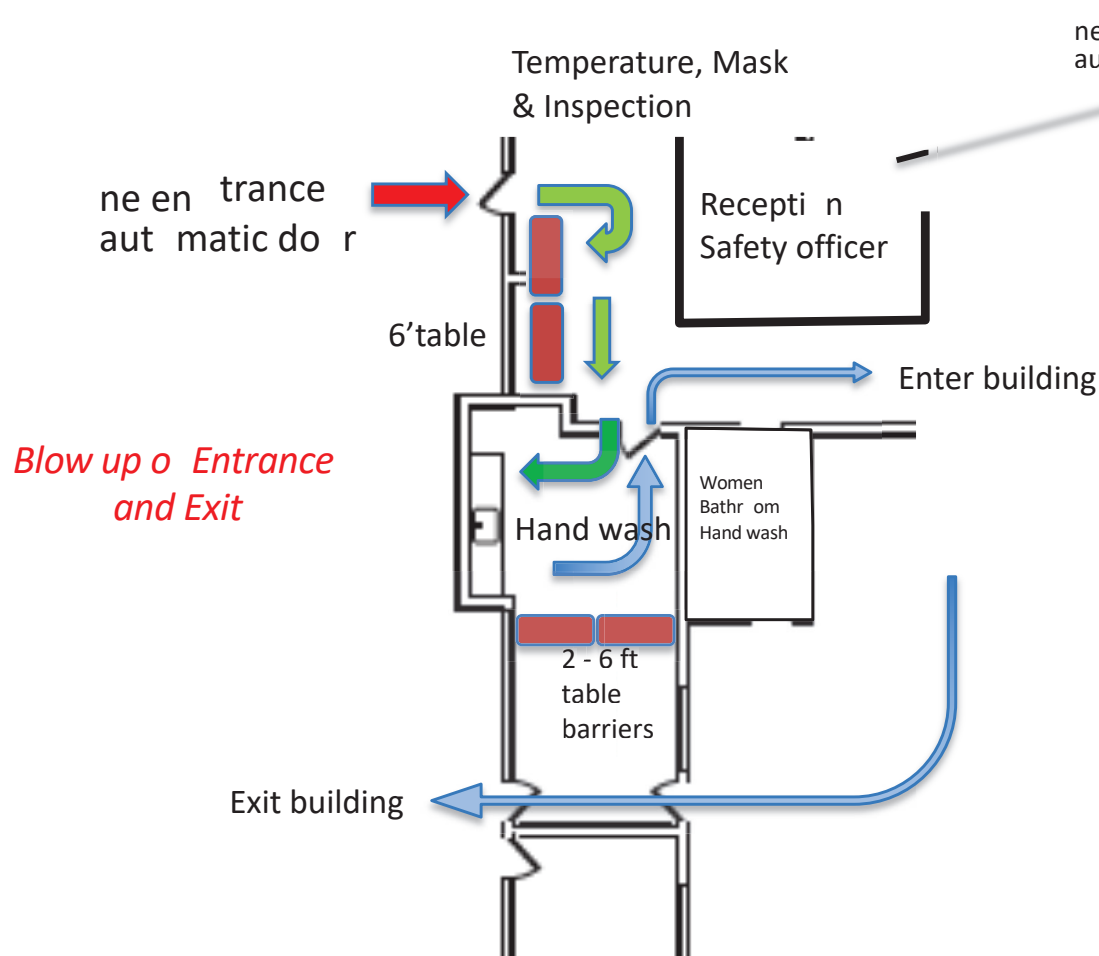
CSUDH O&P Education Center Covid protocols

Room dimension to maintain social distancing on previous page

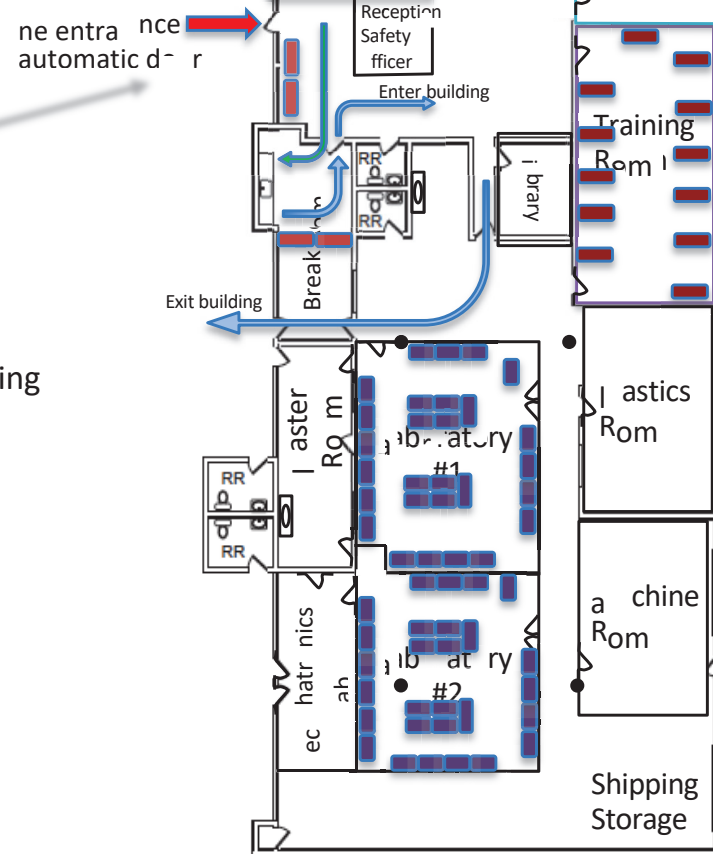
Faculty & Students have one entrance where Safety officer will:

- Assess Temperature with digital thermometer
- Instructs donning of facemask
- Inspects items entering building
- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
Can fit 20 students
6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
Can fit 20 students
6 feet apart
with 12 lab station with 6' exam tables

Labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 552 2204

Course Section(s): 71 & 72

Course Name: Prosthetics Management of Lower Limb I

Course size: 27

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

Due to the initiation of alternative instruction this Spring course was not completed. This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 552 specifically meets the CAAHEP accreditation standard C.9.3.v.1, C.8.0, C.4.0 & C.4.18. These specific accreditation requirements are directly focused on the custom fabrication, fitting, and follow up for lower extremity prosthetics devices, clinical evaluation of persons utilizing lower limb prosthetic devices, experience in a patient care setting, and implementation of treatment plans for lower limb prosthetics. These tasks can only be conducted in a clinical laboratory setting working with persons

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face. Online instruction for this course has already begun as of June 3, 2020.

a. 27 students would be meeting in groups of 14 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom of lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached.

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES

NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 27 are under 50 years and understand the healthcare risks. All students have agreed and sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this summer and fall they can make up those sections with the next class the following year or in the Spring semester. Since these clinical projects are accreditation requirements and can not be

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

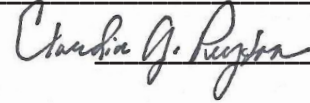
Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 19:46:23
-07'00'

Dean Name: Claudia Peyton

Dean Signature: Claudia J. Peyton



May 15, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Spring 2020 (*course class grades as of 5/15/20 are RPs. Course must be completed before the rest of the Fall clinical courses can begin*)

HEA 552 Prosthetics Management of Lower Limb I

– CAAHEP requirements not met: C.9.3.v.1, C.8.0, C.4.0, C.4.18

Plan to host educational instruction for Summer and Fall semesters

Summer Classes

August 10, 2020: Invite the 27 students of the second-year cohort to continue online instruction and begin limited face-to-face instruction.

Each day, four faculty and staff, and 10 – 15 students will be allowed to enter the O&P facility at a time after the Safety Inspector take temperature, sanitizes hands and dons a mask. The students would be limited to 4 hours per day. The O&P Program will schedule two sections of time per day to allow the students to enter the facility. The two sections will allow 10 – 15 students in the morning hours and 10 – 15 in the afternoon hours with disinfection of the facility between sections. Students will be given and will be required to wear appropriate PPE, wash hands, and disinfect any materials brought into the facility. Students will be spaced apart in the classroom and laboratory settings following CDC guidelines for social distancing. The CSUDH O&P Education center is a 12,000 square-foot facility where acceptable social distance should be easy to enforce while being able to create the medical products required within their course curriculum and to meet CAAHEP accreditation standards. The facility entrance, pathways, and separate exit will be labeled to provide safe routes throughout the building that allow for social distancing. See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

C.4.0 Implementation of a Treatment Plan

The graduate must demonstrate the necessary clinical skills to provide comprehensive orthotic / prosthetic care enhancing the patient's quality of life, including the following:

C.4.1 Clinical Decisions and Interactions: Demonstrate procedures and processes to implement prosthetic/orthotic interventions by using appropriate techniques, tools, equipment, and safety considerations in clinical contexts.

C.4.1.1 Perform proper patient handling techniques and initial gait and mobility training.

- i. Patient transfers
- ii. Sit-to-stand, Stand-to-sit
- iii. Gait belt application and use
- iv. Bed mobility

C.4.1.2 Locate and indicate anatomical structures needed to capture proper alignment.

C.4.1.3 Capture two-dimensional anatomical structures needed to represent shape and alignment.

C.4.1.4 Capture three-dimensional anatomical shapes utilizing plaster of Paris and synthetic materials and computer-aided technology to create a positive model.

C.4.1.5 Modify/rectify three-dimensional models to achieve biomechanical principles and address the defined treatment goals.

...

C.4.1.8 Apply principles of biomechanics, anatomy, and physiology to evaluate the fit, alignment, and function of orthoses/prostheses making adjustments as necessary to optimize patient outcomes. The evaluation includes analysis of the following criteria:

- i. Anatomical congruency
- ii. Appropriate trim lines
- iii. Appropriate static and dynamic alignment
- iv. Suspension and control
- v. Volume management
- vi. Patient-specific activity/function to include corrective and/or accommodative objectives
- vii. Prescription criteria
- viii. Suitable patient preferences and limitations

Specific Clinical requirements that require in-person experiences

C.8.0 Experience in a Patient Care Setting

Practice expectations are a description of behaviors, skills, or knowledge that defines the expected performance of the Orthotist and Prosthetist upon entry into clinical practice. These include the graduate's ability to participate in and demonstrate entry-level competencies learned

in the didactic and clinical curriculum within the following domains. The curriculum plan includes clinical education experiences that provide exposure to:

C.8.1 A comprehensive evaluation of a patient, including functional baseline assessment, to understand the patient's orthotic/prosthetic needs, goals, and expectations.

C.8.2 Analysis and integration of information from a patient assessment to create a comprehensive orthotic / prosthetic treatment care plan to appropriately meet the needs, goals, and expectations of the patient.

C.8.3 Fabrication, fitting, and maintenance of orthoses/prostheses to provide comprehensive orthotic / prosthetic care.

C.8.4 Continued patient care through periodic evaluation to ensure, maintain, and document the optimal fit and function of the orthoses/prostheses.

C.8.5 Interprofessional communication among practitioners, patients, caregivers, and others encountered in the clinical environment.

C.8.6 Business management functions within the orthotic/prosthetic practice.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

C.9.3 Custom Fabricate and Fit: Each graduate of the program will demonstrate skill and experience in the evaluation, recommendation, implementation, material selection, application of biomechanical principles, fitting, adjustment, troubleshooting and evaluation of patient outcomes with the following custom-fabricated orthoses and prostheses:

v. LOWER LIMB PROSTHESES

1. Transtibial prostheses-minimum of 2 prostheses and must include:

a. Patellar tendon bearing socket

b. Total surface bearing socket

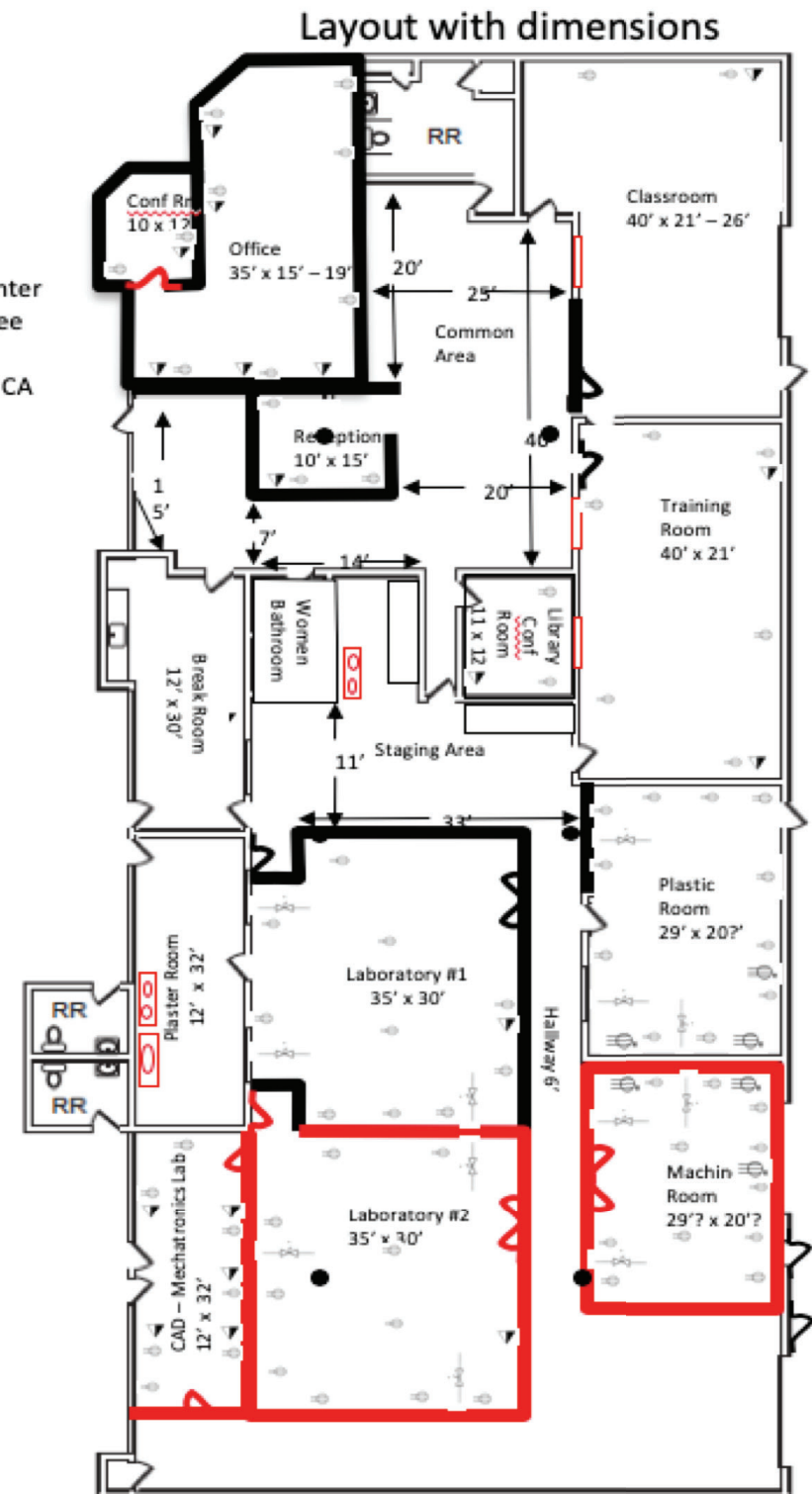
c. Capture a minimum of 3 three-dimensional anatomical shapes utilizing plaster of Paris and/or synthetic material.

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan
of action to maintain CDC
protocols for safe distancing
and decrease potential
spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

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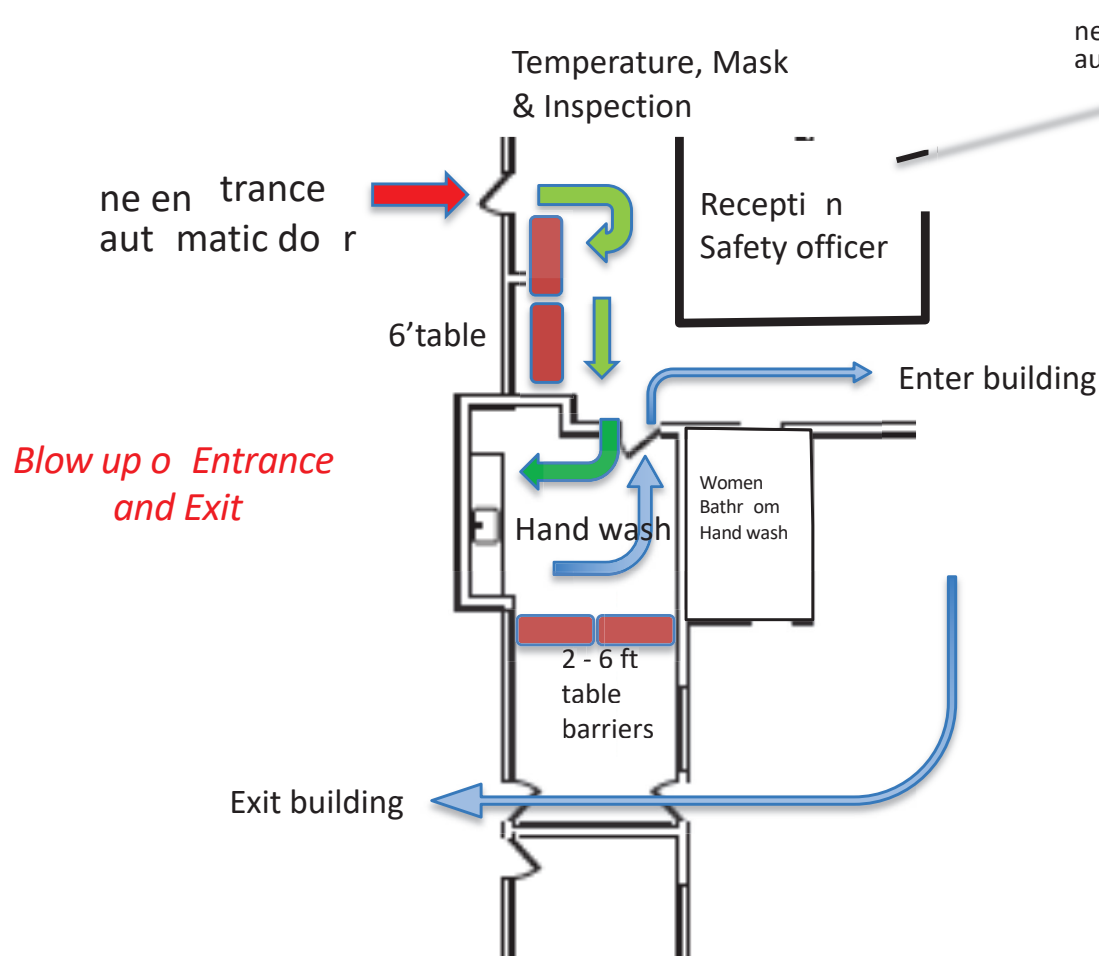
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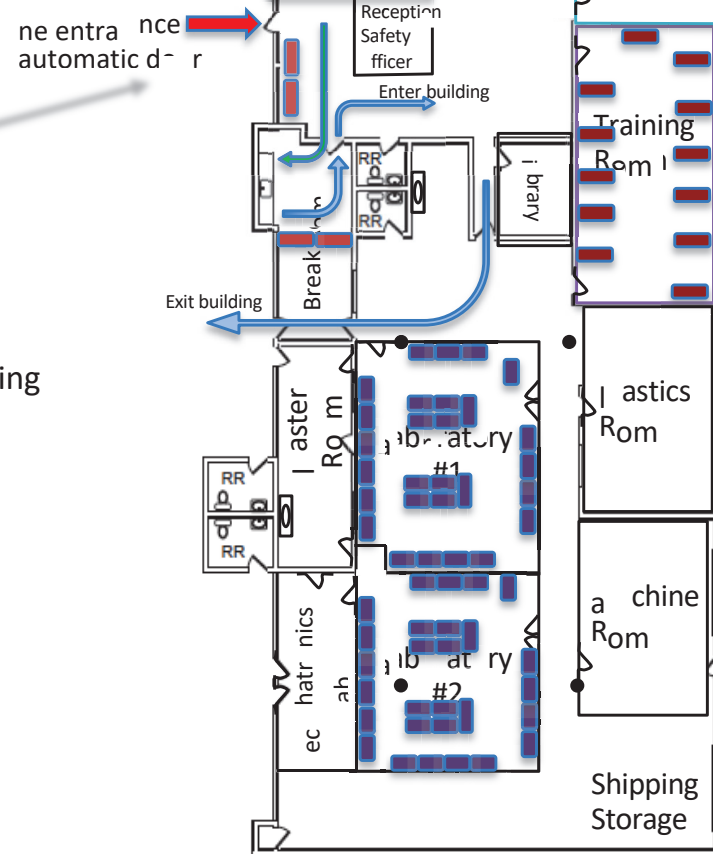
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Classroom is 40' x 21' wide
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4 across by 5 rows

Training room is 30' x 21' wide
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labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

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CONTACT INFORMATION:

Name: Mark Muller

Email: mmuller@csudh.edu

Department: Orthotics and Prosthetics

College: Health, Human Services and Nursing

COURSE INFORMATION:

Course Number (e.g., BIO 499): HEA 554 2208

Course Section(s): 71

Course Name: Prosthetics Management of Lower Limb li

Course size: 27

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that CANNOT be delivered virtually, and ONLY when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
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- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. **Please explain what student learning outcomes in your course CANNOT be met by virtual instruction.** *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.*

This course's outcomes are critical elements to meet our accreditation requirements. According to our accreditation standards, HEA 554 specifically meets the CAAHEP accreditation standard c.2, and C.9.3.v.2. This specific accreditation requirement directly focuses on the custom fabrication, fitting, and follow up for lower extremity prosthetics devices for above the knee amputations and experience in a patient care setting with implementation of treatment plans for lower limb prosthetics above the knee. These tasks can only be conducted in a clinical laboratory setting working with persons that have lower limb amputations and a laboratory fabrication setting to make these unique devices. These

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- How many students would be in each meeting,
 - How long each class session would be,
 - How many class session would occur on a weekly basis (face-to-face)?
 - What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

Any didactic lecture or activity will be offered in a virtual format, all quizzes and written assessments will be in a virtual format, only clinical and laboratory encounters will be held face to face.

- 27 students would be meeting in groups of 14 per group. Each group will be designated to a morning or afternoon session to maintain social distancing in the classroom of lab. The classroom and labs are large enough to maintain 20 students 6 ft apart. See diagram attached
- Each student would be limited to 4 hours per day in the facility then must leave the premises

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - Will you require additional technology staff or support?
 - Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

The CSUDH O&P education center has already obtained all necessary PPE and cleaning equipment. Currently we have over 2500 face masks and each student will make additional masks as a lab project, 100 face shields, laboratory overcoats and scrubs, over 4000 nitrile and vinyl gloves, disposable covering gowns, bleach, Lysol, germicides, disinfecting spray, disinfecting solutions, hand soap, mops, sponges, 100 large rolls of paper towels and digital thermometers. See attached for facility layout, dimensions and plan for entry and exit into the building. We will require the purchase on additions video cameras for online synchronous learning. All other tech and equipment

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.

a. Please acknowledge that you have read and understand the concerns above.

YES NO

b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

The CSUDH O&P Program is Allied Health program, cohort based, and sequenced. Courses are given in a sequential manner and must be completed prior to the next phase of classes beginning. All of our students 27 are under 50 years and understand the healthcare risks. All students that agree to participate will sign the release of risk form to attend classes at the O&P Education facility. If a student will not attend the face to face sections of the program offered this Fall they can make up those sections with the next class the following year or in the Spring semester. Since these clinical projects are accreditation requirements and can not be

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name: Mark Muller

Chair Signature: Mark Muller

Digitally signed by Mark Muller
Date: 2020.06.01 19:44:26
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Dean Name: Claudia Peyton

Dean Signature: 

June 1, 2020

CSUDH O&P Master Program Summer-Fall Instruction Plan of Action

The Orthotics and Prosthetics Department is requesting that they be able to begin an in-person laboratory and clinical experiences starting August 3, 2020. To comply with the Commission on Accreditation of Allied Health Education Program (CAAHEP) *Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics* certain sections of the curriculum must be conducted either in an O&P laboratory and as an in-person clinical experience (Appendix A). With the current CSUDH Alternative Instruction restrictions the O&P Program was not able to comply with the accreditation requirements for two courses during the Spring term of 2020 and it will fail to meet requirements for the Summer and Fall course listed below.

Link to CAAHEP Accreditation Standards

<https://www.caahep.org/CAAHEP/media/CAAHEPDocuments/OPStandardsGuidelines2017.pdf>

The program is requesting that we can begin having controlled labs and clinical experience with small numbers of students to be able to meet the Accreditation requirements. These accreditation requirements can be met by following CDC guidelines for healthcare workers, maintaining social distancing, and disinfection protocols. The plan of action and implantation follows.

Preamble: *The Masters of Science in Health Science, Orthotics and Prosthetics Option is conducted at the O&P Education Center in Los Alamitos, CA. This 12,000 Sq. Ft facility has two classrooms that can seat 40-60 students each, two student labs, two machining labs, a large faculty office space, an open space area, and a community break room with ample parking. Our Masters' students are in a healthcare profession and understand the magnitude of the current COVID-19 situation.*

CSUDH O&P Master of Science Program courses that have failed, or will fail to meet CAAHEP accreditation standards due Covid-19 alternative instruction.

Fall 2020

HEA 551 Prosthetic Management of the Upper Limb
– CAAHEP requirements not met: C. 2, C.9.3.v.2

Plan to host educational instruction for Summer and Fall semesters

Fall Classes

August 24, 2020: Begin Fall classes for both cohorts continuing with limited face-to-face and online formats. Keep a limit of students in the facility to 4 hours, continue limiting the number of people in the facility to under 30 at a time, continue PPE and disinfection processes, and maintaining social distancing. The O&P program would keep the student's scheduled to enter the

building in one of the three sections of Morning, Afternoon, or Evening hours. The Fall courses will start with more distance learning instructional format with no non-university individual entering the facility until tentatively in mid-October, or when it is safe for the community and our professional patient models to be in closer contact with our medical professional students. Instructional methods would include limited face-to-face instruction for the small number of students that would be seated in the classroom or lab, with a live video streaming to students who would not be in the classroom or lab. Scheduling of students entering and leaving the building, disinfection, PPE use, and social distancing would be strictly enforced. Our faculty and student body are small, so the logistics of security and precautions will be easy to maintain and enforced. See attached.

Appendix A:

The relevant sections of the Commission on Accreditation of Allied Health Education Program (CAAHEP) Standards and Guidelines for the Accreditation of Education Programs in Orthotics and Prosthetics, 2017 version that pertains to the need for in-person labs and clinical experiences. <https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/OPStandardsGuidelines2017.pdf>

III. Resources, C. Curriculum (pg. 15)

The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of a classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi that include a course description, course objectives, methods of evaluation, topic outline, and competencies required for graduation.

The program must demonstrate that the curriculum meets or exceeds the content of the latest edition of the *Core Curriculum for Orthotists and Prosthetists*. (Appendix B)

To accomplish the requisite integration of knowledge, theory, and application of the clinical and technical aspects of the disciplines, a variety of instructional methods should be employed, including instructor presentations and demonstrations, interactive experiences, internet-based assignments, self-directed activities, structured laboratory experiences and supervised clinical experiences.

Specific needs for in-person lab and clinical experiences

C.2.0 Patient Assessment (pg. 25)

The graduate must demonstrate the ability to complete the following essential elements of the patient evaluation process competently:

C.2.1 Effectively communicate with the patient or caregiver to gather cogent and useful information for orthotic and/or prosthetic assessments.

C.2.2 Identify concerns (e.g., ADL, gait training) necessitating referral to other health care providers and determine methods and criteria for referral.

C.2.3 Document services using established record-keeping techniques to record patient assessment and treatment plans, to communicate fabrication requirements and to meet standards for reimbursement and requirements of external agencies.

C.2.4 Perform a comprehensive assessment of the patient using standardized methods to obtain an understanding of the individual's potential orthotic/prosthetic needs. Students must demonstrate the ability to acquire the following through interview, review of clinical documentation, physical exam, and administration of performance measures.

Creation of Specific O&P Devices to meet accreditation guidelines for CSUDH O&P Summer and Fall courses

C.9.0 Orthotic / Prosthetic Clinical Practices (pg. 32)

The required content and interventions below integrate many of the competencies described in Section C.2 – C.4. and they must be included in the O&P curriculum. They reflect the demands of the patient population and the profession. At a minimum, each graduate must demonstrate competence in the following essential orthotic/prosthetic clinical practices.

Specific O&P Devices that must be custom made for an individual for Summer and Fall course for the CSUDH O&P Program

C.9.3 Custom Fabricate and Fit: Each graduate of the program will demonstrate skill and experience in the evaluation, recommendation, implementation, material selection, application of biomechanical principles, fitting, adjustment, troubleshooting and evaluation of patient outcomes with the following custom-fabricated orthoses and prostheses:

v. LOWER LIMB PROSTHESES

1. Transtibial prostheses-minimum of 2 prostheses and must include:
 - a. Patellar tendon bearing socket
 - b. Total surface bearing socket
 - c. Capture a minimum of 3 three-dimensional anatomical shapes utilizing plaster of Paris and/or synthetic material.

2. Transfemoral prosthesis-minimum completion of 2 prostheses and must include:
 - a. Ischial containment socket
 - b. Dynamic alignment with one non-fluid knee and one fluid-controlled knee

CSUDH O&P EDUCATION CENTER COVID – 19 PROTOCOL JUNE 2020

Facility dimensions and plan of action to maintain CDC protocols for safe distancing and decrease potential spread of pathogen

CSUDH
O&P
Education Center
10641 Calle Lee
Suite 185
Los Alamitos, CA
90720

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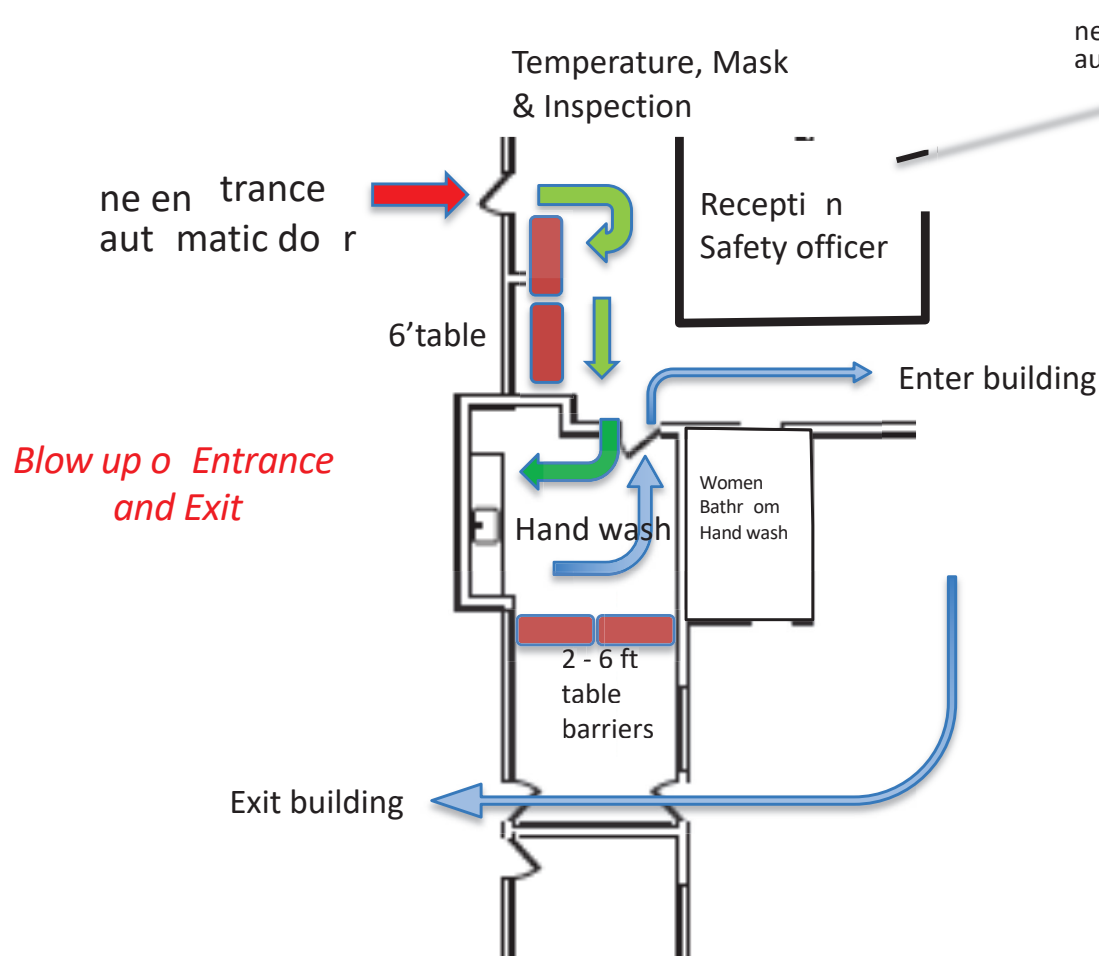
CSUDH O&P Education Center Covid protocols

Room dimension to maintain social distancing on previous page

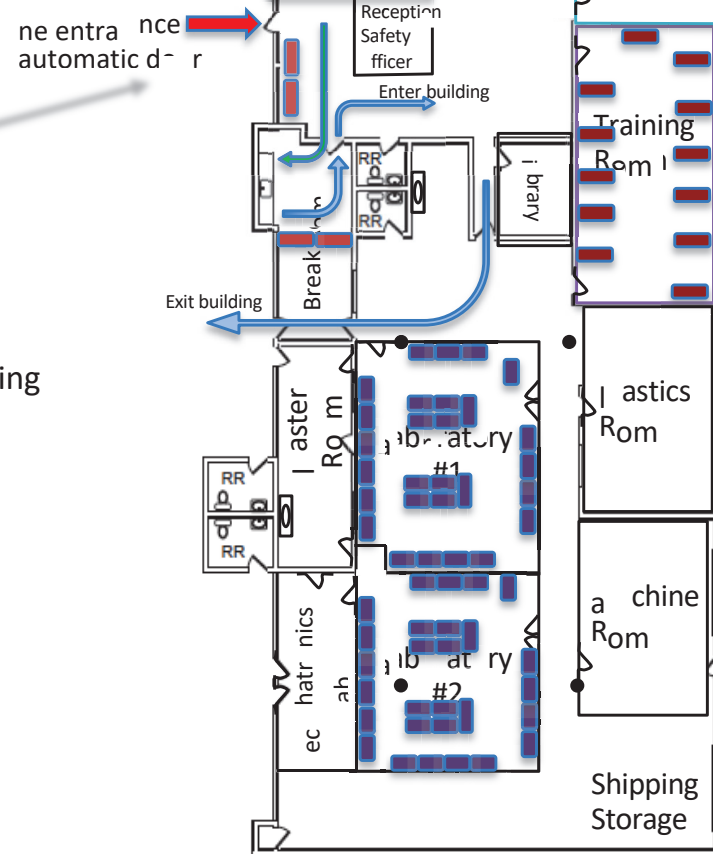
Faculty & Students have one entrance where Safety officer will:

- Assess Temperature with digital thermometer
- Instructs donning of facemask
- Inspects items entering building
- Enforces hands sanitized and washed before entering.

Then person can only enter facility through hallway next to reception.



Blow up of Entrance and Exit



Classroom is 40' x 21' wide
Can fit 20 students
6 feet apart
4 across by 5 rows

Training room is 30' x 21' wide
Can fit 20 students
6 feet apart
with 12 lab station with 6' exam tables

labs have 27, 4' benches in each lab.
Student will occupy every other bench to keep 6 feet apart



COLLEGE OF ARTS & HUMANITIES

OFFICE OF THE DEAN

LIB N-5090


PHONE: (310) 243-3389

MEMORANDUM

DATE: June 5, 2020

TO: Ken O'Donnell
Vice Provost

CC: Michael E. Spagna, Ph.D.
Provost and Vice President for Academic Affairs

FROM: Mitch Avila, Ph.D. 
Dean, College of Arts & Humanities

SUBJECT: Requests for Exceptions to Virtual Instruction for Fall 2020

The College of Arts and Humanities is requesting to conduct in-person instruction for classes in Music, Art & Design, Theatre, Dance, and Digital Media Arts. I have reviewed the attached list and have worked individually with the chairs to develop plans that reduce the number of students per meeting while reducing the total number of meetings. *Importantly, none of the proposed in-person classes will be taught as originally scheduled—each department has significantly reduced the in-person components of their courses.* Further, while the total number of sections (72) might appear large, many of these are cross-listed (34). The maximum number of students proposed per class is 9, with the majority of meeting sessions at five or fewer students. In addition, several departments are asking permission to move their courses outdoors. I estimate the maximum number of students present on campus to be only 175 per week, with fewer than 20 present at any given time.

Below I summarize the requests and indicate any unresolved issues. All of the associated documents can be found in this Dropbox folder:

https://www.dropbox.com/sh/pn8uvjz6j38mmfx/AABRySkpA9TI5A_VLUnQK-Iaa?dl=0

The Excel file “A&H Exception Requests Tracking June 5” summarizes the requests and tracks which courses would require changes to the published course schedule.

MUSIC

The Music Department is requesting exceptions for its ensemble courses, x70–x78. These classes are cross-listed at the 100, 200, 300, and 400 level. Each course will typically consist of students divided into groups of 4-5 students who will meet once every two weeks. The two rooms, LCH A103 and LCH 204, are both larger classrooms that ordinarily would have accommodated 150 and 75 persons respectively. The department is also requesting to hold four sections outdoors in the LCH Quad. The Music program

has also suggested buying plexiglass acoustic shields, in particular those typically used to isolate drum sets. See this [example](#). Whether or not this is advisable or required can be determined by others.

The primary unresolved issue for Music is student access to practice rooms. It is, unfortunately, not possible for all students to practice at home. Not only is access to instruments important (Steinway pianos and marimbas, for example), but the volume of some instruments (brass and drums) prohibits practicing at home for the majority of students.

ART & DESIGN

Art is requesting exceptions for two courses, an introduction to ceramic and an introduction to 3D design. Each class would be divided into groups of 5 students who would attend in two hour blocks once every two weeks. The rooms are large and specialized for these courses.

The Department is also requesting that their Instructional Tech staff, Greg Mocilnikar, be allowed to support these classes and return to work in the LCH building at least half-time, but preferably at his normal .80 assignment. I concur with this recommendation and believe his presence in the building as instructional support not only serves the purposes of the program, but can serve as a level of monitoring the building.

COMMUNICATIONS

Communications is requesting permission to conduct in-person instruction for its Digital Media Production courses in order to provide hands-on instruction for using cameras, microphones, and lighting. Approximately 140 students may enroll in these courses. The department anticipates three sessions per day, four days per week, with 5-6 students at a time. Over the course of two weeks, all 140 students could attend a session. In addition, they are requesting to hold five workshops over the course the semester, again using a staggered schedule. In sum, each student would be required to come to campus 12 times.

The primary unresolved issue involves the quantity of equipment that would be made available to students. Normally, this equipment is checked out and returned frequently, but this seems impractical and the department will require additional equipment that can be checked out for longer periods.

DANCE

Dance courses typically enroll 15 or less students. The department has developed a schedule that allows for cleaning and reduces the maximum number of students to 8 or less. The COVID19 Room cap for the Dance Studio is 22, but does not necessarily take into account the nature of the activity. For several courses they are willing to do the instruction outdoors (Hip Hop, for example), but would prefer to use GYM A104 if available. I note that the department is concerned that students may be injured if expected to practice and perform at home given the need for specialized flooring systems. I concur. I note as well that Department has decided to forego the use of an accompanist.

There are two unresolved issues. First, ordinarily the dance department has access to the locker rooms and restrooms in the Gym. A decision will need to be made regarding whether this access can continue. Second, GYM A104 is shared with the Kinesiology program and the cleaning schedule may need to be coordinated with other users.

THEATRE

Theatre has adopted a model of reducing the total number of class per semester, ranging from 9 to 13 sessions. Group size is typically 3-6 students at a time. The exception is THE 440, the course associated with a planned production of *Confessions of Women from East LA*, which has a wide variety of meetings. The plan for this course, including a live stream of the production from the University Theatre, is included in the Dropbox folder.

The primary unresolved issue is the return of the Theatre Technical Support staff. Ideally, five staff should return to the University Theatre building. Four of these should work 32 hours per week, while the fifth would have a more limited schedule. Again, I support this recommendation and believe it provides wide benefits insofar as the delayed maintenance to the Theatre Building is a significant concern.

DIGITAL MEDIA ARTS

The DMA program is requesting exceptions in two areas. The first is the “board test” course, which requires students to practice on a sound board and take a 90-minute exam using the sound board. This cannot be replicated outside of the studio (LCH A201). The department has developed a plan that allows one student at a time to have access to the space. They are also requesting to have limited instruction in the television studio (LIB B118) on an irregular basis for individual students.

The primary unresolved issue, again, relates to the programs two technical staff. They are requesting that one supervise the recording studio, while the other supervise the television studio and distribute equipment to students.



REQUEST FOR EXCEPTION TO VIRTUAL TEACHING – FALL 2020

Please read the "[CSU Policy, Procedure, and Considerations for 2020-21 Academic Year Planning in the Context of COVID-19](#)" before completing this form. It is especially important that this request address the concerns stated in Appendix B and C (pages 8-12).

CONTACT INFORMATION:

Name:

Email:

Department:

College:

COURSE INFORMATION:

Course Number (e.g., BIO 499):

Course Section(s):

Course Name:

Course size:

IN-PERSON OR HYBRID MODALITY REQUEST

Per the [CSU Chancellor's statement on Fall 2020 University Operations](#), our courses will be offered virtually in the fall 2020. His statement offers **limited** exceptions for in-person or hybrid teaching, namely for learning and research activities that **CANNOT** be delivered virtually, and **ONLY** when rigorous safety standards are in place and our campus has the necessary resources.

1. Here is a list of exceptions, please indicate which of the following applies to your course.

- Clinical courses (e.g., nursing);
- Physical and life science laboratory courses;
- Ceramics courses (or other studio art courses requiring access to special campus facilities)
- Other: Please describe:

2. Please explain what student learning outcomes in your course CANNOT be met by virtual instruction. *Please note that your statement here is critical, as very few exceptions are likely to be approved by the Chancellor's office or their designee, so please thoroughly explain which*

course objectives cannot be met virtually and why. In your response, please consider that this request will likely be reviewed by those outside your discipline.

3. **Explain any modifications you intend to make to the instructional model or scheduling of the face-to-face meetings of your course to ensure the safety of your students (and the staff that will be required to support them on campus).** For instance, one instructional model would involve splitting the class into small sections of students who would come to class on alternating days, while maintaining social distancing. Lectures could be provided online, while wet labs were done face-to-face. In your response please include:
- a. How many students would be in each meeting,
 - b. How long each class session would be,
 - c. How many class session would occur on a weekly basis (face-to-face)?
 - d. What room or facility do you need access to (e.g., chemistry lab, etc.)? Please give a specific room number if possible.

4. **What additional resources would you need the university to provide in order to ensure your safety and the safety of your students and support staff?**
- a. What personal protective equipment would you require (e.g., barriers, no contact thermometer, face shields, etc) and what staff support would be needed (e.g., cleaning after every class session).
 - b. Will you require additional technology staff or support?
 - c. Will additional instructor time (in terms of assigned WTUs) be required, in the case of smaller section sizes?

5. **If you offer this class face-to-face you MUST be able to accommodate students that cannot come to class** (e.g. they are ill, over 65, are in a high-risk group, are learning from a distance, are disabled, etc.). Students may feel pressured to come to class. Every effort should be made to encourage at risk students to stay home if they are at risk or might put others at risk.
- a. Please acknowledge that you have read and understand the concerns above.
YES NO
 - b. What is your plan for students who cannot come to class due to illness, being an international student living in a different time zone, etc.)

Processing: All requests must be approved by your department chair, your college Dean, the Provost, the University President, and the CSU Chancellor.

Please complete this form and obtain approvals from your chair and dean by June 5th, 2020.

Chair Name:

Chair Signature: _____

Dean Name:

Dean Signature: _____


FALL RECOVERY PLANNING COMMITTEE TIMELINE MAY 2020

MAY 4 Committee convened	MAY 7 First committee meeting	MAY 11 Added member from EOC	MAY 12 Memo from Office of the Chancellor	MAY 19 Faculty survey distributed	MAY 20 Co-Chairs and Recovery Committee participated in President's Town Hall Committee's email activated	MAY 21 Senate Executive Committee Members
MAY 22 Vice Provost Ken O'Donnell	MAY 25 Memo from Office of the Chancellor	MAY 26 CFA Representatives	MAY 27 Provost Spagna	MAY 28 Email from VP Franklin to students	MAY 29 CSUEU Course exception form went to Deans	

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

CSUDH

FALL RECOVERY PLANNING COMMITTEE TIMELINE JUNE 2020

JUNE 1 Vice Provost Ken O'Donnell	JUNE 2 Adam Kasarda SdRC IT technology survey to faculty through colleges	JUNE 3 Update and Recommendations to President Parham and Cabinet	JUNE 4 Staff survey launched	JUNE 5 Request for exception to providing non-instructional services virtually form was forwarded for the committee to review from Chief of Staff	JUNE 8 Provost Spagna Reviewed draft report to CO	JUNE 9 Preview faculty survey results
JUNE 10 Senate Executive Committee	JUNE 11 ASI Representatives Review Research Recovery Plan from the Dean of Graduate Studies and Research Student Survey Launched	JUNE 12 APC Steward, Daryl Evans Staff Survey Closed				

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