From maintaining a positive mindset to knowing how to communicate without face-to-face contact, Ferris online course survival experts share go-to-advice for making the best of any bad situation in a pandemic.

Thankfully, you don't have to wait for another emergency pivot to remote teaching to learn what to do to be prepared for any future online survival situation. To help you become confident going into unknown future teaching settings, we gathered advice and tips from several of the most respected online survival authorities and compiled a list of the top 10 survival skills. The truth is that people land in online survival situations all the time, and those who are prepared with the right tools, knowledge, and mental attitude fare the best. Some of these tips will help you avoid online survival situations altogether, while others can help you make an unexpected pivot to fully online in which you thrive, rather than just survive. The next slide lists the survival skills, what ifs, and how tos with direct links to make it simple to find what you need. Use the “home” button on each slide in the top, right corner to get back to the index.

Don’t forget to check with your individual college and department as well for additional instructions specific to your area, in addition to monitoring campus-wide Coronavirus information found at [this link](#).
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Ground Zero:
Know How Covid Changes Affect Your Students

We have many students who are in the middle of their degree/certificate where COVID changes may make success challenging to say the least. It’s not the same situation as if all students signed up for online courses and some were simply unrealistic about their ability to succeed—just as for many faculty, teaching in this new fluid environment is not what they expected or wanted. It’s what they have and are committed to finishing the certificate or degree; they can’t afford to lose their existing investment of time, effort and money to wait it out. There are a different set of expectations from students who specifically sign up through the statewide/online programs.

Information and suggestions for your courses to address these Covid changes will be added by August 20, including areas such as:

- Internet and device access
- Childcare, K12 school issues, eldercare, and family life implications
- Employment/financial changes, the new levels of anxiety and stress

Reminder--You always have the option to switch to remote delivery of instruction at Ferris! Just notify your dept. head, chair, or director of the change-- and your students, of course!
#1 Learn the Three Online Basics

In March, 2020, Rhonda Kessling (KCAD) and Kelley Senkowski (eLearning) created and delivered this presentation to numerous faculty following the emergency shift to remote learning. If you haven’t already viewed the 3 Online Basics and are new to online, right click on the link below to open & view in a new window before continuing. Otherwise, skip to #2!

3 Online Basics

THE 3 BASICS:
1. Zoom virtual classroom
2. Canvas assignments
3. Canvas pages

BUT WHY?
• All FSU Students have access to their class Canvas sites
• Some Students are already familiar with Canvas
• Canvas is “one stop shopping” – they can access all classes and functions without leaving Canvas—even Zoom!
• Consistency and routine will reduce Students’ confusion and anxiety.
#2 Create a Course Communication Plan

“Is there anybody out there?”
“Houston, we’ve got a problem…”

Regardless of course delivery method, communicating information and your instructor presence is critical to successful teaching and learning. Early and frequent communication can ease student anxiety, and save you dealing with individual questions.

**Do:** Use Canvas Announcements to welcome students to your class prior to course start. Sending weekly announcements to communicate course updates is more user-friendly to your students than email, too!

Learn more on this [Keep Teaching page](#)

**Humor:** Snoop Dogg tells students to [read the syllabus](#)

**Pro Tip:** Create a short welcome video for your students demonstrating how to find things and sharing your expectations. Then, you can embed this into a page for the syllabus, giving written, visual and audio instructions for different types of learners. (Thanks, Susan Bonner!)
#3 Share Your Expectations with Clear Criteria

Assignments and Discussions should spell out all the details for students. All items related to the assignment must reinforce the guidelines. For instance the following guidelines are included in every discussion board. The assignment is explained in great detail to there is no misunderstanding.

**Sample Discussion Details** - Your initial post and subsequent replies must be based on what you read in the chapter and on your critical analysis. Your initial post must be 200 words or longer in length. It must be grammatically correct and you must use proper APA referencing in your post. The reference must be a direct quote and come from the textbook only. Your original post must be posted in the assigned week by Wednesday at 11:59 p.m. EST. You must submit at least two follow-up replies in the same week by Saturday at 11:59 p.m. EST. Your follow-up replies must be 100 words in length (each) and must be grammatically correct. You do not have to reference the text in your replies. However, your answer must involve critical analysis of the subject being discussed. You must be respectful of others comments. Each DB post must be at least eight hours apart and do not reply late on the due date.

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**Discussion Board Rubric Canvas CRIM 305 (1)**

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<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>This criterion is linked to a Learning Outcome Relevance and critical analysis. Click for more options.</td>
<td>5.0 to &gt;3.0 pts High Posts are related to topic. Brings readings into discussion. Posts examine topic critically.</td>
<td>5.0 pts</td>
</tr>
<tr>
<td>3.0 to &gt;2.0 pts Mild Alludes to text but posts are mostly opinion or personal experience. Some analysis of topic.</td>
<td>2.0 to &gt;0 pts Low Posts topics which do not relate to discussion. Posts “opinion” only posts. Little or no analysis of topic. Alludes to text but posts are mostly opinion or personal experience.</td>
<td>2.0 pts</td>
</tr>
</tbody>
</table>

**Pro Tip:** The discussion board rubric for the same discussion board reflects the assignment details. There is little ambiguity in the instructions and students know what the standards are. Click image above to see full rubric. *(Thanks, Steve Hundersmarck!)*

**View & Do:** [Canvas Guide on Creating Discussions](#)
#4 Create Content for Hy-Flex/Hybrid/Online Delivery

Creating PowerPoint presentations for face-to-face lectures has been a staple in higher ed (and K12) education. By adding a few more steps as shown in Aaron Madziur’s video, it’s easy to record a narrated lecture and host it in YouTube for sharing within your Canvas course.

**Pro Tip:** Using this strategy to create content is especially nice with YouTube closed captioning on videos that can be embedded to make sure all learners can access your material! (Thanks, Aaron Madziur!)

**Bonus!** YouTube is the easiest way to reuse your videos in future Canvas courses! Canvas guide to [embedding a YouTube video in a page](https://example.com).

How to Use *Video Captioning (Required by the ADA)* in YouTube (Thanks, Susan Bonner!)

- If Uploaded to YouTube and turn on captions
- Download and store captioned YouTube file on Google Drive (720p unless using Google Takeout).
- Video tutorial for using YouTube captioning and downloading
#5 Interact with Your Students in Canvas

Create a safe area within your Canvas course, other than email, to interact with your students. An area where no question or concern is judged, and everyone can participate is a positive addition to any course modality!

For example, create a “Mud Puddle” as a chat or discussion within Canvas. If something seems unclear AKA muddy, you and the students can interact in the “Mud Puddle”. This works great for assisting your students in a safe area within the course.

View and Do: Here is a YouTube video on ways to interact with your students using tools within Canvas:

Pro Tip: When I add the “Mud Puddle” to my courses, students add their own pictures of animals playing in the mud. It becomes a fun area of interaction even if they have no questions to ask. (Thanks, Sheila MacEachron!)

Bonus! If you require students to post in your first week of class, you can verify student participation for Federal Financial Aid!
#6 Give Timely Feedback

For students working remotely, feedback is essential to staying engaged and on track. If your class is one with larger and/or complex projects, consider using a strategy of this strategy recommended by Luke Hedman (video explanation coming soon). Luke uses MyOpenMath’s online assessment tools for subjects where the students need to be able to figure out complex problems. By giving the students unlimited attempts at the problems, students are engaged and MUCH more willing to try to figure things out because they know they are not going to lose points if their first try isn’t perfect. “Anything I can do to take pressure off of students right now while maintaining academic rigor is a win for me!”

**View & Do:** Learn about the [quiz types you can add to your course](#), and explore the [different options for your quiz with this Canvas Guide](#). You can use automated feedback and “quick quizzes” to let students (and you!) know they are on the right track, not lost in cyberspace.

**Pro Tip:** For courses not making use of quizzes, consider sharing a feedback and grading policy with students. Letting them know you intend to grade assignments within five working days, for example, puts you on the hook for providing timely feedback. (Thanks, Luke Hedman and Dan Campbell!)
#7: Greet People in the “New Norm”

There are several rather fun ways to greet each other without hugs or handshakes. These include elbow bumps, bows, foot bumps, nods, or waves. Sharing hand sanitizer with a smile could even be a greeting! For more, check out the quick video → then make up your own greeting!

Pro tip: Build in extra time on the first class for virtual and f2f people to greet each other--share your screen initially with an agenda so participants know what to expect. (Thanks, Susan Jones!)
Community Building Discussions in Canvas is one easy to implement strategy, with the topic changing every two weeks. The first week is for the initial posts and the second week is for students to comment on others’ responses. I try and mix them up so they don’t always feel the same. They are meant to get the gears turning, let students interact with each other, and share useful/interesting links. Examples include:

- Discover a new tool in (Software) and share it with the class. In what situations would it be useful?
- Find and share a video or image-based tutorial on social media you found useful (YouTube, Pinterest, etc...)
- What are some alternatives to (Software)? How do they compare in price and performance?

**Pro Tip:** Career Oriented Discussions such as, “What is your gameplan after graduation if you can’t find a job/internship after x time...? These help identify questions they have and allows me to share that there is not always a “right” answer. (Thanks, Brian!)

Use these Canvas Guides (external link) to set up discussions.
#9 Use Zoom with Skill

Since the initial March shift to emergency remote learning, Zoom has become the new standard for hosting virtual classrooms. The basic features are easy to use. When using it to replace your physical classroom and office there are some additional skills worthy of learning to create quality student experiences.

Explore resources below, watch this Ferris August 5, 2020 recorded training, and reach out to elearning@ferris.edu with any questions!

- Zoom Tips and Tricks for Educators
- University of Minnesota on Zoom Best Practices
- Carnegie Mellon University on Zoom Pedagogy
- Edutopia on using hand signals for equitable discussions
- Using PowerPoint to Make Virtual Backgrounds
- How to make your Zoom look more professorial

Suggested Syllabus Statement: As Zoom (or your platform of choice) is being utilized as a "classroom" setting, all existing FSU codes of conduct apply to all content/communication: video, audio, and text. While it is the intent of this instructor to keep the classroom a private space, during online / hybrid / hyflex sessions it is possible individuals outside the course will be exposed to course material (i.e., images, conversations, and material typically reserved in classroom space). Please be aware faculty will receive a transcript of all Zoom chats, including private chats between two classmates. (Thanks Laurie Nelson, Andrew Peterson, and Jennifer Johnson!)
#10 Teach for ALL Students

In any given class, students may:

Have a documented disability, **and/or** struggle with a mental health challenge, **and/or** experiencing additional stress due to Covid’s effects on their education, family, friends, and job, **and/or** they may be a first generation student, **and/or** a victim of racism, **and/or, and/or...**

Use the resources shared here to support all of your students in having a successful semester!
How Do I... Re-Open a Laboratory with Covid Restrictions?

Before restarting any laboratory (including research) make sure the College/Department Reopening Plan for Laboratories has been approved by the Provost.

- Prior to reopening research laboratories, the PI shall meet with their department chair and dean for their college to develop the lab re-entry plans (MIOSHA, Environment, Great Lake and Energy (EGLE) regulatory compliance, and if applicable IRB and IACUC review).
- Lab re-entry plans include:
  - Conduct a pre-startup walk through, review equipment, storage, supplies, utilities.
  - Modify as needed any written procedures, SOPs, protocols to address State of Michigan COVID-19 Executive Orders relating to research laboratory training, recordkeeping, two times a day cleaning, and emergency shutdown.
  - Conduct hazard assessment and identify the number of individuals who may be working in the research laboratory based on the processes performed in the laboratory and social distancing requirements.
  - Review each planned research activity. Determine what would happen if you or anyone involved in the research could not perform their duties, or if the research would be temporarily inaccessible because of a COVID-19 outbreak?
  - Follow the appropriate protocols for your facial covering requirements.
  - Obtain the necessary supplies to support the research. NO research may begin if the laboratory PPE is not available.

Contact [Anne Hawkins@ferris.edu](mailto:Anne.Hawkins@ferris.edu) with any additional questions!
What if...I Teach Hands-On Labs, i.e., Biology, Chemistry, etc...?

Before conducting a laboratory make sure the College/Department Reopening Plan(s) have been approved by the Provost. For those teaching in a hands-on lab setting, staying aware of the new norm during this time includes many new procedures to address COVID-19 Executive Orders.

- Conduct Risk Assessment to identify the high-risk operations of the laboratory processes where risk of transmission be significant.
- Conduct for yourself a quick walk around of the laboratories you will be using—do not assume that things will operate the same way before shutdown.
- Establish Cleaning procedures including routine cleaning as well as for times if there is additional deep cleaning needed.
- If the laboratory has two doors establish one way traffic.
- Arranging the people and equipment in your space to address social distancing.
- Reduce movement in the laboratories, place supplies at workstations when possible.
- Providing for a situation in which someone using the lab becomes ill while in the laboratory.
- Have a plan in place in the case of an emergency shut down of the laboratory.

Contact Anne Hawkins, Academic Affairs Director of Laboratory Safety with questions.
Illustrations of Hands-On Lab Class

Pro tips:
Wearing a face covering does not replace the need for social distancing. If You are considering wearing a respirator N95 or greater contact Academic Affairs Director of Laboratory Safety. Regulatory Compliance with MIOSHA is required when Respirators are used.

Do not use the following hand sanitizers

KN95 are not permitted in Academic Affairs

There are Counterfeit N95 Respirators
https://www.cdc.gov/niosh/npptl/usernotices/counterfeitResp.html

Figure 2. Examples of marking out work areas and workflow (adapted from Harvard Return Plan).

See also Classroom and Lab Capacities Section in Ferris Reentry Information
Laboratory Face Covering and Handwashing

Pro tips:
Determine if **Cloth Face Covering** is appropriate for the laboratory procedures that will be performed.
- Will the cloth face covering present or exacerbate a hazard. 100% cotton is recommended over synthetics 
- Cloth face coverings may become contaminated in the presence of chemicals, fumes, or biological material,
- Depending on the amount of time the cloth face covering is worn it might become damp from breathing or 
- Collect infectious material from the laboratory environment
- Wear **disposal one time use** face coverings inside laboratories
- Requiring disposal immediately following laboratory session and
- Replace with cloth face covering not used in laboratory
- Chemical or Biological spill on mask remove and dispose of
- Some individuals may not be able to wear a cloth face covering seek guidance from your College Dean

Resources on How to Wear Masks, Effectiveness and Washing


https://wwwnc.cdc.gov/eid/article/26/10/20-0948_article


**Wash hands** with soap and water for 20 seconds right after entering the laboratory, immediately after taking off gloves, and just before exiting the laboratory, as well as throughout the day, particularly prior to and after meals. Signage could be posted at the laboratory door, reminding personnel to regularly wash their hands.
Face Coverings: Know the Differences

Why is it important to wear a facial covering?

● What do you think your risk is for different activities?
  ○ Transmission is more likely with closer contact, i.e. within 6 feet for 15 minutes or more
● What is the Bulldog Bond? Read the Bulldog "Ferris Forward Together Bond" and share with others
● How Do You Hydrate with a Facial Covering? Hint--it’s NOT by taking off your facial covering!
● See also https://www.ferris.edu/coronavirus
● You may be interested in Duke University’s research on wearing facial coverings
● Find out the difference between face coverings, masks and respirators

Pro tips--Not All Face Coverings Are The Same Or For The Same Uses:

● Face Shields manufactured in Ferris Plastic laboratories are not approved for use with chemicals nor are they approved to withstand impact and shall not be used in any setting that involves chemicals or where there is a potential for flying objects
● KN95 are not permitted in Academic Affairs
● There are Counterfeit N95 Respirators https://www.cdc.gov/niosh/npptl/usernotices/counterfeitResp.html
What if...I Teach in Engineering, Construction & Automotive/ Heavy Equipment Lab Settings?

Resources for Construction Laboratories from the American Industrial Hygiene Association


Resources for School Build and Engineering Controls

Resources for Welding Educators

[https://www.careersinwelding.com/educators/](https://www.careersinwelding.com/educators/)

Resources for HVAC Educators

[https://www.ashrae.org/technical-resources/resources](https://www.ashrae.org/technical-resources/resources)

For Additional Resources or Questions [Anne Hawkins](mailto:anne.hawkins@aiha.org), Academic Affairs Director of Laboratory Safety
What if...I (or one of my students) has to isolate or quarantine?

- FAQ Update from Reentry 27Jul2020: [https://docs.google.com/document/d/1Y34k_Valyo5fP8m8wyPjYMf4QDGCUWN-7lwAJo9bEql/edit?usp=sharing](https://docs.google.com/document/d/1Y34k_Valyo5fP8m8wyPjYMf4QDGCUWN-7lwAJo9bEql/edit?usp=sharing)

- Is your course schedule adjustable so if a student does have to miss two weeks, what then? How will they be able to “catch up?”

- If a student has COVID, have you planned for how they will be able to catch up and complete after? What is your ability to flex the content? There is no one right answer—depends on your content. Thinking through and deciding how you will handle it objectively will make a difficult situation at least manageable. For example, I used to teach a class that met four times a semester. I created a generic alternative assignment that addressed the similar content differently while allowing students to be a contributing class member even if they missed that month's meeting.

- What is your plan if you need to quarantine or isolate? Do you have a back up for any face-to-face plans? The eLearning team can help, and we have things like robots, but there still needs to be a “point person” in the class for your f2f—or a way to make sure your class knows f2f is cancelled. (Canvas shell items shared above take care of this)

- What if you get sick? Do you have “substitute plans” so your students can keep working? Do you have a peer you can invite into your Canvas shell ahead of time to have your back just in case? (NOTE to Re-entry committee, is there an official phone tree type of thing for this, btw?)

- NOTE: If your course materials (syllabus, course schedule, assignment descriptions, etc...) are in Canvas the eLearning team can access and troubleshoot if needed. If you rely on sending emails as a teaching mechanism, eLearning team is unable to assist much.
What if...I need help with teaching-related items such as...

- **Technology, such as a webcam or microphone.** Please contact the eLearning Team at elearning@ferris.edu and/or 231-591-2802.

- **Canvas Tech Support**
  - Virtual Office Hours:
  - Canvas resources and tutorials: https://learnit.hoonuit.com/5603/learnit?from_auth=1 is the set of instructor how-to videos. Also click the ? (help) button while logged into Canvas for additional options.

- **Support for teaching using the HyFlex model**—the eLearning team has a variety of options for support available, including help with set up and moderating the online portions of your class while you are teaching face-to-face. Resources are being allocated as requests come in. Contact the eLearning Team at elearning@ferris.edu and/or 231-591-2802.

- **Ideas for activities or authentic assessments**—the eLearning Design team is available for consultation to help you design activities for any modality or level of online learning. Contact Tracy Russo, Kelley Senkowski, or Rhonda Kessling; all three have experience supporting faculty in all modalities. Contact FCTL@ferris.edu for face-to-face support.
What if... Students Don’t Follow Guidelines?

Suggested steps for students not in compliance

- **Ask:** Politely ask the student to correct the behavior (E.G. “Please put your face covering on properly”).
- **Tell & Follow-Up:** Firmly tell the student to correct the behavior (E.G. “I need you to put your face covering on properly”). If possible, follow up with a written email later reemphasizing your expectation.
- **Release & Refer:** Ask the student to comply or leave the class (for that session) and refer to Student Conduct.

Do’s and Don'ts of Responding to Student Disruptions

- **DO** be fair, firm, consistent, and honest.
- **DO** concentrate on the behavior you are addressing.
- **DO** set limits. (E.G. “I’ve listened to you, now I need you to listen to me”)
- **DO** ask the student to leave if behavior continues.
- **DO** call for assistance if needed.
- **DO** document the situation as soon as possible.
- **DO** report the situation to Student Conduct.
- **DO NOT** touch the student or their belongings.
- **DO NOT** go behind closed doors alone with an angry student.
- **DO NOT** get into an argument or shouting match.
- **DO NOT** ignore safety issues if the student is becoming more agitated.

**Pro tip:** Remind students of the [Bulldog “Ferris Forward Together” Bond](https://example.com) (Thanks, Nick Campau!)
How Do I...Conduct IRB Research During Covid-19?

- Effective March 24, 2020 Studies involving face-to-face interaction with participants are postponed. Stay current by checking the Ferris IRB websites for update.
- Research done online or through remote interactions (e.g. by phone, Zoom, email or other virtual means) that have already been approved to use these measures may continue.
- If you wish to transition your existing face-to-face research protocol to remote interaction, this can be accomplished by completing an application modification in the Cayuse system for review by the IRB.
- Research applications involving human subjects, including human subject data must be reviewed and approved by the IRB in advance; the IRB is continuing to review applications even during the suspension of face-to-face research
- Protect your research and proactively review existing safeguards including cyber security
- If you are looking for other alternatives to face-to-face research for your scholarly work, or for your student research projects there are many robust public access data files available. The IRB, in conjunction with FLITE, has establish a resource to view different databases that are available at: https://ferris.libguides.com/datasets/health
- Also refer to How to re-open a lab safely for more information

Contact the Ferris IRB Office (IRB@Ferris.edu) with questions about IRB procedures
How Do I...Clean Technology Devices Between Uses?

For most scenarios, you can go to the Ferris Information Technology page, [How to Sanitize Your Devices](#), and check with the Information Technology Department (itsc@ferris.edu), eLearning Department (eLearning@ferris.edu), or the Faculty Center for Teaching and Learning (fctl@ferris.edu) for additional information if needed.

**If you are in FLITE**, please follow the FLITE-specific protocols for the identified and temporarily approved instructional spaces using the sanitizing materials provided by the Physical Plant. These spaces are not available for general use and are only reserved for use by the scheduled course sections. FLITE has a protocol for handling the cleaning and sanitizing of public areas including public area computers.

**Be careful!** Be sure to know what the active ingredient is for the disinfectant you are using, its efficacy against enveloped viruses (and other pathogens if they are part of laboratory work), and use the appropriate contact time. For more information, see EPA’s list on recommended SARS-CoV-2 disinfectants. **Do not mix different EPA registered chemicals together, as it is possible these combinations could potentially create a toxic inhalation exposure.**

Contact [Anne Hawkins](#), Academic Affairs Director of Laboratory Safety if you elect to use a different form of cleaning such as UV-C, or with any questions.
How Do I Clean General Classroom Equipment Between Uses?

Wear disposable gloves to clean and disinfect.

- **If visibly dirty**, first clean surfaces using soap and water, then use disinfectant.
- **Different disinfectants have different required contact times.** Make sure to let them soak for the minimum required time before wiping them off. For fast-evaporating disinfectants (such as alcohol) it may be necessary to use more than one wipe to keep the surface wet for the recommended contact time.
- **Do not mix different EPA registered chemical together**, as it is possible these combinations may have the potential to create a toxic inhalation exposure.
- **When in doubt about the compatibility of a specific piece of equipment with commonly used disinfectants**, please refer to the manufacturer’s recommendations and warning label.
- **Hand sanitizers** containing at least 60% alcohol can be used as a “stop-gap” measure until you can wash your hands with soap and water. Check to ensure your hand sanitizer is not toxic. **Do not use hand sanitizers listed on this FDA page:**
  

- Be sure to know what the active ingredient is for the disinfectant you are using, that it is efficacious against enveloped viruses (and other pathogens if they are part of laboratory work), and that the appropriate contact times are followed. For more information, see EPA's list on recommended SARS-CoV-2 disinfectants.
- **If you are considering using different forms of cleaning such as UV-C** consult with your College and Academic Affairs Director of Laboratory Safety before implementing.

Additional Teaching Resources and References

- **Engaged!** Blog ([ferrisengaged.com](http://ferrisengaged.com)): Over two years of eLearning team blog entries about online teaching topics. Keywords and Categories make it easy to find relevant topics, such as: [https://ferrisengaged.com/?s=coronavirus](https://ferrisengaged.com/?s=coronavirus) *We would welcome guest posts from faculty and staff.*
- **Keep Teaching, Keep Learning:** Canvas courses open to anyone at Ferris with the basics of what is needed to teach remotely. Linked at the top of Ferris Engaged! Blog, also available in Canvas.
- **Ferris Technology Requirements for Successful Learning**
- **FLITE Library support for faculty**
- **Fair Use and Copyright statement:** [https://docs.google.com/document/d/10baTITJbFRh7D6dHVYvfqiGP2zqaMvm0EHHZYf2cBRk/edit](https://docs.google.com/document/d/10baTITJbFRh7D6dHVYvfqiGP2zqaMvm0EHHZYf2cBRk/edit)
- Indexed list of ideas and resources to share including a lot on virtual labs.
- **Additional ideas from the UCF Pedagogical Repository of Online Teaching Practices:** [https://topr.online.ucf.edu/pedagogical-practice/](https://topr.online.ucf.edu/pedagogical-practice/) *(includes content, interaction, and assessment resources)*

Click the image for the full listing of ideas.

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**Rethinking Teaching 2020**

Enriching remote, online, hybrid, blended, and in-person teaching for fall 2020

**Instead of This**

**Try This!**