A CORONAVIRUS PLANNING DOCUMENT FOR TRIAL ADVOCACY COURSES

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Professor Jules Epstein, Temple Beasley School of Law

**Introduction:**

This document is based on the existence of four (4) potential scenarios for Fall, 2020. They include:

* Fall, 2020 begins remote with the possibility of moving to live courses later in the semester
* Fall, 2020 begins live, with the possibility of switching to remote learning at any point in the semester
* Fall, 2020 as a full-semester in-class education environment
* Fall, 2020, as a full-semester remote education environment

Problems that would be occasioned by a significantly delayed start to the Fall, or a complete cancellation of the Fall semester, are not addressed.

The document addresses each scenario separately, so there will be a repetition of issues as many arise in each of the four conditions. It is meant to identify concerns but does not suggest a particular timeline as that will be dictated by the needs of each Law School.

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**SCENARIO 1 – REMOTE IN AUGUST, LIVE LATER**

1. Adjuncts
   1. When do you begin to check/confirm Fall adjunct availability?
   2. What plans are in place for last-minute substitutions due to illness, demands of the adjunct’s primary employer, or other concerns?
   3. What additional/new training is needed for Fall adjuncts for remote education?
   4. What internal IT assistance is needed for remote education?
      1. To prepare over the summer?
      2. To provide IT support during classes, especially for evening/weekend classes?
   5. What arrangements are needed for ensuring that each adjunct has a ZOOM or other virtual classroom?
   6. Does the adjunct have proper technology for remote teaching and maximizing use of the virtual classroom platform?
      1. Does the adjunct faculty member have an appropriate space, with proper lighting and other attributes, for remote teaching?
   7. Are additional teaching assistants/classroom assistants needed to aid the adjuncts faculty?
   8. Are you making any additional “asks” of adjuncts (e.g., more one-on-one online consultations to complement traditional classroom time)?
2. Materials/books
   1. Are all teaching materials – case files, textbooks, supplemental readings – accessible in online format?
   2. What arrangements if any need to be made to ensure access to hard copy materials (e.g. books normally distributed at on-campus bookstore)?
   3. Do any problems/case files need to be adapted/modified for online teaching (e.g. exhibits)?
3. Student needs
   1. When are students notified of the intent to begin online?
   2. What steps need to be taken to ensure each student has access to a computer, tablet or other device to permit online participation?
   3. What steps might be taken to manage student expectations and reassure them that remote advocacy education can/will be great advocacy education?
   4. Are written protocols for class participation and engagement needed?
   5. What adjustments if any are needed for attendance policies to accommodate individual students wo can’t participate in any particular week due to coronavirus-related concerns or other problems?
      1. Can this be accomplished in a manner that protects student privacy?
   6. Are there accommodations needed for students with disabilities (online, and upon return to an in-person classroom with social distancing or other restrictions)?
      1. Can this be accomplished in a manner that protects student privacy?
4. Make-up Classes
   1. Are any special plans needed for makeup classes, particularly if time is lost in the transition from online to in-person classes?
5. ABA compliance
   1. Check early and often with school official(s) responsible for distance learning issues
      1. Check in particular ABA Distance Learning Standard 306.
   2. Design assessment tools that can be used for remote learning classes
6. Privacy
   1. Is there a policy about recording classes?
      1. Is there a policy for sharing a classroom recording with any student who is unable to attend the particular class?
      2. Is there a policy for how long recordings will be available for student review?
7. How to manage the return to on-campus in-person classes
   1. Will classes still have to be streamed if all students in a section can’t return at once?
   2. Are there back-up plans if adjuncts who have been teaching remote classes can’t themselves return to live teaching?
   3. ***See* SCENARIO 2, below, for additional issues (many needing planning now) for the return to campus**

**SCENARIO 2 – LIVE IN AUGUST, REMOTE LATER**

1. Planning for a beginning where some students can’t/won’t be present due to being quarantined in their home jurisdiction or having medical concerns that make them need to participate remotely
   1. Is there a timeline and process for identifying such students?
   2. Are there provisions to adapt for last-minute changes in student ability to attend?
   3. Assuming that some students will need remote education even if the school is formally open for in-person classes, what is the plan?
      1. Do all those students go into remote-learning sections?
         1. Is this feasible with already-assigned class schedules?
         2. Is this desirable as opposed to feeling like the creation of a two-tiered system?
         3. Does this implicate ABA Standard 306 or any other ABA/accreditation standard?
         4. For hybrid classes (individual sections with some students in-person and others participating remotely), is there special training required for faculty to ensure that those not in the in-person classroom receive equal training and feedback?
      2. Do sections remain as assigned, and any section with a mix of in-person and remote students has a simulcast class, a hybrid with online and live participation?
         1. Does each advocacy classroom have technologically capability for this?
            1. If not, can rooms be made capable?
            2. If not, can other rooms be assigned?
         2. How will adjuncts be trained in this hybrid format?
         3. Is there sufficient tech/IT support for this, both in preparation over the summer and during the semester when classes occur in the evening and/or on weekends?
2. Adjuncts
   1. When do you begin to check/confirm Fall adjunct availability?
   2. When do you inform adjuncts of the possibility of a part-live, part-remote semester and confirm willingness and capability for both?
   3. What plans are in place for last-minute substitutions due to illness, demands of the adjunct’s primary employer, or other concerns?
   4. What training is needed for Fall adjuncts for hybrid/remote education?
   5. What internal IT assistance is needed for remote education?
      1. To prepare over the summer?
      2. To provide IT support during evening/weekend classes?
   6. What arrangements are needed to ensure that each adjunct has a ZOOM or other virtual classroom?
   7. Does the adjunct have proper technology for remote teaching and maximizing use of the virtual classroom platform?
   8. Are additional teaching assistants/classroom assistants needed to aid the adjuncts faculty?
   9. Are you making any additional “asks” of adjuncts (e.g., more one-on-one online consultations to complement traditional classroom time)?
3. Materials/books
   1. Are all teaching materials – case files, textbooks, supplemental readings – accessible in online format?
   2. What arrangements if any need to be made to ensure access to hard copy materials (e.g. books normally distributed at on-campus bookstore) for any student(s) unable to return to school for the beginning of the semester?
   3. Do any problems/case files need to be adapted/modified for online teaching (e.g. exhibits)?
4. Physical space and social distancing
   1. Have you started an audit of each trial advocacy classroom to check for maximum occupancy under various social-distancing formulas (e.g. 6 feet apart, 25% of seating capacity, 50% of seating capacity)?
      1. For any rooms that do not meet the social distancing needs, can alternate space be assigned?
      2. For any rooms that do not meet social distancing needs, can class size be reduced (with the concomitant need for more rooms and more adjuncts)?
   2. For any rooms that do not meet social distancing needs, does the class get divided into groups, with some attending in-person and others on-line (and then switching for the next week)?
      1. Are there fair criteria for making this division?
5. Class Time – Beginning and Ending
   1. Given the physical space in the law school, is there enough time for students to leave their preceding classes and safely travel to the trial ad section with appropriate social distancing, access to elevators/hallways, etc.?
   2. Given the physical space in the law school, is there enough time for students to leave the trial ad section and safely travel to the next class they are scheduled for with appropriate social distancing, access to elevators/hallways, etc.?
6. Student needs
   1. What steps need to be taken to ensure each student has access to a computer, tablet or other device to permit online participation?
   2. What steps might be taken to manage student expectations and reassure them that remote advocacy education can/will be great advocacy education?
   3. Are written protocols for class participation and engagement needed?
   4. What adjustments if any are needed for attendance policies to accommodate individual students who can’t participate in any particular week due to coronavirus-related concerns or other problems?
      1. Can this be accomplished in a manner that protects student privacy?
   5. Are there accommodations needed for students with disabilities (upon commencement in an in-person classroom with social distancing or other restrictions, and once the class transitions to online learning)?
      1. Can this be accomplished in a manner that protects student privacy?
7. Make-up Classes
   1. Are any special plans needed for makeup classes?
8. ABA compliance
   1. Check early and often with school official(s) responsible for distance learning issues
      1. Check in particular ABA Distance Learning Standard 306.
   2. Design assessment tools that can be used for remote learning classes
9. Privacy
   1. Is there a policy about recording classes?
      1. Is there a policy for sharing a classroom recording with any student who is unable to attend the particular class?
      2. Is there a policy for how long recordings will be available for student review?

**SCENARIO 3 – IN-PERSON ENTIRE FALL SEMESTER**

1. Planning for a beginning where some students can’t/won’t be present due to being quarantined in their home jurisdiction or having medical concerns that make them need to participate remotely
   1. Is there a timeline and process for identifying such students?
   2. Are there provisions to adapt for last-minute changes in student ability to attend?
   3. Assuming that some students will need remote education even if the school is formally open for in-person classes, what is the plan?
      1. Do all those students go into remote-learning sections?
         1. Is this feasible with already-assigned class schedules?
         2. Is this desirable as opposed to feeling like the creation of a two-tiered system?
      2. Do sections remain as assigned, and any section with a mix of in-person and remote students has a simulcast class, a hybrid with online and live participation?
         1. Is each advocacy classroom technologically capable of this?
            1. If not, can rooms be made capable?
            2. If not, can other rooms be assigned?
         2. Will adjuncts be trained in this hybrid format?
         3. Is there sufficient tech/IT support for this, both in preparation over the summer and during the semester when classes occur in the evening and/or on weekends?
      3. For hybrid classes (individual sections with some students in-person and others participating remotely), is there special training required for faculty to ensure that those not in the in-person classroom receive equal training and feedback?
2. Adjuncts
   1. When do you begin to check/confirm Fall adjunct availability?
   2. When do you inform adjuncts of the possibility of a probable hybrid semester and confirm willingness and capability for simultaneously teaching students in the classroom and online students?
   3. What plans are in place for last-minute substitutions due to illness, demands of the adjunct’s primary employer, or other concerns?
   4. What training is needed for Fall adjuncts for hybrid education?
   5. What internal IT assistance is needed for hybrid education?
      1. To prepare over the summer?
      2. To provide IT support during evening/weekend classes?
   6. What arrangements are needed for ensuring that each adjunct has a ZOOM or other ‘classroom?’
   7. Does the adjunct have proper technology for remote teaching and maximizing use of the virtual classroom platform in case there is hybrid teaching?
   8. Are additional teaching assistants/classroom assistants needed to aid the adjunct faculty?
   9. Are you making any additional “asks” of adjuncts (e.g., more one-on-one online consultations to complement traditional classroom time)?
3. Materials/books
   1. Are all teaching materials – case files, textbooks, supplemental readings – accessible in online format?
   2. What arrangements if any need to be made to ensure access to hard copy materials (e.g. books normally distributed at on-campus bookstore) for any student(s) unable to return to school for the beginning of the semester?
   3. Do any problems/case files need to be adapted/modified for hybrid classes (e.g. exhibits)?
4. Physical space and social distancing
   1. Have you started an audit of each trial advocacy classroom to check for maximum occupancy under various social-distancing formulas (e.g. 6 feet apart, 25% of seating capacity, 50% of seating capacity)?
      1. For any rooms that do not meet the social distancing needs, can alternate space be assigned?
      2. For any rooms that do not meet social distancing needs, can class size be reduced (with the concomitant need for more rooms and more adjuncts)?
   2. For any rooms that do not meet social distancing needs, does the class get divided into groups, with some attending in-person and others on-line (and then switching for the next week)?
      1. Are there fair criteria for making this division?
5. Class Time – Beginning and Ending
   1. Given the physical space in the law school, is there enough time for students to leave their preceding classes and safely travel to the trial ad section with appropriate social distancing, access to elevators/hallways, etc.?
   2. Given the physical space in the law school, is there enough time for students to leave the trial ad section and safely travel to the next class they are scheduled for with appropriate social distancing, access to elevators/hallways, etc.?
6. Student needs
   1. What steps need to be taken to ensure each student has access to a computer, tablet or other device to permit online participation if the student cannot attend in person?
   2. What steps might be taken to manage student expectations and reassure them that remote advocacy education can/will be great advocacy education?
   3. Are written protocols for class participation and engagement needed?
   4. What adjustments if any are needed for attendance policies to accommodate individual students who can’t participate in any particular week due to coronavirus-related concerns or other problems?
      1. Can this be accomplished in a manner that protects student privacy?
   5. Are there accommodations needed for students with disabilities (online and in an in-person classroom with social distancing or other restrictions)?
      1. Can this be accomplished in a manner that protects student privacy?
7. Make-up Classes
   1. Are any special plans needed for makeup classes?
8. ABA compliance
   1. Check early and often with school official(s) responsible for distance learning issues
   2. Design assessment tools that can be used for hybrid learning classes
9. Privacy
   1. Is there a policy about recording classes?
      1. Is there a policy for sharing a classroom recording with any student who is unable to attend the particular class?
      2. Is there a policy for how long recordings will be available for student review?

**SCENARIO 4 – REMOTE LEARNING ENTIRE FALL SEMESTER**

1. Adjuncts
   1. When do you begin to check/confirm Fall adjunct availability?
   2. What plans are in place for last-minute substitutions due to illness, demands of the adjunct’s primary employer, or other concerns?
   3. What training is needed for Fall adjuncts for remote education?
   4. What internal IT assistance is needed for remote education?
      1. To prepare over the summer?
      2. To provide IT support during evening/weekend classes?
   5. What arrangements are needed for ensuring that each adjunct has a ZOOM or other virtual classroom?
   6. Does the adjunct have proper technology for remote teaching and maximizing use of the virtual classroom platform?
   7. Are additional teaching assistants/classroom assistants needed to aid the adjuncts faculty?
   8. Are you making any additional “asks” of adjuncts (e.g., more one-on-one online consultations to complement traditional classroom time)?
2. Materials/books
   1. Are all teaching materials – case files, textbooks, supplemental readings – accessible in online format?
   2. What arrangements if any need to be made to ensure access to hard copy materials (e.g. books normally distributed at on-campus bookstore)?
   3. Do any problems/case files need to be adapted/modified for online teaching (e.g. exhibits)?
3. Student needs
   1. When are students notified of the intent to have the entire semester online?
   2. What steps need to be taken to ensure each student has access to a computer, tablet or other device to permit online participation?
   3. What steps might be taken to manage student expectations and reassure them that remote advocacy education can/will be great advocacy education?
   4. Are written protocols for class participation and engagement needed?
   5. What adjustments if any are needed for attendance policies to accommodate individual students who can’t participate in any particular week due to coronavirus-related concerns or other problems?
      1. Can this be accomplished in a manner that protects student privacy?
   6. Are there accommodations needed for students with disabilities?
      1. Can this be accomplished in a manner that protects student privacy?
4. Make-up Classes
   1. Are any special plans needed for makeup classes?
5. ABA compliance
   1. Check early and often with school official(s) responsible for distance learning issues
      1. Check in particular ABA Distance Learning Standard 306.
   2. Design assessment tools that can be used for remote learning classes
6. Privacy
   1. Is there a policy about recording classes?
   2. Is there a policy for sharing a classroom recording with any student who is unable to attend the particular class?
   3. Is there a policy for how long recordings will be available for student review?