

Hubbard School Community Engaged Learning Sunrise Plan

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**Hubbard School of Journalism and Mass Communication
Remote/Community Reporting Practicums and Fieldwork Class Sunrise Plan**

Plan Principles

There are three types of remote/community reporting/learning in the Hubbard School that are part of on site learning completed as part of courses for credit. The School characterizes them as Type A, Type B, and Type C experiences.

The first type - Type A - journalism and strategic communication field practicum is where there is a learning site available that is a media or non-profit organization that hosts a student or a group of students in a faculty-led journalism practicum class.

Type B - class-based field reporting is where students are participating in a regularly scheduled faculty-led journalism school class doing reporting which includes reporting assignments and other activities conducted outside of Murphy Hall and individual's homes in various field settings.

Type C - site-based internships programs that are not faculty led where the student works directly with the site. These internships will be routed through the College for approval; School standards for reporting and distancing below will be part of these plans.

“Community-based” is used as a generic term to refer to a wide variety of learning experiences in which students conduct experiential, educational work off campus in spaces or buildings that are not University-owned. This guidance is relevant to all learners engaged in any of the following curricula and co-curricular field/community-based, experiential learning experiences (non-health-focused only) that are tied to students’ academic programs:

**Type - A, Journalism and strategic communication field practicum,
Type B - Class based field reporting and related activities (e.g., photojournalism)
and
Type C - Internships.**

Students with established, independent agreements with employers (i.e., independent internships) do not need approval for their on-site work unless they seek to receive academic credit for work completed at their place of employment. If academic credit is sought for off-campus, community-based, or field-based experiences, then approval to engage in these experiences must be secured.

Remote-only activities tied to field experience or internship courses do not require approval. Since the Hubbard School’s journalism classes typically require field experiences, it is expected that ALL classes must meet the standards below and must be approved by the director and dean’s office.

Type C Internships will be governed by the collegiate Internship process.

ALL instructors are expected to identify what essential activities must be accomplished in the field and offer remote learning opportunities for learning outcomes, where possible. However, it is recognized by the school that some learning outcomes for some reporting and strategic communication classes cannot be accomplished by remote activities. Instructors are asked to identify these outcomes and skills clearly in syllabi.

Blanket Exception Request.

The Hubbard School is requesting a “blanket exception” to provide approval for a suite of experiential activities that fall within the same risk category and are conducted in settings in which appropriate safety protocols are in place. A blanket exemption also transfers responsibility for reviewing and approving exemptions for eligible community-based experiences from the Provost’s Office to the Hubbard School that houses the program.

The following approval criteria will be used for evaluating Type A, Type B and Type C activities. Fieldwork sites may vary and students and supervisors are expected to verify that sites for reporting have in place appropriate protocols commensurate with the risk level of experiences designed to protect students. These are the essential principles that will guide Hubbard School field experiences:

1. SITE SAFETY

The community or field site reviewed, for which students conduct their work, is safe for the proposed activities. There will be verification that the site has in place appropriate safety protocols (commensurate with the risk level of experiences) designed to protect students and other University-affiliated personnel; students electing to travel to remote sites will ensure interviewees are aware of the University-related safety protocols designed to protect personnel.

2. TRACKING SYSTEM

There will be a system in place that tracks the dates and times when students are at the site. The system asks students to log the date and time that they are on site. (This is required in the event there is an outbreak at the site or the student is found to have been exposed). The data from this system may need to be shared with central administrators for statewide reporting purposes.

3. SAFETY INFORMATION AND TRAINING

Students will receive the necessary knowledge, information, and/or training regarding required safety protocols and procedures prior to engaging in field work or community-based experiential learning activities. Safety information and/or training must align with the risk level of COVID-19 exposure. The School will use UHS’s training program and a suite of safety training options (videos, handouts, posters, to be used by courses in Canvas).

4. STUDENT ATTESTATION

Students will submit an agreement in which they attest to: abide by all safety procedures and rules; report any changes to the safety protocols or procedures at their site; and track and

maintain a complete and up-to-date report of their time on site. See Appendix for Student Attestation documentation.

Where possible, students will work remotely. However, because the Hubbard School trains students for professional work, there are instances where the work cannot be conducted virtually or remotely or when virtual or remote methods severely compromise the educational integrity of the academic program. The School is encouraging instructors and students to consider whether the same educational objectives can be achieved by reducing time typically spent in the field. For example, all preparation work for interviews will be conducted remotely, careful pre-planning will occur for field camera work, and students will limit time at outside events/remote locations to the extent required to meet assignment integrity. Partnering organizations that typically engage students in 10 hours of work on site may allow students to work 5-6 hours per week remotely (50-60%), and limit field production work to 40-50% of time.

Types of Field Experiences Covered in Plan.

Specific field experiences in the Hubbard School that are Type A, Type B and Type C - these refer to different types of site experiences and are not risk categories.

Type A field experiences:

Situation: Students in a course guided by an instructor and carrying out community-based work at multiple sites (each student is tied to one organization as their home base).

Example: Gayle Golden, JOUR 5196, Pioneer Press/American Public Media Practicum course. Twelve students will work 14 hours per week with a news organization through the fall with weekly Zoom sessions engaging with editors on news topics. Each student is assigned to one news organization team. Students will work for the Pioneer Press local, sports and entertainment desks, MPR News, APM Reports investigations, the Minnesota Reformer and TPT publications. For all students, the work will involve reporting news, writing stories, analyzing data for news stories, working with editors and contributing to engagement projects for these news organizations. The key learning objective of this course is to understand and demonstrate through those assignments the habits, values and skills required to work in a professional newsroom. In a typical semester the student would be 100% on site. During the pandemic, students will not work more than 50% on site, with at least half of the work as conducted remotely. A news organization survey in early August indicated the vast majority of student work will be remotely conducted this fall, which is significantly diminished from previous semesters. To summarize, community experiences in this class would be low-to-moderate risk, involving mostly remote activities with periodic on-site presence that have in-person socially distant situations and require some face-to-face interactions.

Key ingredients to the field experience approval would include:

- 1. SITE SAFETY**

The community or field site reviewed, for which students conduct their work, is safe for the proposed activities. There will be verification that the site has in place appropriate safety protocols (commensurate with the risk level of experiences) designed to protect students and other University-affiliated personnel.

2. TRACKING SYSTEM

There will be a system in place that tracks the dates and times when students are at the site. The system asks students to log the date and time that they are on site. (This is required in the event there is an outbreak at the site or the student is found to have been exposed). The data from this system may need to be shared with central administrators for statewide reporting purposes.

3. SAFETY INFORMATION AND TRAINING

Students will receive the necessary knowledge, information, and/or training regarding required safety protocols and procedures prior to engaging in field work or community-based experiential learning activities. Safety information and/or training must align with the risk level of COVID-19 exposure.

4. STUDENT ATTESTATION

Students will submit an agreement in which they attest to: abide by all safety procedures and rules; report any changes to the safety protocols or procedures at their site; and track and maintain a complete and up-to-date report of their time on site. See Appendix B for Student Attestation documentation.

Type B experiences:

Situation: Students in a class (based on campus or remotely) that relies on off-site reporting/activity as part of the learning objectives.

Example: Students go individually to a site to fulfill course requirements and expectations (i.e., community-based reporting). Community experiences in these classes would be low-to-moderate risk, involving mostly remote activities with at least one on-site presence activity that may have at least one in-person physically distant situation (e.g., taking video in a public outdoor setting) and/or involve at least one face-to-face interaction (e.g., interviewing a public school official outside of a school building).

Example course:

JOUR 3173w: Magazine and Feature Writing. A key learning objective of the course is to demonstrate the basic ability to write a feature article that weaves together scenes, background, description and fact-based characterizations of people. To achieve this in Fall 2020, students in this online synchronous course can do most of their reporting remotely via phone and Zoom interviews, but it will be quite difficult to manage scene-based writing as well as character development in a feature story when reporting remotely. Interviews done in person and opportunities to observe in the field are core learning components of this class. Although students can learn some other ways of gathering material for scene building, at least one distanced scene-gathering assignment, conducted outside with safety guidelines followed, is an expected part of the learning activities. Community experiences in this class would be low-to-moderate risk, involving mostly remote activities with at least one on-site presence that may

have at least one in-person socially distant situation and involve at least one face-to-face interaction.

Classes that may contain this educational assignment:

JOUR 3101W - News Reporting and Writing

JOUR 3102: Multimedia Production and Storytelling

JOUR 3103- Interactive and Data Journalism

JOUR 3121- Intermediate News Reporting

JOUR 3173W - Magazine and Feature Writing

JOUR 3241- Advertising strategy and creative development

JOUR 3279W - Professional Writing for Strategic Communication

JOUR 3451 - TV, Radio, and Digital News Reporting

JOUR 4263- Strategic Communication Campaigns

JOUR 4173- Podcasting

JOUR 4451- Long-form Video Reporting (spring)

JOUR 4302 - Photojournalism (spring)

JOUR 5131- In-depth Reporting

Type C: A Particular Site (or Set of Sites):

Example: Each year, Company X, Company Y, and Company Z provide internship opportunities to students in the major.

This type of site agreement will be governed by the College of Liberal Arts' tracking and exception policies.

Site Risk Analysis

All Hubbard School Type A and Type B field experiences for Blanket Exception fall under B-2

CATEGORY B-2: MODERATE RISK SETTINGS (3 subcategories)

Subcategory B-2: Non-health-related site-based activities that involve face-to-face activities. (Moderate to high risk; the School will not approve high-risk activities as per the guidelines below)

1. Community-based activities include face-to-face activities. Efforts are made to keep face-to-face activities to a minimum.
2. Time spent conducting experiential learning activities at the off-campus site are kept to a minimum (are not extensive or full-time).
3. Experiential learning activities conducted off campus are limited to only those that cannot otherwise be conducted remotely.
4. All participants (including non-students) wear masks at all times when conducting face-to-face interactions at the site.
5. Site expects students to practice social distancing and strict adherence to site's COVID-19 safety protocols.

<i>Required for Learners</i>	<i>Required for Community Sites</i>	<i>Required for Programs/Depts.</i>
<ul style="list-style-type: none"> • Students must follow site's safety protocols at all times when on site. • When on site, students are required to <u>wear masks at all times when others are present</u> (regardless of site's policy on masks). • Guidance or training on social distancing and general safety precautions recommended, especially if activities vulnerable populations and populations at high risk for COVID. • PPE training may be required for specific cases • Other specific safety training maybe required by site or program. 	<ul style="list-style-type: none"> • Before students are asked or permitted to conduct any on-site activity, site must have in place appropriate safety protocols and procedures. • Changes to site safety protocols must be reported to University program/ department. • A site supervisor/contact is identified to monitor and oversee students' involvement (if or when University supervisor is not present). 	<ul style="list-style-type: none"> • Track/log each student's time on-site. • Tracking includes name of site(s) and date(s) of students' on site visit(s), and other data programs deem essential for tracking each student's on-site presence and interactions. • Verify that site has appropriate safety protocols in place. • Maintain up-to-date copy of each site's safety protocols and policies.

Furthermore, our goal as a School is to keep all activities within this category minimal to moderate risk, reducing the regularity of on-site presence that is indoors, wherever possible recognizing that students will interview or work with different individuals as part of remote reporting. Moderate face-to-face interactions are defined as face-to-face interactions that are no longer than the amount of time a student would otherwise spend in a classroom setting in Murphy Hall (indoors, with masking).

The following School-affiliated activities will not be permitted as part of this exemption plan:

- Constant, on-site and constant indoor work with different individuals will not be permitted.
- Students will not be permitted to work indoors without social distancing practices and/or without masks.

Table of Low-to-Moderate Risk Activities Permitted by Hubbard School

Below are low to moderate activity categories that will be permitted under specified circumstances:

Regular on-site presence; work conducted indoors ; social distancing practiced; minimal face-to-face interactions with same individuals
Regular on-site presence; work conducted outdoors ; social distancing practiced; moderate face-to-face interactions with same individuals
Regular on-site presence; work conducted outdoors or indoors ; social distancing practiced; moderate face-to-face interactions with different individuals
Mostly remote activities with periodic on-site presence that have in-person socially distant situations and requires some face-to-face interactions
Regular on-site presence ; work conducted outdoors ; social distancing practiced; includes some face-to-face interactions
Regular on-site presence; work conducted indoors ; social distancing practiced; activities do not include face-to-face interactions
Regular on-site presence; work conducted outdoors ; social distancing practiced; minimal face-to-face interactions with same individuals

Procedures for Hubbard School Remote Community Sitework Approval

Blanket Exception Plan

Established program/unit-level administrators and review process

In the Hubbard School we will have a School Approval Administrator and a Course-level Reviewer and Course Approval Database Administrator for the purposes of reviewing the curriculum integrity and essential nature of the sitework approval.

Hubbard School Assistant Director for Curriculum and Instruction Susan LoRusso (Susan LoRusso <lorus004@umn.edu>) will be the unit's Approval Administrator to ensure adherence to the plan. She will also participate in the semi-monthly meeting of program administrators receiving exceptions. When she is not available, Director Elisia Cohen : ecohen@umn.edu) will be her backup administrator.

The following individuals will be the Course-level Reviewer and Course Approval Database Administrators

- Gayle Golden, Senior Lecturer, Morse Distinguished Teaching Scholar, and Curriculum Coordinator will make curricular decisions regarding students' experiences in journalism courses
- Scott Libin, Senior Fellow, will make curriculum decisions regarding students' experiences in broadcast and visual journalism courses
- Betsy Anderson, Contract Assistant Professor, will make curricular decisions regarding the strategic communication course approvals

Role of the approval administrator and course-level administrative approver/reviewer. The Approval Administrator manages and oversees the submission of the blanket exemption for the course and serves as the lead administrator for managing data systems, tracking, and reporting. The Approval Administrator should, after course reviewers provide information and approval):

§ determine if requests for conducting experiential activities on-site (rather than virtually or remotely) are warranted (i.e., can the work be conducted remotely instead?);

§ use Table 1 and Table 2 to calibrate the risk level category for experiential learning activities and determine what kinds of safety protocols should be in place and if any pre-activity safety training is required. (If needed, please reach out to the Associate Vice President for Public Engagement, Andy Furco, at avp-ope@umn.edu for guidance on options and expectations).

§ verify that the community/field site(s) are safe for engaging students in experiential learning activities by securing copies of site's safety practices. (For example, this can be done by asking students to provide a copy or link to their site's safety protocols).

§ identify a means to track students' on-site presence using the Hubbard School tracking forms and shared Google sheets.

§ prepare the blanket exemption course proposal for submission using Qualtrics, have students share site safety form, and report interviews/site visits using Google sheets.

Where practical/possible, sites for fieldwork experiences will be entered centrally into the University's x500 system for Type A Field Practica (processed through the School with individual students reporting on their daily field locations in a separate School-based Google form/sheet) and Type C Internships (this latter group will be processed through the College with no additional tracking by the School).

Approval Plan for Credit-bearing Courses Containing Field Work and Site Participation.

The School has established a plan for 1) approving assignments for field work, and 2) approving sites and tracking students' participation.

All assignments will be reviewed for meeting the above mentioned criteria before the first day of class. By August 31st (the first day of fall contracts), instructors will identify the assignments, field work timing, site safety protocol (if known in advance with a community partner), and nature of the community site engagement (daily, weekly, monthly) for students. An Google sheet of course assignments and relationships will be maintained by the School

A plan (below) is established for each type of work. The plan has a mechanism for verifying that sites have in place appropriate safety protocols and tracks the days and times when students are present at the site.

All students in the Hubbard School will receive and complete a safety training prior to engaging in community-based activities/interactions.

School-wide training will occur the first week of class and will be recorded/available via Canvas for courses with field reporting activities. Students in the field will be required to track their compliance with protocols by completing a qualtrics survey and/or excel spreadsheet (depending on class) to log adherence to protocols. Some safety training requirements may be recorded and tracked through Canvas.

Students will enroll in Coronavirus COVID-19 Awareness Training through [training.umn.edu](https://www.uhs.umn.edu) administered by **UHS099** Administered by: University Health and Safety

Training by instructors will include review of using cloth face coverings:
<https://www.uhs.umn.edu/using-cloth-face-covers-masks>

Training will also include instructors review of student safety protocol for using media equipment and student responsibilities for interview safety with fieldwork (as per below).

- **Blanket exemption applications by course instructors will be signed off on by the course area administrator and Assistant Director LoRusso (or Director Cohen) after there is a plan in place describing learning activities, risk level, particular experiences in the course and information below in #2.**

Directions and Components for Establishing the Course-level Compliant “Blanket Exemption” Plan

Instructors relying on community-based or field Type A or B activities will develop a plan including a document detailing the following components prior to the first day of class. This form detailing the on-site activities in classes (and community organization sites, if applicable) must be approved prior to the first day of class and filed with the School to share, as needed, with university authorities:

A. Description of Experiential Learning Activities.

For each Hubbard School class we will provide a description of the kind(s) of field or community-based activities in which students will engage.

Example:

JOUR 3173w: Magazine and Feature Writing. A key learning objective of the course is to demonstrate the basic ability to write a feature article that weaves together scenes, background, description and fact-based characterizations of people. To achieve this in Fall 2020, students in this online synchronous course can do most of their reporting remotely via phone and Zoom interviews, but it will be quite difficult to manage scene-based writing as well as character development in a feature story when reporting remotely. Interviews done in person and opportunities to observe in the field are core learning components of this class. Although students can learn some other ways of gathering material for scene building, at least one distanced scene-gathering assignment, conducted outside with safety guidelines followed, is an expected part of the learning activities.

Components of safety also must be described:

For example:

In JOUR3173w student field experiences will be characterized in the following manner on the course syllabus:

Timing: Students will participate on-site interviews for up to 10 interviews over the course of the semester. On average they will spend between 3-4 hours over the term in a site interviewing situation.

Activities: Conduct physically distanced interviews using a recording device at greater than 6 feet distance

Indoor/Outdoor: Students will be able to select the location of their choice, with a preference for outdoor interviewing. No interviewing will take place after Thanksgiving during the fall term

Amount of face to face interaction: Interviews will be limited to one person; they will be different. It is possible that an individual interviews up to 10 people to complete the assignment; but it is possible that up to 50% of these interviews can be remote.

Mode of transportation: Students will be riding individually by private car; if private car is not available, students will use the modality that they use to attend campus (e.g., carpool with the same students or using mass transit), or may walk to a location.

There will be no overnight stays.

Risk category: Community experiences in this class would be low-to-moderate risk, involving mostly remote activities with at least one on-site presence that may have at least one in-person socially distant situation and involve at least one face-to-face interaction.

B. Safety Verification.

§ Safety of sites must be verified. What process will be in place to verify that sites or spaces in which students (and accompanying faculty/staff) conduct their work are safe and have in place the appropriate safety protocols?

Students will submit their respective site's safety plan to their instructor for pre-approval. If the site does not have a safety plan, the students will utilize the University's safety protocols and provide notice of the protocols and COVID-19 precautions to interviewees.

Where possible, the instructor supervising programs will collect site protocols from the organization at which all students are placed.

§ Students must be prepared to practice required safety protocols. What information, materials, resources, and or training (if required) will students receive to ensure they understand the safety protocols.

Every student will receive a resource sheet that provides information on CDC safety protocols, masking wearing, social distancing, hand washing, etc.

Students will be asked to watch a five-minute video on how to handle masks, and will be required to review the coronavirus awareness campus training from UHS or similar alternative as provided by Andy Furco's office.

C. Tracking of Student Participation.

Students will be required to track dates and hours at field sites systematically in two ways 1) a shared Google sheet with instructor will be used for instructors to review and OK field sites, once an instructor "OKs" the interview plan, the student will fill out a Hubbard School Google Form for acknowledging remote work that is taking place. The Google Form will write that information to a database using student email IDs.

D. Student Attestation Agreement.

Students must agree to follow sites' safety protocols and follow all rules and policies, complete all required safety training (if applicable), and track and log their experiential learning hours as above.

APPENDIX A/B a copy of the attestation statement you will ask students to complete.

Hubbard School Type A and B Exemption Administration Note.

§ The School will maintain a database of students' community-based experiences developed from two datasets:

- 1) Through a Google Form the school will maintain a database that includes the names of students, the respective site(s) at which they conduct their work, students' attestation statements, link to and details on site safety protocols, and the general course assignment description.**
- 2) Through a shared Google form or excel spreadsheet with supervising instructors, students will self-report a log of the days, times, locations and duration when students are present at remote sites. Information will include: who is interviewed, where the interview takes place, whether indoors or outdoors, contact of interviewee (email or number), date, time**

All faculty instructors leading courses engaged in community-engaged learning will be informed of University safety expectations and/or receive any required safety training.

§ follow protocols articulated in the Guidance on Student Positive Cases if and when a positive case is identified.

§ participates in regular meetings of Approval Administrators to share lessons learned, challenges, and best practices.

§ reports challenges, irregularities, or improvement recommendations to Associate Vice President for Public Engagement, Andy Furco, at avp-ope@umn.edu.

Appendix A

Hubbard School Attestation Form for Type A Experiences Hubbard School Participation in Offsite Practica

The School has reviewed best practices for maintaining student safety and well-being with off-site partners, including:

- The Learning Site will adhere to published CDC workplace safety guidelines, including, but not limited to personal health monitoring, wearing masks and other appropriate Personal Protective Equipment (PPE), social distancing, and handwashing.
- The University and participating faculty/staff will communicate promptly with the Learning Site to refer to the UMN HERO office any outbreaks of COVID-19 among participating students.
- Likewise, the Learning Site will promptly communicate to the University and any participating faculty/staff any COVID-19 outbreaks among their staff or clientele.
- Both parties will cooperate with contact tracing efforts led by the MN Department of Health.

Students placed in offsite internships and practicums for professional development are expected to adhere to University of Minnesota student conduct regulations and COVID-19 safety guidelines as outlined in the sunrise plan above.

Students will be required to acknowledge the CDC guidelines and assent to voluntarily participate in these placements using the attestation form below.

Student Attestation Document Related to COVID-19 Precautions

DATE:

STUDENT NAME:

You have been placed with [SITE NAME] to complete your [COURSE NUMBER] course.

Please acknowledge that you understand that there is a global COVID-19 pandemic and that there are health risks associated with participating in a placement with [SITE NAME].

Specifically,

1. I understand the hazards of the novel coronavirus ("COVID-19") and am familiar with the Centers for Disease Control and Prevention ("CDC") guidelines regarding COVID-19. I acknowledge and understand that the circumstances regarding COVID-19 are changing from day to day and that, accordingly, the CDC guidelines are regularly modified and

updated, and I accept full responsibility for familiarizing myself with the most recent updates.

2. After receiving a training on Coronavirus Awareness administered by UHS099, I hereby willingly choose to participate in activities at the [SITE NAME].

Please also acknowledge that you intend to adhere to these CDC guidelines:

1. Limit travel to local areas, including work and essential businesses in a private vehicle.
2. Submit to health screening before entering the workplace if required.
3. Adhere to hygiene procedures including frequent handwashing, avoiding touching your face, cleaning high touch surfaces, and physical distancing.
4. Stay home if you or any others with whom you come in contact develop symptoms of illness.
5. Use of personal protective equipment as required, including but not limited to wearing a mask as required by law or [SITE NAME].
6. Agree to record and keep an accurate log of date, times, and locations of off-site campus site based interviews or other campus site-based activities associated with this course (or practicum).

In the event the University of Minnesota transitions to online/remote learning, you will be given the opportunity to continue in your placement at [SITE NAME] should you and [SITE NAME] both agree to the continued placement as long as your site work is not limited by Governor's order or a School administrator.

STUDENT SIGNATURE:

Appendix B

Hubbard School Attestation Form for Type B Remote Community Reporting/Interviewing Engagements

DATE:

STUDENT NAME:

I am requesting the ability to complete an on-site interview [with WHO/WHERE/TIME/DATE/LOCATION] to complete your [COURSE NUMBER] course.

By acknowledging below, I understand that there is a global COVID-19 pandemic and that I have completed Coronavirus (COVID-19) awareness training.

I also reviewed by course syllabus and in pitching story ideas, both orally and in writing, I was required to address social-distancing and other pandemic precautions. Specific story elements including interviews, locations and transportation was discussed with my instructor advance, and I acknowledge that I am required to notify instructors if my stories change after approval, so that alternative approaches can be developed.

I agree to adhere to the guidelines below for Hubbard School fieldwork:.

Student journalists affiliated with media organizations will wear credentials at all times. Students affiliated with the Hubbard School will display their student ID card or Daily media credentials.

Key On Site Interviewing Safety Features

In the field, I know I have been instructed to:

- Conduct in-person interviews outdoors, if feasible, at a distance of 6 feet apart.
- Clean equipment, protect mics with disposable covers or use foam disinfectant, and don't use mics that touch interviewees.
- Boom-style microphones can be rigged using light stands, tripods or other available rods or poles. Sanitize microphones after each interview.
- Do not allow interviewees to touch equipment.
- All students reporting in the field will be provided with a hygiene kit including wipes, hand sanitizer, alcohol swabs for equipment cleaning, and equipment covers.
- All field reporting students will also be provided instruction on and agree to take preparation for shoots, cleaning, and post-shooting activities as per below:

Key equipment safety elements:

In the field, I know I have been instructed to safely use equipment:

- Cameras, Tripods – Require students clean their gear with Clorox wipes or isopropyl alcohol in 60% or greater. Use a paper towel to clean the surface, but don't soak it with whichever solution you use. Make sure to clean the viewfinders on your camera, since your face can get pretty close to it.

- Lenses – Use an alcohol wipe or dab a Q-tip in isopropyl alcohol (60% or greater) and gently disinfect the lens. You can clean goggles (if you're wearing them) the same way.
- Microphones – We wipe microphones down with the same solutions as the camera, but be careful around the buttons and other cavernous sections of the microphone's body. It's important to not oversaturate whatever cloth or paper towel you're cleaning your microphone with. Microphone specific cleaning solution will be issued with every microphone.
- Windscreens – To clean windscreens students will soak them in hot soapy water and then rinse them in clean water. Shake them out and let them air dry overnight.
- Clothes – Students will be told to immediately wash the clothes you wore on the shoot when they get home.

In the field, I know I have been instructed on:

Guidelines for reporting with a camera or microphone

- Wear masks and stay a minimum 6-foot distance from your subjects
- Once your mask is on, try not to touch it again until you are ready to take it off. This is especially true if you have touched anything in a public setting.
- Conduct reporting outdoors whenever possible.
- If indoors, stay no more than 45 minutes at a time. Shorter is better.
- Equipment, including microphones, should *never* touch the subject. Mics must be attached to boom poles, microphone stands or light stands, *never* the subject.
- Avoid placing wireless transmitters or microphone stands directly on indoor surfaces that others may have touched.
- Wipe transmitter cases, boom poles, stands, tripods and camera handles with alcohol after each interview. Do not use hand sanitizer on equipment.
- Set equipment bags down in a way that handles and straps don't touch anything but the bag.
- Always keep the camera or recorder off the ground. It should be worn or put in the bag at all times.
- Use hand sanitizer on your hands, not on the equipment, immediately before and immediately after any coverage.
- Coverage of protests must get instructor approval

Guidelines for coverage of protests or similar events ON CAMPUS

- Wear masks and stay a minimum 6-foot distance from your subjects
- Go in pairs or with someone else; maintain distance and mask
- Observe and obey police orders
- Identify yourself as a STUDENT JOURNALIST affiliated with the Daily and UMN via an HSJMC/MN Daily badge
- Always be prepared to separate yourself from protesters and have an exit route in mind if clashes with police are possible.
- Tell someone where you are going and when you'll be back.
- Keep a phone number for a friend or parent in your pocket or written on your arm.
- Notify your instructor as soon as possible by phone if you encounter difficulties, feel unsafe or don't know what to do. Do not wait until later.

Rules for indoor reporting and in-person interviews

- Wear masks and stay a minimum 6-foot distance from your subjects
- Conduct reporting in open, well-ventilated rooms where social distancing is possible.
- Do not shake hands or bump fists - maintain distance; carry hand sanitizer for situations that arise.
- If you feel the situation is a risk to your safety or someone else's, do not conduct the reporting in person. Find a remote alternative.
- Stay aware of the possibility of infecting vulnerable people by monitoring your own health. Stay home if you are ill. Be safe in all your practices beyond just classroom practices.
- Minimize time indoor reporting by preparing for the shoot/interview.

Rules for outdoor reporting on-site reporting and in-person interviews

- Wear masks and stay a minimum 6-foot distance from your subjects
- Do not shake hands; carry hand sanitizer for situations that arise.
- If you feel the situation is a risk to your safety or someone else's due to lack of distancing and masking, do not conduct the reporting in person. Find a remote alternative.
- Stay aware of the possibility of infecting vulnerable people by monitoring your own health. Stay home if you are ill. Be safe in all your practices beyond just classroom practices.
- Minimize time indoor reporting by preparing for the shoot/interview.

Preparing for the shoot on site

I acknowledge that I received Canvas-based safety instructions compliant with guidelines established centrally through the Vice Provost for Research and Community Engagement Offices.

Before going out on a shoot, if working on a class team or in a group

- We will have a team conversation about health, safety, and recognizing symptoms in each other.
- Both I and every member of my crew will be made aware of the risk factors for Covid-19 illnesses and will be required to mention any relevant health issues they may have.
- We will physically distance

The CDC has determined that these are risk factors for catching the coronavirus:

- Asthma
- Chronic lung disease
- Diabetes
- Serious heart conditions
- Chronic kidney disease being treated with dialysis
- Severe obesity
- People aged 65 or older

- People in nursing homes or long-term care facilities
- Pregnancy
- Immunocompromised
- Liver disease

I am aware of the situations in which I should self-quarantine after a production, as recommended by WHO and CDC. I know that it is suggested that I self-quarantine for at least two weeks, if I experience the following:

- *Exposure to a high risk area*
- *Someone I encounter exhibits symptoms of COVID-19*
- *I can end my self-quarantine if they test negative for COVID-19*
- *I am aware that it is recommended I am clean shaven when wearing a mask.*

While out in the field

- *I will protect myself by wearing a mask*
- *If working in a high-risk area, I will wear goggles or an extra layer of clothes.*
- *I will not shake hands or bump elbows with anyone. I will maintain distance.*
- *I will wash my hands or use hand sanitizer frequently while out on the shoot*
- *I will use my time as efficiently as I can. The less time I spend shooting means the less opportunity I have to come in contact with the virus.*
- *I am aware that filming can attract attention from the public. If people approach me while on the shoot, I will make sure that they stay at least 6 feet away from me, my crew and the subjects of the shoot.*
- *I will disinfect all equipment during the shoot when I have the opportunity to.*

For interviews:

- *I will not greet my interview subjects by shaking hands, bumping elbows, or coming within 6 feet of them. A simple wave or “namaste” should suffice.*
- *I will make sure that interviewees are following social distancing.*
- *I will stand off to the side of the interviewee, as opposed to directly in front of them.*
- *I will use a zoom lens to capture close up shots to avoid violating social distancing.*
- *I will use a windscreen on all microphones for the duration of the shoot, if I have access to them.*
- *I will not mic the subjects of the shoot. Instead, I will use a boom mic or leave a mic for them and instruct them on how to mic themselves while distanced. If no other options exist, I will rely on a shotgun microphone on the camera at a minimum distance of 6 feet.*
- *Before I instruct interview subjects, I will disinfect the microphone in front of them so that they can see I am taking precautions for their safety, as well as mine.*

- *I recognize that this is an emotional time for a lot of people, and potentially for my interview subjects. I will do my best to ask and frame questions so that they don't upset the interviewee.*
- *I will reach out to interviewees ahead of time to introduce myself. It's harder to build rapport with a subject when wearing a mask.*
- *If I need the interview subject to sign a release form, I will have them sign it digitally, or record them saying they agree to the terms of the form.*

After I finish shooting

- *I will wash the clothes and eyewear (if applicable) I wore on the shoot immediately after taking them off.*
- *If relevant, I will wipe down the inside of my car after I get home, emphasizing the areas that I touch the most and where my gear was located.*
- *I will check in on the people I worked with after the shoot to see how they're doing.*
- *I will check in on the subjects from the shoot as well.*
- *I will follow steps recommended by my local health authorities if I begin exhibiting symptoms of Covid-19*
- *I will disinfect all equipment after the shoot.*

Please also acknowledge that you intend to adhere to these CDC guidelines:

1. Limit travel to local areas, including work and essential businesses in a private vehicle.
2. Submit to health screening before entering the workplace if required.
3. Adhere to hygiene procedures including frequent handwashing, avoiding touching your face, cleaning high touch surfaces, and physical distancing.
4. Stay home if you or any others with whom you come in contact develop symptoms of illness.
5. Use of personal protective equipment as required, including but not limited to wearing a mask as required by law or the University of Minnesota.
6. Agree to record and keep an accurate log of date, times, and locations of off-site campus site based interviews or other course-related activities (e.g., site photography).

STUDENT SIGNATURE: