Continuity of Instruction:
During a Catastrophic Event

A report of recommendations for faculty in the event that it becomes necessary for student learning to continue while implementing social distancing and without the availability of face-to-face classrooms.

Presented by
The Office of Continuing Studies
Continuity of Instruction Planning Team
April 12, 2007
Updated July 1, 2016
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Recommendations for Continuity of Instruction

Summary

A pandemic or other catastrophic event may result in the official suspension of all campus based activities including face-to-face classes on the East Carolina campus. The following two sets of recommendations are offered as strategies to encourage the continuation of instruction within East Carolina University (ECU) during such an event. The first set of strategies assumes faculty and students will have Internet and/or computer access, and presents a Just-In-Time scenario, Scenario 1. The second set of strategies assumes that access to the Internet and/or a computer will not be available, and presents a Just-In-Case scenario, Scenario 2.

ECU’s Information Technology and Computing Services (ITCS) plans to maintain service of the technology needed for continuity of instruction during a pandemic or catastrophic event. As long as communication and technology remain intact for the duration of a pandemic or catastrophic event, it is anticipated that courses being taught online via Blackboard, SabaMeeting, Mediasite, and other ECU supported tools will not be greatly affected during the event. This document contains strategies and is intended as a discussion guide for college, school and/or unit pandemic or catastrophic event planning.

The following are the capsulated strategies provided within this document.

1. ECU colleges/schools and units should develop an agreed upon action plan addressing the continuation of student learning during a pandemic or catastrophic event to minimize student confusion, communicate expectations, and facilitate continued instruction.

2. At the unit level - Development of a pandemic/catastrophic-readiness statement that could be added to each individual course syllabus, and development of modifications to each syllabus that reflects modifications in the conduct of the course necessary for continuity.

3. Faculty should be prepared to utilize appropriate features of Blackboard, SabaMeeting, Mediasite, and other Internet based learning tools by reviewing and becoming comfortable with the platforms and online tools.

4. At the course level - Preparation and distribution of a timeline of learning activity expectations before, or immediately upon declaration of a pandemic or catastrophic event.

5. At the unit level - Designate lead instructors to oversee multiple sections of a course, and promote team-teaching methods to address faculty overload situations.
6. College/school - Address Checklist and Discussion Points at the unit level.

**Introduction**

Continuity of instruction is important to both the university and its constituents because it assures a means by which the university can continue to meet its primary obligation of providing a rich and engaging undergraduate and graduate education to ECU students. Plans allowing for the continuation of instruction under pandemic or catastrophic event conditions serve two primary purposes. First, such plans assist students in continuing to seek timely matriculation and graduation which in turn, minimizes financial and family burdens throughout the event for stakeholders. Secondly, pandemic or catastrophic event planning helps to stabilize the university community and its surrounding neighbors during a crisis, by removing or minimizing confusion for a portion of stakeholders’ daily activities.

In order to prepare for continuity of instruction during a pandemic or other catastrophic event, it is suggested that each ECU college/school and unit, develop a plan addressing the continuation of student learning. Plans should anticipate the use of alternate methods for delivery of course materials, for student-faculty communication, and include the actions and timeline necessary to carry out such a plan. A plan should be detailed and could include creation of a modified syllabus and corresponding online course materials to be utilized in the event that classes cannot meet for a period of 2-4 weeks, or as required by the pandemic or catastrophic event.

It is important to note that some faculty and students will be able to participate and others may be affected by circumstances that preclude their participation. Of course all courses are unique and some may require specific set-up or challenges for implementation during a pandemic or catastrophic event, such as labs or clinical components. The ideas contained within this document are meant to be general in nature, and provide topics for discussion in addressing these issues.

**Pandemic/Catastrophic Readiness**

It is suggested that faculty develop and add a *pandemic/catastrophic-readiness* statement to each syllabus. This statement should instruct students to be proactive by determining if they would have computer and Internet access if relocation is imminent during or after event conditions. Students should then be prepared to participate at the level appropriate for their situation. In addition, students with Internet access should be instructed to monitor the ECU homepage for emergency information and updates. The remainder of this document can be used as a template, or guide for discussion in developing a continuity of instruction plan.

It is the responsibility of the unit to determine guidelines concerning the minimum content delivered for each course by each individual instructor during the declared pandemic or catastrophic event time-frame.
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Pandemic/catastrophic readiness should strive to encompass the highest values and standards in learning via an alternative learning strategies, without compromising quality of instruction.

**Example: Pandemic/Catastrophic Readiness Statement**

“In the event that this course is no longer able to meet face-to-face, students should (first go to section XX in this syllabus and complete the alternative assignment) and/or (immediately log onto Blackboard and read the announcement,) and/or (etc.). . .”

<table>
<thead>
<tr>
<th>Questions to Consider before Creating a Plan for your Course</th>
<th>1. Determine if your students will have Internet access in the event of a pandemic or catastrophic event.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. What will your teaching objectives be for this time period (material covered, explore new topics)?</td>
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<tr>
<td></td>
<td>3. How will you communicate with students?</td>
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<tr>
<td></td>
<td>4. What information will you communicate to students (course work, updates, and questions)?</td>
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<tr>
<td></td>
<td>5. How will you develop and/or make course content available (unit assignments, homework)?</td>
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<tr>
<td></td>
<td>6. Do you have course content readily available in a DE section of your course (i.e. in Blackboard) that you could copy into a Blackboard course shell for use in a face-to-face section of the same course?</td>
</tr>
<tr>
<td></td>
<td>7. Does your current textbook have online resources or a course cartridge that might be utilized during this time?</td>
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<tr>
<td></td>
<td>8. Will social distancing affect access to software, for example, lab-based software that is only available on campus?</td>
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<tr>
<td></td>
<td>9. How will you distribute and enact your Plan?</td>
</tr>
</tbody>
</table>

*Take a minute at the beginning of the semester to discuss what would happen if the class is not able to meet for several weeks.*
Pandemic/Catastrophic Plan in Action

Note: In the event of a pandemic or other catastrophic event, we cannot make the assumption that all students or faculty will have Internet or computer access. Based on this assumption, we provide the following ideas to augment the university continuity plan.

Begin planning by reviewing the learning outcomes you wish to achieve in the event of pandemic or catastrophic conditions. Start by reviewing the Checklist provided in the Appendices of this document, and have open discussions with colleagues utilizing the Discussion Points. These two items should foster and encourage open collaboration among faculty members before and during the declared event.

The plan should address two distinctly different scenarios: the scenario in which Internet and computer access will be available to most students, and the scenario in which students will not have Internet access and/or access to a computer. Be sure to include any communication updates (how--when--where) and any announcements which are important to your students continued participation. For example, let them know how often they can expect to hear from you, and how often you expect to hear from them.

A pandemic or catastrophic event timeline for continuation of course instruction should be distributed before or immediately upon university system declaration of a pandemic or catastrophic event. The timeline should contain all expectations and requirements for course communication, content delivery, and assessment, along with the dates associated with these expectations.

Scenario 1: Just-In-Time Planning - Students with Internet and Computer Access

During a pandemic or catastrophic event, if all face-to-face instruction has been suspended, or the student absentee rate is high, communication will be expected to take place through Blackboard tools, SabaMeeting, PirateMail, telephone, text messaging, Microsoft Lync/Skype messaging, etc. It is suggested that faculty become familiar with Blackboard and other Internet based technology tools prior to a pandemic or catastrophic event in order to reduce frustrations and confusion. Blackboard is East Carolina University’s universal course management system and is available to all faculty members and all students.

Currently, a Blackboard course shell is automatically generated for every ECU course offering, including face-to-face, blended, and distance education sections. Each course shell will be populated with students enrolled in the course. The instructor can activate this shell and make it available to students at any time. It is strongly recommended that Blackboard, SabaMeeting, and Mediasite be used in an event that face-to-face classes are temporarily suspended. Social distancing may impact students’ access to course related materials or software.
Communication Options for Those with Internet and/or Computer Access

1. **Blackboard Tools:** Email, Message Tool, Announcements, Threaded Discussion, Groups, Blog Tool, Journal Tool, Wiki Tool

   Blackboard is ECU’s learning management system. It is a platform containing a myriad of tools to add content, both static and multimedia, in order to build a community of learners in your course. There are tools available to instructors to add assignments and tests for student assessment, as well as interactive tools including the blog, journal, and wiki tools. The Discussion Board is a popular tool in Blackboard for threaded discussions. The instructor has the ability to facilitate ongoing discussions and conversations among students. Discussion forums, like other interactive tools, can be graded and are effective for group work. To access the Blackboard tutorials in PDF, click [here](#); for YouTube tutorials, click [here](#).

2. **SabaMeeting:** is a web conferencing learning program that provides a virtual classroom using live and recorded sessions. SabaMeeting enables faculty and students to attend class "live" from anywhere they have access to an Internet connection. Visit the SabaMeeting Resource Center at [http://www.ecu.edu/itcs/help/sabameeting](http://www.ecu.edu/itcs/help/sabameeting).

3. **Email:** PirateMail, Blackboard Email, External email programs

4. **Microsoft Lync/Skype:** integrates with ECU email and calendar for instant messaging, group conferencing, and video conferencing.

5. **Phone/Text Messaging**


7. **Twitter** [http://twitter.com/](http://twitter.com/)

Just-In-Time Options for Content Delivery

Possible methods for delivering content using Blackboard and other Internet Tools:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Platform Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Content/Information</strong></td>
<td><em>Add content to Blackboard.</em> If you have existing course handouts, then you just need to upload them to your Blackboard course. See the <a href="#">Customizing Your Course</a> to Blackboard tutorial for steps to add an item (e.g., a text description, Word, Excel, PPT or PDF file, an image, video, audio file, or link to a URL).</td>
</tr>
<tr>
<td><strong>Paper Course Handout</strong></td>
<td></td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th><strong>Course Lectures</strong></th>
<th><strong>Upload Lecture Notes to Blackboard</strong></th>
</tr>
</thead>
</table>
| Live or recorded PowerPoint files  
Handouts | **Narrate PowerPoint files.** You can use the Record Narration option in PowerPoint to add audio to your PowerPoint Presentations. |
| SabaMeeting  
Web conferencing | **Deliver lectures with SabaMeeting.** Using SabaMeeting you can present PowerPoint presentations, course material and application share. Students can login and participate live or watch recorded sessions. [See SabaMeeting Resources](#). |
| Mediasite and MDR lecture capture | **Record lectures with the Mediasite Desktop Recorder (MDR).** MDR is integrated with Blackboard. You can use Mediasite or MDR in the classroom, office, or at home to record audio, video, and your computer screen activity.  
Practice Drill: try recording a lecture or supplemental material this semester using MDR. |

<table>
<thead>
<tr>
<th><strong>Collaboration &amp; Group Assignments</strong></th>
<th>Utilize the Blackboard Group Area that offers group features: pages, discussion board, chat, and file exchange. Click <a href="#">here</a> for tutorials.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Utilize SabaMeeting for group meetings. <a href="#">See SabaMeeting Resources</a>.</td>
</tr>
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</table>

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<thead>
<tr>
<th><strong>Individual Assignments</strong></th>
<th>Use the Assignment Tool to create assignments. Students then upload their document(s) to Blackboard: <a href="#">Assignment Tool</a>.</th>
</tr>
</thead>
</table>

| **Exams or Quizzes** | Alternate assignments scored.  
Exams given online with emailed passwords and/or time limits. Consider giving mastery tests that can be retaken until a specific score is reached. |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Course Announcements</strong></th>
<th>Post course updates in the Announcement area in Blackboard and send an email copy.</th>
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</table>

<table>
<thead>
<tr>
<th><strong>Syllabus</strong></th>
<th>Upload a copy of your syllabus in Blackboard. This makes it always available to your students.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Student Questions &amp; Office Hours</strong></th>
<th>*Utilize <a href="#">Threaded Discussion</a>, *<a href="#">Email</a>, Microsoft Lync/Skype, and <a href="#">SabaMeeting</a> to answer student questions.</th>
</tr>
</thead>
</table>

*Click links and scroll through Course Tools to locate appropriate topic.*
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*Note: When creating or converting course materials to online formats, it is crucial to consider file size. The addition of particular graphics and video files may cause PowerPoint Presentations to exceed online limitations and slow down the student access.

**Just-in-Time Sample Assignments**

Consider creating additional assignments that could be added to a course syllabus or as stand-alone assignment(s) available during a pandemic or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

**Assignment Examples for Consideration**

A. Prepare an Individual and/or Group Assignment which might work for a short period such as:

1. Post a subject content link (in syllabus, Blackboard, text message, etc.). Have students prepare a paper assignment tying information to course content and personal experience. (Students could submit assignments via Blackboard or email.)

2. Post an extension of the subject content link and prepare (or have students prepare) a 10 question (online or paper) quiz or have group discussions through text messaging, discussion groups, or IM.

3. Post discussion questions in the Blackboard Discussion Board, or Text Message to facilitate online discussion. Groups might note time of discussion and 1-2 line overview of discussion for assessment of assignment.

4. Assign end-of-chapter materials for group project, individual question and answer session, or group discussion. Students can then post in PowerPoint format with notes for peers to assess, or write up overview of discussions. Use end-of-chapter assignments for chapters not covered in regular class period.

5. Provide an "Alternative" assignment in your syllabus to be used only in the event that face-to-face classes are suspended, including rubric for assessment. Example for this assignment - Assign groups at the beginning of the semester. Then have group members post one content-driven discussion question and be the moderator of the discussion.
Scenario 2: Just-In-Case Planning - Faculty and Students without Internet or Computer Access

In the event that a pandemic or catastrophic event is declared, or students become ill during such an event, students may be required to leave the campus and temporarily relocate to an area which will not afford access to a computer or the Internet. Under these circumstances, a great deal of pre-planning must go into syllabi and materials development. A syllabus with complete instructions for work completion at remote and inaccessible locations will need to be prepared within a detailed study/work plan. Note that in these circumstances a single Just-In-Case syllabus for multiple sections of a course might be appropriate. This event could cause a communication gap between instructors and students while face-to-face classes are suspended. These students will still need an explanation of your expectations and their responsibilities. It is important that a “just in case” course content outline/syllabus, and a timeline be available that students can either download or print, and take with them. Assignments from the current textbook which students can complete and submit when face-to-face classes resume are also an option. As with Scenario 1, social distancing may affect students’ access to course related materials or software, and will prohibit the use of any type of face-to-face meetings.

Communication Options for Those without Internet and/or Computer Access

<table>
<thead>
<tr>
<th>Possible Types of Communication Available</th>
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</thead>
<tbody>
<tr>
<td>1. Text Messaging</td>
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<tr>
<td>2. Phone</td>
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</tbody>
</table>

Just-In-Case Options for Content Delivery

Possible methods for delivery of face-to-face content without Internet or Computer Access.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Manual Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content/Information</td>
<td>Students could download or print content available in advance. (Just in Case)</td>
</tr>
<tr>
<td>Paper Course Handouts</td>
<td></td>
</tr>
<tr>
<td>Course Lectures</td>
<td>Students could download recorded presentations.</td>
</tr>
<tr>
<td>Live or Recorded</td>
<td><strong>Narrate PowerPoint files.</strong> You can use the Record Narration option in PowerPoint to add audio to your PowerPoint Presentations.</td>
</tr>
<tr>
<td>PowerPoint files Handouts</td>
<td><strong>Record screencast lectures using</strong> Mediasite or MDR.</td>
</tr>
<tr>
<td>Tegrity or Mediasite</td>
<td>Practice Drill: try recording a face-to-face lecture or</td>
</tr>
</tbody>
</table>
supplemental material this semester using Mediasite in the classroom or the Mediasite Desktop Recorder, then save the file for use as needed. Paper copies provided ahead of time or substitute a particular chapter in the textbook.

Electronic copies of course lectures and/or notes available for print or download.

CDs with all course materials including lectures available for purchase with text.

<table>
<thead>
<tr>
<th>Text Book Reading/Assignments</th>
<th>Prepare and place in Syllabus for later use. (Just in Case)</th>
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</thead>
<tbody>
<tr>
<td>Individual Assignments</td>
<td>Prepare and place in Syllabus for later use. (Just in Case)</td>
</tr>
<tr>
<td>In class assignments &amp; Projects</td>
<td></td>
</tr>
<tr>
<td>Exams or Quizzes</td>
<td>Alternate assignments scored</td>
</tr>
<tr>
<td></td>
<td>Mastery test taken when students return</td>
</tr>
<tr>
<td>Course Announcements</td>
<td>Phone Tree</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Alternate hard copy distributed in class.</td>
</tr>
<tr>
<td>Student Questions</td>
<td>Peer Phone Tree, (Ask 3 then me)</td>
</tr>
<tr>
<td></td>
<td>Faculty Phone (Assign groups and one student as communicator to ask questions.)</td>
</tr>
</tbody>
</table>

**Just-In-Case Sample Assignments**

Consider creating additional assignments which could be added to course materials, and made available during any pandemic or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

**Assignment Examples for Consideration**

Prepare an Individual and/or Group Assignment which might work for a short period:

1. Provide subject content (in syllabus, course packet, text message, etc.) for students to review and self-reflect upon in a paper.
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2. Post subject content link and prepare a 10 question quiz, or have buddies discuss using text messaging or phone. Due to social distancing, any type of face-to-face meeting will be highly discouraged.

3. Post discussion questions (2-4) in syllabus to facilitate discussion. Have students discuss through phone or text-messaging. Groups might note time of discussion and 1-2 line overview of discussion for assessment of assignment.

4. Assign end-of-chapter materials for group project, individual question and answer session, or buddy discussion. Students can then report for peers to assess, or discuss and write up overview of discussions. Use end-of-Chapter assignments for chapters not covered in regular class period.

5. Provide an "Alternative" assignment in your syllabus to be used only in the event that face-to-face classes are suspended, including rubric for assessment. Example for this assignment - assign groups at the beginning of the semester. Provide a current article for students to read and discuss with their group member(s).

Items for Consideration at the University, College/School, and/or Unit Level

Develop and recommend guidelines noting a minimum course standard in relationship to course content and aligned with assessment and accreditation for the unit be provided by each faculty member for each of their designated courses.

Develop and recommend a university standard for delivery that would designate the amount of course content which must be available online in the event of a declaration of pandemic or catastrophic conditions.

Upon recommendation of the unit head, course extensions and incompletes will be discouraged.

Upon recommendation of the unit head, courses consisting of both face-to-face and DE delivery format should consider merging into the DE format upon declaration of an event.

Faculty that are teaching face-to-face and distance education sections of the same course or courses that contain some similar content, can copy content from an existing distance education course into the face-to-face section.

The unit head should take appropriate action in supporting the continuity of the learning process for students.
Discuss the possibility of utilizing Pitt and other Community Colleges as possible partners concerning the sharing of resources during a pandemic or catastrophic event.

Course Substitution: For example, substituting AS/NTR/PO 413 at North Carolina State University for NUTR 3105 here at ECU. (Note that this would require an emergency agreement between universities, but these kinds of arrangements would be discussed.

**Items for Consideration at the Unit Level**

**Designate Lead Instructors**
Faculty members teaching sections of the same course could meet and prepare modules of course content in order to provide students with continuation of learning opportunities and lessen faculty loads during a pandemic and catastrophic event. Each module could equate to a face-to-face lecture or content materials. This could necessitate the preparation of about 10 prepared modules. Preparation tasks could be shared allowing for instructor outages during the event. Classes could then immediately switch to the prepared platform (Blackboard) site. Depending on the software selected (if Word files, PPTs, Excel Files, or PDFs) to create the modules, the content could also be copied to a DVD/CD in order that the disc would be mailed to those students without Internet access but having access to a computer. This would require a list of students and student addresses to be readily available at all times, unit support, and faculty participation.

**Encourage Faculty Platform Training**
It is suggested that all faculty members be encouraged to become familiar with the ECU's learning platforms through formal training in order to continue to provide students with the highest quality of education and meet program standards during a pandemic or catastrophic event. This would require direct unit support, mandates from units and faculty participation.

**Practice Drills**
Encourage faculty to record a face-to-face lecture or supplemental material this semester using a Mediasite Classroom or Mediasite Desktop Recorder, then save the file for use as needed. This item would require direct unit support for Mediasite use.

**Team-Teaching/”Pandemic Partners”**
It is also suggested that some form of team-teaching or “Pandemic Partners” be investigated and staged in order to curtail faculty overload and prepare for the possibility of faculty illness during the declaration of an event. This would require direct unit support and faculty participation.
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Planning Resources

The following list of tools and resources are provided in order to promote thought and provide options during pandemic and catastrophic event planning.

- Blackboard Training: Blackboard face-to-face and online training opportunities are offered throughout the semester.
- Visit the SabaMeeting Resource Center. Training is offered throughout the semester.
- Mediasite Desktop Recorder (MDR) Training: MDR face-to-face training is offered throughout the semester.
- Hear how two ECU faculty have prepared.
  - Interview with Tim Kelley
  - Interview with Mark Weitzel

References

Wake Forest Professor Rick Matthews  
http://www.wfu.edu/~matthews/courses/p230/hw/pandemic.html

DE Contingency Plan  

Blackboard Tutorials  
http://www.youtube.com/playlist?list=PLontYaReEU1tzulT5gfiX-JQA5nBc3isN

Glossary

Catastrophic Event: Area situation causing declaration of emergency; may require social distancing.

Emergency Information will be available at the ECU homepage http://www.ecu.edu.

Pandemic Flu: Global outbreak of human flu which can spread easily and quickly from person to person and from city to city.

Social Distancing: Limiting contact and activities with others to slow down the spread of a flu pandemic.
Appendices
Discussion Points

For Units – The following can be used to promote dialogue concerning the learning process and pandemic or catastrophic event situations. Faculty should be encouraged to discuss the following points with peers in a small group setting in addition to any other ideas which may arise as an extension of the discussion.

- What would you do if you were unable to have your class meet face-to-face for an extended period of time beginning tomorrow?
- How would your face-to-face syllabus change if you had to suddenly begin teaching at a distance?
- If servers and communication went down for a long period of time, how would you communicate with students?
- How could the content materials of your current course be changed to reflect the conditions (Scenario 1 or Scenario 2)?
- Is your course currently being taught online by anyone? If so, can you obtain a copy of the course content for use during an event?
- What are your department and program standards for consistent, high quality course instruction?
- How could a course provide value and meet program standards during a pandemic or catastrophic event?
- How would it be possible for students who anticipate graduating at the end of the semester to meet program standards during a pandemic or catastrophic event?
- What would an outline for Just-in-Time or Just-in-Case course materials look like? What would be included? What would be excluded?
- What materials are essential for optimal Just-in-Time and Just-in-Case learning?
- Reinventing the wheel is time-consuming and difficult. How can you provide the minimum requirements without reinventing the wheel?
- When should you share your Just-in-Time and Just-in-Case materials with students?
Faculty Checklist

The following are provided in order to facilitate and focus attention on preparation for a catastrophic event.

<table>
<thead>
<tr>
<th>Item Description</th>
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<tbody>
<tr>
<td>Answer the Questions to Consider</td>
</tr>
<tr>
<td>Attend Blackboard and other Learning Platforms Training Sessions</td>
</tr>
<tr>
<td>Test Communication Tools</td>
</tr>
<tr>
<td>Select Communication Tools to Implement</td>
</tr>
<tr>
<td>Try a Practice Drill – record a face-to-face lecture or supplemental material this semester using Mediasite in the classroom or the Mediasite Desktop Recorder, then save the file for use as needed.</td>
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<tr>
<td>Develop a Continuity of Instruction Outline</td>
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<td>Revise Syllabus – Continuity Syllabus</td>
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<tr>
<td>Continuity Syllabus Readily Available to Students</td>
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<tr>
<td>Ensure Just-In-Time and Just-In-Case Content Readily Available</td>
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<tr>
<td>Ensure Just-In-Time and Just-In-Case Assignments Readily Available</td>
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</table>