RECOMMENDATIONS ABOUT CONTINGENCY PLANNING FOR COURSES

The Ad-Hoc Instructional Task Force strongly recommends faculty and unit administrators the following practices:

Alternative Delivery

There is the expectation that ECU will "provide alternative delivery of instruction for students in quarantine or isolation" (ECU Reopening Plan, p. 8). Faculty have the freedom to determine how best to provide this alternative delivery. It will be to the benefit of faculty and students to design a syllabus that provides plans and details for how to handle the following:

- students who are absent from class(es) because their self-assessment indicated that it was not safe to attend
- students who are in isolation/quarantine
- faculty who are absent from class (es) because their self-assessment indicated that it was not safe to attend.
- faculty who are in isolation/quarantine.

While figuring out all details, read through ECU's Continuity of Instruction Guidance. Some things to think about beforehand:

- How would you adapt flipped learning to these scenarios?
- How would you adapt your lectures to these scenarios?
- How would you ensure that students have access to all materials necessary for class, research projects if they are in isolation or quarantine?

It is strongly recommended that the instructor addresses in the syllabus how continuity of instruction will be provided. This is an example:

> *Continuity of instruction*
>
> *I will post all course materials (PowerPoints, lecture notes) on Canvas. Students unable to attend should access those notes and materials and contact me if they have any questions. In this course, we also have 3 official note takers:*
>
> > *1.*
> > *2.*
> > *3.*
>
> *After each class period, the note takers will post their own notes in Canvas.   There are several methods you can use in Canvas such as a creating content folders in the Canvas Collaboration tool where notes can be published or a discussion post each week with the notes posted by the note takers.*

Buddy System

Prior to the beginning of the fall term, the department chair or school director, in consultation with their college dean, will determine how a course will be covered if an instructor is unable to continue teaching the course.

To help students and the other instructor with the transition, it is strongly recommended that faculty:

- publish the course syllabi in a Canvas course shell available to students by the first day of the course. Communicate with students before that day.
- use Canvas for all aspects of the course (syllabus, posting materials, communication with students, gradebook, etc.).
- provide timely feedback to students about their performance in the course. Early feedback will be critical.
- provide grades in Canvas (not end of term grades) throughout the course.
- complete Starfish reports and that faculty communicate regularly with students about their progress in the course.
- clearly state in their syllabus students' expectations. Prioritized Student Learning Outcomes should be included.
- prepare detailed descriptions of assignments, projects, research papers and other activities that students will need to complete during the course.
- prepare evaluation materials beforehand.
- prepare rubrics that will be used in the evaluation of student work.
- be mindful of the fact that another faculty member might have to teach your course. Prioritize assignments and evaluation materials to those that best match the SLO.