**W&L** **Course** **Continuity** **Planning** **Worksheet**

**This** worksheet is designed to help you prepare to maintain contact with students and sustain course progress in the event of unexpected disruptions to course meeting plans during the academic term.

**In** addition to campus-wide shifts, consider various types of temporary disruptions or isolated needs such as:

* As instructor, you are ill or caring for someone and unable to meet;
* one or more students must quarantine and join class remotely.

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| Instructor |  |
| Course Dept / # |  |
| Course Name |  |
| Date |  |

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| **How Might You …** | **Considerations** | **Plan** |
| **Communicate with Students** | * Primary and backup methods of communication (including cell phone-only situations) * When and how often * Is continuity planning and communication addressed in the syllabus? * How will changes to the course plan be communicated? |  |
| **Distribute and/or Receive Course Materials & Assignments** | * Hard copy of syllabus for all * Anticipated schedule adjustments (Where might there be agility?) * Methods of assignment submission (including low-power, limited bandwidth options) * Staying informed about accommodation needs |  |
| **Present Content** | * Lecture & other content delivery for remote / distributed groups of students * Flipped classroom & other strategies for students to share in delivering content * Hard copies of all materials |  |
| **Offer Experiential Opportunities** | * Clarify connections between experience & course goals * Invite student input for addressing goals creatively * Can some goals be partially met or accessed vicariously through video, live tweeting, remote participation, etc.? |  |
| **Support Peer to Peer Engagement** | * How might 100% remote classes collaborate and interact? * What options exist for distributed groups (mixed face to face & remote)? * Can face to face students offer access (e.g. live tweeting, audio or video feed) to remote students in mixed/distributed scenarios? * How will you establish expectations for accountability in group work assignments? |  |
| **Assess Learning** | * What exams and assignments might be impacted by disruptions? * What flexible exam or assignment options can be built into the course design? * Which assignments would be canceled entirely in a remote learning scenario? How would these be handled if only a few students must work remotely? |  |
| **Address Accessibility Issues** | Review the ideas you have generated and consider whether each has the potential to impact your own or your students’ needs for   * Accessibility support * Library resources / support * Technology training   Schedule consultations early to support planning needs. | ADA Accessibility support: |
| **Access Library resources** | Library support: |
| **Develop & broaden Technology competencies** | Technology support: |
| **Plan for appropriate Student Affairs Referrals** | * What circumstances might remote learners encounter that would benefit from the support of student affairs professionals? * Maintain a hard copy list of key contacts in student affairs | Student Affairs support: |
| **General** | Maintain a hard copy list of contacts in your own remote office for   * Dean * Department Chair & colleagues * Registrar | General Administrative support: |