

# The Citadel's Continuity of Instruction Plan

Emergency Preparedness



THE CITADEL

*The Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL&DE)*

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## Introduction

The Citadel is committed to the Continuity of Instruction in the event of an emergency disruption that may result in the suspension of all activities and classes on campus. The Continuity of Instruction Plan is the continuation of education in the event of a prolonged campus closure. This plan promotes the continuation of teaching and learning despite circumstances that interrupt face-to-face classes on campus, as well as the ability for professors to provide online instruction.

Many considerations play a role in the delivery of coursework, such as students needing to evacuate campus or shelter in place, accessibility to the internet, type of course, and the length of time that an alternative learning environment or alternative teaching schedule must be maintained. There are varieties of viable distance learning methods that can be utilized, provided that the professor and students have access to power and internet connectivity. The following considerations, information, and resources can support The Citadel faculty and staff for Continuity of Instruction in the event of a short or long-term closure.

## Purpose

The purpose of this document is to provide a Continuity of Instruction Plan and resources to conduct classes during a temporary closure or relocation of on-campus and off-campus instruction for unforeseen circumstances consistent with the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\) Emergency Temporary Relocation of Instruction Policy](#). This applies for any disruption to campus operations. Possible reasons for the disruption of classroom instruction include, but are not limited to:

- Major Hurricane Event
- Pandemic illness
- Natural disaster
- Unsafe conditions on campus

## Policies and Related Items

- All faculty are required to load their syllabi into The Citadel's approved Learning Management System (LMS) beginning spring 2021.
- All faculty are required to maintain grades within The Citadel's approved LMS's gradebook beginning fall of 2021. All student work that supports the grade must be included within Canvas as evidence of the grade achieved and cannot be in a third party tool.
- It is the expectation that assignment deadlines will be adjusted for both face-to-face (F2F) and online in the event of a campus closure, evacuation in the region, or prolonged power outage. For students sheltering in place on-campus, specific due dates will be required for posted COI assignments.
- As established in the Faculty Manual, Deans, Directors, and Departments Chairs/Heads maintain oversight and responsibility for the quality of teaching in both F2F and online courses.

- Related SACSCOC Policies are located in Appendix F and G of this document.

## Preparedness

Preparedness is the key when coping with a disaster and/or emergency that, by nature, is unpredictable. To ensure academic continuity, we recommend that faculty and staff perform the following preparedness activities:

- Be informed of how to get campus and technology alerts.
- Be informed of where and how to get help with technology.
- Gather and secure updated contact information.
- Back up critical class materials.
- Practice clear and effective online communication to students.
- Protect your remote location (home/personal) computers with anti-virus software. All Citadel computers should already have Symantec Antivirus installed and running.
- Prepare to conduct classes during a disruption by using The Citadel's approved Learning Management System (LMS).
- Add course policies to your syllabus on how you will continue instruction in the event of an emergency and disaster.
- Prepare a draft communication to send to students referring to the syllabus contingency plan if college closure is imminent (include take their valuables to include your books and computer).
- Conduct practice drills that will help you prepare to access all vital college systems from off campus.
- Upload your syllabi to The Citadel's approved LMS at the start of each semester and maintain your gradebook within it.
- Include in your plan how you will make up labs including a timeline and lab alternatives using online simulations or on campus make up schedules.

## Campus and Technology Alerts

### Bulldog Alert App

- Join The Citadel's Notification App that sends Bulldog alerts by text message and/or email. The Bulldog Alert app can be downloaded from the Apple App Store or Google Play Store.

To check ITS Outages, visit the ITS System Status Page.

- The current date will be highlighted and any outages will be listed. You can also click a date to see any outages for that day.

## Getting Help with Technology

For assistance with the LMS and Instructional Support for teaching or learning online, contact the Center for Excellence and Innovation in Teaching, Learning and Distance Education (CEITL&DE) at

- Email [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu)
- Call 843-953-TEAM (8326)

If you or your students need *technological support* on how to access Lesesne Gateway or email off campus, contact the ITS Help Desk:

- Use the Hotline System (also accessible through Lesesne Gateway)
- Call 843-953-HELP (4357)

## Modify Your Syllabus

It is important to provide clear expectations to students in your course syllabus for weather and campus emergencies as well as providing continuity of instruction. Please include the following mandatory language in your syllabus:

### WEATHER & CAMPUS EMERGENCIES

In case of adverse weather, or other campus emergency, critical information will be posted on the Bulldog Alert homepage and pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway or The Citadel's approved LMS. If you have not yet updated your contact information, or set up course notifications within The Citadel's approved LMS, you should do so immediately.

### CONTINUITY OF INSTRUCTION

During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and The Citadel's approved LMS. In the event of such an emergency, check your Citadel email account and The Citadel's approved LMS course announcements page for instructions.

## Gathering and Securing Updated Contact Information

Immediately following the drop/add period, we recommend that you access Banner and verify student enrollment. We also recommend that you document and safely store student email addresses and phone numbers in a separate file. We also recommend that you collect students' alternate contact information the first week of class including:

- Alternate email addresses
- Primary phone number
- Secondary phone numbers

You may also wish to use The Citadel's approved LMS to create an assignment for the purpose of collecting alternative contact information. This will ensure that this information is available in one place. Once all students have submitted their information, we recommend that you download this information and store it in a safe place. You may also create an email distribution list with student's alternate email addresses. Additionally, encourage students to keep their contact information up to date in Lesesne Gateway and inform you of any changes as soon as they occur.

## Backing up Course Materials

Having a backup of your teaching materials and student materials and then storing them on *OneDrive* ensures that you can access class materials even if you can't physically access your office computer. You can also save your backup files on a flash drive or external hard drive.

Back up critical teaching materials including:

- Syllabus
- Lecture files and notes including screencasts, voiceover PowerPoints, etc.
- Discussion topics
- Assignments with instructions and any files students may need
- Quizzes/Exams
- Grades

You may also back up student submissions including assignments, discussion posts, email messages, and any feedback. Lastly, encourage students to back up class materials including:

- Syllabus
- Class schedule
- All materials they submit to you, including assignments, discussion posts, and email messages.
- Your feedback
- Grades

## Communication during a Campus Closure

It is important to communicate with your classes within 48 hour following an emergency event. Let your students know that you are available and that you will be monitoring the situation closely regarding a campus reopening or a transfer to an alternative instruction delivery method.

**Use Class Distribution Lists.** To email a class, you can send an email through The Citadel's approved LMS.

**Do Not Use Social Media Tools to Send Messages to Your Students.** Social media sites including Facebook, Instagram, Snap Chat, Twitter, and TikTok do not ensure privacy and are not authorized nor approved to use to communicate with students due to possible Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) violations.

**Virtual Conferencing.** Zoom makes it easy for Citadel faculty, staff, and students to participate in optional class sessions, host virtual office hours, collaborate remotely on research, host real-time video conversations, host live web broadcasts, and record to the cloud or computer for easy sharing. For help with your Zoom account please contact CEITL&DE at [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu).

## Instructional Continuity Planning via The Citadel's Approved LMS

When classroom instruction is interrupted due to a disaster or an emergency, you will need to use alternative methods and tools to continue class activities at a distance. Your class activities may vary depending on the subject you are teaching and the kinds of teaching methods you use as well as conditions where students are sheltering on campus or evacuating. However, the following are core categories of class activities that you will need to continue asynchronously:

- Communicating with Students



- Delivering Course Content (Asynchronously)
- Encouraging Student Participation: Answering Questions, Discussion Forums
- Administering Assignments, Tests and Grades with assigned due dates

## Communicating with Students via The Citadel's Approved LMS

**Announcements.** To communicate with the entire class within the LMS, add an Announcement. A copy of the announcement will also be sent to your students' Citadel email accounts.

**Email through the LMS.** To communicate with just a few students or an individual student, you can send a message via the email feature. Messages are sent to each recipient's Citadel email account.

**Discussion Boards.** To manage student inquiries, it is recommended that you create Discussion Threads by topic or date. You can ask students to post their questions there instead of emailing you with the questions. You can also post discussion questions about course readings, lectures, etc.

## Delivering Course Content and Due Dates

Faculty will be notified as to the learning modality via email from the Provost's Office. During a hurricane, learning will likely be asynchronous meaning students will complete coursework and learning at various times within posted and possibly extended due dates based on students sheltering in place either on campus or at home or students being evacuated or having a loss of power. In all scenarios, you are encouraged to record lectures and post them in Canvas. You may to choose to hold an optional online virtual class session or online office hours, however, students will may not be required to attend. You are required to use The Citadel's approved LMS for all coursework and The Citadel's approved virtual conferencing system. CEITL&DE can assist you on the best way to deliver recorded content via the LMS. Recommended options are:

- Zoom (recorded videos)
- Studio

In the event of a hurricane and based on conditions including sheltering in place or mandatory evacuation/loss of power, please note the following guidelines for assignment due dates:

### **Sheltering in Place (On-campus or at home)**

Assignments will be posted for students to complete ideally while students are sheltered in place and consistent with due dates from on-ground modality of course. Online course due dates would not be adjusted.

### **Mandatory Evacuation and/or Loss of Power**

Assignments will be posted for students to complete with extended due dates based on evacuation and reopening of campus or status/length of loss of power.

## Encouraging Student Participation and Engagement

To encourage regular and substantive student participation and engagement, please use Discussion Boards. CEITL&DE can assist you in creating Discussion Boards and prompts.

## Administering Assignments, Tests and Grades

You should post assignments, tests and assign grades within The Citadel's LMS. It is required that all faculty use The Citadel's LMS gradebook feature for all courses including face-to-face, hybrid and online. For tutorials on how to create and post assignments and/or tests or for information on proctoring online tests, please contact [CEITL&DE](#). Note: We recommend that you backup all grades stored in The Citadel's LMS by exporting them via Excel.



## Appendix A. Policies

1. **Withdrawals:** The course withdrawal deadline may be extended until to the last day of class.
2. **Extension of Assignment Deadlines and Extended Time on Test Policy During this Emergency:** Learning online may affect a student's ability to complete assignments/tests at the scheduled time and in the allocated time. Therefore, flexibility in assignment deadlines and extension of time during tests is considered an appropriate accommodation for all students. (Please see guidance in the contact hour/parity table found in our Distance Learning Handbook which can be found under the resources section of the [CEITL&DE webpage](#) (for recommended time allotments for learning online). Note: All accommodations for student with disabilities still apply and flexibility guidelines would be in addition to established accommodations to account for the online learning environment. Please contact Disability Services if you have specific questions about students with disabilities.
3. **Virtual Labs:** see virtual lab policies in Appendix B.
4. **Exam Proctoring:** Faculty who teach distance education courses and give closed book exams are required to use The Citadel's online proctoring service, Respondus Monitor LockDown Browser or collaborate with the Student Success Center (SSC) to coordinate proctoring. Options for proctoring are listed in the Distance Learning Handbook. The COI Taskforce recommends that faculty follow this process when possible. Faculty should confirm that all students in the course have the appropriate equipment in order to participate in the proctored exam. If students do not have access, faculty should make reasonable accommodations to include but not limited to:
  - Use of LockDown Browser without recording if a student does not have access to a webcam
  - Use of Honor statements
  - Family member proctoring
  - Use of proctoring service available by the Student Success Center (**Note:** these are limited during this emergency and must be coordinated with their office)
  - Other accommodations deemed reasonable by the faculty or their department head
5. **Department-level Observer Access:** The Citadel's Distance Learning Handbook outlines the normal expectation for Department Head access to online courses; "Department head(s)/chair(s), program director(s), peer reviewer(s), and/or deans will have access to online courses in their department/school to evaluate course delivery." The department head will be given departmental observer level access to these online courses upon request.

### During Continuity of Instruction

The expectation is that department head(s)/chair(s), program director(s), deans and /or a delegate from the department or school will be given departmental observer level access to courses in The Citadel's approved LMS The Departmental Observer will have access to view course content and discussion boards, and course gradebook.

In addition, Tutors will be assigned the role of Note taker and would have access to view course content only. To ensure privacy, a Note taker would not have access to the gradebook or discussion board posts.

6. **Course Withdraw Process for COI:** The course withdraw process typically requires the student to get signatures of the faculty teaching the course and the advisor. For the remainder of the semester, the students are encouraged to follow this process. But, if they are having difficulty engaging these faculty members, the student can engage the Office of the Associate Provost for Academic Affairs to complete the withdraw process with the student's department head. The office of the Associate Provost will advise the student and notify the faculty teaching the course and the advisor if withdrawal is approved.

Adopted spring of 2020

## Appendix B. Continuing Instruction of Laboratory Classes at a Distance

### Purpose

The Continuity of Instruction Plan (COIP) provides guidance on how to continue instruction at a distance in the event of an emergency disruption that results in the suspension of all activities and classes on campus. In the event of campus closure and implementation of our COI Plan, faculty and students will still be responsible for completing laboratory courses and continuing instruction at a distance. The following Continuation of Laboratory Instruction Plan (COLIP) provides specific recommendations for faculty in the challenging task of maintaining laboratory classes at a distance.

### Planning Steps

When planning alternate laboratory activities:

1. Identify the learning outcomes for each activity. Some recommendations are provided below:
  - a. Developing a Scientific Habit of Mind
    - i. Follow a procedure
    - ii. Take detailed notes
    - iii. Perform replicate measurements
  - b. Observational Skills
    - i. Record visual, auditory, olfactory, or tactile phenomena
    - ii. Utilize an instrument to record phenomena
  - c. Safety Skills
    - i. Complete procedures/activities safely
    - ii. Evaluate a situation for safety concerns
  - d. Physical Skills
    - i. Demonstrate the ability to use equipment, e.g., pipette, buret, microscope, electronics
  - e. Processing Skills
    - i. Create a scientifically-valid hypothesis
    - ii. Demonstrate the ability to communicate observations, analyses, and conclusions
    - iii. Demonstrate the ability to evaluate results
  - f. Quantitative Skills
    - i. Graph data to gain insight on phenomena
    - ii. Perform calculations to obtain new knowledge
    - iii. Evaluate significance of data
2. Decide whether hands-on activities are required to achieve your course/lab outcomes. In making this decision, you should carefully consider safety, the availability/cost of materials/equipment, and the nature of the home environment.
3. If hands-on activities are deemed necessary, the following actions must occur:
  - a. Students need to be given safety guidelines appropriate for the activity.
  - b. Students must pass a quiz based on these safety guidelines.
  - c. See **Section A** for additional guidelines.
  - d. As a second level of review, the Department Head must approve the activity.

4. If hands-on activities were deemed unnecessary, an appropriate alternative would need to be provided. (See Steps 3-5).
5. Provide an alternative learning activity. There are many resources that you may draw from. See **Section B** for a list of these for various disciplines. However, once you choose the activity, you should complete the activity yourself to prepare for student questions and concerns. As you complete the activity, pay attention to:
  - a. Any instructions or procedures that may need additional clarification.
  - b. Opportunities for students to record data or observations.
  - c. Opportunities to assess student performance.
6. Design your assignment:
  - a. Include learning objectives.
  - b. Include links or references to any instructional materials students may need to review prior to completing the activity, e.g., textbook/lab manual reading, videos, webpage.
  - c. Include instructions for:
    - i. Accessing the virtual lab resource (e.g., full HTML, link in The Citadel’s approved LMS, directions for accessing textbook resource)
    - ii. Completing the activity
      1. Consider including screenshots of any part of the virtual activity that is not self-explanatory.
      2. If the activity is not self-correcting or does not provide a scoresheet, consider creating a “student data sheet” for students to record data and observations.
    - iii. Documenting activity completion
      1. Will students submit a screen shot of their virtual progress or scoresheet?
      2. Will students complete an instructor created assignment, e.g., data sheet, analysis questions, lab report?
      3. Will students be expected to apply the information acquired from the activity to a second assignment, e.g., quiz, discussion board, problem set, case study?
    - iv. Submission of any required documentation.
  - d. Explain how you plan to assess/grade the activity.
    - i. Will you provide a grading rubric?
    - ii. Will students get credit for completion? Correctness?
    - iii. How will the virtual activity count in your grading? Will it be the same as another planned assessment or will it be weighted differently?
  - e. Include a due date.
7. Post your assignment to The Citadel’s approved LMS.
  - a. Choose a consistent location/method for posting all virtual assignments.
  - b. Be consistent with posting new activities and deadlines. For example, what is the expected learning cycle—one activity per week? What day of the week should students expect to have deadlines?
  - c. Choose a consistent method for student submission. Will it be through discussion board, as an assignment, through a journal, through a quiz?

## Example of Home Lab Safety Guidelines

The following rules should be included in courses that require *any* type of hands on activity or outing.

- You are responsible for following lab safety procedures to keep yourself and others in your environment safe as you complete all home labs and activities associated with this course. If an activity feels unsafe, stop immediately and ask for further guidance before continuing with the procedure.
- ALWAYS read the assigned home lab activity completely—from start to finish—BEFORE you begin.
  - Take note of any specific safety guidelines or reminders for a given lab activity or assignment.
  - If you are unsure of the procedure after reading the protocol, contact the instructor for clarity before starting.

The following guidelines are suggested for courses involving any “wet lab” activities:

- Read through the information contained in the Safety Data Sheets if/when they are provided.
- Select a safe site for lab activities in your home. The kitchen is recommended, but any place that is well ventilated, has a flat and stable working surface, has access to water, and can be cleaned easily in the case of spills is recommended.
- Keep laboratory materials safely away from children and pets.
- If possible, keep all unauthorized people out of your selected site when chemicals are in use in order to avoid any unforeseen accidents. If anyone is allowed to observe you or participate in experiments, follow all of the proper safety rules.
- Do not eat, drink, or prepare food while conducting the lab experiment.
- Never place any instruments or materials in your mouth.
- Wear approved eye protection at all times doing your lab activities.
- Confine long hair when doing your lab activities.
- Wear closed-toe shoes when doing your lab activities.
- Use disposable containers for any lab involving chemicals - you do not want to prepare food in a vessel used for an experiment.
- If you use non-disposable measuring cups or measuring spoons, wash items thoroughly before using for other home purposes.
- Label all materials clearly, and make accurate observations and measurements so that you do not make mistakes or need to repeat experiments.
- You may be asked to use several home appliances (blender, microwave, etc.) to complete your experiments. Please follow all manufacturers’ guidelines.
- Be sure to thoroughly clean up after working on labs—the lab area, utensils and WASH YOUR HANDS!
- Be prepared for Emergencies: Have the following emergency equipment handy in your

working area: a fire extinguisher, water, a first aid kit, and a telephone.

The following guidelines are suggested for courses involving any outdoor activities

You are responsible for your own safety when participating in an outdoor field activity. This involves properly preparing for the trip ahead of time and being aware of your surroundings while conducting the activity.

- Plan ahead for the trip by:
  - Reviewing any posted policies or regulations of the location you are visiting and make a plan to abide by them.
  - Checking the weather and dressing appropriately.
  - Bringing sun protection and insect repellent.
  - Bringing sufficient water to stay hydrated.
  - Bringing a first aid kit.
  - Bringing a cell-phone or other device so that you will be able to call for help in the event of an emergency.
  - Letting someone know when and where you are going.
- Be aware of your surroundings by:
  - Watching out for poisonous plants, dangerous animals, or stinging insects.
  - Avoiding unexpected hazards like flooding, broken glass, fallen trees, etc.
- Be reminded that while participating in a class activity, you are representing The Citadel and are expected to be respectful.
- Follow the “leave no trace” principles: dispose of waste properly, leave what you find, respect wildlife, and be considerate of other visitors.

NOTE: More detailed information regarding Home Lab Safety for particular experiments and activities should be placed at the beginning of each lab protocol or assignment description.

## List of Resources for Virtual Labs

### Multi-disciplinary:

JoVE Video Library: <https://www.jove.com/science-education-library>

Merlot Collection: <https://www.merlot.org/merlot/>

PhET Interactive Simulations: <https://phet.colorado.edu/en/simulations/category/new>

NMSU Virtual labs: <https://virtuallabs.nmsu.edu/index.php#content>

Molecular Workbench <http://mw.concord.org/modeler/>

Novalabs: <https://www.pbs.org/wgbh/nova/labs/>

Wisconsin online: <https://www.wisc-online.com/>

The Nobel Prize Lessons and Games: <https://www.nobelprize.org/education-network-nobel-prize-lessons/>

### Biology:

HHMI Biointeractive: <https://www.biointeractive.org/home>

Learn Genetics: <https://learn.genetics.utah.edu/content/labs/>

Bioman: <https://www.biomanbio.com/>

Rutgers Virtual Biology labs: [https://bio.rutgers.edu/~gb101/virtuallabs\\_101.html](https://bio.rutgers.edu/~gb101/virtuallabs_101.html)

WOW Biology: [https://www.classzone.com/books/hs/ca/sc/bio\\_07/virtual\\_labs/virtualLabs.html](https://www.classzone.com/books/hs/ca/sc/bio_07/virtual_labs/virtualLabs.html)

Virtual Labs Stanford: <http://virtuallabs.stanford.edu/>

MaxAnimations: <http://maxanim.com/>

### Chemistry:

ChemCollective: <http://chemcollective.org/home>

Chemistry Solutions: <https://teachchemistry.org/periodical/simulations>

ChemReaX: Chemical Reaction Simulator:

[https://chem.libretexts.org/Bookshelves/Ancillary\\_Materials/Interactive\\_Applications/ChemReaX%3A\\_Chemical\\_Reaction\\_Simulator](https://chem.libretexts.org/Bookshelves/Ancillary_Materials/Interactive_Applications/ChemReaX%3A_Chemical_Reaction_Simulator)

Davidson Virtual Chem Labs: <https://www.chm.davidson.edu/vce/index.html>

Electrolyte Solution Simulator: <https://antoine.frostburg.edu/chem/senese/101/simulations.shtml>

Oxford Virtual Chemistry: <http://www.chem.ox.ac.uk/vrchemistry/>

Titration Screen Experiment: <https://edu.rsc.org/resources/titration-screen-experiment/2077.article>

Ideal Gas Law Virtual Laboratory: <http://jersey.uoregon.edu/vlab/Piston/index.html>

ACD ChemsSketch: <https://www.acdlabs.com/resources/freeware/chemsketch/>

### Physics:

The Physics Classroom: <https://www.physicsclassroom.com/>

Hyperphysics: <http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html>

UCLA E-physics: <http://ephysics.physics.ucla.edu/>

My Physics lab.com: <https://www.myphysicslab.com/>



## Appendix C. Provost Area COI Preparation Plan

This plan is designed to provide a list of tasks and duties that should be accomplished by the Provost Office and supporting areas in the preparation for COI. Each of these tasks and actions included in this plan will be balanced against the threat of storm damage to the campus.

### **OpCon 3:**

1. Review Hurricane, Inclement weather, or Pandemic Plan. Provide changes and revisions as needed.
2. Monitor tropical and pandemic activity – All faculty and academic staff.
3. Review Continuity of Instruction Plan – All faculty.
4. Confirm most current version of your syllabus is uploaded to the LMS – All faculty.
5. Notification sent to campus community on storm status – OCM.

### **OpCon 2:**

1. Reminders to back-up all course material are sent out – Deans and Department Heads.
2. Confirm accurate contact information for all faculty and staff – Deans and Department Heads.
3. Confirm accurate contact information for students as outlined in COI – All Faculty.
4. Notification sent to campus community on storm status – OCM.

### **OpCon 1: (Evacuation is eminent).**

1. Notification sent to campus community on storm/pandemic status and students are reminded to take course materials and computers with them on evacuation – OCM.
2. Office and lab computers are powered down and unplugged – Deans and Department Heads coordinate.
3. Physical protection put in place to protect records, archives and museum items – Registrar and Library staff.
4. All personnel will evacuate the work area.

### **Recovery and Reopening of the Campus:**

1. Contact students via email and adjust deadlines on your syllabus based on time missed from the storm. This includes online classes.
2. Execute your Continuity of Instruction Plan to ensure all learning outcomes and missed instructional contact hours are made up and documented.
3. Upon returning to campus, report any damaged computers, records, archives or museum items to supervisor.

## Appendix D. Faculty Checklist

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

- Backup all teaching material and gradebook
- Attend Canvas and other required training sessions
- Test communication/email tools
- Revise syllabus to include required COI language
- Ensure Just-In-Time and Just-In-Case content is readily available or can be generated as needed remotely

## Appendix E. SACSCOC Credit Hour Policy Statement



*Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097*

### **CREDIT HOURS Policy Statement**

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

**Federal Definition of the Credit Hour.** For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Guidelines for Flexibility in Interpretation.** An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes. The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution

from setting a higher standard that requires more student work per credit hour.

- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

**Commission Obligations in the Review of the Credit Hour.** SACSCOC reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

### **Procedures**

1. Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions). The institution will be required to document compliance with Standard 10.7 (*Policies for awarding credit*) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with Standard 10.7 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

2. Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation. The institution will be required to address Standard 10.7 (*Policies for awarding credit*) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, SACSCOC staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with Standard 10.7. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with Standard 10.7 as

applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and non-degree programs to include a variety of academic activities, disciplines, and delivery modes.

4. The review process for sampling encompasses a varied sample of the institution's degree and non-degree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

5. The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or Standard 10.7 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.

**Document History**

*Approved: Board of Trustees, June 2011*

*Edited: January 2012*

*Edited for the 2018 Edition of the Principles of Accreditation: August 2018*

## Appendix F. SACSCOC Emergency Temporary Relocation of Instruction Policy



*Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097*

### Emergency Temporary Relocation of Instruction

In emergency situations, institutions may request temporary relocation of on-campus and off-campus instruction. Emergency relocations are for unforeseeable situations such as natural disasters, fires, or other extraordinary circumstances. Emergency relocations are not applicable to foreseeable situations such as renovations, one-time program offerings, or responses to employer requests. Unlike routine relocations in which a site permanently relocates to another single site, emergency relocations *temporarily* move instruction to another single site or to multiple other sites.

Institutions should submit requests in writing to the Commission. In the interest of time, requests may be emailed from the liaison or CEO to the president of the Commission with a copy to the director of substantive change. Include, for each site to be relocated:

- an explanation of the circumstances and rationale for the relocation, the name and current physical address of instruction,
- the name and physical address(es) to where instruction will temporarily relocate, the effective date of the relocation, and
- the estimated date – **no more than 60 days after the effective date** – on which all instruction will return to the original site.

The Commission will accept notification for a maximum of 60 days. If instruction cannot return to the original location by the estimated date, the institution should contact the Commission, in advance, to request an extension up to 60 days. If instruction cannot return by the end of the extension, the institution may request another extension subject to approval by the Executive Council of the SACSCOC Board of Trustees. If the institution determines a permanent relocation is necessary, Commission policies for campus relocation, off-campus instructional site relocation, and approval of new off-campus instructional sites will apply.

The Commission will respond by letter and by email. *Endorsed by SACSCOC Executive Council, December 2017*

## Appendix G. The Citadel's Online Instructional Contact Hour Guide

This guide can be used to complete the Online Instructional Contact Hour Table in Canvas. Please contact CEITL&DE staff for an Excel version of this document at [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu).

Course Component Direct Instruction	Description	Hours Per Occurrence				
<b>Blogs and Reflective Journals</b>	Application of learning through reflective analysis and application to the subject matter. 1 hour per page.	<b>1 hour</b>				
<b>Case Study</b>	Faculty directed activity requiring in/depth, application, synthesis, evaluation related to course objectives. Includes faculty feedback and assessment.	<b>Time estimated by faculty</b>				
<b>Chat rooms</b>	Faculty directed synchronous opportunity for collaborative learning. Defined expectations of participation are given to all students through the syllabus.	<b>0.5 hour</b>				
<b>Clinical Supervision On Site</b>	Face-to-face weekly clinical supervision.	<b>1:1 hours for the length of experience</b>				
<b>Consultation / Meeting / Conference</b>	Can include phone meetings, in person or other multimedia communication with formative or summative feedback.	<b>1:1 hours for the length of the event</b>				
<b>Discussion Boards</b>	<p>Faculty directed threaded discussions that relate directly to course objectives. Thoughtful analysis of course material and readings as well reflective and insightful comments on the posts of others is expected. Time allocation will depend on complexity of post and/or response.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><b>Post</b></td> <td style="text-align: center;"><b>Per Response</b></td> </tr> <tr> <td style="text-align: center;">0.5</td> <td style="text-align: center;">0.25</td> </tr> </table>	<b>Post</b>	<b>Per Response</b>	0.5	0.25	<b>.5-1 hours</b>
<b>Post</b>	<b>Per Response</b>					
0.5	0.25					



<b>Exam / Quizzes</b>	Assessment of knowledge including true/ false, multiple choice, fill in the blank, short answer, essay questions, etc.	<b>0.5 hours / 10 multiple choice questions</b> <b>1 hour / 10 for short answer questions</b> <b>0.25 hours / essay question</b>
<b>Field Trips</b>	Faculty directed outside of class experience.	<b>1:1 hours for the length of experience</b>
<b>Fieldwork</b>	Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time should be listed on the course syllabus.	<b>1:1 for length of hours</b>
<b>Group activity/project</b>	Faculty directed group activity targeted toward specific learning objectives.	<b>1:1 hours for length of each meeting</b>
<b>Group or organization participation</b>	Faculty directed participation in an outside group or organization.	<b>1:1 for the length of observation or participation time</b>
<b>Guest Presentation</b>	Faculty directed viewing of film or filmed speaker event related to course objectives.	<b>1:1 hour for length of presentation</b>
<b>Hands-on simulated, active, learning</b>	Independent application of learning.	<b>Time estimated by faculty</b>
<b>Lab Assignments</b>	Lab assignment planned with a pedagogical objective.	<b>Time estimated by faculty</b>
<b>Lecture online, live synchronous/asynchronous</b>	Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives.	<b>1:1 hours for length of lecture</b>
<b>Library Guidance and overview</b>	Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives.	<b>1 hour</b>
<b>Multimedia</b>	Faculty Directed use of social media, video, podcasts, VOD casts, music, etc.	<b>1 hour or 1:1 hour for the length of media</b>

<b>Orientation to Course / Technology</b>	Faculty directed orientation to course and / or review of technology related to course objectives.	<b>1:1 hours for the length of activity</b>
<b>Readings</b>	<p>This is for reading out of classroom work / homework.</p> <ul style="list-style-type: none"> <li>• Standard      3-4 minutes per page</li> <li>• Scientific      5-10 minutes per page</li> </ul>	<b>4- 10 mins / page</b>
<b>Self or Peer Assessment of work</b>	Facilitated and monitored activity with a pedagogical purpose.	<b>1 hour</b>
<b>Service learning</b>	Involves in and out of class with service to the community as the pedagogical strategy.	<b>1:1 hours for length of activity</b>
<b>Student Project</b>	Faculty directed activity targeted toward specific learning objectives; student works independently and completes project with faculty provided guidance. Can count each week as an occurrence.	<b>1 hour</b>

## References and Resources

*Continuity of Instruction.* (n.d.). Retrieved from Rochester Institute of Technology Innovative Learning Institute Teaching and Learning Services: <http://www.rit.edu/academicaffairs/tls/course-design/teaching-elements/continuity-instruction>

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