# The Citadel
# Continuity of Instruction Plan

Emergency Preparedness

THE CITADEL

# Contents

# 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 (COIP) 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. *This COIP does not require synchronous instruction. This means that the missed instructional time would not take place at the same time that an on-campus class would take place if moved to the online environment. In fact, a COIP may not go into action until faculty and students return to campus.* Many considerations play a role in the development of this plan, such as accessibility, type and quality of materials, 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 for a course has 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) policy on credit hours](#) In addition it also complies with the [Southern Association of Colleges](#) [and Schools Commission on Colleges (SACSCOC) ](#)flexibility [policy on COVID19](#).  Possible reasons for the disruption of classroom instruction include, but are not limited to:

- Major weather  event
- Pandemic illness
- Natural disaster
- Unsafe conditions on campus
- Sudden health/personal issue of the instructor of record, resulting in her/his absence from the classroom

Thus, in order the facilitate a more seamless transition to a COIP at The Citadel, all policies and procedures should be followed.  As established in [The Citadel Faculty Manual](#), Deans, Directors, and Departments Chairs/Heads maintain oversight and responsibility for the quality of teaching in both F2F and online courses (page 6).  The Citadel CEITDL staff will provide [support, resources, and guidance for instructors ](#)in the success of The Citadel's COIP.

# 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, with the key things being:

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1. *Be quick to communicate with your students.*

2. *Practice an online class during a face to face course*

3. *Upload your syllabus in Canvas*

4. *Maintain your gradebook in Canvas*

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More detailed preparedness includes:

- 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) and/or online virtual communication platform (e.g. Zoom)
- 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.
- 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

- Join the Citadel's Notification List that sends Bulldog alerts by text message and/or email through Lesesne Gateway.

To check ITS Outages, visit the ITS System Status.

- 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

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) or
- Call 843-953-HELP (4357)

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

## Modify Syllabus

It is important to provide clear expectations to students/cadets in the syllabus for weather and campus emergencies as well as providing continuity of instruction. We recommend adding the following language to 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 add/drop period, it is recommended that you access Lesesne Gateway and verify student enrollment. It is recommended that you document and safely store student email addresses and phone numbers in a separate file.  Finally, it is recommended that you collect students' alternate contact information the first week of class including:
- Alternate email addresses
- Primary phone number
- Secondary phone numbers

Additionally, encourage students to keep their contact information up to date in Lesesne Gateway.

# What to do in the Course

# BEFORE THE CRISIS

## Backing up Class Materials

Having a backup of your teaching materials and student materials and then storing them on *OneDrive (how to log into Microsoft Office)* ensures that you can access class materials even if you can't physically access your office computer. It is also a good practice in case you have a hard disk crash. You can also save your backup files on a CD, flash drive, external hard drive, or via Course Collection with the LMS.

Back up critical teaching materials including:

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

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

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

## Have a virtual experience

You may find it helpful to perform at least 1 voluntary virtual experience each semester to test your preparedness, and that of your students, to use alternate forms of instruction. For best outcomes, it is recommended that you perform the following:

1. **Send students a welcome email that contains your contact information**. Tell students to save this email in a safe place. Maintain a copy for your own records. This ensures that you have

students' email information, and students have your contact information.
**NOTE:** You can use the Announcements feature in The Citadel's approved LMS to email the entire class.

2. **Teach one class period or part of it through The Citadel's approved LMS.** This will give you and your students a chance to become familiar with the environment that will be used if classroom instruction must be interrupted.

3. **Teach one class period through a virtual conference tool (e.g. Zoom), requiring your students to attend.** This will give you and your students a chance to become familiar with the environment that may be used if classroom instruction must be interrupted and if The Citadel's approved LMS is also unavailable.

# DURING THE CRISIS

## 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.

1. **Use Class Distribution Lists.** To email a class, you can send an email through The Citadel's approved LMS or through your Citadel Outlook account. In the "To" box, type the Class, course and section number all together – for Example, English 101 section 01, would be typed: **engl10101@citadel.edu**

2. **Do Not Use Social Media Tools to Send Messages to Your Students.** Social media sites including SnapChat, Twitter and Facebook 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.

3. **Chat, Voice, Video.** Zoom makes it easy for Citadel faculty, staff, and students to participate in group video chat during online class sessions, host virtual office hours, collaborate remotely on research, share screens and host real-time video conversations, host live web broadcasts, and record to the cloud or computer for easy sharing. For more information on free Zoom accounts and Zoom Pro accounts contact CEITL & DE at http://www.citadel.edu/root/ceitl-contact

## 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. However, the following are **core elements** of class activities that you will need to continue:

1. Communicating with Students through The Citadel LMS
2. Delivering Course Content

3. Encouraging student participation: Answering Questions, Discussion Forums
4. Administering Assignments, Tests and Grades

To preserve *Continuity of Instruction*, we require that you use the approved LMS. All courses have a corresponding online class automatically generated by Banner. Access your page through Lesesne Gateway or  via the following link.

## Delivering Course Content

If you have your lecture materials recorded, you can upload them to your LMS course shell remotely. If you do not have lectures prerecorded, you are encouraged to use the applications that you are most comfortable with to create recorded lectures or screencasts. CEITL & DE can train you on the best ways to deliver recorded content via our LMS. Some options may include, but are not limited to:

- Zoom
- Screencast-o-matic
- Camtasia
- Voice-over PowerPoint

## Encouraging Student Participation and Engagement

To encourage student participation and engagement via the LMS, you may want to use Discussion Boards. CEITL & DE can assist you in creating Discussion Forums.

## Administering Assignments, Tests and Grades

In The Citadel's approved LMS you can administer assignments, tests and assign grades. The following are some of the capabilities provided:

- Creating a variety of assignments and/or tests.
- Student submission of assignments and/or tests.
- Providing feedback on students' submissions.
- Specifying a timeframe during which a test will be available.
- Calculating grades automatically according to how you set up your grade book.
- Providing proctoring via a proctoring platform in the LMS or an alternative setting.
- Backup all grades stored in our LMS by downloading them into an Excel spreadsheet.

 See CEITL's website for tutorials and resources on how to administer assignments and tests or for information on proctoring online tests

**Appendix A. Provost Area Hurricane 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 hurricane. 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 Plan. Provide changes and revisions as needed.

2. Monitor tropical activity – All faculty and academic staff

3. Review Continuity of Instruction Plan – All faculty

4. Confirm most current version of you syllabus it 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 – 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 status and students are reminded to take course material 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 B. Prior to Online Course Implementation Discussion Points**

For Departments – 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 suddenly had to begin teaching at a distance?

- How could the content materials of your current course be changed to reflect the conditions?

- 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?

**Appendix C. Prior to Online Course Implementation Faculty Checklist**

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

- Answer the Questions to Consider

- Backup All Teaching Material

- Attend Blackboard and other Learning Platforms Training Sessions

- Test Communication Tools

- Select Communication Tools to Implement

- Try a practice drill

- Revise syllabus to include standard continuity language

- Make revised syllabus available to students

- Ensure Just-In-Time and Just-In-Case Content Readily Available or Can be Generated as Needed Remotely

## Appendix D. The Citadel Online Instructional Contact Hour Guide

This guide can be used to complete the Online Instructional Contact Hour Table in Taskstream. An Excel version can also be downloaded here.

| Course Component Direct Instruction | Description | Hours Per Occurrence |
|---|---|---|
| Blogs and Reflective Journals | Application of learning through reflective analysis and application to the subject matter. | 1 hour |
| Case Study | Faculty directed activity requiring in/depth, application, synthesis, evaluation related to course objectives. Includes faculty feedback and assessment. | 2 hours |
| Chat rooms | Faculty directed synchronous opportunity for collaborative learning. Defined expectations of participation are given to all students through the syllabus. | .5 hour |
| Clinical Supervision On Site | Face-to-face weekly clinical supervision. | 1:1 hours for length of experience |
| Consultation / Meeting / Conference | Can include phone meetings, in person or other multimedia communication with formative or summative feedback. | 1:1 hours for length of event |
| Discussion Boards | 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.<br><br>Post       Response<br><br>0.5-1.0     0.5 | .5 - 1 hours |

| Exam / Quizzes | Assessment of knowledge including true/ false, multiple choice, fill in the blank, short answer, essay questions, etc. | .5 hours / 10 questions<br><br>.75 hours / 10 for short answer questions<br><br>.25 hours / essay question |
|---|---|---|
| Field Trips | Faculty directed outside of class experience. | 1:1 hours for length of experience |
| Fieldwork | Faculty directed field activity. May include student teaching or clinical counseling assessment. Required time should be listed on the course syllabus. | 1:1 for length of hours |
| Group activity / project | Faculty directed group activity targeted toward specific learning objectives. | 1:1 hours for length of each meeting |
| Group or organization participation | Faculty directed participation in an outside group or organization. | 1:1 for length of observation or participation time |
| Guest Presentation | Faculty directed viewing of film or filmed speaker event related to course objectives. | 1:1 hours for length of presentation |
| Hands on simulated, active, learning | Independent application of learning. | Time estimated by faculty |
| Lab Assignments | Lab assignment planned with a pedagogical objective. | Time estimated by faculty |
| Lecture online, live synchronous / asynchronous | Faculty delivered synchronous or asynchronous presentation and instruction related to course objectives. | 1:1 hours for length of lecture |
| Library Guidance and overview of | Faculty directed basic overview; part of research process and includes searching and evaluating resources related to course objectives. | 1 hour |
| Multimedia | Faculty Directed use of social media, video, podcasts, VOD casts, music, etc. | 1 hour or 1:1 hours for length of media |

| | | |
|---|---|---|
| **Orientation to Course / Technology** | Faculty directed orientation to course and / or review of technology related to course objectives. | **1.5 hours** |
| **Readings** | This is for reading out of classroom work / homework.<br><br>• Easy/Brief     3-4 minutes per page<br><br>• Normal          4-5 minutes per page<br><br>• Difficult        5-10 minutes per page | **3- 10 mins / page** |
| **Self or Peer Assessment of work** | Facilitated and monitored activity with a pedagogical purpose. | **1 hour** |
| **Service learning** | Involves in and out of class with service to the community as the pedagogical strategy. | **1:1 hours for length of activity** |
| **Student Project** | 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. | **1 hour** |

# 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

*Continuity of Instruction: During a Catastrophic Event. (n.d.)* Retrieved from East Carolina University: http://www.ecu.edu/cs-acad/dcs/upload/Continuity_of_Instruction_16-17.pdf

Department of Education. (n.d.). *PREPARING FOR THE FLU: DEPARTMENT OF EDUCATION RECOMMENDATIONS TO ENSURE.* Retrieved from REMS TA Center: https://rems.ed.gov/docs/ed_continuityoflearning-schooldismissalsk-12.pdf

*Instructional Continuity Planning - General*. (n.d.). Retrieved from The Center for Teaching and Learning: https://teaching.uncc.edu/about-ctl/instructional-continuity-planning/general#Preparedness

*Prepare for when classes can't meet*. (2018, December 6). Retrieved from IT Connect: https://itconnect.uw.edu/learn/prepare

# Policies

1. <u>Withdrawals</u>: Extend the course withdrawal deadline to the last day of class.

   Second 8 week classes: April 26th, 2020
   Evening/online classes: April 27th, 20202
   Day classes: April 28th, 2020

2. <u>Extension of Assignment Deadlines and Extended Time on Test Policy During this Emergency</u> 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 <u>all</u> students. (Please see guidance in the contact hour parity table found in our COI Handbook 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. <u>Virtual Labs</u>: Contact [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu) for the virtual lab policy.
4. **<u>Exam Proctoring</u>**: 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. The SSC uses a network of professional testing centers to proctor exams for remote students within 100 miles of their domicile. Options for proctoring are listed on The Citadel's website (CEITL & DE, Academic Affairs, and SSC webpages) and 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, faulty 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