

Howard University Course Continuity Plan

This worksheet is designed to help you develop a basic continuity plan for your courses as you prepare to teach your courses online or remotely during this campus crisis. This document is being provided now so that those of you who are not already teaching online have a set of questions to assist you in making decisions about your courses as you move them to an online format. All faculty will subsequently receive a survey from the Office of the Provost for information about your continuity plan for each of your courses.

Instructor Name:	
Course Number(s):	
Course Name:	
Department:	
School/College:	
Date Submitted:	

Instructor Worksheet

Teaching Activity	Questions to Consider	My Continuity Plan
Communicate with Students	<p>When will you communicate with students and how often?</p> <p>What tool (or tools) will you use to communicate with students and how will you use it (or them)?</p> <p>What will your initial communication to students look like?</p> <p>How is course continuity addressed in your syllabus?</p> <p>Describe your plan.</p>	

<p>Distribute Course Materials and Readings</p>	<p>What course materials are likely to be affected (schedules, syllabus, etc.)?</p> <p>How will you make students aware of changes in course materials and readings?</p> <p>What tools will you use to distribute this content?</p> <p>Describe your plan.</p>	
<p>Deliver Lectures</p>	<p>Which lectures in your course will be affected during a crisis?</p> <p>How will you deliver these lectures if you cannot meet face-to-face (e.g., Blackboard Collaborate Ultra, Microsoft Teams Meet Now, zoom video conferencing)?</p> <p>Describe your plan.</p>	
<p>Run Lab/Clinical Activities</p>	<p>Will lab/clinical activities in your course be affected?</p> <p>If so, how will you alter each of these activities to achieve your learning outcomes?</p> <p>Describe your plan.</p>	

<p>Foster Communication and Collaboration Among Students</p>	<p>How will you foster collaboration in your course over time?</p> <p>In what ways can you foster student-to-student communication?</p> <p>How will you make students accountable for group work done at a distance?</p> <p>Describe your plan.</p>	
<p>Collect Assignments</p>	<p>What types of files will students be required to submit?</p> <p>How will you collect assignments?</p> <p>What accommodations to assignments might you have to make for students?</p> <p>Describe your plan.</p>	
<p>Assess Student Learning</p>	<p>What exams and other assessments will be affected?</p> <p>How will you deliver and collect responses to those exams?</p> <p>Which exams will need to be converted to projects or papers?</p> <p>Describe your plan.</p>	

<p>Syllabus Modifications or Considerations</p>	<p>Will your students be able to meet expectations for participation, communication, and deadlines?</p> <p>How will you take attendance, award points for participation, and enforce deadlines?</p> <p>What if any students are dealing with illness, lacking power or internet connections, or needing to care for family members?</p> <p>How will you handle requests for extensions or accommodations equitably?</p> <p>Describe your plan.</p>	
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For more information and suggestions, please contact the Office of Faculty Development at FacultyDevelopment@howard.edu.

Portions of the content on this template were adapted from NC State University and Indiana University.