### Policy Change Cover Sheet

This form must be attached to each policy presented. All areas in red, including the header, must be completed; if not, it will be sent back to you for completion.

*If the changes you are requesting include housekeeping, please submit those changes to ndsu.scc@ndsu.edu first so that a clean policy can be presented to the committees.*

### SECTION: 331.3 - INSTRUCTIONAL CONTINUITY PLAN

1. **Effect of policy addition or change (explain the important changes in the policy or effect of this policy).**
   - Briefly describe the changes that are being made to the policy and the reasoning behind the requested change(s).
   - Is this a federal or state mandate? [ ] Yes  [x] No
   - Describe change: New policy on Instructional Continuity Plan.

2. **This policy change was originated by (individual, office or committee/organization):**
   - Office/Department/Name and the date submitted:
     University Curriculum Committee in collaboration with Faculty Senate Executive Committee
   - Email address of the person who should be contacted with revisions: Susan Ray-Degges
     (susan.raydegges@ndsu.edu)

   *This portion will be completed by Heather Higgins-Dochtermann.*
   
   Note: Items routed as information by SCC will have date that policy was routed listed below.

3. **This policy has been reviewed/passed by the following (include dates of official action):**

   - Senate Coordinating Committee:
   - Faculty Senate:
   - Staff Senate:
   - Student Government:
   - President’s Cabinet:

The formatting of this policy will be updated on the website once the content has final approval. Please do not make formatting changes on this copy. If you have suggestions on formatting, please route them to ndsu.scc@ndsu.edu. All suggestions will be considered, however due to policy format guidelines, they may not be possible. Thank you for your understanding!
SECTION 3.31.3
INSRUCTIONAL CONTINUITY PLAN

SOURCE: NDSU Faculty Senate Policy

1. INTRODUCTION

Individual faculty members will develop an instructional continuity plan for each course that they teach. When considering an instructional continuity plan, course is understood to be an inclusive term, covering face-to-face delivered courses, online courses, hybrid-delivery courses, laboratory, field trips, and other formats. Instructors are encouraged to work in consultation with College and Department representatives to define an instructional continuity plan.

The instructional continuity plan will be responsive to the course in an effort to retain as much of the originally planned assignments, activities, and content delivery by using the available means to sustain the course through the duration of the disruption. With guidance from the department, the development of the instructional continuity plan will address four areas: (1) Continuity considerations, (2) Instructor responsibility, (3) Student responsibility, and (4) Disruption.

2. CONTINUITY CONSIDERATIONS

Continuity considerations will address three domains related to courses that are most vulnerable during a disruption to course meeting: (a) communication, (b) assignment distribution and collection, and (c) alternative activities.

2.1 Communication – Channels of communication will adjust as necessary to allow continued exchanges between instructor and students, among students (e.g., group projects), and between instructor and necessary department members (e.g., chair and administrative support staff).

2.2 Assignment Distribution and Collection – The flow of materials between instructor and students will continue as the circumstances permit. Alternative means of sending and receiving materials will be established in order to sustain course activity. The distribution of materials might need to change depending on whether Alternative Activities are necessary. If distribution changes, a clear statement of expectations for exchanges will be part of the Alternative Activities.

2.3 Alternative Activities – A disruption might require the design and delivery of alternative activities. The alternative activities might include the delivery of exams through another means, the development of near-equivalent alternative projects (e.g., writing a lab report on previously collected data when new data collection is not possible), and introducing new assignments as circumstances permit. Part of the Alternative Activities is a statement regarding if and how the alternative activities will transfer or replace existing activities in the event that the disruption has ceased, allowing original course structure to return. If the alternatives are permanent replacements, they must be designated as such.
3. INSTRUCTOR RESPONSIBILITY

Instructors will provide the continuity plan on the syllabus and inform students of its existence. Instructors will use the communication channel(s) introduced in the CONTINUITY CONSIDERATIONS to inform students of specific changes necessary due to the disruption. As part of the first week of a course, instructors will inform students of the instructional continuity plan and include the plan as part of the syllabus. In the event of a disruption, instructors will distribute communication through the plan-designated communication channel(s). Multiple communication plans must be considered by instructors to address the possible disruption and/or access to plan-designated communication channels. Furthermore, instructors will create and post in an accessible area documentation of adjustments to the course, such as alterations to assignments, changes to activities, or new course content (e.g., video lecture or online quizzes) that had not previously been included in course documents.

4. STUDENT RESPONSIBILITY

Students will recognize that a disruption to regular course meetings does not mean the course activity has totally discontinued. As part of this recognition, students will communicate at the earliest possibility to instructors using the plan-designated communication channel(s). Furthermore, students will look for further communication in order to understand adjustments to the course.

5. DISRUPTION

A disruption might assume several forms, including but not limited to weather-related suspension of regular course meetings or loss of access to an assigned classroom when no immediate accommodations are available. The duration of the disruption might be as brief as the equivalent of one class meeting or as long as several weeks in the event of severe flooding or a pandemic. Instructors should collaborate with appropriate department members to determine when a disruption might be sufficient to require the use of the continuity plan. However, a disruption might occur without much advanced notice of occurrence or duration (e.g., flooding), so it is advisable to prepare an instructional continuity plan following the CONTINUITY CONSIDERATIONS. In the event that a disruption continues beyond the initially time period of the plan, a second extension to the plan might be necessary. In which case, a second iteration of the CONTINUITY CONSIDERATIONS might be necessary to address the prolonged disruption.

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HISTORY:

New April 6, 2020