Faculty Quick Start Guide

Emergency Continuation of Instruction Plan

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Introduction

If the University must close its doors due to an emergency, all faculty members must be prepared to continue instruction from a distance. A plan should be prepared for each class that you teach. This plan should include communication with your students, having materials ready to deliver the class from a distance, and preparation for at least two delivery modes (use of Webcampus, and one other delivery mode).

It is strongly being recommended that you become familiar with all of the different delivery modes described in this Guide, so that you can be prepared for a variety of emergency scenarios (for a list of delivery modes, see step 3). This Guide will help you prepare your course materials so that you can teach using any of the given delivery modes.

Step 1: Communication

The most important part of your Continuation of Instruction Plan is your plan for communicating with your students. If you can't reach your students, you can't teach them.

You need to make sure that all of your student contact information is always up-to-date, and that it is accessible in several locations.

Communication with your students will also be very re-assuring to them in an emergency situation. It will be good for them to hear a friendly voice and an assurance that their education will not be slowed down by an emergency.

Step 1.1: Overview

To prepare a communications plan, you should complete the following steps for each of your classes:

- You and your students should have an FDU e-mail account, and one other non-FDU account.
- Keep all student contact information in both electronic and paper formats.
- Keep paper copies of student contact information at home, in your office or department, and with your Department Chair or School Director.
- Inform your students that if their contact information changes at any time during the semester, they must let you know immediately.
- Maintain the accuracy of student contact information always.
- Repeat these steps at the beginning of every semester.

Step 1.2: E-mail

To teach your students at a distance, you need to be able to contact all of your students via e-mail.The FDU Disaster Recovery and Business Continuity Plan (DRBCP) coordinated by the Office of Information Resources and Technology (OIRT) will help ensure that all campus computer systems are accessible during an emergency. However, emergencies are unpredictable, and it is possible that you or your students will not be able to connect to campus

systems.Therefore you and your students should each have an FDU Webmail account and one non-FDU e-mail account.

- To create an FDU Webmail account, visit http://score.fdu.edu for instructions. You and your students should get Webmail accounts now as there is no guarantee that you will be able to create an account during an emergency.
- For each course that you teach, an FDU class listserv (mailing list) is created for you and sent to your Webmail address. The listserv addresses are sent to you via FDU Webmail by the second week of the semester. The listserv is an easy way to contact all of your students at once. You should know your class listserv addresses and be able to use this resource.
    - If you do not know the addresses for your class listservs, contact the University Technical Assistance Center (UTAC) at 973-443-8822 (8822 from the Florham campus, #8822 from the Metro campus).
- To create a free non-FDU e-mail account, visit http://mail.yahoo.com or http://www.hotmail.com. Click on "Sign Up." The system will step you through the process of creating a new account.
- You and your students should regularly check your "junk" or "spam" folders on all accounts, to ensure that important e-mail is not ending up there. E-mail sent from free services often gets funneled into the "junk" folders.
- You and your students should periodically access your non-FDU accounts as they will be automatically de-activated if they are not used.
- You and your students should regularly delete unwanted mail from all accounts, as you will be unable to receive mail if you run out of storage space.

Step 1.3: Student Information

While student contact information is stored in the University's Datatel system, the data is not always up-to-date. You should therefore collect contact information from all of your students.The ***Student Questionnaire*** available at the end of this Guide asks students for several ways to contact them in an emergency. If your students do not feel comfortable supplying certain information, reassure them that you will only use this information during an emergency.

Complete each of the following steps:

- Ask your students to fill out the ***Student Questionnaire*** and give it to you
- Give your students a deadline for returning the ***Student Questionnaire.***
- Keep track of which students have not handed the ***Student Questionnaire.***, and remind them to fill it out

Step 1.4: Instructor Information

Just as you need to contact your students, they will need to be able to contact you. You should let your students know how they can best contact you during an emergency.

Please complete each of the following steps:

- Fill out the Faculty Information Form below for distribution to your students.

    - Some instructors may prefer not to share all contact information with students. Share as many details as you can while maintaining your privacy.
    - If you have a non-FDU e-mail account but want to keep it private, set up an additional free account just for emergency use.
- Make sure that your students understand that your contact information is for use only during an emergency that closes the campus. Otherwise they should always use the contact method specified in your syllabus.
- Be aware that students may try to contact you via one of your emergency contact methods, even when the University is not closed. You should check your non-FDU email account often to check if students have tried to contact you at that address.

Step 1.5: Exchanging Information

Even in non-emergency situations, it is a good idea for students to exchange contact information in case they are absent and need to know about a missed assignment, or in order to ask each other for assistance. It is okay to distribute student FDU Webmail addresses to the entire class, but for any additional contact information to be disseminated, **permission must be given by each student.** The ***Student Questionnaire*** asks the students to provide permission to share emergency contact information.

Please complete the following steps:

- Tell your students that you would like to create a student class directory containing contact information.
- Explain to your students that the list will be used in case there is an emergency so that they can contact their fellow classmates.
- Explain that the contact information can also be used when they need to contact classmates for other reasons during the semester.
- You may include FDU webmail addresses in your directory even if students do not provide permission to release their contact information.
- For students who sign the permission form, include all phone numbers and addresses provided.
- Distribute the directory together with your faculty contact information to all students. Remind them to keep copies at any location where they might be during an emergency.
- Keep a paper copy in your on-campus office, and keep a paper copy at home.
- Give your Department Chair or School Director a copy of the contact list for each of your classes.

Step 2: Prepare Your Course for Delivery at a Distance

After preparing a plan for communication, the next most critical step in developing a Continuation of Instruction Plan is course preparation. Instructors may feel that preparing to teach all courses at a distance is a daunting challenge. However, with a few simple steps you will be ready to teach your courses using several delivery methods.

A solid plan will enable you to deliver your course in any of the delivery modes described in Section 3. Your plan will include learning objectives, class organization, content and learning

activities, and assessment and grading strategies. This is very similar to planning a face to face class.

Even if your course usually requires hands-on work (for example laboratory, studio, or field experiences), think creatively. Focus on your learning objectives, and consider how you could meet these objectives by teaching at a distance.

After completing this section, if you are convinced that your course could not be offered even for a few weeks from a distance, you must contact your chair or director with an explanation. The University will need to be able to anticipate tuition reimbursement costs that will accrue if your course must be cancelled.

Step 2.1: Overview

Please complete the following steps:

- For each of your classes, have a plan for delivering your class at a distance.
    - Your plan will include class learning objectives, content, student activities, assessment, and grading. You will also revise your syllabus
- To the greatest extent possible, you should have both electronic and paper copies of your course materials.
- Keep paper copies of course materials for each of your classes at home and in your office or department.
- Let your Department Chair or School Director know where the office paper copies are located.
- If you revise your curriculum, you will need to update all relevant documents and follow the same procedures as mentioned above.
- Repeat these steps at the beginning of every semester.

Step 2.2: Learning Outcomes Objectives

Your first step will be to formalize the learning objectives for your class. Learning outcomes objectives are simply what you expect your students to learn by the end of your class. Ideally, learning outcomes objectives should be stated in specific and observable terms, and it should be evident to any reasonable observer (including the student) whether a student has achieved an objective or not.

Please complete the following steps:

- Write learning objectives for every unit of study. Put them into a single electronic file. You will flesh these out in the following steps with supporting content, activities, and assessments.
- Ask a colleague to review your learning objectives to ensure that they are stated behaviorally, specifically, and measurably.
- Break your course down into manageable chunks or "units" of study (e.g. weeks or two-week segments). There will usually be approximately equal numbers of learning objectives in each unit.

Step 2.3: Develop or Identify Course Content

The content of your face to face class may include textbooks, written materials, lecture notes, multimedia materials, and the like. Most types of content can be used for distance delivery as well. However if an emergency requires students to leave campus suddenly, they may not be able to bring textbooks. Some web services may be unavailable. Students may use dial-up rather than broadband connections to the internet, which will make some websites difficult to use. However you don't need to write your own content for all of your classes. Instead, consider how you will approach instruction in a variety of situations.

Please complete the following steps:

- For each learning objective, write down all related content items (e.g. textbook chapter, reading material, lecture, other)
- For each content element, consider its vulnerability during an emergency.
- For especially vulnerable elements, consider alternative methods for achieving the related learning objective. Be creative, and focus on the desired learning outcome.
- Consider preparing two weeks worth of "stopgap" material to use only if an emergency occurs. This material should include content consistent with your class, but could be used at any point during the semester.
- As much as possible, convert paper-based materials (e.g., your lecture notes) to electronic format. Save on your computer's hard drive in folders organized by course unit.
- As much as possible, print out electronic materials (e.g. online readings). Organize into units, for example by putting into large 3-ring binders.
- Remind yourself that your plan will not be perfect. Teaching after an emergency will be challenging and some of your learning objectives may not be met. Do your best, but do not expect the impossible of yourself.

Step 2.4: Student Learning Activities

Many of your objectives will best be achieved by having your students do something other than justread course materials. For example, students may participate in discussions, work on problem sets, or write research papers or essays. Many kinds of activities will be available to your class even if an emergency closes the campus. Discussions can be held using the Webcampus discussion boards, e-mail using the class listserv, and phone discussions. Students will be able to write papers, but some limitations may be imposed (e.g. inability to visit the physical campus library; intermittent access or no access to online library service).

Please complete the following steps:

- For each learning objective, write down any current supporting activities.
- For each activity, consider online or distance-based alternatives. What challenges can you anticipate for each during an emergency? (e.g. availability of library or other support services, access to studio or laboratory materials)

- For especially vulnerable activities, consider alternative methods for achieving the learning objective in question. Be creative, and focus on the desired learning outcome rather than your favorite instructional methods.
- Write a description of your current activities and possible emergency alternatives. Include these in your course 3-ring binder, and keep a copy on your hard drive.
- Some classes are heavily weighted towards hands-on student experiences (e.g. laboratory sciences, studio art, field work). If a majority of your course learning outcomes will be unachievable in an emergency situation, let your Chair or Director know as soon as possible. Such courses must be identified prior to an emergency.

Step 2.5: Assessment and Grading

Assessment is a process for identifying the extent to which your students are meeting your learning objectives. Grades are measures of individual students' progress. Grading should be approached as humanely as possible during an emergency. Students may experience illness, injury, hardship or loss as a result of the emergency. Be as lenient and flexible as possible, and keep your focus and theirs on achieving the learning outcomes rather than grades.

Please complete the following steps:

- For each learning objective, write down any assessments that currently measure progress.
- For each assessment, consider how you will adapt that assessment method to distance delivery.
- If your course relies heavily on exams, bear in mind that you will not be able to enforce a closed-book policy or any time limits if students complete exams off-campus. Plan your exams accordingly.
- Print out any exams or assessment instructions and include in your 3-ring binder. Keep electronic copies on your computer hard drive.

Step 2.6: Syllabus and Course Policies

Once you have completed steps 2.1 through 2.5, your class will be solidly planned and writing your syllabus should be very straightforward.

Please complete the following steps:

- Check that your syllabus follows your college's syllabus requirements. Contact your Department Chair or School Director for a sample syllabus.
- Include a brief description of your contingency plan. Make sure that your students understand how instruction is expected to continue even if an emergency closes the campus.
- Put a paper copy of your syllabus in your 3-ring binder, and keep a copy on your hard drive.
- Your binder should now include:
    - Syllabus and course policies
    - Learning objectives

    - For each learning objective, statement of associated content, activities, and assessments
    - As many of your content materials as possible
    - Descriptions of all activities
    - Descriptions of all assessments and copies of all exams
- You should have all of the materials in your 3-ring binder available on your computer hard drive, as well.
- Keep one copy of your binder in your office, one copy at home, and give one copy to your Department Chair or School Director. If possible, include a CD or flash memory stick with copies of your electronically-stored materials with each binder.

Step 3: Have a Plan to Deliver Your Class

In Step 2 you prepared your class so that you will be able to teach it using a variety of different delivery modes. In Step 3, you will choose at least two delivery modes (Webcampus plus one other method) for further development. The FDU Disaster Recovery and Business Continuity Plan will help ensure that all campus systems are available to you during an emergency. However, emergencies are unpredictable. Internet service may be unavailable in some areas, phone service may be disrupted, the U.S. Postal Service may be affected, and so forth. The more delivery methods you can use, the more likely it will be that you can continue instruction in a variety of emergency situations. Ideally, you should become familiar with all of these delivery modes.

The delivery modes discussed in this section are:

- Webcampus (using Blackboard software)
- Pagetoaster or other HTML web pages
- E-mail
- U.S. Postal Service
- Teleconferencing

Each sub-step will provide detailed steps to take now that will help you prepare.

You may find that the best solution for your class will be a combination of two or more of these delivery modes. For example in an emergency some students may have adequate access to the internet, while others will not. Do your best to prepare to reach all of your students.

If you have additional ideas for emergency course delivery, by all means use them. Also please share your ideas with the Center for Teaching and Learning with Technology, and we will add them to this Guide.

Step 3.1: Overview

All instructors should be able to use Webcampus (Blackboard) to continue instruction if an emergency closes the campus. It will be your delivery method of choice, unless it is unavailable.

The reasons for putting Webcampus first are:

- Webcampus is designed specifically for course delivery. It includes such features as a Syllabus Builder, a place to store course content in an organized way, capability to hold online discussions, online exams or quizzes, and much more.
- Webcampus class shells are created automatically for every active course.
- As long as the course instructor is properly listed with the class in Datatel, and has a valid FDU Webmail account, he or she will have access to the class.
- All students who are properly enrolled in your course in Datatel, and who have FDU Webmail accounts, will automatically be enrolled in your Webcampus course.
    -
    - If you or any of your students do not have FDU Webmail accounts, please check Step 1.2 for further instructions.
    - If you are not listed as the course instructor in Datatel, contact your Department Chair or School Director to make that change.
    - If your student is not properly enrolled in the class, he or she should check with Enrollment Services.
    - After completing these steps, it may take up to 36 hours to get access to Webcampus.

Step 3.2: Learning to Use Webcampus

You will need some time to learn to use Webcampus. The Center for Teaching and Learning with Technology has many options for instructors who need to learn to use Webcampus. Please choose the one that works best for you or review them all.

- For live training with an instructor, visit the Center for Teaching and Learning with Technology website (http://ctlt.fdu.edu) click on "Faculty Resources" and then "Workshops" and sign up for Webcampus sessions.
- A Webcampus manual is available in printable format. Click on the following link: Webcampus Manual (PDF printable format).
- CTLT has prepared a series of video tutorials, called 8 Steps to Putting Your Course Content into Webcampus. More tutorials will be added in time. Please make sure your computer volume is on and not muted.

    - Understanding the course menu
    - Posting a course announcement
    - Posting your course information
    - Building your syllabus (syllabus builder)
    - Adding your faculty Information
    - Using the Discussion Board for class discussions
    - Adding course material
    - Posting assignments

    These video tutorials are streamed so you will need to have an updated version of Real Player in order to view them. You can get the free player by visiting the Real webpage at

www.real.com Click on Free Download.

If you already have RealPlayer installed on your computer and need an updated version, click on the following menus: Start => Programs=> Real=> Real Player => Check for Real Player update).

Step 3.3: Webcampus Steps To Take Now

- Put an announcement in your Webcampus class welcoming your students to your class.
- In your announcement, tell your students how you plan to use Webcampus. If you only plan to use this resource during an emergency, make sure to note that.
    - In Step 2, you revised your course syllabus and included a statement concerning your emergency plans for your course. You should upload your revised syllabus into Webcampus at your earliest convenience.
- In Step 2, you created electronic copies of much of your course content. Upload as much as you can now. In addition to helping you prepare for an emergency, having the content centrally available will serve as a significant convenience for you and your students.
- Consider having your students do one or two activities for your class online (e.g., an online discussion). This will help you get used to this delivery method, which will be very helpful during an emergency.
- If you give exams, consider posting practice quizzes or exams in Webcampus. This will give you practice using online exams and quizzes, and it will also be helpful to your students.
- If you assign papers or other written work in your class, consider posting an assignment link in Webcampus for one or more of your assignments. This will provide you and your students with important practice in the use of this tool, and will also serve as a convenience to your students.

Step 3.4: FDU Pagetoaster for Course Delivery

FDU Pagetoaster allows you to create a webpage without knowing how to use any programming languages or web editors. It provides a simple template that allows you to insert information about you and your courses. FDU Pagetoaster is operated by the University Webmaster.

- FDU Pagetoaster will allow you to create a webpage on which you can post course information.
- In an emergency, you can use Pagetoaster to post course content (e.g. readings, web links).
- Pagetoaster does not provide a mechanism for students to contact you, or for you to provide feedback to individual students.
- It would be difficult to manage a course using Pagetoaster alone. You would need to supplement it with e-mail, phone, or U.S. Postal Service contact.
- There is also a FDU Pagetoaster 2 for more advanced users.
- Remember, FDU Pagetoaster is hosted and operated by FDU and if our systems go down, it will be unavailable.

Pagetoaster Steps to Take Now:

- Apply for an FDU Pagetoaster account (login information will be emailed to you).
- Set up your FDU Pagetoaster page now by entering your contact information and a course syllabus for each class you teach.

Step 3.5: E-Mail for Course Delivery

If Webcampus is not available you may choose to use email as the main method for teaching your course.

- Webcampus is hosted off-campus, but relies on the FDU Webmail system. Both systems must be available for Webcampus to work.
- If Webmail is unavailable, it is very likely that Webcampus will also be unavailable. However, the reverse is not true. If Webcampus is unavailable, Webmail might still be available.
- Even if Webcampus is available, you will find Webmail very convenient to contact your students (individually, in groups, or with the entire class).
- Systems and Security creates a mailing list (listserv) for every class, every semester. All students who are enrolled in your course in Datatel and who have Webmail addresses will automatically be added to the listserv.
- If both Webcampus and Webmail are unavailable, you should rely on your students' non-FDU e-mail accounts for communication.
- To view a comprehensive Webmail manual in printable format, click on the following link: Webmail Manual (PDF printable formats).
- For additional Webmail instructions, view the videos below. Please make sure your computer volume is on and not muted.
    - Logging into Webmail
    - Using the Webmail Interface

E-mail Steps to Take Now

- Apply for a FDU Webmail and one non-FDU e-mail account. Return to Step 1 of this Guide for instructions.
- Make sure that you can use your class listserv, created for you each semester by University Systems and Security. Contact the University Technical Assistance Center (973-443-8822, 8822 from Florham, #8822 from Metro) if you do not know your listserv addresses.

Step 3.6: U.S. Postal Service for Course Delivery

The U.S. Postal Service is another option for continuing instruction during an emergency. While an emergency may disrupt mail service, surface mail may be a more stable option than computer technologies in some emergencies. Mail may also be the only way to reach some of your students. However this option requires extra preparation, and availability of some physical supplies.

USPS Steps to Take Now

- You should already have your students surface mail addresses (obtained in Step 1). However, call your students to check their addresses before you mail anything to them.
- You will need the following supplies:
    -
    - Printer and/or photocopier to print out multiple copies of your course content.
    - Extra printer toners or cartridges
    - Extra paper
    - Scale
    - Postage Stamps
    - If internet service is available, postage can also be purchased online by visiting www.stamps.com. or www.usps.com

Step 3.7: Teleconferencing for Course Delivery

Teleconferencing may be a viable option for some instructors. Your students will use their phones to dial into a central teleconferencing "room." You can deliver an audio lecture and engage in discussion with your students.

Note that this approach requires all students to be available at the same time. You will therefore have to schedule this phone call with your students in advance. Keep in mind that your students may be in different time zones, so be careful when setting call times.

Phone discussions will not work well with large groups. If you would like discussion and your class is large, consider setting up multiple calls with small groups.

Teleconferencing Steps to Take Now

- You must have access to a telephone conferencing service. Check with your phone provider.
- You must be able to contact students to inform them of the call. Check Step 1 of this Guide to make sure that you have all available student contact information.

Step 4: Understand Help Resources

Faculty must be ready to direct their students to the help they need as well as arrange for their own help needs.

Step 4.1: Help For Students

Help resources are critical for your success and your students' success, whether there is an emergency or not. You need to tell your students about academic and technical help resources now. Your students also need to know how to contact you if they have any questions about your class.

Please complete the following steps now:

- Tell your students to visit the Student Centered Online Resource for Education (SCORE) at score.fedu.edu. SCORE provides technical information for all FDU systems. Students should be familiar with this resource.
- Post a link to SCORE in your Webcampus shell.
- Tell your students that they must contact the FDU Technical Assistance Center (UTAC) with any technical problems.
- Post the UTAC contact information in your Webcampus shell. Create a permanent announcement, or include this information in your Course Information area. See Step 3 for of this Guide for instructions.
    -
    - UTAC can be reached at 973-443-8822 (8822 from Florham, #8822 from Metro;) fdutac@fdu.edu
    - To obtain service from UTAC you will need your University ID
    - UTAC is located in Virginia. Therefore it is possible that it will remain open if the University is closed.
- Tell students how to contact you if they are having academic problems you're your class - via e-mail, phone, or by posting questions on a Webcampus discussion board. Also tell them how long they should expect to wait for an answer from you, and make sure you honor that time frame.
- Encourage students to contact each other. Create a class contact list as described in Step 1 of this Guide.

Step 4.2: Help For Faculty

You have access to all of the same help resources as your students, as listed on the previous page. In addition, some additional help resources are available for FDU faculty. For example, this Guide may assist you in the time of an emergency. The Center for Teaching and Learning with Technology's website at ctlt.fdu.edu contains many resources for instructors. Select "Faculty Resources" from the left-hand navigation for instructional help resources in both video tutorials and printable formats (PDF). You should also feel comfortable contacting your fellow colleagues, and even your students for help.

Please complete the following steps now:

- Print out a PDF copy of this guide.
- Keep a copy with your course materials in your office, and another copy with your course materials at home.

Step 5: When an Emergency Occurs

If you have completed Steps 1 through 5, you will be as prepared as possible to continue instruction if an emergency closes the campus. However, you also need to know what to do if an emergency occurs.

This section should help.

Step 5:1. First steps in an emergency

- Stay as calm and controlled as possible.
- Find out what FDU systems are still available.
    - If FDU's Webmail and Webcampus are up and running, you will use Webcampus to deliver your course (with supplementation from other methods, if necessary or desired).
    - If not, you must choose one of the alternative methods. Decide on a delivery plan for the course.
- Call your students.
    -
    - Find out where your students are located and what type of situation they are in. For example, does the Internet work in their area and are they on dial-up or hi-speed? While students provided this information in the Student Questionnaire, an the emergency may have altered some aspects of the students' situations.
- Tell your students how you will continue teaching the course.
    - Explain to your students what you expect from them during this emergency. Confirm with your students that they know how to contact you.
- Post an announcement in Webcampus. See Step 3 for further instructions.
- Record an announcement on your office voice mail.
- Send an email to all students at their FDU Webmail and non-FDU email addresses. Use the FDU-provided listserv if possible, to save you time.
- Start making your course materials available.

Step 5.2: As the emergency progresses

- As the days or weeks progress, you may choose to move to a combination of delivery modes with your students. There might be several students who will not be able to access Webcampus, or you might find that other methods work better during the emergency.
- Keep checking up on your students. If you don't hear from a student, reach out with a phone call or an email.
- If you weren't able to make contact with any student early in the emergency, keep trying periodically. The student may have been affected by the emergency early on but be available now.
- Send personal email messages to students periodically. This is a tough time for everyone, and they will appreciate hearing kind words from you.
- Have an open door policy. Make your students feel comfortable about contacting you for any reason big or small.
- Be flexible with your students. Some may be affected by the emergency and unable to participate fully in your class. Some may experience delays getting assignments to you. The keys to your success and your students' success will be patience, flexibility, and a focus on the course learning objectives.
- Be patient with yourself, your students, the technology, and the process.

- Remember that the situation is not ideal, and you may have to make some compromises in your course delivery. Continuing instruction at all is an accomplishment – and perfection is impossible.
- Don't give up!

Step 5.3: Steps for Deans, Directors, and Chairs

Chairs, Directors, and Deans will have special responsibilities during an emergency. You need to make sure that your instructors are activating their Continuation of Instruction Plans. You also need to provide alternatives in case an instructor has been affected by the emergency and cannot continue to teach.

- Deans should call all Chairs and Directors to ensure that they are able to reach their instructors.
- Chairs and Directors should call all instructors and ensure that they can continue to teach.
- If an instructor is unavailable or known to be affected by the emergency, the Chair or Director should first determine if another instructor can be enlisted to teach the class from a distance.
- Chairs and Directors should have enough information about the class continuation plan to be able to run the class for at least two weeks, and ideally for the remainder of the semester.
- If a replacement instructor is available, that instructor should be provided with all available course materials and student contact lists.
- The replacement instructor should follow all steps required of instructors, as if the class was his or her own.
- If no suitable replacement instructor is available, the students must be contacted to inform them that their class instruction will cease for the duration of the emergency. They should also be told about any provisions that will be made for completing the class, or for tuition reimbursement.
- Tuition reimbursements will be a substantial hardship for the University and all possible steps should be taken to avoid their necessity.

STUDENT QUESTIONNAIRE

Instructions: Please fill out this questionnaire the best you can and return it to your instructor as directed.

First name:	Last name:	
Course title:		
Major:	Yr. Graduating:	
Address:		
City:	State:	Zip:
Home Phone:	Cell Phone:	
Other Phone:	Other Phone:	
Emergency contact:	Emergency contact phone:	
FDU Webmail address:	Other email address:	

I give permission for the instructor to include my contact information (phone numbers & addresses as listed above) in a class directory to share with other students in the class.

_____

(signature – parents must sign for students under 18 years of age)

Have you taken any Webcampus courses at FDU? If yes, for each class please give the course title and indicate whether this course was fully online or partially online.

Faculty QuickStart Guide: Emergency Teaching Plan
Step 1.3: Collecting information from your students

FACULTY INFORMATION

Instructions: Please fill out this questionnaire and distribute it to your students.

Instructor name:		
Course title:		
Office Location:	Campus:	
Office Address:		
City:	State:	Zip:
Home: **( ) -**	Cell: **( ) -**	Office: **( ) -**
Department Contact:	Department contact phone: **( ) -**	
FDU Webmail address:	Other email address:	

Explain the two delivery approaches for this course if a pandemic occurs. In your response include how you will contact them with further instructions.