

## ***Instructional Continuity Preparation Checklist***

| Key Point of Planning  | Possible Solutions   |
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| Establish a mode of communication to use in case of an emergency. <ul style="list-style-type: none"> <li>• Ensure students all have access to and are aware of this communication method.</li> <li>• Create a back-up group email list from your roster in Outlook.</li> <li>• Always use BCC field when emailing a group of students in order to comply with <a href="#">FERPA regulations</a>.</li> </ul>  | Email<br><a href="#">D2L</a><br><a href="#">DePaul Blog</a><br><a href="#">Google Group</a>  |
| Make your syllabus available digitally.  | Email<br><a href="#">D2L</a><br><a href="#">DePaul Blog</a><br><a href="#">Google Drive</a>  |
| Decide how you will distribute assignments and readings during a disruption. <ul style="list-style-type: none"> <li>• Become familiar with the process of making PDFs from hard copies.</li> <li>• Familiarize yourself with how to use the Richardson Library's E-Reserves system, ARES.</li> <li>• Familiarize yourself with copyright rules governing e-distribution of articles and chapters.</li> <li>• Consider e-book availability when selecting texts.</li> </ul> | Email<br><a href="#">D2L</a><br><a href="#">ARES E-Reserves</a><br><a href="#">DePaul Blog</a><br><a href="#">Google Drive</a>   |
| Decide if/how you would continue active student participation in the event of a disruption. <ul style="list-style-type: none"> <li>• Determine whether your course be conducted successfully without discussion sections?</li> <li>• If not, evaluate what kind of virtual classroom you would like to use.</li> <li>• Plan for ways that your students may still give presentations.</li> </ul>   | Email<br><a href="#">D2L Discussions</a><br><a href="#">D2L Groups</a><br><a href="#">D2L Virtual Classroom</a><br><a href="#">D2L VoiceThread</a><br><a href="#">Zoom</a><br><a href="#">Google Hangouts</a><br><a href="#">Slack</a> |
| Consider capturing your lecture presentations for students to watch remotely.  | <a href="#">D2L Panopto</a><br><a href="#">D2L VoiceThread</a><br><a href="#">Voice Over Powerpoint</a><br><a href="#">Zoom</a>  |
| Identify an option for holding class and/or office hours virtually in the event of an extended disruption in normal University functions.  | <a href="#">D2L Virtual Classroom</a><br><a href="#">Zoom</a><br><a href="#">Skype for Business</a><br><a href="#">Google Hangouts</a><br><a href="#">Slack</a>  |
| Designate a centralized place to collect student submissions.  | Email<br><a href="#">D2L Submissions</a><br><a href="#">DePaul Box</a><br><a href="#">Google Drive</a>   |
| Identify how you will evaluate student learning in a digital space. <ul style="list-style-type: none"> <li>• Identify how you would administer tests and exams remotely.</li> <li>• Identify your preferred method for digitally commenting on and grading student work.</li> </ul>  | <a href="#">D2L Quizzes</a><br><a href="#">D2L Examyty</a><br><a href="#">D2L Submissions</a><br><a href="#">Turnitin GradeMark</a>  |