Instructional Continuity Plan

This form is an optional aid in helping you plan your course's transition from the face-to-face/on-site mode to an alternative teaching modality (e.g., virtual/online).

Instructor: _____

Course(s): _____

Term(s):   _____

Plan Development Steps

1. **Key Components:** Identify key components intended for alternative instruction; insert into matrix.
   NOTE: Selection may involve judgments about what is essential to start/continue/complete a course that could include suboptimal (but workable) choices.
2. **Alternatives:** Identify intended alternatives to in-class forms of selected components.
   NOTE: Selection may involve judgments about what is essential to start/continue/complete a course that could include suboptimal (but workable) choices.
3. **Instructional Technologies:**
   a. **Identify** the instructional technologies preferred for each alternative instruction component.
      NOTE: Those relatively new to online instruction are encouraged to first leverage the LMS's many tools (Blackboard) as it is designed expressly to support online forms of instruction. Most CSUSB students are likely quite familiar and comfortable with Blackboard.
   b. **Prioritize** the most important of your selected instructional technologies (i.e., those you intend to use the most frequently and centrally) and examine user guides to build basic operational skills.
   c. **Locate** and explore guidance for effective instructional practices using the selected instructional technologies.
4. **Student Continuity Plan:** Prepare a student-oriented Instructional Continuity Plan document and make it available to all students in every course.

Component	Alternatives to In-Class	Instructional Technologies at CSUSB	Other Free Resources
Announcements			
Syllabus			
Gradebook			
Lectures			
Discussions			
Assignments			
Labs			
Activities			
Guest speakers			
Group work			
Projects			

Presentations (group or individual)			
Assessments (quizzes, tests, midterms)			
Office hours			
Final exams			