**Resilient Course Design Plan**

Resilience is the ability to recover quickly from difficulties, and in Fall 2020 that could manifest in the form of several different possibilities beyond those found in a typical semester. This template is designed to help you develop a resilient plan for your Fall 2020 course but could apply in any future semester. You may want to make a copy for each of your Fall 2020 courses. This template is not prescriptive but is meant to guide you through that process of developing statements/policies/procedures that you can easily implement. A dynamic Google document with [examples of back-up plans, structure, flexibility, communication, and incorporating student feedback can be found here.](https://docs.google.com/document/d/1E4PZU4o28X1aFtUuaXFO68P3jEOaByCAJXfX--nyv58/edit?usp=sharing)

**Syllabus Statement: Course Plan for the Unexpected**Below is some space to develop a syllabus statement entitled “Course Plan for the Unexpected.” This statement should include ways in which you will provide structure, flexibility, communication, and seek students’ feedback in the event of a pivot to online instruction, or if you or your students fall ill or have changing situations. This statement can also be used in the future in the event of natural disasters or inclement weather. [Several examples of syllabus statements have been crafted](https://docs.google.com/document/d/1rGSuV4ED0o4XnjkewKHMXBdNo3lED1xSBIZaLrUVVqM/edit?usp=sharing) to give you a sense of what should be included in your statement. Be sure to include the following:

* 2019 Novel Coronavirus (COVID-19) UMSL page: <https://www.umsl.edu/hcdas/coronaupdates.html>
* Ensure students are signed up for the emergency notification system: <https://safety.umsl.edu/police/notification/index.html>

**Back-Up Plans for Face-to-Face Activities/Assessments (Formative and Summative)**

A template is provided to help you think through contingency plans that may be needed to shift any activities/assessments that happen in your face-to-face class to online, or if a student cannot attend class or complete an assessment.

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| **Activities/ Assessments** | **Face-to-face format** | **Online format** | **Communication to students** |
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**Structure**

A clear, consistent structure from the beginning of the semester is an inclusive practice that will help ease a sudden pivot to online. How will you provide **structure** for each of these core elements? If applicable how will you make that structure transparent to students?

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| --- | --- |
| **Core Element** | **How will you provide structure? If applicable how will you make the structure transparent to students?** |
| Canvas Course |  |
| Faculty-Student Communication  |  |
| How/where students ask questions about course content and personal situations.  |  |
| Instructions/Guides about how to complete and submit asynchronous work and provide context |  |
| Accountability for out of class work  |  |
| Synchronous meetings  |  |
| Assignments  |  |

**Flexibility**

Building in flexibility from the beginning of the semester will help you minimize the number of case-by-case decisions you have to make during the semester, thus resulting in a more equitable opportunity for all students (not all students will feel comfortable or know they can ask for flexibility). How will you provide **flexibility** for each of these core elements? How will you make that flexibility transparent to students?

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| **Core Element** | **How will you provide flexibility?** | **How will you make this flexibility transparent to students?** |
| Deadlines and due dates |  |  |
| Choice in how students interact with course material provided in-class (especially due to illness or changing situations)  |  |  |
| Yourself (in case you fall ill or have to self-quarantine)  |  |  |
| Change in mode of delivery from blended to online |  |  |

**Connection**

A critical component to learning is connection (student-student, student-instructor, student-content). Developing strong connections from the start of the semester will ease a potential pivot to online. How will you provide **connection** for each of these core elements? How will you make those opportunities for **connection** transparent to students?

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| **Core Element** | **How will you provide connection?** | **How will you make this connection transparent to students?** |
| Student-student  |  |  |
| Student-instructor  |  |  |
| Student-content  |  |  |

**Feedback**

Asking students to provide feedback in the course can help them feel more invested in their learning and help build trust in the classroom. How can you seek feedback from students about the course?