
CAÑADA COLLEGE EMERGENCY INSTRUCTIONAL CONTINUITY PLAN

In light of recent disasters in California, it is crucial to revisit and update our **Emergency Instructional Continuity Plan**. This plan ensures that instructional activities continue uninterrupted during emergencies that disrupt normal college operations. Cañada College has developed strategies to maintain academic integrity, support faculty and students, and ensure equitable access to learning.

1. Transition to Online or Remote Learning

- **Online Platforms and Tools:**
 - Cañada College uses platforms **Canvas** and **Zoom** for course materials, assignments, and live lectures.
 - Faculty are trained to use these tools effectively to ensure a smooth transition to remote teaching when needed.
- **Guidance for Faculty:**
 - Faculty should be prepared to transition their courses to online formats quickly and efficiently. This includes:
 - Using **Canvas** to post materials, assignments, and grades.
 - Conducting synchronous classes via **Zoom** or similar platforms.
 - Adjusting course activities to ensure continued student engagement and participation.
 - Faculty will have access to ongoing training and support to ensure they can effectively teach in an online or hybrid environment, including workshops on using remote teaching tools.

2. Alternative Assignments

- **Flexible Deadlines:** In the event of an emergency, instructors may adjust deadlines or assignment formats to ensure students can meet learning objectives while accommodating unforeseen disruptions.
- **Guidance for Faculty:**
 - Faculty should communicate clearly with students about changes to assignments, deadlines, and alternative learning methods.

- Faculty are encouraged to provide students with clear instructions and expectations for alternative assignments.
 - Flexible deadlines should be established to accommodate varying student needs during emergencies.
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4. Support for All Students

- **Equitable Access:** Colleges must ensure that all students, especially those lacking resources for remote learning, have access to technology such as laptops, tablets, and Wi-Fi hotspots. This ensures that every student can participate in online courses without barriers.
 - **Academic and Student Services Support:** In addition to technology access, colleges will continue to provide academic support remotely. This includes tutoring services, library resources, and other student services like career counseling and academic advising.
 - **Guidance for Faculty:**
 - Faculty should be mindful of students' potential barriers to online learning and make efforts to accommodate them.
 - Faculty are encouraged to provide multiple ways for students to access course materials and engage with the content, ensuring that all students have an opportunity to succeed regardless of their access to technology.
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5. Collaboration with Other Institutions

- In extreme cases where local infrastructure (e.g., internet, power) is unavailable, colleges may collaborate with other institutions or local authorities to provide alternative learning environments. This could include shared facilities or resources to ensure students can continue their education during an emergency.
 - **Guidance for Faculty:**
 - Faculty may need to work with other institutions or departments to ensure that students receive the support they need during emergencies.
 - Faculty should be prepared to work collaboratively with colleagues to address any logistical or instructional challenges caused by emergency conditions.
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6. Clear Communication Channels

- Clear and consistent communication with students, faculty, and staff is critical during an emergency. Colleges will use a variety of communication tools, such as:
 - **Email notifications, text messages,** and posts on the **college website** and **social media** channels.
 - Faculty will update students regarding any changes to course schedules, delivery formats, or assessment methods, ensuring that everyone is informed of any shifts in instructional delivery.
 - **Guidance for Faculty:**
 - Faculty should ensure timely and clear communication with students regarding course changes, new deadlines, or alternative learning activities.
 - Faculty are encouraged to use a variety of communication methods to reach students, such as email, course announcements, and social media.
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7. Alternative Assessments and Course Modifications

- **Revised Assessments:** Depending on the nature of the disaster, faculty may need to adjust their syllabus, assessments, or course content to ensure that students meet learning objectives despite disruptions. This could include:
 - Reducing the number of required assignments or exams.
 - Focusing on key learning outcomes and modifying course content accordingly.
 - **Alternative Assessment Methods:** To maintain academic rigor, faculty may shift from traditional exams to alternative assessments such as online quizzes, projects, or reflective essays. This allows flexibility while upholding academic standards.
 - **Guidance for Faculty:**
 - Faculty should review their course assessments and modify them as needed to align with the emergency situation.
 - Faculty are encouraged to use more flexible assessment formats, such as online projects or written reflections, in place of traditional exams.
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8. Backup Plans for Technology Failures

- Colleges should prepare for potential **technological disruptions**. Backup solutions include:
 - **Phone-based learning options** or **email-based assignments** for students without internet access.
 - **Tech support** available for faculty to address issues such as system failures or internet outages quickly, ensuring minimal disruption to instruction.
 - **Guidance for Faculty:**
 - Faculty should have backup plans in place, such as offline assignments or alternative communication methods, in case of technology failures.
 - Faculty are encouraged to maintain communication with students about any technical difficulties and offer solutions for continued learning during disruptions.
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9. Continual Faculty Support

- Faculty should have continuous access to **training and resources** for online instruction. This includes workshops on using the CANVAS, tips for engaging students online, and methods for assessing student performance remotely.
 - Faculty are encouraged to create contingency plans for various emergency scenarios to ensure they can adapt quickly and effectively to unexpected disruptions.
 - **Guidance for Faculty:**
 - Faculty should take advantage of ongoing professional development opportunities and access resources to enhance their online teaching skills.
 - Faculty are encouraged to collaborate with colleagues and instructional support teams to improve remote teaching strategies.
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10. Recovery and Resumption of On-Campus Instruction

- Once the emergency subsides, a **recovery plan** should be in place to allow the gradual return to in-person instruction. This phase will likely involve revising course structures, extending timelines for completing coursework, and providing support services to help students catch up on missed content.
- **Guidance for Faculty:**

- Faculty will play a crucial role in helping students transition back to in-person instruction, including providing additional support and accommodations where needed.
 - Faculty should remain flexible during the recovery period, revising course schedules and content as necessary to ensure students can successfully complete their coursework.
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Resources:

Here are several resources that provide guidance and best practices for developing and implementing an **Instructional Continuity Plan**:

1. **Keep Teaching: Instructor Planning Guide | Instructional Continuity**
This guide offers a collection of resources to support teaching and learning during times of disruption, including planning guides on resilient teaching, teaching modalities, equity and inclusion, academic integrity, technology, and well-being.
 - [Instructional Continuity](#)
2. **How to Develop an Instructional Continuity Plan for Any Emergency**
This article provides insights into creating instructional continuity plans, including checklists for teachers and administrators, and strategies for adapting to remote learning environments.
 - [TechLearningMagazine](#)
3. **Continuity of Learning | U.S. Department of Education**
This resource explores strategies and resources to prioritize equity and ensure continuity of learning during disruptions like COVID-19, offering guidance for schools, districts, and families.
 - [U.S. Department of Education](#)
4. **Instructional Continuity | UCI Division of Teaching Excellence and Innovation**
This page provides information and resources to assist with instructional continuity in emergency situations, emphasizing the importance of pre-planning for potential disruptions.
 - [UCI Teaching Excellence](#)
5. **Instructional Continuity Planning - The Center for Teaching and Learning**
This resource offers guidance on creating a continuity plan for courses in the event of a campus crisis, including preparedness checklists and strategies for maintaining instruction during disruptions.
 - [The Center for Teaching and Learning](#)
6. **Maintaining Instructional Continuity - UCLA Teaching & Learning Center**
This page provides resources developed to support instructors and teaching assistants in maintaining instructional continuity during potential campus disruptions.
 - [UCLA Teaching & Learning Center](#)

7. Instructional Continuity Plan - Charlotte County Public Schools

This document outlines a contingency plan for maintaining learning during extended school closures, including online content delivery and digital resources.

- [Charlotte County Public Schools](#)

8. Instructional Continuity - Academic Technology - Santa Clara University

This resource offers guidance on preparing a backup plan for teaching, including strategies for adapting instruction during disruptive times.

- [Santa Clara University](#)

9. Instructional Continuity Resources - Every Learner Everywhere

This collection includes 18 academic continuity resources to help plan for institutional disruptions, offering strategies and tools for maintaining learning during emergencies.

- <https://www.everylearnereverywhere.org/resources/?collection=5664>

10. Creating an Educational Continuity Plan - Knowing Technologies

This resource provides guidance on creating an educational continuity plan, including considerations for technology integration and instructional strategies.

- <https://knowingtechnologies.com/educational-continuity-plan/>

11. [California Department of Education - Learning Continuity and Attendance Plan](#)

12. [Santa Clara University - Instructional Continuity](#)

13. [Foothill College - Instructional Continuity](#)

Resources: Title 5, Ed Code, and ACCJC Standard

Relevant codes and standards governing instructional hours and emergency closures in California community colleges are listed below:

1. California Education Code (Ed Code)

§70902(b)

*“The governing board of a community college district shall... **ensure that all students have opportunities to achieve their educational goals** through programs and services consistent with their educational needs and abilities, and that the district and colleges... **maintain academic standards.**”*

Relevance: Requires colleges to uphold academic integrity and ensure students can complete courses, implying lost instructional time must be addressed to meet this mandate.

§84810

*“The governing board of each community college district shall **schedule the required number of hours of instruction** for each credit course... **No apportionment shall be made** for any credit course unless... the minimum days of instruction and the minimum total hours of instruction... are provided.”*

Relevance: Lost instructional hours risk loss of state funding (apportionment) unless alternatives (e.g., online instruction) are used to meet the minimum hours.

2. Title 5 Regulations

§55002(a)

*“A course classified as **lecture**... shall require **a minimum of 48 hours of lecture** and 96 hours of outside-of-class work for three semester units of credit. A course classified as **laboratory**... shall require **a minimum of 48 hours of laboratory work** and 48 hours of outside-of-class work for three semester units of credit.”*

Relevance: Defines the minimum instructional hours required for course credit.

§55200

*“In **exigent circumstances**, such as a fire, flood, or earthquake... the college may make **temporary adjustments** to the course outline of record... provided that **student achievement of course objectives** is assured.”*

Relevance: Allows temporary adjustments during emergencies but emphasizes learning outcomes must still be met.

3. ACCJC Accreditation Standards

Standard 2.1 (ACCJC Standard)

“Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12).”

Relevance: Requires colleges to maintain instructional quality during disruptions, even if hours aren’t explicitly “made up.”

Standard 3.10 (ACCJC Standard)

“The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.”

Relevance: Implicitly requires contingency planning for emergencies.

Key Takeaways

1. **Ed Code §84810** ties funding to meeting instructional hour minimums.
2. **Title 5 §55002** mandates specific hours for credit, but **§55200** allows flexibility during emergencies.
3. **ACCJC Standards** focus on outcomes over strict hour counts but require continuity.

Practical Implications

Colleges are not legally required to “make up” hours *if* they can:

- Use alternative methods (e.g., online) to meet Title 5 hour requirements.
- Document adjustments under §55200 and ensure learning outcomes are achieved.
- Protect apportionment by proving compliance with Ed Code §84810.

For full text, see:

- [California Ed Code](#)
- [Title 5 Regulations](#)
- [ACCJC Standards 2024](#)