CONTINGENCY PLAN GUIDELINES

Goal: To create an effective contingency plan that provides continuity of student learning, while sustaining the mission, vision, and values of the program during a catastrophic event.

1. Preparing a Contingency Plan
   
   A. Identify aspects of the program that may need to be adjusted in response to a catastrophic event including, but not limited to, the physical location of the campus, classroom(s), laboratory/ies, faculty offices, student services, and clinical setting access.
   
   B. Determine how communication will occur during the catastrophic event and maintain updated contact information for all faculty (including administration), students, clinical preceptors, and clinical settings.
   
   C. Determine the physical resources that will be needed (i.e., computer access, Wi-Fi, etc.) and the availability of these resources to faculty and students during a catastrophic event.
      a. Identify the resources (e.g., Zoom, WebEx, Google docs, etc.) that will be utilized for didactic instruction in the event of disruption.
      b. Provide faculty training on the identified resources to maintain FERPA in a virtual environment.
      c. Prepare instructions for use by faculty and students if these resources are not currently being utilized by the program to allow for a seamless transition.

2. Implementing a Contingency Plan
   
   A. Assess the situation and determine what aspects of the program will be impacted and communicate the sponsoring institution’s/program’s response.
      a. Determine what equipment faculty/students will need in response to the catastrophe and how the equipment will be obtained and distributed (i.e., PPE).
   
   B. Communicate the activation of the contingency plan to the appropriate individuals.
      a. Assure sponsoring institution resources and students services are available and accessible to students. Provide updates if access and/or location have changed.

   C. Didactic and Clinical Courses
      a. Alter schedules, as needed, to accommodate for the catastrophic event. Options include but are not limited to altering the didactic/clinical course schedule depending on the type of catastrophic event, and front-loading didactic course work if the clinical setting(s) are unavailable. Provide access to other virtual resources, which may include Skype and Google docs.
      b. Provide alternate innovative learning options for students to include but not limited to virtual clinical simulations, case study analysis, and virtual tours of the clinical experience.

3. Program Leadership/Administration
   
   A. Maintain communication with the sponsoring institution, state and regulatory agencies, and accreditors during the catastrophic event.
   
   B. Maintain regular communication with faculty and students regarding the status of the catastrophic event.
   
   C. Communicate any deviation(s) from the prepared contingency plan.
   
   D. Seek feedback from communities of interest regarding the contingency plan.
   
   E. Make adjustments to the contingency plan, as needed, to assure appropriate program operations.
   
   F. Provide state/federal emergency websites and hotlines for faculty and students.
4. **Sponsoring Institution**

A. Determine financial aid requirements if didactic and/or clinical courses are disrupted.
B. Determine if course grading will change in response to the catastrophe (i.e., Pass/Fail).
C. Provide guidance for temporary alteration(s) to the curricular sequence.
D. Provide funding to maintain student support and safety during the catastrophe.
E. Provide faculty support for resources not typically utilized by the program.
F. Assure that student support services are not interrupted.
G. Provide wellness support services for students and faculty.

5. **Prepared Recovery from a Contingency Plan**

A. Include process for the program to resume normal operations.
B. Review the contingency plan and implement improvements based on experience.