De Anza College

ONLINE OR HYBRID COURSE DELIVERY REQUEST

Course:

Title (must match ECMS course outline title:

Effective Quarter & Year (Ex. Fall 2017):

II: Mode of Delivery (One form must be completed for each request)

☐ Hybrid   ☐ Online

% Online   % Online

% Face to Face   % Face to Face

Hybrid courses can have up to 50% of the meeting time be online. Therefore, % Online should not exceed 50%. % Face-to-Face should not be *lower* than 50%.

Online classes at De Anza are any course where 51% or more of the class is completed virtually. Therefore, %Online should not be lower than 51% and % Face-to-Face should not exceed 49%.

💡 RATIONALE

1. Please describe the exercises, activities, and other class assignments that will be used through the proposed delivery method above to meet the course objectives and student learning outcomes.

In this section, the goal is to describe how the class will translate into a virtual (or partially virtual) environment). It does not have to be an exhaustive, all inclusive list of activities, but a large enough range to show us how the class will work.

Hybrid Class: Describe the activities in the online portion of the class. It is not necessary to describe what will happen in the face-to-face meetings.

Online Classes: Describe how the assignments will translate online. You may also describe how the online offering of the class is distinct from the face-to-face class, but still meets the same course objectives and learning outcomes.

2. Explain how the percentages for the mode of delivery you have selected were determined.

Describe your department's rationale for offering the course at those specific percentages: Were the percentages determined by department need, enrollment trends, specific pedagogy, changes in the field/discipline, or other factors?

Hybrid Courses: Hybrid courses can be offered in a variety of formats (e.g. 50/50; 60/40; 80/20). Describe what drove the decision to reduce the amount of face-time in the course.

Online Courses: If the course is less than 100% online, also speak to why students will need to be present on campus (e.g. examinations, course orientations, etc.)

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3. How is this course designed in a way that students of different backgrounds and ability can succeed in this modality? How have your design decisions have been made in consideration of the sixstudent success factors in relation to Online Education (please click here for the student factors)?

The word "here" in the question contains a link to the six student success factors at De Anza. Also located at the following URL: http://deanza.edu/online-ed/faculty/studentsuccess.pdf

It is not necessary to list every single, but list those that are most applicable and evident in your class. Essentially, how has this course been designed with an equity lens in mind?

LMS USE & TRAINING

Per Article 34.6 of the FA agreement, all faculty teaching online or hybrid are required to use the college-designated Learning Management System (Canvas). Please describe any additional training, beyond Canvas certification, as well as selection criteria, that will be required for an instructor who will use this mode of delivery.

Indicate department or division-specific practices that have been agreed beyond minimum qualifications to decide who receives an online assignment.

Examples include: A mentoring process prior to teaching the class; selection by department committee; required completion of Professional Development activities and/or courses.

If your department does not have one, then "none" is sufficient, but it is encouraged to discuss these selection criteria.

INSTRUCTIONAL TOOLS AND ADDITIONAL RESOURCES

Please indicate any instructional technology in addition to the LMS that will be used in this course. This may include publisher resources, LTI integrations, etc. *As a reminder, any tools used must be embedded in Canvas and students must be directed to authenticate through Canvas in order to access materials and resources.*

Indicate anything OUTSIDE of normal college resources that need to be provided; otherwise indicate "none" Canvas, Online Education Office Support, computer labs and Library resources are already assumed, thus do not need to be listed.

Examples include: Publisher tools from (MyLab; MyMathLab); Canvas integrations (FlipGrid; Zoom)

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INSTRUCTOR CONTACT

Please describe how the instructor will fulfill the requirements of regular, effective contact with students. In other words, describe the nature and frequency of instructor-student interactions and how these interactions will be effective and sustained throughout the course.

Specify both the METHOD as well as the FREQUENCY in which an instructor-initiated contact as well as the minimum number of times these interactions will take place (a range is fine). Some examples include:

-Announcements through Canvas to convey important information
-Instructor participation in online discussion threads
-Synchronous conferencing (ConferZoom; Conferences or Chat feature in Canvas)
-Progress check-in with students
-Conversations and feedback initiated through SpeedGrader

Do not include your contractually mandated office hours.

STUDENT CONTACT

Please describe how students will interact with each other during the course (e.g. discussion boards, group conferences, etc.)

Specify the method and frequency of student-to-student interactions in the course. Examples may include:

-Participation in graded discussion threads
-Specific projects or assessments that require students to interact
-Group projects
-Student-facilitated synchronous meetings

ACCESSIBILITY

How will the course be designed in order to be accessible to students with disabilities? Describe support services that will be available to students, considerations made during the development of the course, and Assistive Computer Technologies available to students.

Describe the measures that have been taken to ensure that all materials in the course are ADA compliant: e.g. accessible documents; captioned videos; page design; etc.

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RESOURCES

Please list the required resources exclusive to this mode of delivery that must be provided by the college to accomplish the course design and delivery. Additionally, list resources required of students who take the course in this mode of delivery:

College Resources

List any resources that the college needs to provide outside of what is already assumed. Items like Canvas access and support, computers, and access to Online Education Center staff are already provided and do not need to be listed.

Student Resources

Describe any specific software or tools that a student will need to succeed in this class that they do not already have reasonable access to. Items such as internet access and e-mail accounts do not need to be listed here.

OUTSIDE INVOLVEMENT

Please describe the involvement of other faculty in the discipline, department, division, or other subject matter experts who were involved in the design of this course.

Indicate other department members or FHDA staff who were consulted with the planning of the course in its respective modality.

SIGNATURES

(signifying knowledge and approval of the online and/or hybrid mode of delivery)

Initiator:
                       _____ _____
                                      Signature   Date

Faculty Discipline
Expert/Consultant:
                       _____ _____
                                      Signature   Date

Department Chair:
                       _____ _____
                                      Signature   Date

Division Dean:
                       _____ _____
                                      Signature   Date

AVP – Instruction:
                       _____ _____
                                      Signature   Date