# IVC Curriculum DE Proposal Form– Curricunet Changes –

# Proposed Draft Version: 12-­01-­14 – DETF, Academic Senate, APTC Approved

This form should be updated whenever the course COR is updated or sooner, if other changes occur. A possible presentation of the proposal in Curricunet is as a new menu item in a CORs checklist. Please complete this form for a course; do not make it instructor-­‐specific.

 For all *drop-down lists*, select the **one** **best option** for your course

 For all *check boxes*, select **any combination of options that may apply** for your course

X

 Press the <Tab> key to move forward from field to field; press <Shift> + <Tab> to move back

1. **Rationale**: What is the intent of offering the course by distance education mode? Discuss how offering this course in a DE mode benefits students or meets student needs.

***Example:*** *This course is designed for students who may not otherwise be able to attend a traditional college course, or those who simply want to take advantage of the convenience and flexibility of online/hybrid courses.*

1. **Mode of Delivery**: check one of the following modes for lecture/lab. Once approved, this course may be taught online/hybrid up to the maximum percentage checked below. If you wish for this course to be taught more than the maximum percentage checked below, you need to submit a new DE Curriculum Proposal form. Note: the approximate percentage is the amount of contact hours (not unit value).

# A. Lecture:

#  B: Lab:

# Regular Effective Contact for Online Education Courses: Please complete this form for a course; do not make it instructor-­‐specific.

Check examples of the types of interaction for: instructor to student, student to student, and student to content

# Methods of Instruction:

**Instructor-­student interactive contact email distribution:**

[ ]  IVC Email/Blackboard or other LMS Email

[ ]  Other Email (e.g., Gmail)

Describe other email (max. 1000 characters) - required if above “Other Email” box is checked:

# Email descriptions that demonstrate instructor-­student interaction:

[ ]  Instructor‐student questions/comments/problem-solving

[ ]  Regular to-do lists, reminders, assignment descriptions

 [ ]  Other Emails

Describe others (max. 1000 characters) - required if above “Other Emails” box is checked:

# Email Frequency:

# Announcement Distribution:

# [ ]  Announcements: Blackboard or other LMS

# [ ]  Announcements: Website (i.e., publisher website, faculty website)

# [ ]  Announcements: Other

# Describe other (max. 1000 characters) - required if above “Announcements: Other” is checked:

#

# Announcement Frequency:

# Assessment Types:

# Exams:

# [ ]  Exams using Blackboard or other LMS

# [ ]  Exams using websites (i.e., publisher websites)

# [ ]  Exams: face-to-face on campus or at proctored locations

# [ ]  Exams via email

# [ ]  Exams: Other

# Describe other (max. 1000 characters) - optional if above “Exams: Other” is checked:

#

# Exam Frequency:

# Quizzes/Surveys:

[ ]  Quizzes/Surveys using Blackboard or other LMS

[ ]  Quizzes/Surveys using websites (i.e. publisher websites, Survey Monkey)

[ ]  Quizzes/Surveys: face-to-face on campus or at proctored locations

[ ]  Quizzes/Surveys via email

[ ]  Quizzes/Surveys: none

[ ]  Quizzes/Surveys: Other

Describe other (max. 1000 characters) - optional if above “Quizzes/Surveys: Other” is checked:

#

# Quizes/Surveys Frequency:

# Projects:

# [ ]  Projects submitted using Blackboard or other LMS

# [ ]  Projects submitted using websites (e.g., publisher websites)

# [ ]  Projects: face-to-face on campus

# [ ]  Projects submitted via email

# [ ]  Projects: None

# [ ]  Projects Other

# Describe other (max. 1000 characters) - optional if above “Projects: Other” is checked:

#

# Project Frequency:

# Online Discussions:

# [ ]  Online discussions using Blackboard or other LMS tools

# [ ]  Online discussions using websites (e.g., publisher websites)

# [ ]  Online discussions using email

# [ ]  Online discussions: None

# [ ]  Online discussions: other

# Describe other (max. 1000 characters) - optional if above “Online discussions: other” is checked:

#

# Online Discussion Frequency:

# Videos/Podcasts:

# [ ]  Videos/Podcasts links posted Blackboard or other LMS

# [ ]  Videos/Podcasts links posted on websites (e.g., publisher websites)

# [ ]  Videos/Podcasts links sent via email

# [ ]  Videos/Podcasts: none

# [ ]  Videos/Podcasts: other

# Describe other (max. 1000 characters) - optional if above “Videos/Podcasts: other” is checked:

#

# Video/Podcast Frequency:

# Orientations:

# [ ]  Orientations using Blackboard or other LMS

# [ ]  Orientations using websites (e.g., faculty websites)

# [ ]  Orientations: face-to-face on campus

# [ ]  Orientations via email

# [ ]  Orientations: other

# Describe other (max. 1000 characters) - optional if above “Orientations: other” is checked:

#

# FAQs:

[ ]  FAQs posted on Blackboard or other LMS

[ ]  FAQs posted on websites (i.e. publisher websites)

[ ]  FAQs sent via email

[ ]  FAQs: None

[ ]  FAQs: other

Describe other (max. 1000 characters) - optional if above “FAQs: other” is checked:

**Other:**

[ ]  What other types of instructor-­‐student interactions will occur?

Describe (max. 1000 characters) - required if above box is checked.

[ ]  How will tools be used?

Describe (max. 1000 characters) - required if above box is checked.

Other Frequency:

**B:** **Methods of Instruction: Student–Student Interactive Contact** - Please complete this form for a course; do not make it instructor-­‐ specific.

[ ]  Online Discussions

[ ]  Email

[ ]  Wikis

[ ]  Virtual Chat (i.e. Blackboard Collaborate, Google Talk, CCC Confer)

[ ]  Other

# Describe other (max. 1000 characters) - required if above “other” box is checked:

#

# C: Interaction: Student to Content:

Please complete this form for a course; do not make it instructor-­‐ specific.

# Content: Lectures/handouts/PowerPoints which coincide with the lecture topics in the COR (Course Outline of Record).

[ ]  Content on Blackboard or other LMS

[ ]  Content on websites (i.e. publisher websites)

[ ]  Content links via email

[ ]  Content: other

# Describe other (max. 1000 characters) - optional if above “other” box is checked:

#

# Content Frequency:

# Individual Student Assignments: Chapter review/worksheets/ reflections/ essays which coincide with the assignments in the COR (Course Outline of Record).

[ ]  Individual Student Assignments on Blackboard or other LMS

[ ]  Individual Student Assignments on websites (i.e. publisher websites)

[ ]  Individual Student Assignments links via email

[ ]  Individual Student Assignments: none

[ ]  Individual Student Assignments: other

# Describe other (max. 1000 characters) - required if above “other” box is checked:

#

# Individual Student Assignment Frequency:

# Group/Team Student Assignments: Peer assignments/projects/ journals/wikis which coincide with the assignments in the COR (Course Outline of Record).

[ ]  Group/Team Student Assignments on Blackboard or other LMS

[ ]  Group/Team Student Assignments on websites (i.e. publisher websites)

[ ]  Group/Team Student Assignments via email

[ ]  Group/Team Student Assignments: none

[ ]  Group/Team Student Assignments: other

# Describe other (max. 1000 characters) - required if above “Group/Team Student Assignments: other” box is checked:

#

# Group/Team Student Assignments Frequency:

# [ ]  Other: What types of student to content interactions will occur?

# Describe other (max. 1000 characters) - required if above “Other” box is checked:

#

# [ ]  How will the tools be used?

# Describe - required if above box is checked:

#

# Other Frequency:

# Instructional Materials and Resources - Please complete this form for a course; do not make it instructor-­‐specific.

* 1. Faculty Resources: Identify the instructional materials and resources needed to teach this course in a DE/hybrid mode:

[ ]  Blackboard or Canvas Learning Management System

[ ]  Other Learning Management System

Name the other Learning Management System. Please justify the reasons that this LMS is required for this DE/hybrid course. (required if above box, “ Other Learning Management System” is checked.)

Hardware (for example: video camera/microphone):

Software applications/programs (other than an internet browser and Microsoft Office Pro)

List any other software applications/programs required for this DE/hybrid course.

Other - List and describe the how these resources are required for this DE/hybrid course.

* 1. Student Resources: Identify the student materials and resources needed to successfully complete this class in a DE/hybrid mode:

Hardware (for example: video camera/microphone):

Software applications/programs (other than an internet browser and Microsoft Office Pro)

List any other software applications/programs required for this DE/hybrid course.

Other - List and describe the how these resources are required for this DE/hybrid course.

# Learning Objectives - Please complete this form for a course; do not make it instructor-­‐specific.

Describe how students will achieve Learning Objectives for this course as described in the official COR (Course Outline of Record). For each learning objective, describe a sample assignment used in the online/hybrid modality; for each sample assignment, describe the method of evaluation.

| # | Learning Objective | Assignment: **:** Provide an example of an assignment or activity for learning objective | Method of Evaluation: : Provide an example of how the assignment or activity will be accessed for the learning objective |
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# Accessibility - Please complete this form for a course; do not make it instructor-­‐specific.

Describe how the design of the distance education course will ensure access for students with disabilities as required by the *American with Disabilities Act of 1990* and the *1998 Amendment to the Workforce Rehabilitation Act (Section 508).* For required course assignments, check all that will be utilized and describe how universal design components will be applied.

[ ]  Word processing documents designed for accessibility

[ ]  PDF documents designed for accessibility

[ ]  Images – use of “Alternate Text” for accessibility

[ ]  PowerPoint documents designed for accessibility

[ ]  Instructor videos – Closed‐Captioned provided for accessibility

[ ]  External links to videos (may not need Closed-­‐Captioning or transcript)

[ ]  External links designed for accessibility

[ ]  Field trips

[ ]  Other: Alternate field trip accommodations for students with verified disabilities (for example: virtual field trips).

# Describe alternate field trip accommodations - required if above box “Other” box is checked:

#

[ ]  Other – Describe how this is designed for accessibility:

# Student Support Services & Resources - Please complete this form for a course; do not make it instructor-­‐specific.

Check the resources/services below that are required for students to successfully participate in the course:

[ ]  Information Technology Services

 [ ]  College help desk/technical support

 [ ]  Computer labs

 [ ]  Learning Management System

[ ]  Student Services/Student Success Center

 [ ]  Bookstore

 [ ]  Tutoring

 [ ]  Proctoring

[ ]  Library

 [ ]  Online library resources

 [ ]  Library facilities

 [ ]  Library orientation

 [ ]  Scanner/copy machine

 [ ]  Computer labs

[ ]  DSPS and Section 508 Compliance (Assistive Technology)