

# STOCKTON UNIVERSITY | CENTER FOR LEARNING DESIGN

## Course Delivery Decision Tool

### 1. General Information

- 1.1. Course Name:
- 1.2. Credits:
- 1.3. Enrollment:
- 1.4. Student Demographics:
- 1.5. Current Instructional Method: Classroom    Hybrid    Online    Other
- 1.6. Course Schedule:
- 1.7. Room Assigned & Capacity:

### 2. Health/Safety: Is faculty able to be present on campus?    Yes    No    Unsure

- 2.1. If NO course will be offered online/remote instruction *or assign to different faculty or cancel/postpone to another semester (discuss with Dean)*

### 3. Course Design: Complete chart for the course. Design impacts selection of a course delivery method.

List <a href="#">Student Learning Outcomes</a> (SLOs)	Content & Activities	Assessment/Feedback

### 4. Describe your (faculty) pedagogy preferences, skills and experience with teaching online/hybrid or in the classroom using technology. Discuss remote teaching experience (and student feedback) from Spring 2020.

### 5. Reviewing information above, what course delivery method listed below best supports student learning and effective course delivery?

- 5.1. **Online** – the entire course is delivered off campus using effective online learning practices. *Under COVID-19, consider pedagogical skill, technology needs & potential for student/faculty illness*

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- 5.1.1. **Asynchronous:** students complete work at days and times they select to meet deadlines using a learning management system like Blackboard
- 5.1.2. **Synchronous:** course meets at scheduled times using online technology like Zoom
- 5.1.3. **Mixed:** fully online (asynchronous and synchronous) based on content and student learning needs
- 5.2. **Hybrid** – a percentage of the course is delivered synchronously (typically in-person on campus) with the remaining percentage delivered off campus using one of the online options (above). *Under COVID-19, consider technology needs, faculty/student illness or quarantine preventing class attendance & need for remote teaching in the event of a suspension of campus operations*
  - 5.2.1. **Traditional Hybrid:** 67% online (asynchronous) & 33% classroom/synchronous learning
  - 5.2.2. **Blended Hybrid:** A unique combination of classroom/synchronous learning and online sessions (asynchronous or synchronous) based on content and student learning needs. A blended hybrid might include brief in-person sessions such as 4 times during the semester.
- 5.3. **Classroom** – traditional classroom lectures with active learning.  
*Under COVID-19, consider altered classroom capacity and conditions, technology needs, faculty/student illness or quarantine preventing class attendance & need for remote teaching in the event of a suspension of campus operations*  
Consider flexibility and PPE needs for the following in-person learning experiences
  - 5.3.1. **Lecture**
  - 5.3.2. **Labs**
  - 5.3.3. **Studio**
  - 5.3.4. **Community (Clinicals, Service Learning, Internships, Fieldwork)**
  - 5.3.5. **Other** (specify)
- 5.4. **Alternatives** – these alternate course delivery modes are more complex teaching modalities. Workload issues and the need for additional personnel such as moderators or teaching assistants may need to be considered if these course delivery methods are selected.
  - 5.4.1. **HyFlex:** simultaneously create and deliver an online and classroom version of the course. Students select preferred course experience. Both formats must achieve learning equity.
  - 5.4.2. **Remote Learning:** changes made to course in rapid manner with less planning than typically provided to change from an original course delivery method. If synchronous activities are expected, the course day/time should not be changed
  - 5.4.3. **Classroom Flex:** simultaneously teach a cohort of on-campus students while other students join the live class via technology (Zoom).
6. **Priority for Classroom Space:** High    Moderate    Low    N/A
7. **Support Needs.** Identify supports, technology and training needed to be successful in appropriate course delivery method selected.