# Faculty Request for Temporary Remote Teaching

*Fall 2020*

## Timeline

* 6/26/20: Temporary remote teaching requests due to AUH *(Emergency requests submitted after 6/26 will be considered and reviewed on a case-by-case basis.)*
* 7/6/20: AUH review of temporary remote teaching is complete; AUHs notify the faculty member and forward approved requests to the dean
* 7/13/20: Dean review of AUH-approved temporary remote teaching is complete, and faculty receive notification of dean-approved temporary remote teaching

***Note:*** *If a request for temporary remote teaching is not approved, you may request that HR determine whether ADA guidelines and policies are applicable. In this case, your academic unit head may work with HR to discuss the requested accommodation.*

**Instructions:** In a Word document, provide the information requested for each section for a course intended to be taught in a format ***other than in person, face to face***. Email the completed form to your academic unit head, including any supporting documents. *Incomplete requests will not be considered.*

Faculty Name: Click or tap here to enter text.

## Current Fall 2020 Course Schedule

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Name | Course # | Credit Hours | Days Taught | Times Taught | # Students Enrolled | Anticipated Mode 1 |
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1 See Web Terminology on the last page of this document. If the selected mode is online or hybrid, you must also indicate synchronous or asynchronous.

## Spring 2020 Course Assessment

1. Briefly describe how you adapted and transitioned your courses in Spring 2020 to an online format or how you prepared online courses in previous semesters:
Click or tap here to enter text.
2. Provide any student feedback (email excerpts, course evaluations, etc.) on how you adapted and transitioned your courses to an online format during the Spring 2020 semester or any other semester for which you have taught online:
Click or tap here to enter text.
3. Upon reflection of the Spring 2020 semester, and in light of best practices around high quality online education, **identify three areas** that you would like to develop further skills in to strengthen your ability to teach in an online environment:
Click or tap here to enter text.

## Fall 2020 Online Teaching Development Plan

Provide a plan that you will complete this summer detailing how you will develop your online teaching skills. These could include, but are not limited to, the following:

* Participation in [CFI summer workshops or training sessions](https://www.jmu.edu/cfi/) or in [Libraries workshops or training sessions](https://www.lib.jmu.edu/workshops/) focused on developing online teaching skills.
* Work with a peer mentor skilled at online teaching. This must be documented with a letter of support from the proposed peer mentor that confirms their agreement to assist you and that briefly documents their success at online teaching. Include this document with your completed application that you email to your school director.
* Participation in other training programs outside of JMU focused on developing online teaching skills. Any costs associated with these programs are your responsibility.

## My Online Teaching Skill Development Plan

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| --- | --- | --- | --- |
| **Workshop/Training Class** | **Provider** | **Dates and Times** | **Brief Rationale** |
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## Fall 2020 Online Teaching Outcomes

1. Briefly describe how you will sustain the quality and rigor of courses taught online in ways that are comparable to those offered when courses are taught face to face.

Click or tap here to enter text.

1. Briefly describe how you will sustain learning assessments and illustrate how grades are connected to student achievement of learning objectives for courses taught online in ways that are comparable to those offered when courses are taught face to face.

Click or tap here to enter text.

1. Briefly describe how you will sustain the interactivity of courses taught online, and your own accessibility to students, in ways that are comparable to those offered when courses are taught face to face.

Click or tap here to enter text.

**Peer Mentor Information** (complete only if part of your development plan):

Click or tap here to enter text.

## Approval Signatures and Dates

Click or tap here to enter text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Click or tap to enter a date.
Academic Unit Head Signature Date

Click or tap here to enter text. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Click or tap to enter a date.
Dean Signature Date

JMU Modality Terminology

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| --- | --- | --- |
| Term | Definition | Code |
| Face to Face | During formal instruction, the instructor and learner occupy the same physical space. This category also includes those courses divided into cohorts, where one cohort is present with the instructor and the other cohort is elsewhere watching/listening to the WebEx of the instruction. | F2F |
| PredominantFace to Face | During formal instruction, the instructor and learner occupy the same physical space 51% or more of the time. | PF |
| Hybrid | During formal instruction, the instructor and learner occupy the same physical space less than 50% of the time. There would be limited WebEx of any of the instruction – rather, the course delivery would be a combination of live interactions between and faculty and students and other delivery modes of material. | Hy |
| Note: Only modalities below this line require completion of the form. |
| Online | 100% of course work is delivered via the internet with 0% of time required in the same physical space. | Online |
| *Asynchronous* | *During electronic interaction, the instructor and learner interact mostly at different times (e.g. discussion board or podcast).* | *A* |
| *Synchronous* | *During electronic interaction, the instructor and learner interact mostly at the same time (e.g. video conference, teleconference or online live session).* | *S* |