

If using Firefox, you must download the form. Click the download icon in the top right corner (looks like a down arrow on a sheet of paper). You will then be asked in the pop window if you want to open or save the form. Click save, then you will see an illuminated arrow in the very top right corner of the browser. Double click the arrow, then fill out and click file, select "save as" to save to the form to your desktop or USB.

If you are using Internet Explorer, double click to open the file. Once you have filled out the form, click on the floppy disk icon on the left upper hand side of your browser and your pop up to save will appear and you can save the file to your desktop or USB.



Online Course Proposal Form

Form 1

The purpose of this form is to guide the approval and development of online courses at the University of the District of Columbia (UDC). This form should be used when proposing to shift a traditional course (one that is currently taught in the classroom) to the online format. Note all online courses offered by the University of the District of Columbia must use Blackboard Course Management System as the online platform for content delivery and all courses will be assessed by a peer-review committee. It should also be used to guide the development of new online courses, which will also be guided by policies and procedures adopted by the Academic Senate.

If you are proposing to develop a wholly new course for UDC, please follow the guidelines set forth by the Academic Senate and also use the QMR as a guide, see appendix A, Phase III.

If you are proposing to designate a hybrid course (one which uses both the traditional classroom for face- to-face class meetings in addition to online components) please use the Hybrid Course Proposal Form. Note, the QMR is the appropriate guide for the development of computer mediated modules in the hybrid or blended course.

Please complete this form as thoroughly as possible and submit to your chair to begin the approval process. Appendix A lays out a detailed table of steps and procedures to begin the process of proposing and developing an online course. Appendix B provides guidelines and an assessment rubric for developing an online course.

Note: The assessment rubric and checklist will be used during the peer review stage as a metric to assess the proposed online course.

Prior to proposing or developing an online course, all faculty must complete a course in online course development or submit evidence of having completed such course to their Chair with a copy of certification submitted to the Research Academy for Integrated Learning for record keeping. It is the expectation that the Research Academy for Integrated Learning will support and implement a 30+ hour professional certification program open to all faculty or instructors external to UDC wishing to develop the skills and abilities to develop and teach in the online environment.

Once you have completed Form 1 and attached relevant documents, submit it electronically to your Chair for approval and comment, your chair will forward to the Dean for review and comment. Your Dean will submit the form and documents to the Director, Research Academy for Integrated Learning who will review collaboratively with members from the Committee for Online Learning and return the form to your chair.

The department chair is responsible to communicate with RAIL whether or not an online course proposal has been approved for development and to ensure online and hybrid/blended courses are properly advertised to students prior to the registration process. At any time, you are welcome to seek guidance and assistance from the faculty in Research Academy for Integrated Learning in preparing your form and assessing available recourses to deliver your course. See page four for submitting and feedback timelines.

2. What student audience do you anticipate will enroll in this course? What are the perceived benefits for students taking this course online rather than on campus?

Experience Teaching With Online Format

1. Please describe your qualifications to teach this course in an online format. Be sure to address:

- (a) why you want to develop and teach this course online;
- (b) your past experience with distance or online education, if any;
- (c) your current use of technology in your current courses and level of competencies with technology.

Preliminary Course Design Plans:

1. Please provide a course overview and introduction. This must include a description of the course as it appears in the UDC Course Catalog. You should also attach a current copy of your course syllabus.

2. Please list your learning objectives for the course. Make sure the learning objectives align to the official course description found in the UDC course catalog and that they are measurable. You may find that using Bloom's Taxonomy is a helpful guide.

3. Please provide a description of how learning outcomes (both formative and summative) will be assessed. Also, please specify how you will document the effectiveness of the tools, applications, and modules constructed or selected to build knowledge.

4. How will you verify the authenticity of student work and exams? Meaning, how will you either proctor or verify that the students submitting work and taking exams is the same student registered in the course.

5. Please identify the instructional resources, tools, and materials that will be use to facilitate learning in the course. Indicate your level of competency or need for training. Use the table below.

Technology Tools	I plan to use this tool (yes / no / not sure)	I am competent this tool	I seek training with this tool
Blackboard			
SoftChalk			
Podcasting			
Course Cartidges			
Synchronous chats			
Video			
Ebrary resources			
Other special equipment or software			

6. Please indicate whether a textbook has been selected for this course. If so, provide the textbook name, publisher, and ISBN. Is this available as an e-book?

7. Describe (briefly) how you will facilitate student discussions, interaction, and collaboration in the online environment.

8. Describe some of the activities students will be engaged in during the course.

9. List any training beyond the applications above that you will need to effectively teach this course online.

Submission Deadlines for faculty

Summer or Fall Online Courses

Please submit all documents to your Chair on or before one of the following dates:
The second Friday in January or The Tuesday after President's day

Spring Online Courses

Please submit all documents to your Chair on or before one of the following dates:
The first Tuesday after Labor Day or The first Tuesday after Columbus Day

Preliminary review and support to develop online course

1. Chair's Feedback and Support of proposal: Please indicate your feedback and approval for this proposal, and provide comments about the instructor and/or the need for the course, if needed.

2. Dean's Feedback and Support of proposal: Please indicate your approval or disapproval for this proposal, and provide comments about the need for the course. Then send Form electronically to Dr. Carl Moore (carl.moore@udc.edu), Director of Research Academy for Integrated Learning for committee review and signature. Dr. Moore will return a signed copy of the form to the chair.

3. Graduate Dean's feedback (if appropriate) for graduate level online courses. Please indicate your approval or disapproval for this proposal, and provide comments about the need for the course. Then send Form electronically to Carl Moore (carl.moore@udc.edu), Acting Director of Research Academy for Integrated Learning for committee review and signature. Dr. Moore will return a signed copy of the form to the chair.

Signatures

Initiated by: _____ Date _____

Department Chair: _____ Date _____

Please forward all documents to your Dean on or before the third Friday in January or on the first Tuesday following Labor Day.

Academic Dean: _____ Date _____

Please forward all documents to RAIL on or before the fourth Friday in January or on the second Tuesday following Labor Day.

Graduate Dean: _____ Date _____

Please forward all documents to RAIL on or before the last Friday in January or first Friday in February or on the third Tuesday following Labor Day.

Director, RAIL: _____ Date _____

Appendix A

Online Course Proposal Process

Phase I: Pre-Development And Approval Stage

Procedure	Responsible party
<p>1. Content expert/course developer completes online course development training course. Is provided Online course development guidelines and assessment rubric. Please allow 2-6 weeks to complete the online course. If you have had online course training, please submit a copy of your certification to your chair and to the RAIL office.</p>	<p>Faculty in coordination with RAIL and C4OL- the training will take place in an on-line format with periodic face-to-face interaction as necessary.</p>
<p>2. Identify need/ or course</p>	<p>Dean, Chair, Faculty</p>
<p>3. Identify Faculty – content expert</p>	<p>Dean, Chair, Self-identify (faculty)</p>
<p>4. Prepare “Online Course Proposal Document Form 1” and submit to Chair for approval process.</p> <p>If the intention is to propose a summer or fall course, please submit all documents to your chair on or before the second Friday in January. If you propose to teach a spring course, submit your documents on or before the first Tuesday following Labor Day.</p>	<p>Faculty</p>
<p>5. Chair provides approval and/or feedback and submits “Form” to Dean for approval to proceed. <one week></p>	<p>Departmental Chair</p>
<p>6. Dean reviews proposal and provides feedback on “Form” then forwards Form to the Director, RAIL. <one week></p>	<p>Dean</p>
<p>7. RAIL and C4OL committee will review proposal and assess the proposal and technological needs associated and sign and or return Form to Chair. One complete copy of the proposal will remain on file with RAIL. <one week></p>	<p>RAIL and C4OL committee</p>
<p>8. Chair communicates to faculty whether or not they have authority to begin online course development.</p>	<p>Chair</p>

Phase II: Course Development

Procedure	Responsible party
1. Faculty make request to Bb office to create course shell in Blackboard	Faculty, RAIL-Bb office
2. Chair designates course in SIS+ as an online course for registration purposes	Department Chair
3. Build online content, objects, widgets & modules	Faculty
3a. Provide technical assistance and instructional design support	RAIL Faculty / Staff
3b. Provide mentoring & feedback using QM Online Rubric for Online Courses Assessment & Development	C4OL and department C4OL liaison

Phase III: Peer Review And Assessment

Procedure	Responsible party
1. Submit to QM for external review or to a three-member QM certified peer review committee for assessment	Instructional Faculty (content expert), Chair, Dean, C4OL, QM external review team, QM certified internal review team
2. QM certified team reviews course	QM certified internal review team or QM external review team
3. Review Team submits written assessment to faculty	QM certified internal review team or QM external review team
4. Faculty makes revisions to online course as needed	Faculty
5. Course is reviewed again by internal review team to include certified QM reviewers, chair, department C4OL committee liaison, and or dean (graduate dean if it is a graduate course) alongside original assessment report Sign off	Certified QM reviewers, departmental C4OL liaison, Chair, college dean and or graduate dean.

Phase IV: Teach Course

Procedure	Responsible party
1. Teach course	Faculty
2. Assess course outcomes, both the learning outcomes and effectiveness, pre, midterm, and post.	Faculty/Department
3. Provide outcome statistics to RAIL office	Faculty
4. Make course unavailable	Faculty
5. Archive course	RAIL Faculty / Staff

Phase V: Post Course Reflection

Procedure	Responsible party
1. Complete Self Reflection Survey (Obtain survey instrument from RAIL)	Faculty / RAIL Faculty / Staff
2. Departmental review & reflection of online course. Deposit completed instrument with RAIL.	Ad hoc department committee (department C4OL liaison, faculty, chair) will conference to reflect upon lessons learned and assessment feedback.

Quality Matters™ Rubric Standards 2014 edition with Assigned Point Values

Standards	Points	
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use are provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills of learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and available online.	1
	1.9 Learner are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies, are stated clearly and written from the learner’s perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the stated learning objectives and competencies.	3
	3.2 The course grading policy is stated clearly.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learner’s work and participation and are tied to the course grading policy.	3
	3.4 The assessment instruments selected are sequenced, varied, and suited to the learners work being assessed.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3 All instructional materials used in the course are appropriately cited.	2
	4.4 The instructional materials are current.	2
	4.5 A variety of instructional materials is used in the course.	2
	4.6 The distinction between required and optional materials is clearly explained.	1
Course Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4 The requirements for learner interaction are clearly articulated..	2
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 Technologies required in the course are readily obtainable.	2
	6.4 The course technologies are current.	1
	6.5 Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	3
	7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	3
	7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 Information is provided about the accessibility of all technologies required in the course.	3
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4 Course design facilitates readability.	2
	8.5 Course Multimedia facilitates ease of use.	2

The course meets Quality Matters™ expectations, when all 3-point Essential Standards are marked “MET” AND a total overall score of 84 out of 99 points is achieved. (Source: Maryland Online, Inc. ©2014)