Proposal to Create an Online Version of an Existing Course -- DRAFT

College/School:

Department:

Name and Number of the Existing Course:

1. Description of the Existing Course: Please describe the intellectual underpinnings of the existing course – that is, the key ideas it deals with and the principal pedagogical approaches currently used to make those ideas accessible to students. Your description should be clear and compelling to someone unfamiliar with the topic, and should resemble the expanded descriptions that are posted in two places for Group-satisfying courses:

   Course Connector  http://courseconnector.uoregon.edu/

   The Class Schedule  http://classes.uoregon.edu/

2. Description of the Proposed Online Version of the Course: Please describe the kind of online course you are proposing (e.g., fully online [distance delivery] or hybrid [online course with at least one hour of instruction where there is no physical separation from the instructor]; synchronous or asynchronous interactions with students), and the rationale for this conversion. Specifically,
   - What is the educational advantage of the change you propose?
   - Will the change take advantage of effective teaching methods that are unique to the online environment or particularly needed in your discipline?
   - Does the online course replace an existing face-to-face course, or will it be offered in addition to such a course?
   - If you are proposing a hybrid course, what are the relative proportions of effort expended online and in class (by the instructor and by the students).

3. Design Features Intended to Maximize Intellectual Interaction: Recognizing that the online environment creates pedagogical challenges as well as opportunities, the following questions ask about the means you will use to ensure that the intellectual exchange in your class is lively and persistent. That is, students should regularly have opportunities to seek help and to discuss ideas with you and with each other.
   - How will your students be introduced to the relevant technology?
b. Is there place-bound work required for your course (e.g., labs, field trips, face-to-face meetings, proctored exams)? If so, how will that requirement be communicated **before** students have registered?

c. How will the course material be made available to your students?

d. What provisions have you made to ensure that the course material will be fully accessible to students who may have disabilities of various kinds?

e. How will your students be able to ask questions about course material they don’t understand, or discuss, with you and with classmates, particular concepts in more detail? For example, will you hold office hours (e.g., face-to-face or by Skype), answer e-mail queries, participate in electronic discussion boards? How much of your time do you plan to dedicate to this activity each week? [Detailed quantitation isn’t needed here; the question is simply a reminder of that such activity can be time-consuming.]

f. Incoming students, who may underestimate the degree of self-direction required by online courses, as well as the pace and rigor of university-level coursework, are particularly vulnerable to losing intellectual engagement in the online environment. If beginning students are likely to take your course, what precautions will you take to minimize this threat?

g. If you will use teaching assistants, how will they be prepared to be effective in the environment of your course?

4. Design Features Intended to Maximize Feedback to Students about their Progress in the Course During the Term

   a. How will feedback on assignments and test performance be provided? Will students have the opportunity to discuss assignments and test questions if either the questions or the answers aren’t clear to them?

   b. How will students be able to assess their progress in the course as it proceeds?

5. Design Features Intended to Minimize Academic Dishonesty:
3. a. How will you verify the identities of the participants in your class?

b. How will you administer exams and ensure they represent the students’ own work?

6. How will you maintain privacy of students’ educational records, as required by the University’s Student Records Policy (e.g., the need to use consent forms for blogs and e-portfolios).