Proposal to Establish an Online Course

Thank you for your interest in submitting your Online Course proposal. For a complete list of proposal questions found in this submission tool, please visit this page.

Please reach out to either the Undergraduate Council Senate Analyst for questions about undergraduate courses or the Graduate Council Senate Analyst for questions about graduate courses.

Q1. Please information for the person best suited to answer questions regarding the proposal. This may be the instructor, the submitter, or the Department Chair.

- Last Name __________________________________________________
- First Name __________________________________________________
- UCSD Email __________________________________________________
- Academic Unit ________________________________________________

Q2. Has the proposed course received approval from the department chair/provost/program director and all relevant department committees and/or officers that approve curricular offerings?

Note: Consultation with the department chair/provost/program director is required prior to submission of the proposal for Senate review.

- Yes
- No

If “No” is selected, users will be prompted to please return to the proposal tool when approval has been obtained.

Q3. What level is the proposed course?

- Undergraduate
- Graduate
Q4. What kind of course format is being proposed (check one):

- **Asynchronous Online**: Asynchronous format courses do not have set meeting times advertised to students upon enrollment. Instead, students can access the materials at a time of their choosing within a timeframe specified by the instructor (e.g., all of week three materials might be available on the first day of week three). Students may be asked to schedule occasional, synchronous one-on-one check-in meetings with the instructors.

- **Synchronous Online**: Synchronous format courses involve faculty and students participating simultaneously in learning activities. Similar to classroom-based courses, synchronous online courses are characterized by set meeting times advertised to students when they enroll. During the set meeting time, video conferencing software, such as Zoom, may be used to facilitate face-to-face real time interaction with students.

- **Hybrid**: Hybrid format courses include both synchronous and asynchronous modalities in one course, and require students and instructors to regularly interact in one of three ways: 1) asynchronous online activities and synchronous classroom-based face-to-face sessions; 2) asynchronous online activities and synchronous online sessions, and 3) synchronous online sessions and classroom-based sessions. A hybrid course is categorized as a Distance Education Course if 50% or more of student-instructor interaction time occurs via asynchronous online activities or synchronous online sessions. *Note: Hybrid courses that take place with at least 50% of the standard contact hours face-to-face (classroom based) do not require the R designation or completion of this supplementary form for course approval.*

Q5. Course Information

- Subject Code __________________________________________________
- Course Number __________________________________________________
- Effective Term __________________________________________________
Q6. Has an eCourse form been submitted to establish the proposed R-course?

*Note: An eCourse form is required to establish a new course (both in-person and R-courses). Units are encouraged to submit the eCourse form for proposed R courses in parallel with submission of this supplementary form. UGC/GC review of this proposal and the eCourse form may happen in parallel.*

- Yes
- No

**NOTE:** An eCourse form is required for any course to be formally established. Please submit an eCourse form through the eCourse system as soon as possible.

Q7. Is there an approved corresponding in-person (classroom-based) version of the course?

- Yes, Course Subject Code & Number:
  ____________________________________________________

- No

Q8. Has the eCourse form for the in-person version been updated to include the R course as an equivalent?

*Submission of an updated course approval form in eCourse for the face-to-face (classroom based) course is required to add the proposed R course as equivalent. To comply with storing course information in the Registrar’s systems and to track distance education courses, R course and in-person course numbers and course approval forms must be maintained separately. Once the R course is approved, academic units are advised to review curriculum and other course forms that include the in-person course to update requirements as needed (for impacts on both the home academic unit and other academic units).*

- Yes
- Not Applicable  (no corresponding in-person course)

Q9. Is establishment of an in-person equivalent also being proposed?

- Yes
- No

Q10. Which of the following apply to the proposed course? (Mark all that apply)

*(Undergraduate Courses Only)*
Please be sure to confirm with your academic unit what requirements a corresponding in-person (classroom based) course fulfills before listing them, if applicable. Note: Proposals for an R course to satisfy new degree requirements must be submitted separately to the Undergraduate Council or Graduate Council as a curricular proposal.

☐ College General Education Requirement

☐ Diversity, Equity and Inclusion (DEI) Requirement

☐ American History & Institutions (AH&I) Requirement

☐ Major requirement

☐ Minor requirement

☐ Elective

Q11. Does this unit consider the proposed course a bottleneck due to demand exceeding (physical space) capacity? (Undergraduate Courses Only)

☐ Yes

☐ No

Q12. Please list all instructors (including titles and academic unit affiliation) who might teach the course.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Q13. What is the expected enrollment of the course? How many Instructional Assistants (if any) are likely to be requested for this course? *(Undergraduate Courses Only)*

Q14. Was this course developed with exceptional/significant resources provided by the University?

*Significant University Resources* “means University Resources beyond the usual support provided by the University and generally available to similarly situated Academic Authors or, as applicable, students. For the purposes of this definition, “usual support provided by the University and generally available to similarly-situated Academic Authors” includes customary administrative support, library facilities, office space, personal computers, access to computers and networks, and salary.” *(UC Policy on Copyright Ownership, 2021)*

*Exceptional University Resources*: “University Resources (including but not limited to University Facilities and University Funds, as described below) significantly in excess of the usual support generally available to similarly situated faculty members. Customary secretarial support, library facilities, office space, personal computers, access to computers and networks, and academic year salary are not considered exceptional university resources.” *(UC Policy on Ownership of Course Materials, 2003)*

- Yes
- No

Q15. Is this a course that is intended to only be offered in the summer?

- Yes
- No

Q16. What is the justification for offering this course in the selected format?

________________________________________________________________
________________________________________________________________

Q17. Why is the selected course format appropriate for this particular course?

________________________________________________________________
________________________________________________________________

Q18. How is it consistent with effective pedagogical practices?

________________________________________________________________
________________________________________________________________
Q19. If both a face-to-face (classroom based) and remote version of a course will be offered, what is the justification for offering the course in both formats?
________________________________________________________________________
________________________________________________________________________

Q20. How does this course fit into the academic unit’s broader curriculum?
________________________________________________________________________

You have two options to provide the information requested below.

Option 1: Upload a syllabus that addresses the questions below. If you choose this option you do not need to answer the questions. Proposals are not negatively impacted if a syllabus is not uploaded.

Option 2: Provide brief answers to the questions below.

Q21. What opportunities will students have to engage/interact with the instructor (e.g. office hours, email, etc.)? What opportunities will students have to engage/interact with each other?
________________________________________________________________________

Q22. How will students be evaluated (e.g. quizzes, written assignments, problems sets)? Describe the frequency and modality of the evaluations and the type of feedback students receive.
________________________________________________________________________

Q23. How will student identity be verified, especially for high stake assessments like midterms and final exams? How will academic integrity be addressed?
________________________________________________________________________

OPTIONAL: If proposers wish to include documents in addition to their survey responses, please use the space below to upload a single pdf file. Example additional documents may include: ITLI records or sample classroom materials.
This is **optional**. Proposals will not be negatively impacted without additional documentation.

By selecting the 'next' button, you will submit the survey.