

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/Hybrid Course Proposal Form

The purpose of this form is to guide the approval and development of online and hybrid courses at the University of the District of Columbia (UDC). This form should be used when proposing to shift a traditional (face-to-face) course to the online or hybrid environment and when adapting a peer-reviewed online course to an abbreviated/accelerated semester timeline. Note that all online and hybrid courses offered by the University of the District of Columbia must use the learning management system (Blackboard) as the online platform for content delivery and successfully meet Quality Matters standard through the peer-review process. The peer-review process certifies the course to be offered in the online or hybrid mode at the University of the District of Columbia.

Please thoroughly complete this form and submit to Dr. Morris Thomas (morris.thomas@udc.edu), then your dean and/or chair to begin the approval process (***only electronic submissions are accepted***).

Prior to proposing or developing an online course, all faculty must have an Online Build Certificate (OBC) or Online Learning Academy (OLA) certification.

Faculty Information

Name: _____

Title: _____

College: _____

Department or Program: _____

Email: _____

Official Course Title: _____

Department, Course, and Section Numbers: (_____) (_____) (_____)
Department Course Section

Course Adaptation

If this is a course adaptation, please indicate if you have made changes (i.e., additions, modifications, deletions) to your **course elements** listed in the table below. Check all boxes that apply.

Course Changes for Adaptation Process

Course Element	I added course elements	I modified course elements	I deleted course elements	No changes
Activities (formative in nature, e.g., discussions, practice activities, drafts)				
Assignments (summative in nature, e.g., papers, presentations, tests)				
Assessment measures (e.g., benchmarks, checklists, rubrics)				
Course policies (e.g., grading policy, feedback policy)				
Instructional materials (e.g., textbooks, videos and other online resources)				

If you checked any of the boxes above, please note the changes you made in the space provided here:

If there is anything additional that reviewers should know during the peer-review process regarding your course adaptation, please note the relevant information here (optional):

If this is *not* a course adaptation, skip this page and continue to page #3, question #1, below.

Justification for Developing this Course in the Online or Hybrid Environment

In order to build an online capacity of courses and diversity of offerings, please provide descriptive metrics to guide planning and resource allocation.

1. Please provide examples of how the proposed course meets one or more of the following selection criteria. If available, provide supporting data.

- (a) high enrollment potential
- (b) strong demand from students for online or hybrid courses
- (c) strong or emerging market demand
- (d) course required for certain degrees or certificates
- (e) course is part of a degree or certificate program that is being shifted entirely to the online or hybrid environment
- (f) course is part of a college initiative or grant project
- (g) provides students with an alternative
- (h) other

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

Experience Teaching in the Online or Hybrid Environment

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

- (a) why you want to develop and teach this course in the online or hybrid environment;
- (b) your past experience with distance or online/hybrid 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 are the same students registered in the course?

5. Please identify the instructional resources, tools, and materials that will be used 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 Cartridges			
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 or hybrid environment.

8. If you are teaching an online course, describe the learning activities students will be engaged in during the course.

9. If you are teaching a hybrid course, address the following prompts:

- approximate proportion of face-to-face time (e.g., 50%)
- face-to-face learning activities in your course
- approximate proportion of online time (e.g., 50%)
- online learning activities in your course
- integration of online and face-to-face activities in both environments
- integration of learning objectives in both environments

10. List any training beyond the applications above that you will need to effectively teach this course online or in the hybrid environment.

Submission Deadlines for Faculty

For your course to be offered in the fall:

Submit the signed course proposal form to Dr. Thomas on or before May 15th

For your course to be offered in the spring:

Submit the signed course proposal form to Dr. Thomas on or before September 15th

For your course to be offered in the summer:

Submit the signed course proposal form to Dr. Thomas on or before February 15th

Submit this form electronically to morris.thomas@udc.edu according to the deadlines above (the course proposal form is only accepted electronically).

Preliminary Review and Support to Develop an Online or Hybrid 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 necessary.

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 this form electronically to Dr. Morris Thomas (morris.thomas@udc.edu), Director, Learning Resources Division, Center for the Advancement of Learning, to initiate the peer-review process for course certification.

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 this form electronically to Dr. Morris Thomas (morris.thomas@udc.edu), Director, Learning Resources Division, Center for the Advancement of Learning, to initiate the peer-review process for course certification.

Signatures

Initiated by: _____ Date _____

Department Chair: _____ Date _____

Academic Dean: _____ Date _____

Graduate Dean: _____ Date _____