**Supplemental Questions for Undergraduate Online Course Approval Requests**

**Santa Cruz Division of the Academic Senate**

**Committee on Educational Policy**

The following 14 questions are to be answered by the instructor proposing the course, to be submitted along with the course approval form, supplemental form, and syllabus.

An online course is one in which the primary mode of learning occurs on line thru a combination of websites and videos. Online courses may or may not have face-to-face sections. A Hybrid course is any course that uses face-to-face and online content such that it reduces the amount of time the instructor or instructor designee spends with students face-to-face.

Depending on the situation, the answer to a question may be “not applicable” or “refer to existing course approval form.” Feel free to contact the CEP Senate Analyst for more detailed information on the threshold of online content that requires submission of answers to these additional questions.

**Course Type**

[ ] Online

[ ] Hybrid lecture or online laboratory

**Instructor Name** Click here to enter text.

**Department and Course Number** Click here to enter text.

**Proposed Term for Initial Offering** Click here to enter text.

[ ] I have read the policy on intellectual property at <http://www.ucop.edu/research-policy-analysis-coordination/policies-guidance/intellectual-property-ex/index.html>

[ ] If this is for a UC Online education course taught systemwide through Cross Campus enrollment, I agree that I have read the UCSC Online Education Course Agreement for Cross Campus Enrollment Courses policy provided by VPAA Lee.

**Overview Questions**

**1.** What modes of instruction will be used, particularly those specific to technologically-mediated instruction (e.g., Lecture Capture [formerly Webcasting System] lectures, moderated discussion lists, synchronous or asynchronous web-based discussion sections, email, chat rooms)?

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**2.** What specific pedagogical advantages and disadvantages will the technologically-mediated format offer?

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**3.** How will this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences? If this course has a corresponding face-to-face version, please compare the two and explain the differences.

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**4.** Is specific technical or pedagogical expertise (on the part of the student or instructor) necessary for this course? If so, what? If using GSIs, are there needs or plans for specialized training to enable them to work successfully in an online environment to elicit/follow/stimulate discussion?

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**5.** What specific technical support does the department have available for instructors and students? What plans are there for malfunction, disruption, or unavailability of technical support?

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**6.** How many students are expected to take this course? If there is a face-to-face equivalent on campus, please indicate the quarters(s) taught and typical enrollment(s) and whether the face-to-face version will continue to be taught after development of an online version.

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**7.** Is there a specific problem or set of problems that online delivery is intended to address (e.g., increasing access, relieving impacted courses, reducing costs)? If so, please explain.

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**8.** Will this course satisfy major/degree requirements? If so, are there face-to-face courses that meet the same requirements? Will both the face-to-face and online options be treated the same when determining if students have met these requirements? If not, please explain.

Click here to enter text.

**Course Mechanics and Logistics Questions**

**9.** What is the nature of instructor involvement in the proposed alternative mode of instruction? How much contact time will each student have with the instructor or instructor designees during virtual office hours, blog or discussion groups? What technology will be used for interactions with remote students?

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**10.** How will student progress be monitored? Describe graded activities mediated through technology and how materials will be handled to verify student identities and to ensure that students only receive credit for their own work.

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**11.** How will course material that is archival in nature (e.g., recorded webcasts, voiceover slides) be updated for future offerings? Can it be easily moved to other platforms or adopted by other instructors?

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**12.** How will the course design ensure accessibility for students registered with the Disability Resource Center, <http://drc.ucsc.edu/fac-staff/faculty/index.html>. Course proposers may also wish to consult with the Faculty Instructional Technology Center (FITC, <http://its.ucsc.edu/fitc/>).

Click here to enter text.

**13**. CEP has a current practice requesting a report from the instructors of new online courses on their teaching experiences after 1 year – a practice which has been in place since CEP’s first provisional approval of online courses in 2005. If you believe your proposed course would benefit from review on some other time-scale, what is the alternative time-scale for review that you would prefer and the reasoning behind it?

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**14.** In the case of distance learning courses offered collaboratively between campuses, what are the specific responsibilities of instructors on this campus? How will coordination be maintained between campuses, and who will be responsible on this campus for consultation with students?

Click here to enter text.