

Supplemental Information Required for Review of Online and Hybrid Courses

1. Is this course a new course, or a previously offered face-to-face course, now being offered in an online or hybrid format? If there is a face-to-face equivalent on campus, please indicate the term(s) taught and typical enrollment(s) and whether the face-to-face version will continue to be taught after development of an online version. Please also indicate how many students are expected to take the proposed online/hybrid version of this course.
2. Will this course satisfy degree requirements? If so, are there face-to-face courses that meet the same requirements? Will this course serve as a prerequisite for other courses?
3. What modes of instruction will be used (e.g., webcast lectures, moderated discussion lists, synchronous or asynchronous web-based discussion sections, interactive tutorials, etc.)?
4. Why is this course being offered as online/hybrid? What specific pedagogical advantages and disadvantages will the format offer? What specific practical advantages (or disadvantages) will the format offer (e.g., increasing access, relieving over-enrollment, reducing costs)? Is the online/hybrid format targeted at specific student populations?
5. How do you plan to assess the course's effectiveness with respect to student experience?
6. Explain the following:
 - a. Will engagement be synchronous or asynchronous?
 - b. How will faculty-student and student-faculty engagement be facilitated? How will the instructor be available for consultation with students?
 - c. How will technology be used to promote practice and feedback?
 - d. What efforts will be made to make the course accessible to students who require varying degrees of accommodation (i.e., how will the course be made compliant with the American Disabilities Act)?
 - e. What additional costs (if any) will students incur by taking the online course that are not incurred in the face-to-face version of the course (if such a version exists)? In the event of additional costs, are there low- or no-cost alternatives for students with financial hardships?
7. How will student identity be verified for exams and other high-stakes graded course components? Describe graded activities mediated through technology and address plagiarism

detection and prevention.¹

8. What specific technical support does the department have available for instructors and students? What plans are there for malfunction or unavailability of online resources? What training would be required of and/or available to students and/or instructors in the course to use online resources?
9. What are the plans for evaluating student learning outcomes, both at the end of the term and as students move through subsequent courses in the program?

(Text of questions required draws liberally from similar documents at UC Santa Barbara and UC Berkeley)

¹ Faculty are encouraged to use the Canvas plagiarism detection tool Vericite as well as web based monitoring services such as ProctorU or appropriate testing sites, check the National College Testing Association (NCTA), a national testing information site for locations. The course syllabus should announce required proctored exams and also alert students if plagiarism software is being used.