

Online Course Approval by SCOC

The Subcommittee on Courses (SCOC) requires additional information for course proposals that replace the traditional classroom activities (lectures, discussions, laboratories, studio lessons, etc.) with synchronous or asynchronous online activities. Any course currently approved as a traditional course must be resubmitted for approval if it will rely on online components.

The following set of required questions is intended to help guide the development of the proposed online course, as well as support SCOC in its evaluation. *We expect the answers to be provided by faculty members who will themselves teach the course, or who are closely involved in its design.* We encourage you to consult resources related to best practices for online pedagogy and online course development, along with considering the range of available platforms and technologies for online instruction. As a reminder, also consult UCI's general guidelines and SCOC's more specific guidelines for course syllabi, paying particular attention to the course learning outcomes that you will be assessing in the proposed course.

PEDAGOGY

1. What methods—for example, exams, assignments, and projects—will you use to evaluate student learning in the course?
2. How do you anticipate that the specific course components you've chosen will help achieve course learning outcomes? You can consider, for example, individual learning assessments as well as an overall assessment of whether the course is accomplishing your own objectives, ways for effectively keeping students engaged throughout the quarter, and active learning exercises especially suited to online instruction. If a traditional version of this course already exists compare the proposed approach with the existing one.

IMPLEMENTATION

3. What is the recommended training for the instructor(s) who will teach this course? You may include your own past experience with teaching online courses, and/or any training that you or other instructors should have prior to teaching the course.
4. Indicate whether major course components will be delivered synchronously or asynchronously and describe how the instructors, TAs, and students will interact with one

another (in lectures, office hours, discussions, labs, etc.). Explain why you have chosen these specific methods for this course.

5. What measure will you take to address academic dishonesty and promote academic integrity in the course? You can consider, for example, specific online proctoring tools, or course design strategies that minimize the potential for dishonesty.

INCLUSIVITY

6. How do you plan to support students with different levels of preparation or skill—for example, first-generation college students—to meet the course learning outcomes?
7. How will you ensure that students who may not have consistent access to necessary resources—for example, unrestricted internet access and up-to-date computer hardware or software—can fulfill the requirements of the course?
8. If you envision synchronous components to the course that require students to participate at a pre-specified time but that are not explicitly listed in the official UCI schedule of classes, how will you accommodate those with scheduling constraints (including, for example, living in other time zones, inflexible work schedule, child/elder care responsibilities or conflicts with meetings for other courses)?