

Undergraduate *Online* Course Proposal

Part 2: Guidelines and Narrative Outline

PLEASE NOTE: Faculty may seek funding to develop a course for online delivery during Summer Session. The Office of Regional Education oversees the funding approval process; if approved, funding is awarded only *after* the course has been approved through faculty governance. *The two approval processes are separate but may take place concurrently.*

To apply for funding, note the submission deadline in the annual “Call for Proposals for Summer Online Courses,” prepare your proposal, and obtain your department chair’s signature. (No other signatures are needed to review the proposal for funding eligibility.) Send a COPY of the signed proposal (cover sheet, narrative and syllabus) to Helise Winters (wintersh@newpaltz.edu), who oversees the funding approval process.

To begin the faculty governance approval process, obtain the remaining signatures required (see checklist and submission procedures on page 2, below), and submit the ORIGINAL completed proposal, plus one electronic copy, to your school's/ college's associate dean or governing body.

Before submitting an online course proposal, you must:

- **have experience using a course-management system, preferably Blackboard, in a course that you have taught.** You should know how to add content, set up discussions, send announcements, hold office hours, use the grade center, etc. **OR** must agree to complete a workshop series for up to six hours;
- **consult with your department chair to confirm that your proposal is in accord with departmental plans;**
- **agree to have a minimum of the first two weeks’ course material on Blackboard by May 1 (for summer online courses) or four weeks before the start of the term in which the course will be taught.** (Note: Campus policy regarding online courses states that they should be directed to “special populations” and that “courses offered during the year should be for cohorts of students who would find it difficult or impossible to attend on campus.”)

When considering online delivery, keep in mind these key issues:

- **Pedagogical approach:** Will the planned modes of instruction be appropriate to an online approach? For example, will exercises, discussion assignments and research projects take advantage of the interactive and multimedia capabilities of the Internet? Extensive reliance on lectures given in seated courses is questionable. If use of lecture material is preferred, describe the digital format to be used.
- **Assignments and activities:** How will assignments and activities reflect your understanding that the expectations of students taking an online course differ in some ways from those of students taking a conventional course?
- **Mode of evaluation and/or assessment:** Online evaluation is not proctored, and students might interact with one another or with others in the course of completing examinations or exercises. How will you ensure, or increase the likelihood, that the work you evaluate is the student’s own?
- **Nature and extent of student participation:** Monitoring and assessing the participation of students in e-discussions requires focused attention and differs from conventional approaches to evaluating student participation in face-to-face situations. How will you design the rubric(s), or adapt the rubric(s) for the seated course, to reflect this difference in approach?

Preparing Your Proposal Narrative

The outlines that follow will guide you in preparing your proposal narrative.

- ↪ Please complete Parts I and II if the proposed online course *is not currently offered in seated format*.
- ↪ Please complete Part II only if the proposed online course *is currently offered as a seated course*.

To facilitate review of your proposal, organize your narrative carefully. Please:

- number and head each page. Include in your page heading the course number, course title, and proposer’s name and department.
- help readers understand which item you are responding to. Copy into your document each numbered item as it appears in the outline, and then enter your detailed response. Remember to use person-first (e.g., “student with a learning disability” vs. “learning disabled student”) and gender-inclusive language.
- review the completed proposal to ensure that there are no missing pages.

Part I (to be completed if the proposed online course is not currently offered in seated format)

1. Course description (approximately 35 words. Please do not include, "This course is...")
2. Semester credit hours
3. Course prerequisites and co-requisites
4. Please list any restrictions that will apply to this course. (Course restrictions manage registration by including or excluding specific majors, minors, student levels or classes.)
5. Is the course to be required in any of the department's programs, or is it an elective?

Part II (to be completed for *all* online course proposals)

1. Please describe the appropriateness of this course for online delivery.
2. Please describe the rigor of this online course. If the course is offered in seated format, compare the rigor of the two formats and explain how you have ensured that the content of the online course is equivalent to that of the seated course.
3. Describe the strategies that you will use to create/foster an online classroom community.
4. Please provide the following instructional information for the online course:
 - a. Contact hours and number of class sessions per week
 - b. Frequency of course offering
 - c. Class size limit (i.e., maximum enrollment), as well as a justification for this limit.
 - d. Assignments and activities
 - e. Mode of evaluation/assessment
 - f. Monitoring of student participation and discussions
 - g. Grading method (i.e., regular letter grade or S/F)
 - h. If the course is also offered in seated format, how does this instructional information (a.-g.) differ for the seated course?
5. Are there adequate resources to support offering this course online? Describe the budgetary impact of online delivery, including costs related to personnel, facilities, computer/equipment, and other anticipated expenses.
6. Please attach the syllabus for the proposed online course and, if also offered in seated format, the syllabus for the seated course. Syllabi should include (but are not limited to) the following:
 - a. Course objectives/learning outcomes
 - b. Course overview, including a list of topics to be covered
 - c. Visual media to be used; texts and other readings, including the author(s), date of publication, title, publisher and ISBN
 - d. Technological requirements for successful performance
 - e. Grading mode (A-F or S/F) and methods, including a breakdown showing the percentage of the grade to be determined by each assignment, examination, etc. **Include at least one sample rubric that will be used to assess non-traditional work, such as student participation in online discussions.**
 - f. Academic Integrity Statement
 - g. Attendance policy/participation
 - h. Statement on individuals with disabilities

Checklist and Submission Procedures

Be sure that the completed proposal includes all of the following:

- θ Cover sheet with all required signatures: (1) proposer, (2) chair of originating department, (3) chair(s) of department(s) impacted by the course, and (4) chair of appropriate School of Education department, if applicable.
- θ Narrative, with pages numbered and headed, addressing all sections of the course proposal outline.
- θ Online course syllabus and, if applicable, the syllabus for the corresponding seated course. (See #6, above, for components.)

Please submit one original course proposal (cover sheet and narrative), along with an electronic copy, to your school's/college's associate dean or governing body.