UCLA Undergraduate Approved-for-Distance Course Information Sheet

> **Please download and use this form as a template for Undergraduate Distance Course proposals.**
> **NOTE:** This sheet is for formal approval of online and hybrid courses under the UCLA Undergraduate Distance Education Policy. Departments authorizing temporary distance instruction on an emergency basis should report applicable courses to the Registrar's Office via the designated form.

Please review the Undergraduate Distance Education Policy before submitting a course proposal. When developing proposals, instructors should consult with Online Teaching & Learning, the Center for Education Innovation & Learning in the Sciences (CEILS), or another campus instructional design unit for resources, examples, and evidence-based best practices for distance education courses.

Undergraduate distance course proposals must include the following:

1. An approved or in-progress course form submitted via the Course Management System.
2. A course syllabus.
3. A completed Approved-for-Distance Course Information Sheet, with responses to the supplemental questions below.
4. A formal assessment of the course or a letter of support from a campus instructional design unit, e.g. OTL, CEILS, or similar.
5. For courses requiring technological resources not currently available to all UCLA instructors, the department should obtain a letter from the appropriate teaching or administrative unit confirming that these resources will be available.

Course proposals should be submitted at least six months or two quarters prior to the planned term of instruction per the process outlined in Part C of the Undergraduate Distance Education Policy.

Course Information

Department Name   Click or tap here to enter text.

Course Number and Title Click or tap here to enter text.

Requested Effective Term Click or tap here to enter text.

Proposed Course Modality

☐ Online Asynchronous
☐ Online Synchronous
☐ Hybrid Online

☐ Hy-flex

Supplementary Questions

Please respond to the supplementary questions using the template below. <u>Responses should not exceed 5 pages total</u>.

1. **Rationale**. What is the rationale for delivering this course in the chosen format? How will the chosen format enhance student learning? What learning outcomes and/or pedagogical advantages will the distance format achieve?

Click or tap here to enter text.

2. **Target Audience and Curricular Structure**. What is the target audience for the course (lower/upper division, outside/inside the major, others)? How does the distance course fit into the overall curriculum for the major/minor?

Click or tap here to enter text.

3. **Instructional Engagement**. Please outline how the course is designed to encourage students to interact with the instructor(s) and with each other. Provide specific examples of how the course content will ensure participation and communication and what types of activities will be used to assess students' learning and performance in the proposed modality. (E.g., discussion forums, annotation of readings, problem sets, collaborative projects, peer reviewed assignments, etc.)

Click or tap here to enter text.

4. **Evaluation of Learning**. How will student learning be assessed? (E.g., exams, papers, quizzes, scaffolded assignments, etc.) Please provide the rationale for the chosen evaluation methods and how they will be administered. Explain how assessments will be designed to encourage authentic work and promote academic integrity.

Click or tap here to enter text.

5. **Technology and Resources.** What educational technology and tools will be utilized in the proposed modality? Explain the purpose of the technology, related costs, and any training/resources needed (for students, instructors, and TAs).

Click or tap here to enter text.

    a. **For Hy-Flex courses (Required)**: What tools and resources will be used to ensure that students participating online have the same opportunities for communication and interaction as those who are physically present?

    Click or tap here to enter text.

6. **Accessibility.** Explain how course materials will be made accessible for all students. (e.g., closed-captioning of videos, accessible PDFs, other tools, etc.)

Click or tap here to enter text.

Checklist Statements (REQUIRED)

Instructors must complete the checklist below.

☐ I commit to ensuring that course materials will be made accessible to all students.

☐ I commit to ensuring that the instructional technology for my course meets campus criteria for accessibility, privacy of student data, and data security.

☐ I pledge that the course will be designed such that TA workload remains within contract limits.