

**Online Course Proposal Form**

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| **Course Information** | | | | | | |
| Department/Division | |  | | | | |
| Course Number and Name | |  | | | | |
| Expected Enrollment |  | Minimum Enrollment | |  | Expected Enrollment Cap |  |
| Type of Proposal:  New Course  Course Redesign | | | | | | |
| Course Length:  16 weeks  8 weeks  Other If other, explain: | | | | | | |
| Has this course been offered under a different course number/name?  No  Yes If yes, list alternative numbers/names: | | | | | | |
| Date approved by the department/division | | |  | | | |
| Effective date for the course to be online | | |  | | | |

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| **Course Developer Information** | |
| Developer Name |  |
| Developer Email |  |
| Rank (Associate Professor, Adjunct Instructor, etc.) |  |
| Will the course developer be the instructor for this course?  Yes  No If no, list the expected instructor: | |
| Have you previously developed an online course at Northwestern?  Yes  No | |
| Have you completed the QM “Developing Your Online Course” workshop?  Yes  No If yes, list date of completion: | |

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| **Rationale** (Approval for rationale must be obtained before development of this course begins)  Please describe below how teaching this online course will meet the department/division long-term strategy and priorities and/or program needs: | | |
| **Need/Justification**  Please check all that apply to your course and add other appropriate justifications in the section entitled “Other.” | | |
|  | Increase Access: Online learning courses are very appealing to students who have work, parenting, or other scheduling conflicts that make attending traditionally taught, campus-based classes difficult or impossible. Students who regularly take campus-based classes may also appreciate the convenience offered by online learning. | |
|  | Serve New Students: In addition to increasing access, online learning classes may attract students who otherwise might not participate in higher education at all. | |
|  | Other (please specify): | |
| **Target Population:**  Who is your target population? Include the characteristics of the population you are planning to reach and what knowledge and technical skills you expect them to have in order to successfully complete this course. Also, include any prerequisites students should possess prior to enrolling in the course. | | |
| **Course Design:**  The university has adopted standards regarding the design of online courses. Will your design meet the below listed criteria? If not, explain what will not comply and why. | | |
|  | | Yes |
|  | | No (if no, explain) |

**Design Criteria:**

Standard 1 – Course Overview and Introduction

* Instructions make clear how to get started and where to find various course components.
* Learners are introduced to the purpose and structure of the course.
* The syllabus is clearly labeled and can be easily found in a tab that is labeled “syllabus.”
* The course contains orientation materials in a tab labeled “start here.”
* Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
* Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.
* Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.
* Computer skills and digital information literacy skills expected of the learner are clearly stated.
* Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
* The self-introduction by the instructor is professional and is available online.
* Learners are asked to introduce themselves to the class

Standard 2 – Learning Objectives

* The course learning objectives, or course/program competencies, describe outcomes that are measurable.
* The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
* Learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.
* The relationship between learning objectives or competencies and learning activities is clearly stated.
* The learning objectives or competencies are suited to the level of the course.

Standard 3 – Assessment and Measurement

* The assessments measure the achievement of the stated learning objectives or competencies.
* The course grading policy is stated clearly at the beginning of the course.
* Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.
* The assessments used are sequenced, varied, and suited to the level of the course.
* The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Standard 4 – Instructional Materials

* The instructional materials contribute to the achievement of the stated learning objectives or competencies.
* The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
* The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.
* The instructional materials represent up-to-date theory and practice in the discipline.
* A variety of instructional materials is used in the course.

Standard 5 – Learning Activities and Learner Interaction

* The learning activities promote the achievement of the stated learning objectives or competencies.
* Learning activities provide opportunities for interaction that support active learning.
* The instructor’s plan for interacting with learners during the course is clearly stated.
* The requirements for learner interaction are clearly stated.

Standard 6 – Course Technology

* The tools used in the course support the learning objectives or competencies.
* Course tools promote learner engagement and active learning.
* A variety of technology is used in the course.
* The course provides learners with information on protecting their data and privacy.

Standard 7 – Learner Support

* The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* Course instructions articulate or link to the institution’s accessibility policies and services.
* Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.
* Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

Standard 8 - Accessibility and Usability

* Course navigation facilitates ease of use.
* The course design facilitates readability.
* The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.
* The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.
* Course multimedia facilitate ease of use.
* Vendor accessibility statements are provided for all technologies required in the course.

Additional Requirement

* The course adheres to the online course identity verification policy and the syllabus communicates specific details about this requirement to students.

All online courses must be approved by the department/division, the dean of faculty, the vice president for academic affairs, and the online education committee.

**Approval Signatures:**

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| Course Developer |  | Date |  |

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| Department/Division Chair |  | Date |  |

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| Dean of Faculty |  | Date |  |

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| VP for Academic Affairs |  | Date |  |

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| Director of Online Education |  | Date |  |

Revised 5/2023