

**Before submitting a Majority Online Program Proposal to D&BLC and a College Curriculum Committee, meet with the Special Assistant to the Provost for Teaching, Technology, and Innovation and the Associate Provost for Academic Affairs to discuss:**

- Determining if the program meets the 50% Online standard requiring the proposal.
- NC-SARA regulations for students from other states: This includes, but is not limited to, notifying students in other states whether their degree/certification will be recognized in their state.
- Meeting Federal Guidelines to verify students' identities in a distance environment: This includes, but is not limited to, spelling out to students the costs of verifying their identities in program materials.
- Requirements for only online vs. online and face-to-face.
- Determining if the program requires a submission of notification or approval to SCHEV.
- Determining if the program represent a [Substantive Change](#) for SACSCOC.

PLEASE NOTE: From initial meetings through all the campus and SCHEV/SACS processes, brand new programs are likely to take more than two years, and existing programs that want to add a majority online path (or convert to majority online) are likely to take at least one year. These are best-case scenarios.

# PROPOSAL FOR A MAJORITY ONLINE PROGRAM<sup>1</sup>

Program Name: \_\_\_\_\_  
\_\_\_\_\_

Department/Discipline & College: \_\_\_\_\_  
\_\_\_\_\_

Lead Applicant's Name(s) (Printed): \_\_\_\_\_  
\_\_\_\_\_

Lead Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## *Part 1: Preparation of Program Faculty*

Teaching online requires different skills than teaching face-to-face. Please describe you and your faculty's qualifications to teach courses in this program in an online format. Have you consulted with UMW's Division of Teaching and Learning Technologies and/or the Center for Teaching Excellence and Innovation? [Regardless of previous experience of faculty, we require you talk with DTLT/CTE&I before creating majority online programs.] Have the faculty in the program completed training at another institution to teach online? Do they have past experience teaching online or taking online courses? If so, what was the nature of the training and the online courses that they taught or took? If they have not previously taught online, how have they used technology in their traditional courses that is applicable to online teaching?

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<sup>1</sup> A "Program" refers to any UMW graduate or undergraduate course of study that results in a degree, major, minor, or certificate. A Program is "Majority Online" when 50% or more of the credits needed to complete that program can be earned other than through face to face instruction.

## ***Part 2: Proposed Online Program Information***

Submit this form for an existing UMW Program that you propose to offer in a majority online format. If the program to be taught in a majority online format is not currently in either the Undergraduate or Graduate Academic Catalog, you must first secure approval for the new Program from the College Curriculum Committee and the University Curriculum Committee (UCC). Please see the the UCC website for deadlines. After the majority online Program has been accepted by the UCC, the D&BLC, the UFC, the Provost, the President, and the Board of Visitors, it can then be submitted to SCHEV and SACSCOC (as needed). All new programs must be submitted to SCHEV for approval 9 months before the program can be taught; programs that are changing their modality (from face-to-face to majority online) would need 90 days for SCHEV to review. SACSCOC typically requires 6 months lead time for approval.

**Program Name:** \_\_\_\_\_

List Courses that will make up this program, with indication of delivery method (online, majority online, or face-to-face): \_\_\_\_\_

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Percentage of courses offered online/majority online: \_\_\_\_\_

**[# of online/majority online course divided by total number of courses needed for the major/minor/certificate]**

*Please attach copies of the course syllabi for all of the online/majority online versions of the courses in the program.*

**Semester to be First Offered\*:** \_\_\_\_\_

\* Beginning with the spring 2013 semester, all courses and programs to be taught in a majority online format must first be approved by the University Distance and Blended Learning Committee. This applies in all cases – even if the course may have been taught online previously.

Please respond to the following questions:

1. Who is the target audience for the majority online program? What are their needs and priorities and how does your program address these? Why are you choosing to offer this program majority online, rather than face-to-face or less than 50% online? How many students do you envision the program enrolling? What do you anticipate to be average class sizes?
2. In what ways is your online or majority online program of comparable educational quality as a face-to-face program? [Note that our accrediting bodies require that face-to-face and online programs meet the same outcomes.]
3. Describe how the programmatic learning outcomes (both formative and summative) will be assessed.
4. Understanding that courses may vary in approach, briefly describe the typical online environment(s) that you imagine for this program. Please identify the instructional resources, tools, technologies, and online Web spaces that faculty plan to use and how they'll be used. Describe how the program will provide support and general advising to ensure student preparedness for online work. Include information about how issues of accessibility will be addressed.
5. Describe how your program and courses will incorporate the values of a liberal arts curriculum: community, interactivity, active learning, reflection, and self-directed learning – See the “Online or Blended Course Proposal Appendix” for examples. In what ways will incorporation of these values help achieve the learning objectives you identified above? In particular, talk in detail about the ways that your program will ensure the building of community across and outside of courses, and across the range of students in the program. [This might include the use of cohorts, communal spaces, advising practices, handling of office hours, and other strategies.]

6. How will you help facilitate students' access to the variety of campus resources available to in-person students? How will your program collaborate with these stakeholders, and (as necessary) how does your program plan to fund this support? [e.g., Library, Help Desk, Writing Center, Speaking Center, Digital Knowledge Center, Tutoring, Academic Services, Career Services, Disability Resources, Talley Center, Honor Council.] [Signatures in Part 4 from each unit acknowledge their support for the program. Address any resources concerns from those units in this section.]
7. How will the program address questions of accessibility under the Americans with Disability Act?
8. What program/discipline specific issues are complicated or enhanced by the online nature of your courses? [For example, how will labs, internships, clinical experiences, practicums be dealt with from afar?]
9. In what ways will offering this program in a majority online format support the academic mission of your Department and College?
10. What are the expected costs of launching and continuing to offer this program as majority online? [Please include a basic budget as well as all software, hardware, digital tools, academic and student support, faculty development, authentication services, and any other relevant costs.]
11. How will the program director/chair ensure that future new faculty meet all of the standards agreed to here?

**I agree with the reasoning provided above and support this program being offered majority online:**

**Department Chair's signature\*:** \_\_\_\_\_

\*Proposals from the College of Business and College of Education are signed by the relevant Associate Dean.

**College Dean's Signature:** \_\_\_\_\_

**Provost's Signature:** \_\_\_\_\_

### ***Part 3: Proposed Online Course Information (as part of a proposal)***

Submit this form for each existing UMW “catalog course” that you propose to offer in a majority online format as part of a program. [If the course has been approved before by D&BLC for majority online teaching, resubmit that application for the committee’s reference or note when (month and year) it was approved.] If the course(s) you wish to teach online is not currently in either the Undergraduate or Graduate Academic Catalog, you must first secure approval for the new course from the University Curriculum Committee.

**Which faculty member(s) will be teaching this course?:**

**Course Number & Title:** \_\_\_\_\_

**Semester to be First Offered\*:** \_\_\_\_\_

\* Beginning with the spring 2013 semester, all courses to be taught in a majority online format must first be approved by the University Distance and Blended Learning Committee. This applies in all cases – even if the course may have been taught online previously.

**Duration of the Course** (e.g. 8 weeks, 14 weeks, etc.): \_\_\_\_\_

**Check here \_\_\_\_ if you are proposing to teach a new section of a previously approved majority online course.**

**Faculty who are interested in teaching a course online for the first time are required to submit a proposal. This applies to online/majority courses that have been previously taught by a different instructor.**

Please respond to the following questions:

1. Briefly describe the online environment that you imagine for the class. Please identify the instructional resources, tools, technologies, and online Web spaces that you plan to use and briefly explain how you plan to use them.
2. What are the student learning outcomes for the course?
3. Describe how the learning outcomes (both formative and summative) will be assessed.
4. Describe the means you will use to offer students guidance with the technology you will employ in this online environment.

5. Discuss how you plan to welcome your students to the course. Additionally, how will you guide your students through the online/majority online format so they can successfully engage in the course?
6. Describe how your course will incorporate the values of a liberal arts curriculum: community, interactivity, active learning, reflection, and self-directed learning – See the “Online or Blended Course Proposal Appendix” for examples. In what ways will incorporation of these values help achieve the learning objectives you identified above?
7. In what ways will offering this course in a majority online format support the academic program of your Department and College?
8. Please attach a copy of the Course Syllabus for the majority online version of the course.

**I agree with the reasoning provided above and support this course being offered online:**

Department Chair’s signature\*: \_\_\_\_\_

\*Proposals from the College of Business are signed by the Associate Dean for Faculty.

## ***Part 4: Endorsements from Academic and Support Services Units***

### **I have talked with the program proposer and my unit:**

\_\_\_\_\_  
Representative for UMW Libraries & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for IT Support Services & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Writing Center & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Speaking Center & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Digital Knowledge Center & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Tutoring & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Academic Services & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Career Services & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Disability Resources & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Talley Center & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

\_\_\_\_\_  
Representative for Honor Council & Date

Can support this program \_\_\_\_  
Cannot support this program (attach sheet with reasons or resource needs) \_\_\_\_

