For the purposes of course approval, the Graduate Council (GC) recognizes there are two types of graduate programs:

1) Traditional Program: The course requirements are typically fulfilled by courses centered on scheduled meeting times in a common physical location between instructors and students.
2) Non-traditional Program: The course requirements typically involve courses that make extensive use of online tools for teaching.

Further, the Graduate Council (GC) recognizes there are two types of courses:

1) Onsite Course - centered on regularly scheduled meeting times in a common physical location between instructors and students, with no limits on the use of online instructional tools.

2) Online Course – few or no *required* scheduled meeting times in a common physical location between instructors and students (though meetings at a common *time* using online tools may be required).

When submitting a course for approval, the type of course must be indicated on the Course Action Form (CAF). The CAF will be modified to include a box marked "online". In addition the CAF form will be modified to include a box to indicate if the course can be used to fulfill the requirements for a Traditional Graduate Program. If the answer to this question is affirmative, *the number of online courses that can be used towards a Traditional Graduate Degree must be indicated for each graduate degree offered by the proposing department.*

Historically, approval of Onsite courses by GC included evaluation of the distribution of time spent between various in-class meetings (lecture, discussion, lab, etc.). With the expansion of instructional modes, GC will also evaluate the distribution of time spent in online courses using various modes of instruction. Therefore, any course currently approved as an Onsite course *must* be resubmitted for approval if it will be taught as an Online Course, as this represents a significant change from the original approval review.

The central question the Graduate Council (GC) asks when evaluating Online course proposals is whether the quality of the proposed course is likely to meet or exceed that of the Onsite version. Proposed courses that use online tools to enhance the learning experience beyond that of a traditional course are more likely to be viewed favorably. This standard is especially important for introductory and foundational courses, where lesser quality may have a lasting impact on the students.

Responsibility for convincing GC that the proposed course will improve or maintain the quality of a UC education rests with the individuals proposing the action. In order to assist GC in its evaluation, the answers to the following questions are required:

Required Questions for Online Courses:

1) Has this course been previously approved for onsite instruction at UCI? If yes, will the content of the online version be different from the approved onsite course and if yes, in what ways?

2) Will the enrollment cap and instructor to student ratio differ from those of an onsite course?

3) By what means, and how extensively, will the faculty interact with the students (modes of interaction, time allotted for interaction, etc.)?

4) If TAs are used, by what means, and how extensively will the TAs interact with the students (modes of interaction, time allotted for interaction, student to TA ratio, etc.)?

5) By what means, and how extensively will students interact with each other (modes of interaction, time allotted for interaction, synchronous vs. asynchronous, etc.)?

6) What measures will be used to ensure integrity of student work?

7) How will formative and summative assessments be provided to students, and how frequent will these assessments be? How will the students' work be evaluated, and what type of feedback will they receive?

Optional Questions for Online courses:
The following set of questions is provided as a guide to faculty in the development of Online courses. Answers to these questions are optional, but where faculty expect that answers to these questions will help GC in its evaluation, such answers are strongly encouraged.

Course Content/Mechanics:

1) What is the timing associated with delivery of course material? Will the course be taught in a cohort (students proceed through the course together) or independent study mode (self-paced)?

2) What computing and technical needs will the course have? Are resources available for the initial development of the course (faculty effort and resources for the acquisition and presentation of course content)? What percentage of the course will have to be revised each time it is taught?

3) Is there a specific problem or set of problems that online delivery is intended to address (e.g., increasing access, relieving impacted courses, reducing costs)?

4) How will this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences? If this course has a corresponding face-to-face version, please compare the two and explain the differences.

5) What specific pedagogical advantages and disadvantages will the technologically-mediated format offer?

Faculty Responsibilities:

6) Will the faculty be available on campus to answer questions face to face?

7) What training is required of and/or available to faculty assigned to the online version of the course?

Teaching Assistant Support:

8) Will the course require TA support? If yes, which aspects of instruction will be handled by TAs and will it require specialized training for the TAs?

9) Will the TA be available on campus to answer questions face to face?