

The Center for Academic Innovation: New Online Course Proposal Form

Scope: This form is applicable to courses which are not part of an online program, or solicited for the Magis Core.

Process: Send the completed form to the Center for Academic Innovation via email attachment (cai@creighton.edu) **no later than 14 weeks** prior to the start date of the course.

Quality Assurance: Development of online courses at Creighton University involves the course instructor working with an instructional designer to assure alignment with the Creighton University Online Course Design Review Rubric criteria. All courses must undergo the Online Course Design Review process prior to being taught for the first time.

<https://www.creighton.edu/celai/planning-quality-assurance/distance-course-review>

Online courses will be designed within a framework of 8 modules, thus positioning the course to be offered in 4, 8, or 15/16 week terms.

Course Title:

Course Prefix and Number: (three letters, three numbers):

Instructor Name:

Instructor Email:

Instructor Phone:

Office location:

Course Start Date:

Department or Program Offering the Course:

Course enrollment numbers per offering for the last 3 years:

If course enrollments have been decreasing provide rationale for putting the course online.

Online Teaching Prerequisites: As the instructor of an online course at Creighton University I assure the following:

- I have defined measurable learning outcomes for the course to be taught online
- I have identified the textbook(s) to be used for the course to be taught online.
- I have identified the assessments of student learning to be used for the course to be taught.
- I have daily access to a computer with the minimal specifications described on the CAI web site at <https://www.creighton.edu/celai/student-resources/technology-requirements-distance-courses>.
- I have daily access to broadband Internet connection of at least 1.5 Mbps--Megabits per second
- I have the prerequisite technology skills necessary to teach online (see Appendix A).

Instructors wishing to develop and teach an online course but not able to meet each of the assurances listed above are encouraged to contact CAI for assistance.

Signature of faculty member

Printed name of faculty member

The instructor named on this form has my approval to offer the online course named on this form.

Signature: Program Director or Department Chair

Printed name

Date

Signature: Dean of the academic unit offering the course

Printed name

Date

The Center for Academic Innovation: Procedures for New Online Course Development

The information in this document is designed to clearly define the process of developing a new online course and to assist instructors as they navigate this process. These procedures are applicable to courses which are not part of online programs, or solicited for Common Core.

Online Course Definition: Distance education courses are those in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication or equivalent mechanisms, with the faculty and students physically separated from each other. The academic unit sponsoring the course will determine if a course falls within the definition of an online course. (Creighton University policy 4.1.2)

New Online Course Checklist for Course Instructor

Timeframe [no later than]	Action Step
Time frame varies	Instructor completes the New Online Course Proposal Form Instructors new to teaching online complete the Foundations of Effective Online Teaching and Learning Certificate course. https://www.creighton.edu/celai/faculty-resources/certification-course
Summer & Fall terms – Feb 1. Spring term – Sept 1.	Academic unit offering the online course notifies Registrar’s office that course will be offered online
14 weeks before course start date	Instructor sends New Online Course Proposal Form to CAI via email attachment
12 weeks before course start date	CAI notifies instructional design area & support areas that new online course will be developed
12 weeks before course start date	CAI identifies and coordinates with online instructor mentor [If the instructor has not taught online before for Creighton]
12 weeks Before course start date	Instructor, mentor, and instructional designer meet [CAI schedules the meeting]
10 weeks before course start date	Instructional designer & instructor meet (Instructional designer schedules the meeting)
4 weeks before course start date	Instructor and instructional designer complete course development process https://www.creighton.edu/center-for-academic-innovation/faculty-resources
4 weeks before course start date	Instructional designer notifies CAI that course is ready for design review https://www.creighton.edu/celai/planning-quality-assurance/distance-course-review
2 weeks before course start date	CAI notifies instructor and instructional designer of results of online course design review process, changes to course made if necessary
	Instructor teaches the course, instructor and mentor meet regularly
	Instructor conducts the end of course student survey and includes Creighton University 6 standard end of course student survey items https://www.creighton.edu/center-for-academic-innovation/planning-quality-assurance/end-course-surveys
	Instructor reviews course data and makes changes as needed [Mentor and instructor designer are available to assist]
No later than 6 weeks after conclusion of the course	Instructor sends data from Creighton University 6 standard end of course student survey items to CAI.

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Appendix A: Prerequisite Technology Skills for Teaching Online

Individuals at Creighton University must possess the following technology knowledge and skills *prior* to teaching online. This list of prerequisite online teaching knowledge and skills is intended to identify the basic skill set needed for online teaching, additional knowledge and skills may be required to successfully include technologies other than those typically used to teach online.

- Basic functions of a browser including moving between browser windows, using tabs to open and close browser windows, entering URLs, using hyperlinks.
- Basic functions of the discussion board features in BlueLine 2.
- Basic knowledge of file types for documents and media files – recognition of file extensions and identifying file types; recognition that some file types are more widely compatible with a variety of computer configurations than others (e.g. .doc versus .pdf) and therefore are preferable to use in online courses.
- Proficient keyboarding skills – teaching online requires frequent use of electronic communication via text (discussion boards, email, etc.), therefore the ability to keyboard quickly with a high level of proficiency is necessary.
- Proficient with basic email functions including attaching files, managing incoming email.
- Understand the differences between synchronous and asynchronous communications and identify Creighton University tools to accomplish both types of communications.
- Proficient at file management for electronic documents.