**THE UNIVERSITY OF THE WEST INDIES**

**PROPOSAL FOR NEW GRADUATE COURSE**

*[NB: See key definitions of terms used in this template in Appendix I]*

Campus and Faculty:

School, Department, or Centre:

**Course Code and Title:**

**Semester and Level:**

**Pre-requisites:**

**Co-requisites:**

**Anti-requisites:**

**Course Type:** Elective (Core, Elective, or Co-Curricular)

**Credits:**

**Projected Enrolment:**

**Projected Start Date:**

**Mode of Delivery: Face-to-Face** ❑ **Blended** ❑  **Online** ❑

1. **Course Description**

1. **Rationale**

1. **Course Aims**

1. **Course Learning Outcomes**

By the end of the course, students will be able to:

1. **Course Content/Syllabus**

# 

1. **Teaching Methods**



1. **Contact and credits hours: Example - Lecture, Tutorial, Labs, other[[1]](#footnote-1):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Duration**  **(Number of weeks)** | **Contact Hours** | **Credit Hours** |
| Lecture |  |  |  |
| Tutorial |  |  |  |
| Labs |  |  |  |
| Other (e.g.) |  |  |  |
| **Total:** |  |  |  |

1. **Course Assessments Description**
2. **Course Assessment Type and Course Learning Outcome Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Assessment Item** | **Learning Outcomes**  (See Section 5) |  |  |
| **Weight**  **%** | **Description** |
| 1 |  |  |  |  |

1. **Readings/Learning Resources** *(Online and Print)*

*Other: No special equipment needed*

1. **Staffing Requirements.** Give an indication of the staffing needs for the delivery of the course.

1. **Projected additional Cost (if any) for Proposed Graduate Course**

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| --- | --- | --- | --- | --- | --- |
| **PROGRAMME** | **COST** | **PROGRAMME CREDITS** | **PER CREDIT** | **4 CREDIT COURSE** | **Compulsory Fees:**  **Caution, Guild, Accident, Registration, ID Card etc.** |
|  |  |  |  |  |  |

1. **Course Calendar**

| **Week** | **Topic** | **Required Readings**  **Learning Resources** | **Learning Activities** | **Assignments** | |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Due** |
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1. **Regional Collaboration/ Consultation**

Summarise responses from colleagues at Cave Hill, Mona, St. Augustine and Global Campus here and explain how the feedback was taken into account.

Regional Collaboration is being sought.

1. **All relevant BGSR Policies are available at:** [**https://www.uwi.edu/gsr/**](https://www.uwi.edu/gsr/)

Have you taken these policies into account in the design of this Course?  **Yes No**

x

**Postgraduate Regulations**

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**Academic Staff Member / Contact Person Responsible/Coordinator**

Name: Telephone: Email:

**Campus/Faculty/Department**:

**Date of Recommendation by Faculty Board/APAD:**

**Signature[[2]](#footnote-2): Dean/Director\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: Department Head**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Checked and endorsed by:** ❑ Campus Bursary ❑ CETL ❑ Library

❑ Bookshop ❑ Faculties on other Campuses

❑ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NB. Attach supporting documents as appendix e.g. CETL. Library, online checklist

APPENDIX I

1. Key Definitions:

## **Face-to-Face Course**: A course in which teaching takes place mainly in the physical classroom based on course contact hours standards.

## **Online course:** A course in which all instruction takes place online in a virtual classroom or virtual learning environment. An online course may be delivered synchronously or asynchronously.

**Blended course:** A course that combines physical classroom-based instruction and learning activities with online instruction.

**Online programme:** A programme in which all the courses are delivered online. An online programme may be delivered synchronously or asynchronously.

**Blended programme:** A programme which consists of a planned mix of course delivery modalities, including face-to-face, blended and/or online courses as defined above. Any programme in which less than 100% of courses are online is categorised as a blended programme.

**Synchronous delivery**: With synchronous delivery information exchange takes place in real time. An example of synchronous delivery is the use of video-conferencing or web-conferencing with the support of tools such as Blackboard Collaborate to deliver “live” lectures to students in a remote location.

**Asynchronous delivery:** With asynchronous delivery, a virtual learning environment, such as Moodle, is used to facilitate information exchange without the constraints of time and place. This approach combines self-study with time-independent interactions to promote learning.

**Pre-requisites:** Course(s) the student must pass in order to take this course.

**Co-requisites:** Course(s) which the student must take with this course.

**Anti-requisites:** Course(s) that overlap sufficiently in course content that both cannot be taken for credit.

**APPENDIX II**

**CHECKLIST FOR SUBMISSION OF PROPOSALS FOR ONLINE AND BLENDED COURSES AND PROGRAMMES V4 REVISED MARCH 08 2023**

**Introduction**

The following checklist[[3]](#footnote-3) has been developed to ensure that online and blended programmes meet the required standards of development, delivery, and student support. It is to be used in conjunction with the standard template for New and Revised Programmes and Courses. The completed checklist should be attached to the Programme Proposal for submission to the Board.

In responding to each criterion below, you may reference the relevant section in the programme or course proposal and/or provide a brief explanation and supporting evidence.

1. **Programme/Course Structure and Alignment:**
2. The online/blended programme/course is aligned to the vision, mission, and strategic plan of the UWI.
3. The online/blended programme/course complies with the policies of the UWI, such as but not limited to The UWIs: Data Protection Policy (April 2021), Information Security Policy (September 2016); The University of the West Indies Information Security Policy Guidelines; Acceptable Use Policy Information & Communication Technologies (ICT) (December 2014); Policy on Intellectual Property Management and Commercialisation; The University of the West Indies Risk Management Policy, October 2022.
4. Clear roles and responsibilities for persons directly involved with the day-to-day teaching/facilitation and support of the course are outlined (e.g. faculty member/subject matter expert, instructional designer, multimedia support, programme coordinator).
5. Sufficient qualified and academic staff are provided to support the online/blended programme/course.
6. The budget for the online/blended programme/course is sufficient to support the resources required to effectively support the online/ blended course/programme over the lifetime of the course/programme.

**1E) For a blended programme, clearly indicate the modality of each course**

|  |  |
| --- | --- |
| **Course Name/Code** | **Delivery method (blended, online asynchronous, online synchronous, face to face)** |
|  |  |
|  |  |

1. **Technological Support:**
2. The course delivery technology to be used is the institutional approved technology solution for course delivery[[4]](#footnote-4)
3. IT resources and educational technology tools identified as necessary for specific courses have been approved.
4. Availability of technical services to ensure continued ease of access to curricular materials. Submit confirmation from Campus IT Services (or the relevant entity) of their ability to provide the necessary services, or submit alternative arrangements made/to be made by the Department.
5. **Faculty Preparedness and Support for Online Teaching:**

Provide evidence of /or plans for training initiatives to develop the competency of faculty to deliver quality online teaching in accordance with established best practices. This includes:

1. Training in online pedagogy.
2. Training in the use of the chosen technology platform(s).
3. A plan for student engagement during online synchronous sessions in a course.
4. A plan for how asynchronous online course development standards will be applied using a UWI approved rubric.
5. Availability of reliable technical support for faculty during the online programme/course.
6. **Student Support:**

**Indicate:**

1. arrangements for the training/orientation of students in the use of the relevant technologies.
2. proposed faculty student ratio is clearly stated.
3. provisions to ensure that remote students have access to and can effectively use the relevant online library and information services.
4. provisions for advising students on academic matters.
5. for online synchronous delivery, state the provisions for tutorial support and access to course materials.
6. the tools and methodologies that will be employed to create/facilitate a learning community.
7. availability of reliable technical support for students during and after the online programme/course.
8. how the relevant data to support student success will be monitored to improve student success and retention.
9. what process is in place for the success and retention of students in the programme/course.
10. **Assessment and Evaluation:**

**Indicate:**

1. the online assessment strategies that will be used (e.g. class tests, exams, projects, etc.) and how they will be used for online students.
2. How opportunities for academic honesty in the online environment will be maximized.
3. How opportunities for academic dishonesty in the online environment will be minimized.
4. arrangements for proctoring of exams in remote locations, where applicable.
5. arrangements for practicum and access to laboratory facilities, where applicable.
6. Opportunities for student feedback to improve the course/programme.

1. **Template for Confirmation Report**

The confirmation report is intended to provide evidence of consultation with online instructional designer, education technologist or other online expert with respect to the design of the programme/courses for online delivery, including any recommendations. A template for the confirmation note is shown below:

1. **Programme and or Course Name:**
2. **Delivery Mode (Online or Blended):**
3. **Name and Job Title of Online Consultant:**

**I certify that consultation on the programme or course has taken place with**

**…………………………………………………………………………………………………..**

**(Department/Lecturer) and that the proposed programme or course structure, the instructional materials and delivery systems are aligned with the learning objectives of the programme.**

**Recommendations:**

**Signed: Online Consultant**

**Affiliation (Global Campus, CETL, other)**

1. **1 credit =** 12 lecture contact hours

   24 hours of laboratory work, supervised field assignments, seminars or formal group discussions

   48 hours non-supervised research work [↑](#footnote-ref-1)
2. Signatures of the Department Head and Dean are only required for single course submissions. For courses that form part of a larger programme proposal, these signatures should be affixed on the proposal cover page. [↑](#footnote-ref-2)
3. A combination of check marks and reference to the programme proposal document should be used to support requests. The online expert must review and check before completing the confirmation note referred to in No. 6. [↑](#footnote-ref-3)
4. This is considered a mission-critical enterprise system and should be supported as such. [↑](#footnote-ref-4)