**APPENDIX A**

**RFP 5**

**ILTI PROJECT NARRATIVE**

Please submit a project narrative organized and labeled by sections and sub-headings as indicated below. Use this document as a template for the project narrative. The project narrative should not be longer than 15 pages, with minimum 1/2 inch margins (excluding formatted header or footer), 11-point font (Arial or Times New Roman preferred), and 1.5 line spacing. Proposals that deviate from these requirements may be excluded from the review process. **Be sure to fill out the document header (above, double click on it). Title must be 60 characters or fewer, including spaces.**

Note: When you have completed the RFP narrative on the template below (offline), please convert it to a Portable Document Format (PDF) file (with filename ending in “.pdf”) before uploading the file to proposalCENTRAL. proposalCENTRAL does not perform pdf conversions. Your application cannot be read unless it is submitted as a PDF.

The project narrative is designed to accommodate proposals for hybrid and fully online courses.

**SECTION 1. PRINCIPAL INVESTIGATORS (PIs) AND COLLABORATORS: (LIMIT: 1 PAGE)**

In this document, Principal Investigators (PIs) refers to the following UC academic appointees as eligible to submit ILTI proposals: 1) UC Senate ladder-rank faculty members; 2) lecturers with security of employment (LSOEs); and 3) lecturers with the potential for security of employment (LPSOE)s. Unit 18 continuing lecturers can submit proposals with appropriate UC academic appointees as the PI.

**1a. PI and Collaborators’ Interest and Qualifications in Developing and Teaching Hybrid and Fully Online Courses (including any named collaborators):** Explain the interests of the PI and any named collaborators involved in the project. Describe why and how the named participants want to develop, enhance and teach the proposed hybrid or online course. Provide information that will help reviewers assess the likelihood that the proposed project will be successfully carried out and will deliver a high-quality learning experience for students. Include information about any relevant experiences (including those that do not involve course development or online work), e.g. with innovative instructional methods, defining learning outcomes, assessment, and/or hybrid or online instruction.

Type response here

**SECTION 2. THE COURSE DESCRIPTION AND PLAN**

**2a. Course Overview:** Provide an overview of the course, how it fits into the relevant department or general education curriculum, how instructional technologies support learning and instruction in the course, and main goals that will be achieved with the hybrid or online course. What is it like to be a student in this course day-to-day and week-to-week?

Type response here

**2b. Course Information:** In the table below, provide information on the course, including information on the type of credit offered, course status, etc. Please note that some of this information is also requested in proposalCENTRAL; the duplication is to facilitate proposal review.

| **COURSE PLAN** | |
| --- | --- |
| 1. Additional members of course team, other than the PIs (include names, titles, campus affiliation, department) |  |
| 2. If multi-campus proposal, campus and department that will offer the course |  |
| 3. Status of the proposed course | Check all that apply:  \_\_\_ a. Course currently taught entirely on-ground  \_\_\_ b. Course currently taught as hybrid  \_\_\_ c. Course currently taught fully online  \_\_\_ d. New course |
| 4. For proposals for existing courses (face-to-face or hybrid) or for a new course, please provide specific details about the type of credit offered/to be offered on the home campus and/or other UC campuses if applicable or known: | \_\_\_ a. Unit credit  \_\_\_ b. General Education (GE) credit Provide detail here  \_\_\_ c. Pre-major credit Provide detail here  \_\_\_ d. Major credit Provide detail here |
| 5. Number of semester or quarter units: |  |
| 6. Prerequisites for this course: | \_\_\_ a. None  \_\_\_ b. Required: Provide detail here  \_\_\_ c. Recommended: Provide detail here |
| 7. Does this course provide preparation for other courses? If yes, please specify which. |  |
| 8. Typical home campus student enrollment | # UC Home Campus Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 9. Anticipated cross-campus student enrollment | # UC Cross-Campus Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 10. Course Development:  When do you plan to start working on the course? | \_\_\_ a. Fall 2016  \_\_\_ b. Winter 2017  \_\_\_ c. Spring 2017  \_\_\_ d. Other (specify) |
| 11. Course Format: (choose all that apply) | \_\_\_ a. Hybrid (host campus only)  \_\_\_ b. Hybrid (offered at multiple host campuses)  \_\_\_ c. Hybrid (offered for cross-campus enrollment)  \_\_\_ d. Hybrid, then transition to fully online  \_\_\_ e. Fully online |
| 12. Anticipated initial year and term the course will be offered fully online | \_\_\_\_ a. 2016 \_\_\_ i. Fall  \_\_\_\_ b. 2017 \_\_\_ ii. Winter  \_\_\_\_ c. 2018 \_\_\_ iii. Spring |
| 13. Terms the course will be offered during the academic year | \_\_\_\_ a. Fall  \_\_\_\_ b. Winter  \_\_\_\_ c. Spring |
| 14. Year(s) in school of typical student in the course | \_\_\_\_ a. Fresh \_\_\_ b. Soph \_\_\_ c. Jr \_\_\_ d. Sr |
| 15. Course Exams  (Please check with your campus for any policies restricting the use of online proctoring) | \_\_\_ a. Exams will be administered and proctored online; please identify a vendor or process for online proctoring: \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ b. Exams will be administered in an on-ground setting  \_\_­­\_ c. Other: (specify)  \_\_\_ d. Unknown |

**SECTION 3: DETAILED COURSE DESCRIPTION**

In this section, you are asked to provide a more detailed course description. If you are new to online and/or hybrid course development and teaching, you may choose to work with an [instructional designer/instructional technologist](http://www.ucop.edu/innovative-learning-technology-initiative/proposals/index.html) to complete this section. Additionally, you are asked to submit a course syllabus in Appendix D. The syllabus and detailed course will be made available to students and faculty on the ILTI Cross–Campus Enrollment System webpage if your proposal is selected for funding.

**3a. Learning Goals/Objectives**

Please provide the course learning goals or objectives. These should be specific, measureable and describe what the student will know, say or be able to do as a result of successfully completing the course. Goals/objectives could be written using the following format: “By successfully completing this course, students will . . .

Type response here

**3b. Interactivity/Engagement**Describe how students will interact/engage with:   
a) course instructors;  
b) TAs;   
c) other students in the class; and   
d) course materials.   
How frequent is the interactivity (e.g., in every unit, every module, or every week)? What innovative ways will students engage with content? How will you monitor and evaluate students’ level of interactivity? Describe your communication plans with students as they take the online course. Please be detailed and specific in your plans.

Type response here

**3c. Content Delivery and Instructional Approaches**

Describe the specific modes of instruction you anticipate using in your course (recorded lectures, mini-lectures, learning activities, discussion threads, blogs, etc.). Include any known information such as the number of lectures, for what duration (e.g., 7 minutes of video), and any tools you plan to use for instruction. Further, explain how these will align with learning objectives, support your course content and assist with student learning. What aspects of the course, if any, will be synchronous?

Type response here

**3d. Hybrid Course Delivery and Instruction**

If your proposal is for a hybrid course, please describe what course elements (i.e., content, activities, events, assignments) are consumed, delivered or completed outside of the on-ground classroom. How will the time spent in the physical classroom benefit from shifting instruction and/or material out of the classroom? Explain the relationship between the online course components and face-to-face interactions, e.g., students will review online videos prior to class, and bring solved problem-sets to class for discussion.

Type response here

**3e. Hybrid Impact**

If your proposal is for a hybrid course, please provide evidence of how this course will help to: a) alleviate space constraints at your campus; and/or b) increase student enrollment in the course. Please provide historical information on course enrollments and any relevant information about classroom availability and space on your campus.

Type response here

**3f. Student Assessment**

Describe how student learning will be assessed and how assessment of learning outcomes fits within the grading scheme; include all aspects of the course that will contribute to final grades. Will students be asked to engage in group work? Will group work be graded? How will homework assignments be submitted? Will the course include quizzes, midterms, and a final exam? How will you communicate success criteria for the work/assessments to students?

Type response here

**3g.** **Cross-Campus Credit for the Proposed Course**

Describe and document any efforts you have made to ensure that this course will receive more than unit credit on other campuses as mentioned in the call for proposals. Provide whatever information is available about the likelihood the course would satisfy GE, pre-major, major, or gateway requirements on other campuses.

Type response here

**SECTION 4: INSTRUCTIONAL SUPPORT**

**4a. Instructor Presence**

Research and experience highlight the importance of an instructor’s presence in online and/or hybrid instruction. How will you/the course instructor establish and maintain a presence in the course?

Type response here

**4b. TA Role**

If you will use TAs, describe their role in and time commitment to course development or to course activities, and whether they will need any specific training, e.g., content, pedagogy and/or technology, to be able to carry out their online involvement with students, and/or involvement in the hybrid course.

Type response here

**4c. Communication Plans**

How will students be made aware of what they can expect from instructors and TAs in the form of response to emails, contributions to blogs or online discussions, online or in-person office hours etc.?

Type response here

**4d. Additional Information about the Course:** Use this section to provide any other information that will help reviewers understand better the intentions for and concepts of the course.

Type response here

**NOTE: information in Sections 5 – 8 is important to planning your course and developing your course budget. Information in these sections *will not be used* in the evaluation of your proposal. Please provide as much detail as you can at this point in the proposal development process. You may be asked to provide additional information if your course is selected for an award.**

**Use the questions in this section to help develop the preliminary budget for your proposal. The questions are designed to prompt your thinking and planning for the course. The questions are tied to specific sections on the ILTI Course Budget template; those sections are specified in the prompts.**

**SECTION 5. COURSE CONTENT DEVELOPMENT: TIME AND SUPPORT**

Development of an online and/or hybrid course is a complex, iterative process. In this section of the narrative, you are asked about the time and resources you will need to create the content for your course. Use the information in the narrative to complete “*Section 5 – Course Content Development: Time and Support”* on the ILTI Course Budget spreadsheet.

**5a. Course Content Development: Time and Support**

What percentage of the course content currently exists in an online format? Describe how much effort will be needed by the PI or other members of the team to develop the course online components for the fully online or hybrid course. Take into consideration the amount of time you, other team members and students (graduate and undergraduate) will need to develop the content and accompanying course materials, including time to create, edit, and caption video lectures, to create interactive demonstrations or activities, online quizzes and exams, collaborative projects and other written/student generated assignments.

Type response here

**5b. Course Content: Revisions/Updates**What aspects of the course do you anticipate updating after each course offering? How frequently would this need to occur? How much maintenance is needed after the course has been created (e.g., stable/unchanging content, average amount of updating over an extended period of time, a large (>50%) of content will require updates in xx years/terms)?

\*Note: This question is not part of the course budget spreadsheet, but is important to the reviewers to understand your course and its content requirements.

Type response here

**SECTION 6. COURSE CONTENT DEVELOPMENT: INSTRUCTIONAL DESIGN**

Instructional designers/technologists specialize in helping PIs and course developers plan the course design and components, create and produce the content, and implement the course in a learning management system. They can provide much of the technical work associated with hybrid and online course development and delivery. Use the information in the Section 6 narrative to complete “*Section 6 - Course Content Development: Instructional Design*” ILTI Course Budget spreadsheet.

**6a. Course Content Development: Instructional Design**

ILTI funds can be used to support an instructional designer to help you plan, design, and implement your hybrid or online course. Please identify staff (e.g., instructional designer, other support staff) who will be assisting you in this capacity, including campus IDs or ILTI IDs (UCOP staff). Estimate the amount of instructional design time required for your course, for the instructional designer you specify or for you/your team if you will assume that responsibility.

Type response here

**6b. Course Production: Media Development Support**

What multimedia and web development services do you anticipate needing to produce your course? What type of multimedia will you be creating (e.g., producing videos or screencasts, developing illustrations, animations, or other multimedia)?   
Type response here

**6c. Course Production: Programming Needs**

Does your course require specific programming, such as game development coding, or computer science course assignment validation, or new technical interfaces between content and tools? Does your department/campus have staff that can provide this programming support or other technical work that may be needed to accommodate participation by students from other campuses (i.e., single sign-on)?   
Type response here

**SECTION 7. COURSE PRODUCTION**

Hybrid and online course production may involve the use of a video production facility or studio and necessitate post-production work to cut and edit the video. Other technical aspects to course production include video captioning for accessibility along with other production. Use the information in the Section 7 narrative to complete “*Section 7 – Course Production”* in the ILTI Course Budget spreadsheet.

**7a. Course Production: Tool Use**

What tool/s are you planning to use in the proposed course? Are these tools under campus-based or system-wide license currently? How will the tool/s integrate with the learning platform?

Type response here

**7b. Course Production: Copyrighted Content**

Will students be required to utilize proprietary or copyrighted library materials? If so, how will cross-campus students gain access to these materials? If you are unsure of the boundaries around use of copyrighted materials in your online course, you may want to peruse the resources located here: <http://copyright.universityofcalifornia.edu/>.  
Type response here

**7c. Course Production: Accessibility**

How will you ensure that your course complies with World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) and Americans with Disabilities Act (ADA) requirements for web content and tool accessibility? Who on the team (Instructional Designers, others) will run the requisite tests required for screen reader capability on your learning system, tools, and other content? (Remember to include the time estimates for these tests in your projected budget.)

Type response here

**7d. Course Production: Online Learning Environment**If a portion of this class exists in a hybrid or online format currently, what Learning Management System (LMS) platform is used? If this course is not connected with any LMS, have you identified an LMS that will be used? If yes, specify. Describe the features and any special software or tools students will need to use with this platform, e.g., what special technologies or software will be part of your course that will need to be made available to students across campuses? Will any adaptations be required?  
Type response here

**SECTION 8. EQUIPMENT AND FACILITIES**

In this section of the narrative, describe the equipment and facilities requests you will need for the production of your hybrid or online course. Use the information in the Section 8 narrative to complete “*Section 8 – Equipment and Facilities”* in the ILTI Course Budget spreadsheet.

**8a. Equipment and Facilities: Hardware and Software Needs**

What hardware and software do you anticipate needing? What licenses do you anticipate needing to support the development of content for the course?

Type response here