

Department of History Online Course Policy
(approved by the department, February 17, 2020)

The Department of History seeks to provide high-quality instruction accessible to the full range of students studying at UW-Madison. We place equal emphasis on specialized education in historical research and on broader education in historical thinking for students in other programs on campus. We seek to provide structures, support, and a sense of community that will enhance learning for all students.

Based on our emphasis on accessibility, and in accordance with the L&S Policy on Offering Online/Distance-Delivered Undergraduate Courses (<https://kb.wisc.edu/lis/95003>), the Department of History establishes the following priorities and quality assurances for our online¹ undergraduate offerings during the fall or spring semester:

Priorities:

The majority of our courses during the fall and spring semesters will continue to have substantive and significant face-to-face meeting times, and we will ensure that students have access to in-person options for all courses necessary to complete history degree requirements. In accordance with our commitment to accessibility, the Department of History also seeks to provide an array of fully or mostly online courses that:

- use online instructional strategies that
 - o support the diverse learning styles and situations of students at UW-Madison
 - o are particularly well-suited to achieving the desired learning outcomes of the course
 - o convey to students a sense of the instructor's support and concern for their learning
- accommodate the schedules of students across the university, including:
 - o returning and non-traditional students
 - o students with tightly scheduled labs or other required courses
 - o students working in internships and work-study jobs
 - o students involved in extracurricular activities
- reduce time-to-degree for students in History and in other majors that rely on courses in history

Quality Assurance:

The History Department establishes the following process and policies to ensure that the instructional design of each online course is aligned with current practices in online education, and that instructors of online courses are both qualified to teach and aware of current best practices in online education.

¹ "Online" courses are defined according to L&S policy as courses in which "all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other."

- By the beginning of the semester *before* the first proposed offering of the online course, the instructor will submit the following materials to the department's Curricular Committee (as required by the L&S Curriculum Committee):
 - o a completed proposal to L&S to teach the course online (available at <https://kb.wisc.edu/lis/95005>)
 and either:
 - o a course syllabus (including course learning outcomes), course map, and rhythm document as specified in L&S policies (at <https://kb.wisc.edu/lis/95005>), or
 - o access to the previously used online iteration of the course in Canvas.

- The Curricular Committee will assess these materials for:
 - a. alignment of student learning and assessment activities with desired learning outcomes
 - b. explanation and demonstration of the pedagogical advantages of offering this course online, including at least one example of a particular assignment or strategy that offers such advantages. Such examples may demonstrate, but are not limited to:
 - individualized instruction
 - immediate, formative feedback
 - development of expertise in digital research or presentation strategies
 - c. a detailed plan, including specific pedagogical strategies, for instructor presence and involvement that conveys the instructor's support and concern for each student's learning. Strategies may include, but are not limited to:
 - a video introduction to the instructor and the class
 - inclusion of the instructor's photo on all screens
 - plans for supportive, individualized feedback and follow-up
 - d. a detailed plan, including specific pedagogical strategies, for developing and supporting a sense of community among students, as appropriate. Strategies may include, but are not limited to:
 - a plan for student introductions
 - use of small groups for discussions or projects
 - activities based on materials submitted by individuals or groups
 - e. evidence of the instructor's professional development related to online course design and/or consultation with campus partners around instructional design
 - f. appropriate balance of work and responsibility between the instructor and any involved teaching assistants

- Upon approval by the department's Curricular Committee, as per L&S policy, the proposal materials will be forwarded to the chair of the department and the L&S Curriculum Committee.

We encourage instructors to take advantage of the many resources available on campus, including the Blended Learning Toolkit (<https://blendedtoolkit.wisc.edu/scid/lis/successful-practices/>) and TeachOnline@UW (<https://teachonline.wisc.edu/>).