UCLA Academic Senate
Undergraduate Council

UCLA Guidance for the Review and Approval of
Undergraduate Distance Education Courses

Approved by the Undergraduate Council on February 14, 2025

As of Fall 2023, the Undergraduate Council has delegated authority to College and School Faculty Executive Committees (FECs) to review and approve distance education courses under the Undergraduate Distance Education Policy. The following checklist and rubric are designed in accordance with Undergraduate Distance Education course requirements, to assist FECs in reviewing proposals for online asynchronous, online synchronous, hybrid online, and mixed enrollment courses.

Distance course proposals must include the following:
- ☐ A course syllabus.
- ☐ A completed Distance Course Information Sheet.
- ☐ A formal assessment or endorsement of the course from TLC or CEILS.
- ☐ A letter from the appropriate teaching or administrative unit confirming availability of technological resources (required for courses needing resources not currently available to all UCLA instructors).

		How is this achieved?	What changes (if any) are required?
PEDAGOGICAL PLAN	The proposal clearly articulates the role the online environment will play in the course and how the distance format will support student learning.		
	Course goals and objectives are clearly defined, measurable, and aligned with remote learning activities and assessments.		

		How is this achieved?	What changes (if any) are required?
INSTRUCTIONAL ENGAGEMENT	The proposal clearly articulates strategies and examples of learning activities to promote participation and interaction in the distance format. *E.g., If the course is conducted via videoconference, how often are breakout rooms used? What are student and instructor/TA roles during breakout periods? For mixed enrollment courses, how are online participants encouraged to communicate and interact with the instructor and fellow students?*		
	The course includes multiple resources to effectively present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor.		
		How is this achieved?	What changes (if any) are required?
EVALUATION OF LEARNING	The proposal explains how online exams and assessments (if applicable) will be designed to encourage original work and promote academic integrity. *E.g., If exams or assessments are asynchronous, do they include tasks that involve problem solving, creativity, collaboration with peers?*		
	The course includes frequent, pedagogically appropriate, technologically feasible assessments of students' mastery.		

ADDITIONAL CONSIDERATIONS	Comments		
How does the distance version of the course compare to the in-person version (if applicable)? What is the justification for offering the course in both formats?			
Does the rationale for creating the online course include space/facilities, TA availability, or other considerations beyond pedagogy?			
Does the course fulfill major or campus requirements? (e.g., General Education, Diversity, American History & Institutions)			
Will this course be offered through UC Online? Do students from different campuses all take the course at the same time?			
Is the department actively anticipating or meeting a need for this course at other UCs? If not, how has the need for it been determined?			
FEC Recommendation	Approve Course	Approve pending revisions/resubmission	Do Not Approve