

Role of OnLine Learning Advisory Committee (OLAC) in the Curricular Review Process

Departments and schools should consider strategically which courses would be best suited to online delivery. Some courses, such as laboratories that require special equipment, or seminars requiring special collections' research may not be appropriate.

Online courses should be selected from the standing curriculum in the department or school. Faculty could approach OLAC directly for advice and feedback about how to think about an online course, or after discussions have occurred within the academic unit. In terms of process, the faculty member would want the department chair and dean to be in support of moving the course online.

If a new course is being considered for online presentation, it should move through the standard course approval process, whether through the Undergraduate Curriculum Committee, or either of the Graduate School Councils. Review at the departmental, school, and decanal levels is required to confirm the appropriateness of the new course's addition to the curriculum. Once a course has been approved as part of the standard curriculum, the process of translating it to an online modality can begin. The faculty member, the dean, or any of the committees above can recommend course review by OLAC.

As online learning grows at Brandeis, there will be resource staff in LTS known as instructional designers who will be available to aid instructors in developing their courses for online learning. Fostering a culture of online pedagogy, which differs substantially from teaching face-to-face, will be important for faculty and the University.

OLAC's Role:

- Enable faculty to become conversant with the vocabulary of online teaching
- Explore the pedagogical differences each instructor will bring to putting a course online
- Promulgate guidelines for best practices on online learning
- Assess pedagogy of proposed online courses and advise faculty on implementation of best practices
- Review the components and resources used to deliver course objectives and provide feedback to faculty, standing committees, and the provost as needed