Online courses serve two Faculty goals:
- Managing enrolment: providing additional opportunities and flexibility for on-campus students, including Summer Term offerings
- Attracting new students: growing distance student enrolments, including all non-degree students (e.g. visiting students from other institutions) and online degree students

1. Demand. Ideally, courses should attract a minimum of 75 students per term.
   A. On-campus students:
      - Fall-Winter terms: how high is the enrolment in the on-campus course and what is the residual demand for an online version? We avoid offering both versions of the course in the same term.
      - Summer term: how many Queen’s students take this course on a letter of permission from another university?

   B. Distance students:
      - Is the course part of a distance degree Plan or Certificate?
      - Would the course attract new distance students looking to complete a degree at Queen’s?
      - Would students from other universities want to take the course from Queen’s to transfer back to their home university?
      - Does the course fill a priority for the Faculty or University? eg EDII OR does it fill a niche or is unique among Ontario universities eg LLCU 111 plus cultural competency certificate.

2. Programming - how the course fits within overall Faculty programming.
   - Is the course part of a distance degree Plan or program?
   - Is the course a requirement or option for an on-campus Plan?
   - For distance students, do we offer the course prerequisite(s)? If not, the course is not an option for them.
   - Would the course help to maintain or achieve a balance of offerings? We want to balance courses that meet Plan requirements (upper-year courses may attract fewer enrolments but make it possible for students to complete degrees at a distance), and elective courses (tend to draw larger enrolments).

3. Department’s commitment to the course.
   - Are qualified instructors and TAs available in the Department? Enrolment should be determined by budget and student demand and not by a lack of qualified TAs.
   - Are faculty members in the Department willing to work in partnership with CDS and an Instructional Designer to develop the course using evidenced-based best practices?
   - Is the Department head willing to make a commitment to facilitating the partnership?
   - Is the online offering going to be supplementary to the Department’s main offering of the course? Online courses are not intended to replace on-campus offerings.
   - Is the Department prepared to staff the course for a minimum of 3-5 offerings over a 5-year period?

4. CDS Budget.
   - Is CDS able to commit funding to offer the course a minimum of 3-5 times over a 5-year period?

To initiate a conversation about online course development the Department Head should contact Bev King, Manager of CDS at kingb@queensu.ca or ext 78492.

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