COMMITTEE ON COURSES OF INSTRUCTION
Annual Report 2022-23

To: Academic Senate, Santa Cruz Division

The Committee on Courses of Instruction (CCI) met bi-weekly throughout the academic year to review campus and systemwide policies, all matters relating to courses of instruction (including review of new courses and revisions to courses), consult with other committees and administrative units, approve graduate student instructors and undergraduate teaching assistants, and consider student petitions and student grade grievances. Due to increased workload, CCI added an additional orientation meeting in the fall quarter. Holding an orientation prior to tasks being assigned allowed new members to become acquainted with resources and responsibilities. An Ad hoc meeting was also added in winter quarter to address remaining course reviews. CCI continued the practice established last year of having the CCI Analyst attend Committee on Educational Policy (CEP) meetings with the CCI Chair in an effort to strengthen communication between committees.

I.   Course Approval Deadlines

As in 2021, CCI began fall quarter by communicating to Course Sponsoring Agencies (CSAs) regarding the *CCI Deadlines for 2022-23 Academic Year (September 13, 2022).* This memo announced that beginning this academic year, Course Approval Deadlines[1] will remain the same calendar dates for all future academic years. This decision was made in consultation with the Office of the Registrar. It also listed the Graduate Student Instructor (GSI) request deadlines as the end of the 4th week of the quarter prior to the quarter in which the course is to be taught (with the exception of summer, which is January 15th). Calendar dates were provided to simplify deadline compliance.

In response to a request from Administrative Management Professionals (AMP) Executive Board sent to the Chancellor, Campus Provost and Executive Vice Chancellor (CPEVC), and Academic Senate Chair (ASC) on December 16, 2022, CCI extended the course approval deadline for summer 2023 to January 31st (the original deadline was January 15th). This was to accommodate courses in the process of being modified for online modalities, and in light of severe winter storms. CCI noted that courses or revisions submitted after the original deadline may not necessarily be approved in time for early scheduling actions.

II.   Attempted Delegation of Authority to Course Sponsoring Agencies in 2023 and Emergency Remote Modality

Online or hybrid course modality course requests for winter 2023, spring 2023, and fall 2023 courses were routed to CCI as outlined in Committee on Educational Policy (CEP) and Graduate Council (GC) Policy on UC Santa Cruz Undergraduate and Graduate Online and Hybrid Courses[2].

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[1] https://registrar.ucsc.edu/calendar/other/course-approval.html
[2] https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/final-revised-cep,-gc-online-course-policy-051221.pdf

Individual instructors were also able to request remote accommodations from the Academic Personnel Office (APO). CEP attempted to delegate course modality approval for summer 2023 to Course Sponsoring Agencies (CSAs); however, on November 7, 2022, the Committee on Rules, Jurisdiction, and Elections (CRJE) upheld a challenge to CEP's delegation. CEP advised CSAs of this decision and rescinded the delegation for course modality approval. This shift impacted CCI course review workload and generated urgent need for clarification of online approval criteria. See Appendix II for a breakdown of modalities offered per quarter.

III.   Course Approvals

Between September 1, 2022 and August 1, 2023, the committee reviewed 389 courses (approved and returned). Of those, 323 were approved by CCI. Of the approved courses, 177 were proposals for new courses and 146 for course revisions. As of August 1,2023, 66 courses had been returned by CCI without updates from CSAs. Unfortunately, a breakdown in expectations for online courses led to many courses being reviewed multiple times, and some unsuccessfully.

IV.   Online Course Review

The transition from emergency remote teaching and learning, to a majority of courses being offered in person with some asynchronous, synchronous, and hybrid courses, has been challenging. Following the Online Course Policy revision of May 12, 2021, significant questions regarding implementation and online course evaluation remain. In particular, CCI questioned how to evaluate equivalent learning outcomes across modalities. Some specific topics discussed by CCI include:

- equivalence of learning outcomes
- teaching differences between modalities
- concerns regarding high enrollment
- classroom capacity
- course type (seminar, lecture, labs, studio courses)
- the desire to incorporate technology into in-person instruction
- equity in online courses

In the future, CCI may ask CSAs to explicitly address these, and also discipline-specific online course issues, in their internal Department Online Course Policies.

Over the course of 2022-23 CCI received feedback from some department and program chairs that online course standards were unclear and shifting. Without guidance from the Systemwide Senate regarding the vision and objectives for online courses, CCI endeavored to address the concerns of campus colleagues. CCI took several steps to improve the review process and communicate expectations to CSAs.

At the request of CCI, on August 16, 2022, CEP and GC approved the option for CCI to provisionally (for a short term) approve hybrid and synchronous online course proposals for the 2022-23 academic year when appropriate. This practice was initiated in March 2022 and has been renewed each year. In late March 2023, CCI confirmed with CEP and GC that in person courses could also be provisionally approved for as little as one quarter.

In order to support instructors that wished to offer their summer courses online, on November 14, 2023, CCI shared a brief and actionable criteria for one quarter provisional approval for summer 2023 courses, *Interim Guidance on Applications for Online Modalities - Summer 2023*[3]. Additionally, CCI Chair Harrison gave an oral report at the November 30, 2022 Senate Meeting reviewing these basic criteria which required applicants to provide a syllabi for both the requested online modality and an in-person version of the course. CCI asked that applicants address: how the requested online modality supports course learning outcomes, differences in teaching strategies between modalities, and consistency of evaluation methodology across modalities. This guidance was delivered in response to the summer 2023 course modality approval delegation being rescinded, with the understanding that a more developed revision of the CCI Online Course Guidelines Living Document would be updated in winter quarter.

The CCI Online Course Guidelines Living Document was developed in the 2020-21 academic year. This was a living document posted on the CCI webpage. The document was available on the CCI Course Toolbox for Faculty & Staff page. A subcommittee of two CCI members met several times with Analysts from Online Education to revise the CCI Online Course Guidelines Living Document and create the first online course rubric. The draft rubric and revised guide was then presented to the full committee for edits, and then shared with CEP and GC for final comments. Following feedback from both, CCI published the final version of the guide on March 3, 2023. Changes to the guide included renaming of the guide to *Online Course Request Guidelines*[4]. The revised guide includes:

- **A brief discussion of CCI's remit** when assessing course requests.
- **When to apply to CCI for online modalities** versus when to apply to the Committee on Educational Policy (CEP) or Graduate Council (GC) for special measures such as emergency remote instruction.
- **How to choose an online modality.**
- **Materials to be submitted** with online course requests.
- **The rubric CCI uses** to assess pedagogical justifications for online modalities.
- Answers to frequently asked questions (FAQ).

CCI advised that non-pedagogical justifications for a remote modality, such as limited availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for a CSA's curricular goal, would be directed to CEP or GC for individual course emergency remote consideration.

CCI received later correspondence from CEP and GC on the specific issue of exams and a required in person syllabus. CCI responded on May 25,2023 that without an alternative evaluation method, they must continue to employ the strategy described in their online guide for 2022-23. Courses received for summer 2023 that were not approved by CCI for provisional or permanent online and

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[3]https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/correspondence/cci-guidance-on-applications-for-online-and-hybrid-modalities---summer-2023_111422-6.pdf
[4]https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/guidance-applications-online-modalities.html

hybrid modalities, were able to apply to CEP for individual emergency remote approval if they provided sufficient justification.

At the time of this report, 3.76% of UCSC courses are approved for online or hybrid modalities. As a matter of policy, any course approved for an online mode is also approved to be offered in person without additional CCI review. Some courses are approved for more than one online modality. Some courses received provisional approval and will be asked to reapply to CCI for reconsideration in the future. A breakdown of the current online mode approvals is listed below:

Table 1

Type of Mode(s)	Number of Approved Courses
Asynchronous Only	170
Synchronous Only	55
Hybrid Only	49
Asynchronous + Synchronous	6
Synchronous + Hybrid	6
Asynchronous + Hybrid	2
Asynchronous + Synchronous + Hybrid	3
TOTAL	291

There are many limitations of the Curriculum Approval and Tracking Support (CAT) system in regards to reporting. CCI is working with the Registrar's Office to request updates to the CAT system and strongly recommends that a new platform is considered.

V.   Ongoing Syllabus Requirement Issues

Throughout the course approval process, CCI routinely requested that instructors update course syllabi in accordance with the list of syllabus requirements noted on the course approval forms in the Curriculum Management System (CAT) to promote the inclusion of important elements in each course syllabi particularly:

- **Breakdown of Student Hours**. Intended to allow students to develop a time management plan for their studies—for example, this would enable students who read relatively slowly to know that a course may be extra demanding for them.
- **Closed Week Policy reminder**. No examinations, tests, assignments, papers, final projects, or final performances that result in more than 12.5% of the final grade (other than

individual make-up exams) may be given during the last week of instruction. This restriction does not apply to summer, which does not have a closed week.

- **Policies on collaborations, citation, and Academic Integrity should be course-specific**. CCI noted that clarification regarding Academic Integrity policies are especially important in courses where collaborative work and outside resources are used.

When a course was returned to the CSA, CCI asked that instructors use track changes in the revised syllabus to expedite review. This, matched with a summary note in the comment field, allowed CCI to respond more quickly to course requests requiring additional information. There may be exceptions, but generally for every new course or for any request to substantially change an existing course, **a syllabus is required**. Examples of substantial change: change in content, credits, General Education (GE) addition or removal, Disciplinary Communication (DC) change, reactivation, and modality. A syllabus is not needed for cancel/suspension, enrollment restrictions, independent study, or simple changes to title or description that do not change the content.

VI.   Other General Course Review Issues CCI Observed

CCI reviewed many well-designed courses; however, CCI did note confusion related to the following, and hopes to provide clarification:

- For classes that are identical at the course catalog level, but offered as two or more separate classes with shared room and enrollment, both sides must always be scheduled.
  Only one department (the primary department) should submit a proposal. The other cross-listed versions should be listed on that same proposal, as cross-listed courses.
- A course revision to change enrollment restrictions should include evidence of stakeholder consultation with all departments that are affected.
- Courses taught in conjunction/mezzanine: undergraduate and graduate courses taught together with shared room and enrollment. Both classes should be submitted as separate proposals, though the related questions are on the graduate course form. Undergraduate and graduate components need to have the same number of units and distinct learning objectives or outcomes. In general, there is a higher expectation for graduate students.
- Topics courses should include multiple sample syllabi.
- Thoughtful consideration should be given when determining whether to submit a new course as opposed to submitting a course revision.
- CCI noted that new GSI taught course submissions should be designed in conjunction with the faculty mentor.
- Summer session course proposals should meet the requirements equivalent to a 10-week course in terms of content, instructional hours, and requirements.

VII.   UNEX Courses

Over the course of the year, UCSC Silicon Valley Extension (UNEX) submitted 12 courses to CCI for review. Only 1 was approved. The courses received were all classified as XSC as they met the following criteria:

- Equivalent to regular session courses at UCSC.
- Carry a credit value.

- Have the same role in UCSC academic programs as any articulated course (Program statements may restrict the use of articulated courses in fulfilling degree requirements).
- Can be incorporated in UNEX certificate programs.

XSC courses require approval by the Dean of University Extension or authorized representative, then the relevant department at the UCSC main campus, and then the CCI. This task has typically been completed by the CCI Chair. Complete approval of the course must be obtained before any public announcement of such course is made. CCI clarified that each XSC course can only be offered in the modalities approved for the equivalent regular session courses at main campus. XSC courses must also meet the [CCI Course Syllabus requirements](#)[5]. Unfortunately, most of the requests received in 2023-23 did not include all required syllabus items, and were returned for revision. UNEX instructors endeavored to provide updated syllabi; however, due to the limited spring CCI schedule, these were not received before the CCI agenda deadline.

For other UNEX courses, changes to instructional modality must go through the formal approval process with CCI. Changes to the mode of instruction must be thoroughly detailed and will only be considered for compelling pedagogical reasons.

VIII.   Student Petitions

Deferred Student Petition Review from Summer 2021- 22
In 2021- 22, CCI deferred making decisions on non-urgent student petitions received after the last day of the quarter (June 9, 2022) to allow for broader review when the committee reconvened. Urgent petitions were reviewed by the CCI Chair over the summer. The decisions on student petitions reviewed during summer 2022 are as follows: 46 student petitions were received over summer. Of these 32 (70%) were approved and 14 (30%) were denied.

The largest number of deferred petitions were Withdrawal Grade (23, 50%), followed by Add a Course/Drop a Course (10, 22%), Grade Option Change: Graded to Pass/No Pass (7, 15%), Substitution of GE Requirements (3, 7%), Grade Change (2, 4%). Grade Option Change: Pass/No Pass to Graded (1, 2%). During summer 2022, CCI did not review any petitions for Waiver of Senior Residency Requirements (0), Writing Requirement Extensions (0), Catalog Year Rights (0), DC Substitutions (0), or Transfer/Duplicate Credit Exception (0).

Student Petition Review 2022-23
The committee made decisions on 323 student petitions received during the 2022-23 Academic Year. Of these (249, 77%) were approved and (74, 23%) were denied.

The largest number of petitions reviewed were for Grade Option Change: Graded to Pass/No Pass (109, 34%), followed by Withdrawal Grade (76, 24%), Substitution of GE Requirements (66, 20%), Add a Course/Drop a Course (53, 16%), DC Substitutions (7, 2%), Grade option changes: Pass/No Pass to Graded (4, 1%), Grade Change request (4, 1%), Transfer/Duplicate Credit Exception (3, 1%), Waivers of Senior Residency requirements (1, <1%), Writing Requirement Extensions (0), and Catalog year change requests (0).

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[5]https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/index-tool-box.html#syllabus

CCI encountered several student petitions in which the student had not investigated the financial aid impacts of their proposed petitions. To address this, the CCI Chair and Analyst met with staff from the Financial Aid Office to discuss each petition individually prior to finalizing. CCI may wish to add a statement to the petition form noting that students should consider these impacts before submitting their petition. CCI may also revise the petitions form to caution that "W" or Withdrawal grades or late Course Drop, in which the student did not attend class could result in the student needing to repay financial aid for that quarter. See additional guidance on the Financial Aid webpage[6].

Grade Grievances
CCI reviewed four grade grievances during 2022-23. Of the four grade grievances, two were approved and two were denied. Academic Integrity issues and the Graduate Student Strike were factors in three of the four cases made to CCI. It is important to note that CCI actions in response to a grade grievance are limited. CCI may choose: 1) no change, 2) removal of course from transcript, 3) removal of evaluation from transcript, or 4) change of grade to Pass, No Pass, or Withdraw.

CCI has continued to remind students that they must first attempt to resolve the grade grievance with the instructor. If the matter is not resolved, the student should submit the grievance and documentation in writing to the executive officer of the academic sponsoring unit (department chair or college provost). The CCI Analyst reviewed the Grade Grievance process and Appendix C. (Undergraduate Academic Assessment Grievance Procedure[7]) with a Respondent Support Services Coordinator from the Division of Student Affairs and Success, as they are frequently the first place of contact for students considering filing a grievance. CCI may wish to build on this practice and share information regarding the grievance procedure with college advisors as well in future.

IX.   CARS (Community Application and Review System)

CARS was launched in Summer 2020 to review student grade grievances, student petitions, Graduate Student Instructor requests, and Undergraduate Teaching Assistant requests. Email notifications of CCI's decisions were sent on the Tuesday following each CCI meeting. The notifications were sent to the student, college advisors, CCI Chair, CCI Analyst, and the Registrar. CCI decisions were logged by petition type on the CCI Student Petition Decision Log and shared with the Registrar Advising Systems Team, Registrar ERT, preceptors, and the UCSC Summer Session Office. This log, and the notification emails, served as a useful communication tool for CCI and others to process updates to student records. Many non-UCSC students (typically enrolled through UC Online) have been unable to use, or struggled to use the CARS system. To resolve this issue, a separate Non-UCSC Student Petition intake form was created by the CCI Analyst. The CCI Analyst attended a focus group on September 29, 2022 hosted by the UCOP Cross-Campus Enrollment System Evaluation team where informal feedback regarding these challenges was shared.

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[6] https://financialaid.ucsc.edu/financial-aid-policies/consequences-all-fs-ws.html
[7] https://senate.ucsc.edu/manual/santacruz-division-manual/part-three-appendices/appendix-c/index.html

X.   Delegated Authority to Approve Catalog Year Changes for General Education (GE)

CCI responded to the Council of Academic Preceptors' request in their October 7, 2022 memo to indefinitely delegate authority for Catalog Year Changes for General Education (GE) Requirements. CCI was appreciative of the request and determined that, in the future, delegation of authority to approve Catalog Year Changes for General Education Requirements to Academic Preceptors should be incorporated into CCI's annual delegations, which are reviewed routinely by CCI members at their first meeting each year. Annual renewal of delegation is consistent with overall Senate practice and does not require a formal request each year. This delegation was approved with the condition that a list of all decisions made be maintained, and that CCI may access and review it at any time.

In the past, CCI members have relied heavily on the support of college advisors when reviewing these requests, and observed that delegation of this authority last year proved efficient and beneficial to students. CCI will again consider delegating the authority to authorize catalog year changes to the Academic Preceptors until fall 2023. Related GE Substitutions petitions will continue to be reviewed by CCI.

XI.   Writing Requirement

CCI was advised by the Writing Program that the Entry Level Writing Requirement (ELWR) deadline would be enforced for fall 2023; however, the committee did not receive any student petitions requesting an extension by August 1, 2023. CEP had previously extended the ELWR deadline for 2022-23 on April 28, 2022, which included summer session; as a result, CCI may see urgent student petitions for Writing Requirement Extension in the coming fall quarter.

XII.   Approval for all student petitions for Grade Option Change: Graded to Pass/No Pass for fall 2022

In response to the graduate student labor strike beginning on November 14, 2022, the President of the Student Union Assembly (SUA) made remarks at the November 30, 2022 Senate Meeting requesting action from the Senate to address undergraduate academic stresses resulting from strike activity. The SUA requested: the Academic Senate extend the deadline to finish incomplete grades until the end of the spring quarter 2023, extend the pass/no pass deadline to the end of week ten (not to be counted towards the current 25% threshold), and consider making an exception to the requirement that undergraduate courses must have final examinations this quarter. There were additional requests related to housing and online course policy as well.

Due to technical and timeline restrictions, CEP was unable to extend the pass/no pass deadline. To facilitate a workaround, CCI agreed to approve all Student Petitions for Grade Option Change: Graded to Pass/No Pass for fall 2022 that were submitted by March 24, 2023. This was communicated to advisors on December 8, and clarified on December 19, 2022 so that this information could be shared with students. CCI members noted that while petitions were the only available option at the time, should similar events occur in the future, CEP may wish to extend the grade change option deadline proactively.

Due to [Systemwide Senate Regulation 772](#)[8], CEP and CCI are unable to waive the final examination requirement for undergraduate courses. CEP advised instructors, and responded to students, noting possible modifications they could make to final exams given the strike impacts on December 1, 2023 in correspondence titled *CEP Response to SUA Remarks at the 11/30/2022 Academic Senate Meeting.*

XIII.   Teaching Appointments & GSI Form Updates

Between September 1, 2022 and August 1, 2023, the committee considered 230 requests for Graduate Student Instructor (GSI) teaching appointments, and 23 for Undergraduate Teaching Assistant (UTA) appointments.

Unfortunately, CCI observed that occasionally GSI requests were incomplete, or included competency sections drafted by the graduate students themselves. CCI has advised CSAs that incomplete or improperly drafted requests lead to slower review times and may lead to a request being denied. In 2022-23 waivers of criteria for GSIs were also often insufficient. CCI grants approval for waivers only when a clear mitigation plan is also provided by the CSA head and/or faculty mentor. The plan should address the specific criteria in question and what additional steps can be taken to support the GSI in this area.

The Committee on Courses of Instruction [Faculty Oversight and Mentoring Agreement](#)[9] was revised on August 27, 2020. CCI continues to remind CSAs that mentors overseeing more than two GSIs should be compensated, or have their service recognized. It is helpful when departments include an explanation of how they are addressing circumstances in which more than two GSI mentees are assigned in their requests. For Summer Session, this policy is modified to allow for the department chair to oversee, or appoint and compensate a faculty member to oversee GSIs. CCI notes that subject matter expertise is essential for the faculty mentor.

Following a formal request from The Committee on Teaching (COT) on February 21, 2023 and a consultation on March 6, 2023 with COT Chair Jones, CCI revised the GSI request form to align with updates to the Student Experience of Teaching Surveys (SETS) revised in July 2021. CCI unanimously approved these changes, and they were implemented on all GSI Request CARS forms beginning in spring 2023. Changes were:

- Previous language: Percentage of "Very Good or Excellent" Teaching Evaluations
  *Please indicate the percentage of teaching evaluations in which students rated the instructor's teaching effectiveness as Very Good or Excellent based on evaluations from the three most recent teaching quarters.

- Revised language: Please provide the percentage of evaluations in which students rated the TA as "very frequently" or "frequently" in response to these three questions from the teaching assistant's SET surveys:
    - #6 The TA explained concepts in ways that supported my learning.
    - #7 The TA organized sections/lab meetings well.

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[8] https://senate.universityofcalifornia.edu/bylaws-regulations/regulations/rpart3.html
[9] https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf

○ #15 Activities during sections were well structured and had clear goals.

XIV. Consultations

In addition to the above-mentioned consultation, CCI invited Aaron Zachmeier, Associate Director for Instructional Design & Development, Online Education to present a general overview of Online Education course support on November 7, 2022. CCI noted that it may be helpful to develop an "Online Course Blueprint" to make the overall online course structure clearer to CCI. On December 5, 2022, CCI Chair Harrison invited Associate Director Zachmeier to return to CCI for a presentation, in which he summarized CCI's online course evaluation criteria. While these conversations were fruitful, CCI was unable to continue frequent consultation due to limited agenda time.

XV. Correspondence

- CCI to CSAs Re: CCI Deadlines for 2022-23 Academic Year, September 13, 2022
- CCI to Council of Academic Preceptors Re: Catalog Year Changes for General Education Requirements for 2022 -23 Academic Year, October 19, 2022
- CCI to CSAs Re: Interim Guidance on Applications for Online Modalities - Summer 2023, November 14, 2022
- CCI to UNEX Re: New X Course Proposal: Foundations of Video Game Design, November 15, 2022
- CCI to Council of Provosts and AVPUA Sketo-Rosener, Re: Fall 22 Student Petitions for Grade Option Change: Graded to Pass/No Pass, December 8, 2022
- CCI and CEP to Council of Provosts and AVPUA Re: Clarification on Fall 22 Student Petitions for Grade Option Change: Graded to Pass/No Pass, December 19, 2022
- CCI to CSAs Re: Summer 2023 Course Approval Deadline Extended, January 6, 2023
- CCI, CEP, GC to VPDUE Hughey Re: Summer 2023 Curricular Planning Request, January 13, 2023
- CCI to UNEX Re: CMPM 80K Extension Course Proposal Submission, February 22, 2023
- CCI to CSAs Re: CCI Updated Online Course Request Guidelines, March 3, 2023
- CCI to COT Re: Proposed Revisions to Graduate Student Instructor (GSI) CARS Agreement Forms, April 5, 2023
- CCI to Mathematics Re: Synchronous Online Course Revisions for Summer Session 2023, April 13, 2023
- CCI to UNEX Re: BIOL courses to be offered via XSC at UNEX, May 10, 2023
- CCI to UNEX Re: UNEX request for approval of ECON1, ECON2, MATH19A, MATH19B, MATH23A, MATH23B as XSC Courses, May 10, 2023
- CCI to CEP, GC Re: Clarification of Syllabus and Proctoring Guidelines, May 25, 2023
- CCI to Mathematics Re: MATH 16A, 16B, June 15, 2023
- CCI to PB Sci Re: PBS 1A, 1B, 1C Science Excellence First Year Seminars, June 15, 2023

XVI. XVI. Recommendations for 2023-24 CCI

- Continue to send early fall correspondence regarding course and GSI deadlines to CSAs. Consider expanding this correspondence to include reminders of courses to be included in the program statement deadline.
- Continue to engage with possible changes to the Student Academic Conduct Policy.
- Consider having faculty commit to a 3-year term on CCI, because continuity in membership will better ensure policy decision uniformity over time. Terms should be staggered so that only a third of the committee is new each year. A succession plan, such as one year as Vice Chair before serving as Chair, would also be valuable.
- Discuss adding a new requirement for syllabi: contingency planning for campus disruptions. With fires likely to be frequent in fall quarters and campus-wide strikes also quite likely any quarter, every faculty member should be thinking about how their course will continue in the face of disruption. CCI needs to decide whether to require contingency plans in the syllabi and, if required, what standards to apply to evaluating them.
- Train new members on accessing records of previous decisions, so they can use this information to guide and regularize future decisions on student petitions. Consider documenting discussions and generating a best-practices document.
- Allow the committee flexibility to make decisions quarter-by-quarter due to the very unusual circumstances around remote instruction.
- Collaborate with CEP, GC, the Teaching Learning Center (formerly Center for Innovations in Teaching and Learning, CITL), and the administration to develop online course principles.
- Revise Syllabi Requirements to include linked campus policies and student resources such as policies on Academic Integrity, Disability Resource Center, Title XI, CAPS, etc. Consider making an online course "blueprint" requirement.
- Meet with the Office of Admissions to review the process for GE approval for courses taken abroad. This could be done by the incoming CCI Chair in early fall.
- Discuss Writing Requirement Petitions challenges.
- Consider revising course approval deadlines, possibly moving dates earlier.
- Consider "fast track" course approval dependent on CSA certification.
- Continue making course materials available to serve as examples of approvable online and hybrid courses.
- Regular consultation with TLC.
- Consider possible CAT Form revisions.
- Advocate for a new curriculum management system to replace CAT.

CCI notes that in the 2023-24 academic year, it will be necessary to begin addressing the impacts of Generative Artificial Intelligence ("GenAI") on courses. Support from the Governor's Office for increasing the number of online courses at UCs[10] will require a thoughtful Academic Senate response to ensure UC Quality is maintained as new educational opportunities related to these

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[10]Multi-Year Compact Between the Newsom Administration and the University of California, May 2022
https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/UC-Compact-May-2022.pdf

technologies arise. This includes the potential for many courses to be redeveloped to deal with the impact of Generative AI on assessment. [11]

The committee thanks the Office of the Registrar team for their work to support students. Their work to ensure curriculum and student records updates are essential to student success. CCI would like to especially thank University Registrar, Tchad Sanger, Associate Registrar, Kalin McGraw , and Marie Yoo, Academic Preceptor, for their work advising CCI.

Respectfully submitted,

COMMITTEE ON COURSES OF INSTRUCTION
Lily Balloffet
David Bernick
Robert Johnson
Amanda Rysling
Vanita Seth *(F, W)*
Kalin McGraw, Associate Registrar, *ex officio*
Marie Yoo, Academic Preceptor, *Standing Guest*
David Harrison, *Chair*

August 31, 2023

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[11] https://www.gov.ca.gov/2023/09/06/governor-newsom-signs-executive-order-to-prepare-california-for-the-progress-of-artificial-intelligence/

Appendix   **I.**

ACADEMIC SENATE

Online Course Request Guidelines

Updated February 2023

In accordance with the Committee on Educational Policy (CEP) and Graduate Council (GC) Policy on UC Santa Cruz Undergraduate and Graduate Online and Hybrid Courses, CCI can permanently approve online course requests. In addition, CCI may provisionally approve course requests in situations where a permanent approval is not currently warranted but evidence suggests it may be granted after modifications to the course are made and/or more evidence is captured of the requested modality's efficacy.

This page contains:

- **A brief discussion of CCI's remit** when assessing course requests.
- **When to apply to CCI for online modalities** versus when to apply to the Committee on Educational Policy (CEP) or Graduate Council for special measures such as emergency remote instruction.
- **How to choose an online modality**.
- **Materials to be submitted** with online course requests.
- **The rubric CCI uses** to assess pedagogical justifications for online modalities.
- Answers to frequently asked questions (FAQ).

CCI's remit

In assessing course requests for any modality, online or in person, CCI are only concerned with primary instruction, the three hours and ten minutes a week (for a five credit class) when students and instructors have traditionally been face-to-face in the classroom. No assessment of secondary instruction is undertaken other than to confirm it matches the requested modality.

Applications for online modalities should be based solely on pedagogical merit: applicants should explain how the course is designed in the chosen online modality in order to effectively meet its learning goals.

Where to apply

Requests can be submitted directly in CAT (Curriculum and Tracking) system. If you need to request access, or have other issues entering the system, email cmphelp@ucsc.edu. Applications for online modalities made purely on non-pedagogical grounds including, but not limited to, the availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for a Course Sponsoring Agency's (CSA's) curricular goals, should be directed to CEP for exceptional approval.

When CSAs have both pedagogical and non-pedagogical rationales for applying for online modes of instruction, they are encouraged to apply to CCI first on the basis of their pedagogical rationales. CCI may then direct them to CEP if necessary.

Choosing an online modality

Instructors are encouraged to consult Online Education as early in the process of their course development as possible, especially for help in identifying the online modality that the instructor will find most effective for their course's needs.

CCI encourages instructors to begin by considering the learning goals of their course and the programs that their course serves. Based on the nature of the material that is covered and any specific challenges that this material presents to students, instructors should identify the activities and assessments that they find most effective for teaching this material, and then propose an online modality that the instructor judges will most effectively support those activities and assessments.

Materials to be submitted with online course requests

All online course requests submitted via the CAT System must include the following documents:

- A syllabus for the in person version of the course.
- A syllabus for each online modality requested.
- Pedagogical justification for the requested online modality or modalities (optional)
  - Provides additional and/or consolidated material from the requested modality's supplemental questions.

Rubric for Online and Hybrid Course proposals

Below are the criteria on which CCI will evaluate course proposals for online and hybrid courses. These criteria should be discussed within the instructor's Pedagogical Justification document or in responses to the supplemental questions for the modality they are proposing.

Note all syllabi must also meet all CCI non-modality specific CCI Course Syllabus requirements.

More detailed explanations and examples follow these tables.

Basic Criteria:

Criterion	Address in...
Lists learning outcomes for the course	Syllabus and Supplemental Online Question 1
Demonstrates that learning outcomes are identical for offerings of the course in different modalities	One syllabus for each modality (e.g., in person, online synchronous) and Supplemental Online Question 1
Demonstrates differences in teaching strategies for offerings of the course in different modalities	One syllabus for each modality (e.g., in person, online synchronous) and Supplemental Online Question 1
Uses identical final assessments across all modalities	One syllabus for each modality, and Supplemental Online Question pertaining to final exams (6 or 7)

Note the Basic Criteria are assessed solely on a reading of the supplied syllabi.

All applications will receive feedback on the above Basic Criteria. Only applications that satisfy the Basic Criteria are guaranteed to be assessed against the following Detailed Criteria.

Satisfying the Basic Criteria may be sufficient to warrant **provisional approval** but this is not guaranteed.

Detailed Criteria:

Criterion	Address in...
Connects learning outcomes for the course to PLOs	Supplemental Online Question 2
Includes a clear rationale for course design decisions in selecting the online format. (May list factors driving course design or course components that students need particular emphasis on.)	Multiple possible answers - in some or all of Supplemental Online Questions 1, 2, 4, or 5
Includes an explanation of how the modality will be leveraged to support the activities, assignments, and assessments in the course	Supplement Online Questions 3 or 4
Includes discipline-appropriate methods to safeguard academic integrity	Supplemental Online Question pertaining to final exams (6 or 7)
Major-required courses only: Course is required and offered in person also during AY or an exception is justified.	Supplemental Online Question 2

Rubric Explanations and Examples

The following sections provide explanations and examples for the criterion in the rubric above.

Lists learning outcomes for the course

Learning outcomes should describe what your students will be able to do at the end of the course that they couldn't do at the beginning. Learning outcomes tell students what they will gain from taking the course and what they will be assessed on. They also serve as a guide to the instructor in course design: All activities, assignments, and assessments should connect to learning outcomes.

Because they are the basis for assessment, learning outcomes should specify *observable* skills, knowledge, and attitudinal orientations you expect students to develop. Because they are focused on student performance, they should specify what *students* will do. These are examples of appropriate learning outcomes:

- Students will be able to select and apply appropriate statistical tests to compare samples.
- Students will be able to explain the potential effects environmental policies will have on economic growth.
- Students will be able to compose a literature review using the conventions of sociology research.

Connects learning outcomes for the course to learning outcomes for the CSA

In answers to the Supplemental Questions, an articulation of the learning goals of the course and their relationship to the Program Learning Outcomes's (PLO's) broader goals should include explanations as to:

- Which skills this course develops;
- Which knowledge and perspectives this course conveys;
- Where in the degree program this course sits;
- Which courses it assumes as prerequisites; and/or,

- Which courses it serves as a prerequisite for.

Includes a clear rationale for course design decisions in selecting the online format. (May list factors driving course design or course components for which students need particular emphasis.)

Examples of a clear rationale for course design decisions (including which factors drove course design or need greater emphasis) in answer to the Supplemental Questions may include examples such as the following:

- A course may have a heavy memorization load of novel terms or concepts, which students must learn as their basic foundations, in preparation to apply those terms/concepts in reasoning or problem solving. Instructors may need to repeatedly reinforce basic novel terms and concepts, while also engaging students in real-time problem solving exercises with these ideas. This combination of heavy memorization and real-time problem solving might prompt the selection of either a hybrid (of asynchronous and synchronous online) or a "flipped classroom" with synchronous online meetings, because the need to refine problem solving requires in vivo discussion, but the need for memorization requires solitary engagement.

- A course may require students to repeatedly write or create and refine in response to feedback or discussions, in addition to providing feedback to other students or engaging with other students' work products. Instructors may need to teach students how to communicate effectively for these purposes, while also engaging students about the content of their work. This need to write/create and refine effective communication on an ongoing basis might prompt the selection of a synchronous meeting, so that instructors can model effective communication and make adjustments to course discussions in real time.

Demonstrates that learning outcomes are equivalent for offerings of the course in other modalities (if the course is offered in more than one modality)

Equivalent learning outcomes are not necessarily the result of equivalent activities or assessments throughout the course, although courses are required to have the same final assessment method across all modalities. This concern is applicable only for courses that will be offered in multiple modalities.

This equivalency is intended to ensure that students who take a course in one modality will be just as able to acquire the skills and knowledge from that course, and just as able to continue in any subsequent courses that build on that course, as students who take the course of the same catalog number and name in another modality. That is, learning outcomes cannot differ based on modality, but assessments and activities should vary as appropriate. Addressing this part of the application should take place in both the Supplemental Questions and the submitted syllabus, as follows:

1. In responses to the Supplemental Questions, CCI encourages instructors to write comparatively, explaining how offering the course with different modalities will result in identical outcomes, although interim assessments or activities may be different.

2. CCI requires the submission of two syllabi (one for online, one for in person), which have different activities and assessments, but serve the same learning goals, so that the equivalency can be illustrated by comparison between the two modes.

Includes an explanation as to how the modality will be leveraged to support the activities, assignments, and assessments in the course

For example, a course might use a synchronous online modality with a "flipped classroom" design, because the novel terms and concepts are easier learned if students learn initially via reading and comparing with their own intuitions. In such a course, the homework material used by students for their independent learning would be designed to both reinforce the novel terms and concepts with which students need to be familiar, and guide them through their first attempts at new problem solving. The synchronous meeting portion of the course would still allow the instructor to explain different approaches that were taken to solving homework problems, lead the class in practice real-time problem solving, and/or assign groups of students to breakout sessions for more heavily discussion-based

collaborative reasoning. The explanation in the application would include specific mention of planned activities and assignments that serve the learning outcomes, and explain how those are addressed effectively with the selected modality.

Includes discipline-appropriate methods to safeguard academic integrity

CCI recognizes that the appropriateness of a final assessment, both as an evaluation of student progress and as a successful safeguard of academic integrity, will depend on various factors, such as the material of the course, the discipline-specific conventions of communication and work evaluation recognized by CSAs, and the evolving challenges of mitigating new strategies or technologies. CCI welcomes discussion of the factors that lead to the selection of a particular final assessment, including but not limited to how it addresses academic integrity concerns, how it compares to other courses taught by the same CSA, and how it compares to the practices that are currently standard in a given field.

Assuring academic integrity as part of online teaching is both a challenge and a frontier, with methods and tools changing and being added year by year. Proposals for online teaching should include a requirement that students taking online classes agree to follow the same academic integrity standards as students in in-person classes. In addition, instructors should be clear what parts of the course are intended for collaboration and direct sharing of ideas and information, and what parts (specific assignments, quizzes, tests) are intended to provide information on learning outcomes for individual students. In addition, the use of specific methods and tools for safeguard academic integrity should be listed. For example, online quizzes and tests can use systems that shuffle questions and answers. It may be appropriate to allow open-book quizzes or tests if the time for which they are available is limited (subject to modification is appropriate for an accommodation). CCI welcomes discussion of the factors that lead to the selection of a particular final assessment, including but not limited to how it addresses academic integrity concerns, how it compares to other courses taught by the same CSA, and how it compares to the practices that are currently standard in a given field.

Answers to Frequently Asked Questions (FAQ):

Q: Does an online version of a course have to be "better" than the in person version?

> A. No. Neither the in person or any online versions of a course should be demonstrably better, worse, easier, or harder than any of the others. Students who take a course in a particular modality should neither be penalized nor rewarded for doing so.

Q: If I simply move lectures from the classroom to Zoom will I be granted Synchronous Online modality?

> A. No. This is remote instruction which can not be granted by CCI.

Q: If I simply record lectures and have the students watch them at their own pace will I be granted Asynchronous Online modality?

> A. No. Whilst inverting the class so students watch your recorded lectures ahead of primary instruction is perfectly acceptable in all modalities, the form the primary instruction takes must be well articulated in your proposal.

Q: I want to have online closed book examinations but am concerned about academic integrity, are ProctorU and or Zoom Proctoring recommended?

> A. CCI does not recommend the use of ProctorU or related remote proctoring. Instead of requiring online closed book examinations, CCI recommends examinations be re-worked so they are not susceptible to the potential for cheating inherent in online versions.

Q: Can I hold an in person, timed final for my Synchronous or Asynchronous Online course?

> A. No. In person examinations are only supported for in person and hybrid courses.

Q: Can I hold mandatory in person secondary instruction (discussion sections, labs, office hours) for my online course?

A. No. If you need in person secondary instruction, apply for hybrid modality.

Q: Can courses that are approved for online or hybrid instruction also be taught in person as needed?

A. Yes. All courses that are reviewed (or have already been approved) for online or hybrid instruction of any type are also approved to be taught in-person as needed. No additional course forms are required for the in-person offering.

Q: Do I need to submit a revision for each format? Can courses seek approval for multiple online formats in a single revision / proposal?

A. Courses approved for one format of online or hybrid instruction will not be assumed approved for the other formats. If your department is considering alternating online formats in the future, we recommend this to avoid possible future revisions. Multiple online modalities can be selected in the same course form; you'll be required to answer the associated questions and attach a syllabus for each proposed format.

Q: If the course has asynchronous lectures but mandatory synchronous sections, does that count as asynchronous or synchronous?

A. This is still Asynchronous, and an approval form for Asynchronous instruction should be completed. CCI asks that the department clearly state in the class schedule (using the section for Class Notes) that the course has required synchronous sections.

Q: If the course has been denied, am I allowed to resubmit for a different quarter?

A. Yes, please update the quarter if needed and revise response questions in CAT.

Q: If I work with Online Education or CITL, am I guaranteed course approval?

A. This does not guarantee approval but provides excellent support.

Q: Can I consult with Online Education or CITL on the design of my course prior to proposing it to CCI?

A. Yes. Online Education and CITL are available to work with you.

Q: I occasionally use multimedia in my classroom to engage students (this might be through the playing of games, use of virtual or augmented reality, or viewing films). Is this a sufficient justification for an online or hybrid classification?

A. If the sole pedagogical justification for using an online or hybrid format is the inclusion of multimedia, this is likely to be insufficient for CCI approval. The pedagogical explanation should focus on how the inclusion of multimedia in online or hybrid courses can lead to equivalent learning outcomes.

Q: If an existing course is approved for an online or hybrid, does it mean that all subsequent offerings have to be taught in the online format?

A. No, Course Sponsoring Agencies can choose to offer the class in an in-person format after earning online or hybrid approval.

Q: Can I see examples of applications that were granted online modality?

A. Yes. Contact the CCI Analyst (mgardea@ucsc.edu) for details.

Q: Can I see a list of courses with online approval?

A. Yes. Contact the CCI Analyst (mgardea@ucsc.edu) for details.

Appendix II.

Modality Report (Provided by the Office of the Registrar)		
Fall 2022		
Instruction Mode	COUNTUNIQUE of Primary Offerings	**Percent of Total**
Asynchronous Online	53	4%
Hybrid	16	1%
In Person	1324	93%
Remote / Asynchronous Online	5	0%
Remote / Synchronous Online	14	1%
Synchronous Online	11	**1%**
Grand Total	**1423**	
Winter 2023		
Instruction Mode	COUNTUNIQUE of Primary Offerings	
Asynchronous Online	61	4%
Hybrid	29	2%
In Person	1310	92%
Remote / Asynchronous Online	1	0%
Remote / Synchronous Online	12	1%
Synchronous Online	8	1%
Grand Total	**1421**	
Spring 2023		

Instruction Mode	COUNTUNIQUE of Primary Offerings	
Asynchronous Online	57	4%
Hybrid	19	1%
In Person	1299	93%
Remote / Synchronous Online	10	1%
Synchronous Online	13	1%
Grand Total	**1398**	
Summer 2023		
Instruction Mode	COUNTUNIQUE of Primary Offerings	
Asynchronous Online	119	26%
In Person	222	49%
Remote / Asynchronous Online	9	2%
Remote / Synchronous Online	56	12%
Synchronous Online	46	10%
Grand Total	**452**	
* Note that Remote Instruction includes both CEP/GC emergency remote, and APO accommodations		