

COMMITTEE ON COURSES OF INSTRUCTION Annual Report 2023-24

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, a sixth meeting in winter, and an ad hoc offline meeting at the end of spring quarter 2024.

This year, CCI invited Assistant Vice Provost for Educational Innovation (AVPEI), Michael Tassio, and Assistant Registrar, Denise Booth, to attend as standing guests and share their expertise in curriculum and course design. CCI also continued the practice of including Academic Preceptor, Marie Yoo as a standing guest. Associate Registrar, Kalin McGraw, serves as non-voting ex officio member.

Holding an orientation prior to tasks being assigned allowed new members to become acquainted with resources and responsibilities. CCI continued the practice established in 2021-22 of having the CCI Analyst attend Committee on Educational Policy (CEP) meetings with the CCI Chair in an effort to strengthen communication between committees. The CEP and CCI Chairs also held regular check-in meetings to coordinate committee business.

I. Course Approval Deadlines

Consistent with recent practice, CCI began fall quarter by communicating to Course Sponsoring Agencies (CSAs) regarding the CCI Deadlines for the 2023-24 Academic Year (*September 6, 2023*) which included links to the [Course Approval Calendar](#).¹ 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 the future, CCI may wish to contact CSAs planning extensive program changes or new programs to caution them that late requests may result in courses not being approved in time for first round enrollment.

II. Fall Senate AMP General Meeting Presentation

On Thursday, December 14th, 2023, the CCI Chair, CEP Chair, and Graduate Council (GC) Chair attended a UCSC Administrative Management Professionals (AMP) general meeting. The CCI Chair gave a brief update on online course criteria, Senate deadlines, summer session course issues, and committee goals for the academic year. CCI believes this open communication was productive and allowed for a question and answer session which proved productive and efficient.

¹ Course Approval Calendar: <https://registrar.ucsc.edu/calendar/other/course-approval.html>

III. Course Approvals

Between September 1, 2023, and August 1, 2024, the committee reviewed 444 courses proposals (approved and returned). Of those, 401 were approved by CCI. Of the approved courses, 203 were proposals for new courses and 198 for course revisions. As of August 1, 2024, 43 courses were returned by CCI and either await CSA revision or were withdrawn by the CSA.

IV. Online Course Review

As in 2021 and 2022, CCI requested approval from CEP and GC to provisionally approve courses when warranted. Before this, courses were only granted permanent approval or returned. While the practice of provisional approval generates more administrative workload, it also allows the generation and collection of course outcomes that may enable CCI to assess the impacts of online and hybrid modalities on student success.

In consultation with CEP and GC, in January 2024, CCI revised the [Online Course Request Guidelines](#).² This action was taken in response to CSA and Senate committee concerns regarding online course review criteria in the previous academic year.

The primary changes included:

- Clarification that applicants should explain how the course is designed in the chosen online modality in order to effectively meet its learning goals.
- Inclusion of in-person syllabi is optional if the intended mode was online.
- CCI removed the criteria that final assessments be identical across modalities.
- Criteria for permanent approval titled “detailed criteria” was deleted from the CCI guidelines webpage with the intention that this will be revised.
- CCI clarified that remote proctoring was not recommended but also not prohibited.
- Clarification to CSAs that in-person components of online courses need to be transparent to students and may require Registrar Office coordination.

Additionally in fall 2023 CEP, GC, & the Teaching & Learning Center (TLC) proposed the establishment of a New Course Design Certification Pilot Program, which CCI reviewed. The proposal outlined an optional TLC program to advise instructors and the faculty authors of new courses with clear and consistent standards by which their proposals can be approved. While CCI enthusiastically supported this program, ultimately it was not pursued due to the success of provisional course approval. However, this outline may serve as a template for course design training in future.

V. Course Modality Questions

A small subcommittee of CCI Members and the Assistant Vice Provost for Educational Innovation, Michael Tassio, met four times over the winter and spring quarters to discuss improving online course review by revising the Supplemental Course Questions for Online and Hybrid Modalities. The original Supplemental Questions were developed by CEP in conjunction

² Online Course Request Guidelines, Updated January 2024: <https://senate.ucsc.edu/committees/ci-committee-on-courses-of-instruction/guidance-applications-online-modalities.html>

with the [Online Course Policy](#).³ Each modality had a unique set of questions. In-person courses were not required to answer questions about course design. CCI felt this lack of congruency was problematic and also wanted to revise the questions to address issues that had arisen since the questions were first introduced.

Subcommittee members goals for revisions were:

- Improve and streamline the process for proposing or revising any course, in any modality;
- Provide faculty with additional support and resources, including models, where relevant;
- Respond to faculty concerns and complaints about the approval process for online synchronous and asynchronous proposals; and
- Make changes and revisions that benefit faculty and students.

Members reviewed selected scholarly articles and online course review questions at other universities. The subcommittee also discussed CCI member concerns that the current questions did not always provide clear information about instructor intention, policy compliance, and course design decisions.

The subcommittee drafted a single set of questions to be asked of all new courses and courses being significantly revised, regardless of modality. In spring 2024, CCI requested feedback on proposed changes to Course Modality Questions from CEP and GC. The CCI Chair attended GC and CEP meetings at which the proposal was discussed. In an effort to streamline and create a more equitable review, CCI proposed that in place of the current modality-specific supplemental questions, a single set of course design questions be asked in all new courses and courses being significantly revised. It was a goal of CCI to ensure the standard for in-person courses and online were aligned.

The CCI subcommittee and the TLC developed resources to support instructors in responding to the revised questions which include a teaching strategies sheet, guidance on Generative AI, approved educational technologies, and current modality definitions.

These questions will be updated in the CAT system in early fall. CCI plans to update the Course Review Rubric for fall 2024 and describe what the criteria would be for permanent approval by the end of the coming year.

VI. 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:

³ Committee on Educational Policy (CEP) and Graduate Council (GC), UC Santa Cruz Undergraduate and Graduate Online Hybrid Courses: <https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/final-revised-cep.-gc-online-course-policy-051221.pdf>

- **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.

VII. 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:

- 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.
- CCI noted that new GSI taught course submissions are occasionally being submitted as one-off offerings, typically delivered during an upcoming summer session, or are being submitted without faculty review. CCI suggests that course submissions should be intended for multiple offerings and have responsible faculty oversight.
- Summer session course proposals should meet the requirements equivalent to a 10-week course in terms of content, instructional hours, and requirements.

VIII. Senate Guidance on Course Syllabi

Following a request from VPDUE Hughey, CEP, CCI, the Committee on Teaching (COT), and GC offered guidance via a short FAQ sheet regarding course syllabi (January 31, 2024). The Senate committees acknowledge that CSAs have different needs and/or expectations, and therefore some questions are best left to CSAs and instructors to determine what is appropriate in a specific field or course, and affirmed that the logistics and specifics of how a course is managed are solely within the instructor's purview.

IX. UNEX XSC Course Proposals

In the 2023-24 academic year, CCI returned a collection of XSC courses⁴ grouped under premed and international student preparation themes with concerns that the syllabi were incomplete. A revised proposal was submitted to CCI on Oct 16, 2023. The committee reviewed the 12 XSC courses which included upper division METX, BIOL, MATH, ECON, courses and a STEV course. UNEX advised they hoped to put forward courses from the Writing Program and History in the future as well.

In a response dated November 21, 2023, CCI advised that the proposals were difficult to evaluate without additional context and without more detail regarding implementation and any ongoing support from programs and departments on the main campus. CCI advised that departments should be consulted regarding quality control, instructor oversight, and articulation. CCI recommended that the request be forwarded to CEP to better allow the Senate to understand the future certificate potential.

UNEX consulted with CEP (January 10th) and CCI (February 12th) in an effort to resolve policy and implementation of the XSC courses. CCI members were also invited to attend the CEP consultation. These conversations helped CCI to better articulate their concerns, which were outlined in the April 4, 2021 correspondence.

CCI had ongoing concerns about XSC courses in general and specific course concerns, which are listed below:

General Questions:

- CCI received clarification that the proposed XSC courses are not part of a “program” but rather a collection of courses. CEP and CCI need confirmation that these would not be marketed as a program and will not be transitioning to become a program without prior CEP review and approval in the future. CCI requested that CEP continue to review these courses alongside CCI as individual courses despite no formal certificate being requested.
- CCI noted in the proposals that were shared with CEP, that there are Campus Partners listed. CCI requested confirmation from **not only departmental Chairs and/or College Provosts, but from their undergraduate curriculum committees**. These letters should include a link to the definition of XSC courses⁵ and list all courses individually; general support for the initiative is not sufficient. CCI asked that in addition to a Chair letter the XSC Questionnaire for Main Campus CSAs⁶ also be completed.

⁴ CEP Classifications of UNEX Courses <https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-ucsc-unex-courses.pdf>

⁵ Committee on Educational Policy, Classification of UCSC-UNEX Courses: <https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-ucsc-unex-courses.pdf>

⁶ UNEX XSC Questionnaire for Main Campus Course Sponsoring Agencies: <https://docs.google.com/document/d/1SP5DMW-dX5W5HxfryA9KEK9EQ33kNM60/edit>

- What is the role of Campus Partners versus UNEX in instructor selection and oversight? If GSIs are proposed, CCI approval is needed for each offering. How will CSA engagement and CCI approval be maintained over time?
- Is it possible for enrolled students to take these UNEX courses (especially those who have failed their analogues at the main campus, i.e., triple take)? CEP is concerned there is no mechanism to stop a matriculated student from taking a UNEX XSC course over the summer. Please address this.
- As Program MOUs were written before XSC courses were actively requested, these MOUs require updates. For XSC courses, undergraduate curriculum committee approval will be needed and the course approval form will be revised. CCI XSC approval will be provisional, requiring reapproval after 5 years. CCI has developed an XSC Questionnaire for CSAs to use when reviewing these courses. Please see the enclosed attachment.
- CCI would like to note that if faculty teaching these courses are the same as the main campus, CCI is more likely to approve.
- These courses currently state that they may use an online teaching modality, “hyflex,” which is not available for main campus courses. If XSC courses seek equivalence with main campus ones, then they must adhere to the same modality guidelines.
- How will course prerequisites be verified?

First Year Transition Academy Program Questions:

- Please provide verification from stakeholder departmental curriculum committees specifying (i) whether they support these courses and (ii) whether these courses will be accepted for major declaration. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.

Postbaccalaureate Premed Questions:

- Please provide verification from stakeholder departmental curriculum committees specifying whether they will support these courses in the capacities that UNEX envisions their involvement, such as for instructor selection, etc. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.
- Please confirm that only non-matriculated students with a bachelor’s will be permitted to take the Postbaccalaureate (Postbacc) Premed XSC courses offered by UNEX and provide a detailed description of how this will be administratively implemented by UNEX. In particular, because UCSC undergrads are not by default matriculated at the main campus during summers, how will UNEX prevent their enrollment in XSC courses? We note that the main campus Senate must still study the question of whether this exclusion violates Systemwide Regulation 810.

- Pre-Med: “focuses on assisting students in the communities of Santa Cruz, Santa Clara and Monterey Counties.” How would the program implement this geographical focus (i.e., distinctly serve students from these counties), and how would that geographical focus be sustained over time? Are there precedents for such a geographical emphasis? Is there a distinction from, and is there likely to be an impact on local community college pre-med, e.g. Cabrillo College’s? Is there data to suggest students in this pre-baccalaureate extension course cluster would work in these counties eventually?
- CSAs should directly state if these courses will be accepted as fulfilling major requirements, should a matriculated student petition for concurrent enrollment (SCR 6.3).⁷

Academic Preparation for Success Program:

- Please provide verification from stakeholder departmental curriculum committees specifying (i) whether they support these courses and (ii) whether these courses will be accepted for major declaration. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.
- All of the courses that are listed in the proposed programs have not yet been received for approval. When will these be sent to CCI?
- It is not clear to CCI how some of these courses would benefit international students in their preparation for enrolling at a US university (e.g., ECON). Please explain the rationale for the inclusion of the courses in this program.

CCI additionally reached out to UNEX to schedule a summer consultation on July 2nd to discuss any concerns or possible issues before the revised requests were submitted to CCI in 2024-25. This meeting was primarily focused on possible pathways to approval for these courses.

CCI noted the value of these programs to support premed students locally and better prepare international students, and also hopes to avoid potential articulation and workload concerns by ensuring that CSAs have been consulted and have a full understanding of the partnerships required to offer for-credit undergraduate upper division extension courses.

X. Student Petitions

Deferred Student Petition Review from Summer 2022-23

In 2022-23, CCI deferred making decisions on non-urgent student petitions received during summer quarter 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 received and reviewed during summer 2023 are as follows: 98 student petitions were received over summer. Of these 58 (59%) were approved and 36 (37%) were denied, and 4 (4%) were withdrawn after review.

⁷ Santa Cruz Division Manual, Part II, Section II, Chapter 6 – Student Program of Studies:
<https://senate.ucsc.edu/manual/santacruz-division-manual/part-two-regulations/section-three-ug-program/chapter-six-studentprogramstudies/index.html>

The largest number of deferred petitions were Grade Option Change: Graded to Pass/No Pass (43, 44%), followed by Add a Course/Drop a Course (19, 19%), Withdrawal Grade (14, 14%), Substitution of GE Requirements (12, 12%), and Grade Option Change: Pass/No Pass to Graded (10, 10%).

During summer 2023, 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), or Grade Change (0).

Student Petition Review 2023-24

The committee made decisions on 440 student petitions received during the 2023-24 Academic Year. Of these, (271, 62%) were approved and (169, 38%) were denied.

The largest number of petitions reviewed were for Substitution of GE Requirements (118, 26.8%), followed by Grade Option Change: Graded to Pass/No Pass (105, 23.9%), Withdrawal Grade (101, 23.0%), Add a Course/Drop a Course (61, 13.9%), Grade Option changes: Pass/No Pass to Graded (20, 4.5%) and DC Substitutions (20, 4.5%), Grade Change request (10, 2.3%)

Transfer/Duplicate Credit Exception (3, 0.7%), Waivers of Senior Residency requirements (2, 0.5%), Writing Requirement Extensions (0, 0%) and Catalog year change requests (0, 0%).

Grade Grievances

As of August 1, 2024, CCI had received 10 grade grievances during 2023-24. Of the grade grievances, 8 were denied, 1 was resolved via CCI facilitated consensual resolution (between the instructor, department chair, and student), and 1 will be reviewed in the next year due to late submission. CCI saw a number of grievances related to grade breakdown explanations. The importance of clear grading policies is essential in communicating with students how grades are determined. CCI continues to receive petitions related to Academic Integrity. This year with the help of the department chair and instructor, CCI was able to facilitate a consensual resolution to one grievance in which the student was granted a Withdraw (W) grade and allowed to retake the course via credit by petition. CCI applauds the efforts of this department to address this matter. 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.

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

In the past, CCI members have relied heavily on the support of college advisors when reviewing Catalog Year Changes for General Education (GE), and observed that delegation of this authority since 2022 has proved efficient and beneficial to students. CCI will again consider delegating the authority to authorize catalog year changes to the Academic Preceptors until fall 2025. Related GE Substitution petitions were reviewed by CCI.

XII. GSI Request Reviews

Between September 1, 2023 and August 1, 2024, the committee approved 251 requests for Graduate Student Instructor (GSI) teaching appointments, 2 are still pending CCI review. 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. 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](#)⁸ 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.

After the CCI Analyst and Chair consulted with the Academic Personnel Office (APO), CCI was advised by APO that, based on recently negotiated contracts, CCI should no longer make exceptions to the primary Teaching Fellows criteria based on CSA justification for the students not having the required teaching experience. For the Teaching Fellow title, APO campus policy requires GSIs to have 6+ quarters of teaching experience at UCSC and have advanced to candidacy (unless the GSI held the TF title before the policy revision). There is some flexibility for summer GSI who will meet the criteria by their summer appointment, contingent on advanced to candidacy ATC or reaching required quarters. CCI hopes to continue working with the APO to ensure that CSAs are aware of the policy change and that any future changes are clearly communicated.

XIII. Revisions to Committee on Courses of Instruction Policy on the Appointment and Use of Undergraduate Teaching Assistants (UTAs)

In 2023-24 CCI witnessed an increase in the number of overall UTA requests, and had concerns that this trend will continue as the cost of supporting graduate student TAs continues to rise. Alongside this, CCI had the impression that more recent requests included an increase in the proposed workloads of individual UTAs. CCI noted that training practices for UTAs seem to differ from those of graduate student TAs, such that there were no training requirements for UTAs, but departments and CSAs did provide such training for graduate TAs (though such training in some cases was limited). CCI received multiple UTA requests that explicitly stated that no TA training would be provided. CCI had two particular concerns about this. First, there did not seem to be a mechanism for ensuring that undergraduate TAs are trained on and understand campus requirements, reporting and resources information (Title IX, CAPS, DRC), or their FERPA responsibilities before their appointments. Second, there did not seem to be an expectation, much less a requirement, that undergraduate TAs receive any kind of comprehensive introduction to their duties or preemptive discussion of the difficulties that they may encounter during their TAships.

Following consultation with CEP, GC, COT, and the Academic Personnel Office, CCI revised the Policy on the Appointment and Use of Undergraduate Teaching Assistants (UTAs) *AS/SCP/2091*

⁸[Committee on Courses of Instruction, Faculty Oversight and Mentoring Agreement for Undergraduate Courses: https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf](https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf)

on May 6, 2024. A clause was added that states “*UTAs should have demonstrated preparedness to serve, either by having achieved a grade of A in the course for which they will TA or in subsequent courses in a sequence, or by other evidence of academic preparedness, which should be explained in the appointment request. UTAs should complete the course on teaching ethics for TAs currently in use on the campus. TAs are expected to complete the course as part of their compensated time.*”

XIV. UTA Reviews

In the 2023-24 academic year CCI reviewed 44 UTA requests, of which two were withdrawn by departments (one based on student availability, the second on likely CCI denial), and 42 approved by CCI. Many requests lacked clear mentorship or training plans for UTAs which delayed several approvals. In some cases, academic competency was also unclear.

In recent years, Summer Session has not sought CCI approval for UTAs. The CCI Analyst and CCI Chair sent informal outreach to Summers Session leadership to clarify the need for CCI UTA review. It might be helpful to also advise departments that frequently employ UTAs of the need for complete UTA requests.

XV. 281 Courses

CCI members corresponded both informally and formally with GC to express concerns regarding 281 and similar courses.

CCI remains concerned that it is very unlikely that all, or even most, graduate students enrolled in 281 courses that correspond to lab meetings are regularly doing 3 hours a week (the amount expected for 1 credit) of work, or the 6 hours that would be expected for 2 credits.

Syllabi for 281 courses often lack the basic components that would be expected for regular graduate courses. Of particular concern with respect to hours of work that a student completes, these syllabi often lack (i) a weekly schedule of meeting topics, required materials, or readings, (ii) specific learning outcomes, or (iii) any statement of pre or corequisite courses or necessary/assumed background on the part of the student. CCI interprets these missing items as a lack of either structure or requirements commensurate with expecting multiple hours of engagement per week in certain courses.

CCI believes that work for 281 courses should not be double-counted with work for any other independent study or seminar-type course, or otherwise paid activities. CCI hopes to collaborate with GC in future to develop a policy or guideline around these courses.

XVI. Physical and Biological Sciences (PB Sci) Proposed Science Excellence First Year Seminars

In June of 2023, CCI returned courses for the proposed Science Excellence Program. The program was intended to be housed under a new divisional course code. These courses were numbered: PBS 1A, 1B, 1C Science Excellence First Year Seminars. CCI was generally supportive but noted that a new course code would require CEP approval and returned the courses proposals.

The courses were revised and resubmitted to CCI on December 20, 2023. While CCI applauded the goal of improving student success in PBSci courses, CCI continued to have concerns. In an effort to better understand the proposals, several CCI members attended a CEP consultation with Science Excellence Director Robinson, Assistant Dean Häber, and Associate Dean Weissman on January 31st, which they found helpful.

Despite many efforts to resolve issues of concern, these course proposals were ultimately returned for a second time with the following issues outlined in a communication sent on February 28, 2024:

- Concerns regarding the extent to which academic content would be conveyed by qualified experts.
- Lack of stakeholder department support and consultation.
- Possible content overlap with existing courses run by individual departments.
- Concerns about insufficient academic content in courses.
- A need for clarification of research projects and instructor management of the courses.
- GE clarification.
- Research project logistics.
- Clarification regarding the backgrounds and capabilities of the proposed 6-person teaching team.

CEP similarly rejected the proposed program in February 2024 stating concerns about unanswered questions, the budgetary impact of these proposed courses on core courses required for graduation, and concerns raised by various stakeholders.

XVII. Inquiry Regarding Summer GSI Faculty Mentor Compensation

CCI received an informal request for clarification regarding summer GSI Faculty Mentorship compensation. CCI provided the following guidance based on CEP/CCI memos in Dec 2020 and CEP memos in August 2020:

CCI acknowledges that determining how best to compensate summer GSI faculty mentors often requires additional effort from departments. In previous correspondence with course sponsoring agencies, CCI and CEP have expressed the importance of mentorship and supervision of GSIs and have advised that CSAs may determine how best to compensate mentors. Following the revised 2020 CEP GSI criteria revisions, most CSAs have explained that department/program chairs will serve as the GSI Mentor in summer sessions. At least one CSA has advised that they will compensate faculty mentors by considering this service to the department and that the responsibility is rotated.

Additionally Summer Session advised that the department has the discretion to use its [Summer Revenue Share](#)⁹ to provide additional compensation to faculty mentors. In particular, as an outcome of Senate advocacy and the [Summer Campus Initiative](#), an additional \$100 per GSI taught unit (\$500 per 5-unit course) is included in the department or college revenue share to recognize

⁹ Summer Revenue Share: <https://summer.ucsc.edu/instructors/summer-revenue-share.html>

the mentorship required for graduate student instructors. Departments and colleges can work with their divisional Human Resources offices to determine how best to recognize mentors.

XVIII. Exceptional Cases: Petition for Graduation under suspension of the Santa Cruz Division or Systemwide Regulations

CCI addressed urgent and exceptional cases as is outlined in Santa Cruz Division Bylaw 10.1, which authorizes CCI to approve graduation under suspension of the Santa Cruz Division or systemwide Regulations, in individual cases of minor curricular adjustments. The petition requires approval of the overseeing faculty, followed by the approval of the CCI. As this is a very rare circumstance, this type of petition was processed by email. This option is considered a last resort and used only when a student can document that they were misadvised and no other recourse is available.

CCI approved three requests for petition for graduation under suspension of the Santa Cruz Division or Systemwide Regulations with the support of the students' College Provost and major department chair.

XIX. Correspondence

- CCI to CSAs Re: CCI Deadlines for 2023-24 Academic Year, September 6, 2023
- CCI to CEP, GC Re: CCI Requests Provisional Approval for courses received in 2023-24, September 18, 2023
- CCI to CSAs Re: Reminder of Deadline for Course approvals and revisions that affect upcoming year's Program Statements, November 1, 2023
- CCI to CEP/GC Re: Proposed CEP, GC, & TLC Establishment of New Course Design Certification Pilot Program, November 21, 2023
- CCI to CEP Re: Request for updated UTA Approval Guidelines or UTA Approval Policy, November 22, 2023
- CEP, CCI, GC, COT to CSAs Re: Senate Guidance on Course Syllabi, January 31, 2024
- CEP, CCI, GC, COT to VPDUE Re: Proposed Syllabus Policy, January 31, 2024
- CCI to PB Sci Re: PBS 1A, 1B, 1C Science Excellence First Year Seminars, Second Review January 2024, February 28, 2024
- CCI: MERR 55, February 28, 2024
- CCI to CEP Re: Revised Request for updated UTA Approval Guidelines or UTA Approval Policy, February 29, 2024
- CCI to GC, COT, APO Re: Undergraduate Teaching Assistant Approval Policy, March 19, 2024
- CCI to GC Re: Reviews, Expectations, and Credits for 281 Courses, April 23, 2024
- CCI to BSOE Re: AY 24-25 BE Request for First & Second Pass Enrollment Restrictions, May 13, 2024
- CEP, CCI Re: VPDUE Delegation Request to CEP and CCI re GE's, May 20, 2024

UNEX Correspondence

- CCI to UNEX Re: UNEX proposed BIOL, METX, MATH XSC Courses, November 21, 2023

- CCI to UNEX Re: VLSI X418 3D IC Packaging and Physical Verification, Course Proposal, November 15, 2023
- CCI to UNEX Re: CCI: CMPR X426 Rust Programming Fundamentals, November 22, 2023
- CEP, CCI Re: UNEX Artificial Intelligence Application Development Proposal, February 7, 2024
- CCI, CEP to UNEX Re: Clarification of XSC Proposed Courses, April 4, 2024. Enclosed: UNEX XSC Questionnaire for Main Campus Course Sponsoring Agencies
- CCI to UNEX Re: UNEX Post Consultation Memo for July 2nd, 2024, August 6, 2024

XX. Recommendations for 2024-25 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.
- Consult with newly formed Academic Integrity Office. Consider having faculty commit to a 3-year term on CCI, as 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.
- Collaborate with CEP, GC, the Teaching Learning Center (formerly Center for Innovations in Teaching and Learning, CITL), and the administration to revise online course policy. Revise Syllabi Requirements to include linked campus policies and student resources such as policies on Academic Integrity, Disability Resource Center, Title XI, CAPS, etc.
- Meet with the Articulation Officer to review the process for GE approval for courses taken abroad. Consult with the Writing Program regarding Writing Requirement Petitions challenges.
- Consider revising course approval deadlines, possibly moving dates earlier.
- Continue making course materials available to serve as examples of approvable online and hybrid courses.
- Regular consultation with TLC.
- Review and reflect CAT Form revisions.
- Advocate for a new curriculum management system to replace CAT.
- Advocate for GSI course design support

XXI. Acknowledgements

The committee thanks the Office of the Registrar team for their work to support students. The responsiveness and dedication of this team is greatly appreciated by CCI. CCI would like to

especially thank University Registrar, Tchad Sanger, Associate Registrar, Kalin McGraw, and Assistant Registrar, Denise Booth.

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Respectfully submitted,

COMMITTEE ON COURSES OF INSTRUCTION

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August 31, 2024

Appendix I.

8/22/24, 1:59 PM

Online Course Request Guidelines

ACADEMIC SENATE

Online Course Request Guidelines

Updated January 2024

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.

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 The Teaching and Learning Center (TLC) 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.

8/22/24, 1:59 PM

Online Course Request Guidelines

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

Online course requests submitted via the CAT System may include the following documents:

- A syllabus for the in person version of the course (optional, provide if available).
- A syllabus for each online modality requested (required).
- Pedagogical justification for the requested online modality or modalities. In this pedagogical justification, please include a discussion of how the selected modality was chosen to respond to the needs of the course objectives or materials (this could be integrated throughout responses to supplemental questions, or in a separate document entered into the CAT system).
 - Additional and/or consolidated material from the requested modality's supplemental questions (optional).

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.

Suggest addressing criteria in...

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	Supplemental Online Question 1
Explains differences in teaching strategies for offerings of the course in different modalities	Supplemental Online Question 1

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

8/22/24, 1:59 PM

Online Course Request Guidelines

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

8/22/24, 1:59 PM

Online Course Request Guidelines

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 with

- 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.

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 (if one exists)?

- 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?

8/22/24, 1:59 PM

Online Course Request Guidelines

A. No. This is remote instruction (also known as emergency remote instruction), which can not be granted by CCI. Approval is granted by the leadership of the Academic Senate, or in some cases Academic Personnel Office, in consultation with the administration.

Q: What if I have mixed modes of instruction? Which modality should I apply for?

A. We recommend thinking about it from the student's scheduling perspective. If the student regularly needs to be online at a specific time, we recommend selecting "Synchronous," because this will allow the student to see the course as part of their comprehensive schedule when they enroll. The actual balance of asynchronous versus synchronous activities should then be explained in both the responses to Supplemental Online Questions and in the course structure explanation of the syllabus.

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 but it is not prohibited. 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. Some alternatives to a proctored exam may include thoughtfully designed take home exams. Please see [TLC resources for assessment & feedback](#) for some alternative options.

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

A. While in principle this is possible, it requires advanced coordination of exam space with the Office of the Registrar, and clear communication to students in the course description. Instructors may wish to offer students the option to choose between either an in-person or proctored online exam.

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

A. Yes, however it is essential to make any in-person component transparent to students by noting the requirement in the course description. CCI does not recommend in-person synchronous meetings for asynchronous courses; however, CCI may consider exceptions with adequate explanation.

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 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 the TLC, am I guaranteed course approval?

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

8/22/24, 1:59 PM

Online Course Request Guidelines

Q: Can I consult with the TLC on the design of my course prior to proposing it to CCI?

A. Yes. The TLC is available to work with you.

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. There is not currently an *online only* option.

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 2023	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	58
Hybrid	10
In Person	1369
Synchronous Online	22
Grand Total	1459
Winter 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	63
Hybrid	27
In Person	1331
Synchronous Online	20
Grand Total	1441
Spring 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	51
Hybrid	24
In Person	1298
Synchronous Online	35
Grand Total	1408
Summer 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	148

In Person	214
Synchronous Online	79
Grand Total	441

Appendix III.

CCI Course Modality CAT Questions

CCI Course Modality CAT Questions

Last updated Fall 2024

1. Which **modalities** are you seeking approval for? (Modalities are articulated [here](#).¹⁰)

This course only has in-person, on-campus components:

- In-person **only***

Some component of primary instruction will take place within an online modality. Please select **all** that applies (i.e., please feel free to check more than one box):

- My course will require in-person meeting space on UCSC campus, in addition to its online space (**HYBRID**: online + in-person)
- My course has some/all class meetings online with specific times that students are required to contemporaneously attend (**SYNCHRONOUS**: online synchronous *component*)
- My course does not have regular whole-class meetings online that students are required to attend (**ASYNCHRONOUS**: entirely online asynchronous). Required courses for undergraduate majors and minors, as well as graduate degrees, cannot be offered exclusively in an asynchronous online format. Required courses must be taught in-person at least once during any academic year in which they are offered.
- My course uses a combination of modalities not captured in the checkboxes above. Explain (for example, “My course is asynchronous online but I have two required synchronous meetings: one for a course orientation, and another for students to give their final performances.”). CCI will select which modality is most appropriate based on your response.

* **Note:** All courses, once approved, are by default approved for in-person instruction. If you’re requesting an online mode (online asynchronous, online synchronous, or hybrid), please submit a syllabus that is specific to that online mode. If you are proposing an in-person only course, provide a syllabus that reflects this. CCI recognizes that there may be differences in course structure, assessment, learning activities, etc., in each modality. Please also make the course schedule transparent to students in your submitted syllabus.

Please note that final exams for courses that are fully online (synchronous, asynchronous, or blended online) are expected to be held in the same mode.

2. **New Course:** If seeking online or hybrid approval, what type of authorization are you seeking :
 - I am requesting provisional approval for online/hybrid instruction
 - I am requesting permanent approval for online/hybrid instruction

¹⁰ UCSC Instructional Modes: <https://docs.google.com/document/d/e/2PACX-1vQomMoNZR0tvGOBvRMAOEK6m0wqVozhGCPPTbPmuQ5d3sIacXzqfEaYk04c1S1D06gKyddKvbKrFSJ2/pub>

Course Revision: If seeking online or hybrid approval, what type of authorization are you seeking:

- New request: I am requesting a new authorization to teach the class online/hybrid
 - Renewal: I am requesting permanent approval for online/hybrid instruction following a prior provisional approval
 - Renewal: I am requesting an extension of the provisional approval period
3. In this modality, what [teaching strategies/approaches¹¹](#) are used in the proposed modality? List responses that address each modality the course is taught in.

Note: CCI understands that any course will use a range of available strategies. Also, faculty may want to include information about teaching strategies for students in their syllabi (optional).

4. In addition to the teaching strategies outlined in #2, are there logistical or pragmatic reasons (such as in summer session) for offering this course in this modality?

Note: Pragmatic reasons may include the need to use in-person learning activities in addition to online ones, scheduling challenges or classroom availability, student access during summer, funding, etc. For requests based on faculty access or instructor needs, please contact Academic Personnel and/or CEP. If there are other reasons for which the most appropriate instructor of the course needs to be online, please address those here.

5. Describe a **representative week in the course** including how the instructor (and members of the teaching team when available) engage with students, and how students engage face to face or asynchronously with course materials and learning activities.

For courses supported with Teaching Assistants, describe how Teaching Assistants engage with students through discussion forums, secondary discussion sections, feedback on submitted work, or through other means. If the course is not supported with Teaching Assistants, reply with “not applicable”.

6. What components or course material are challenging for students (or do you anticipate students will find tough in a new course), and how have your course design decisions been tailored to address these struggles?

7. How will [academic integrity¹²](#) be maintained, and how are these approaches aligned with practices within your discipline?

Note: If the type of assessments you plan to use are vulnerable to generative artificial intelligence, please include in your response how you plan to maintain academic integrity in light

¹¹ Teaching Strategies/Approaches by Modality:

<https://docs.google.com/document/d/1ItxsAm2TFkC7bPC2F8Q39XF5xG091SnaaPvei8LX7tM/edit?tab=t.0#heading=h.47rqqlknhzxp>

¹² Teaching and Learning Center, Sample Syllabus Language, Academic Integrity:

<https://docs.google.com/viewer?url=https://docs.google.com/document/d/17f8XYYVw2jrQ3u40-yonY5Q6-0vm8hqImimGW0xWoko/export?format=pdf>

of this concern. The Teaching and Learning Center has [guidance on writing discipline- and course-specific generative AI policies](#)¹³ on its website.

8. **Educational technologies** that are approved to use at UCSC are listed on [the Instructional Spaces and Technology website](#)¹⁴. These technologies have been vetted for disability accessibility and cybersecurity.
 - The educational technologies used in my course are approved technologies.
 - This course uses non-approved technologies. CCI recognizes that some non-approved technologies are discipline- or topic-specific. Provide details below.
9. Have stakeholders (e.g., programs that rely on this course as a prerequisite) been consulted about the proposed modalities? Please explain who was consulted and any responses/outcomes. If this course is required by programs sponsored by other CSAs, CCI strongly encourages consultation about modality.

¹³ Artificial Intelligence in Teaching and Learning: <https://tlc.ucsc.edu/resources/artificial-intelligence-in-teaching-learning/>

¹⁴ Information Technology Services, Instructional Technology: <https://its.ucsc.edu/fitc/>