

CCI Course Modality CAT Questions

Fall 2024

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

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

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

8. **Educational technologies** that are approved to use at UCSC are listed on [the Instructional Spaces and Technology website](#). 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.