

**Committee on Educational Policy (CEP), Graduate Council (GC) &
Committee on Courses of Instruction (CCI)**

Synchronous Online Supplemental Questions & Checklist

Synchronous: Instruction that is characterized by its use of videoconferencing software to facilitate face-to-face, real-time interaction with students. Similar to courses taught in person, synchronous online courses are also characterized by their use of set meeting times that are advertised to students when they enroll.

Open-ended Questions

1. Explain why this course is appropriate in a synchronous online format. If there are student learning outcomes that may be addressed through the offering format, explain them here.
2. Discuss the placement of the course in the department or program's curriculum and whether it is an undergraduate major, undergraduate minor, or graduate degree requirement. If the course has an in-person counterpart, please discuss how the two versions would be scheduled in relation to each other, their expected enrollment levels, or any key differences between the two versions.
3. Describe the methods or approaches used to facilitate interaction between students to develop a sense of community. This can be accomplished through the use of active learning, small group work in breakout rooms or outside of scheduled class time, peer-review assignments, using ice-breakers early in the course, and so on.
4. Describe instructor presence in a typical week for the course. How is class time used, and how does the instructor engage with students outside of class, such as through feedback on assignments or in office hours?
5. Describe the resources and structure provided to students to help them navigate and succeed in this synchronous course. Examples include: using an introduction module; adopting a clear course structure; using the first synchronous meeting to orient students to the course; recording some or all synchronous sessions for students who are unable to attend; holding office hours twice per week and holding one in the morning and the other in the late afternoon to better accommodate students in different timezones.
6. Explain how exams, such as midterms and finals, are administered and explain what steps are taken to maintain academic integrity. If the course uses remote proctoring for synchronously-administered exams, information regarding the method for remote proctoring (i.e., ProctorU or Zoom-based proctoring) must be included on the syllabus.

Instructors are encouraged to provide an in-person option for students to take exams on the UCSC campus whenever possible.

Check-box Statements (required)

- UCSC provides instructors with resources to assist with the design and development of courses that rely on technology to facilitate student learning; the primary contact for this is Online Education (online@ucsc.edu). I am aware of these resources and will make use of them as needed.

- Courses that rely on technology to facilitate student learning provide opportunities to expand accessibility beyond what is typically accomplished through in-person learning. Videos must be captioned, course readings made compatible with screen-readers, live transcripts added, and so on. I am aware of these resources and will make my course accessible to all students.

- I commit to use technologies approved for teaching by ITS and other campus oversight bodies. If I wish to adopt a new technology that does not appear on that list for use in a course, I commit to ensuring that the technology meets campus criteria for accessibility, privacy of student data, and data security. If you have questions about this, please contact its@ucsc.edu or fitc@ucsc.edu to discuss the technological tool in question.

- I pledge that the course will be designed such that TA workload remains within contract limits.