

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

Asynchronous Online Supplemental Questions & Checklist

Asynchronous: Instruction that is characterized by its reliance on lectures, engagement activities, assessments, or other course materials that are pre-recorded and carefully pre-planned for students who will have minimal (or no) face-to-face, real-time interactions. Asynchronous courses do not have set meeting times that are advertised to students when they enroll; instead, students typically access the materials at a time of their choosing within the timeframe specified by the instructor (e.g., all of week three materials might be available on the first day of week three).

Open-ended Questions

1. Explain why this course is appropriate in an asynchronous 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 (note that required courses must be offered in a non-asynchronous format at least once during any year that they are offered). 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 is especially important in asynchronous courses because of the reduced reliance on face-to-face interactions. Examples include using and actively participating in discussion forums (text, video or audio); designing assignments that require peer-to-peer interaction; and creating a climate that is welcoming to all students. More examples of best practices related to inclusion and equity are [available](#).
4. Describe instructor presence in a typical week for the course. Explain how the instructor engages with students through pre-recorded video(s), in discussion forums or through written feedback on submitted work, during office hours or other face-to-face interactions, feedback on students' assignments, or through other means.
5. 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. Describe the resources and structure provided to students to help them navigate, make progress, and succeed in this asynchronous course. Examples include: using an introduction module; adopting a modular course structure; hosting a synchronous meeting to orient students to the course early in the quarter and recording it for students who cannot attend; holding office hours at different times of the day to better accommodate students in different time zones; including time estimates for activities and assignments.
7. 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 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.
- Instructor presence is critical for student success. Teaching an asynchronous course shifts instructor responsibility more heavily to written and recorded engagement with students. This course will be designed such that instructor engagement with students will remain a central component of the educational experience.
- I pledge that the course will be designed such that TA workload remains within contract limits.
- 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.

- ❑ Asynchronous course content, and in particular pre-recorded video, occasionally requires updating. Instructors are encouraged to review and update their course content as needed.