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

Hybrid Course Checklist

Hybrid: A term used generally to describe models of teaching and learning that include multiple modalities in one course. These modalities might be: 1) asynchronous online and in-person (most common); 2) synchronous online and in-person; and, 3) online asynchronous and synchronous.

For the purpose of the hybrid course approval process, courses that take place with at least 50% of the standard contact hours in-person can use the hybrid course checklist below[1].

Courses that will not have at least 50% of the standard contact hours in person should use either the Asynchronous Online or the Synchronous Online course approval processes. Determinations for the appropriate form should be made based on the dominant offering mode for the proposed course. To seek guidance on form selection, contact online@ucsc.edu.

Checklist (required)

- ❏ In a typical week in this course, at least 50% of class time includes required face-to-face interaction between the instructor and students. Face-to-face interaction should primarily take place in-person, but may occasionally use Zoom or other video-conferencing technologies.

- ❏ Midterm or final exams, where present, are administered using the in-person component, and no high-stakes exams are administered using remote proctoring. However, if midterm or final exams are administered remotely, using remote proctoring, or delivered in a take-home format, explain what steps are taken to maintain academic integrity. In the text box, please provide an explanation for CCI's review.

- ❏ UCSC provides instructors with resources to assist with the design and development of courses that rely on technology to facilitate student learning. Resources are available through the Center for Innovations in Teaching and Learning (citl@ucsc.edu) and Online Education (online@ucsc.edu). I am aware of these resources and will make use of them as needed.

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[1] Class time is defined as the number of instructional hours per week. An appropriate measure is the equivalent time spent in-person for a standard, fully in-person version of a course of the same credit count.

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