

For the purposes of course approval, the Subcommittee on Courses (SCoC) recognizes three types of courses:

- 1) Traditional Course - centered on scheduled meeting times in a common physical location between instructors and students, with minimal *required* use of online tools.
- 2) Hybrid Course – uses scheduled meeting times in a common physical location between instructors and students and a significant fraction of *required* online tools.
- 3) Online Course – no *required* scheduled meeting times in a common physical location between instructors and students (though meetings at a common *time* using online tools may be required).

When submitting a course for approval, the type of course must be indicated on the Course Action Form (CAF). The CAF will be modified to include boxes marked "online" and "hybrid". Historically, approval of traditional courses by SCoC included evaluation of the distribution of time spent between various in-class meetings (lecture, discussion, lab, etc.). With the expansion of instructional modes, SCoC will also evaluate the distribution of time spent in hybrid and online courses using various online tools. Therefore, any course currently approved as a traditional course *must* be resubmitted for approval if it will be taught as an Online Course, as this represents a significant change from the original approval review. Any new course being submitted may be simultaneously evaluated for any or all three delivery modes.

The central question the Subcommittee on Courses (SCoC) asks when evaluating online and hybrid proposals is whether the quality of the proposed course is likely to meet or exceed that of the traditional version. Proposed courses that use online tools to enhance the learning experience beyond that of a traditional course are more likely to be viewed favorably. This standard is especially important for introductory and foundational courses, where lesser quality may have a lasting impact on the students.

Responsibility for convincing SCoC that the proposed course will improve or maintain the quality of a UC education rests with the individuals proposing the action. In order to assist SCoC in its evaluation, the answers to the following questions are required:

Required Questions:

- 1) Has this course been approved for traditional (classroom) instruction at UCI?
- 2) Will the content of the online version be different from the approved course and if yes, in what ways?
- 3) What tools (besides student evaluations) will be used to assess the effectiveness of the course? What mechanism is in place to rapidly recognize if the quality of the course falls below that expected for a traditional course?

- 4) Will the enrollment cap and instructor to student ratio differ from those of a traditional course?
- 5) How will the faculty interact with the students (modes of interaction, time allotted for interaction, etc.)?
- 6) If TAs are used, how will the TAs interact with the students (modes of interaction, time allotted for interaction, student to TA ratio, etc.)?
- 7) How will students interact with each other (modes of interaction, time allotted for interaction, synchronous vs. asynchronous, etc.)
- 8) What measures will be used to ensure integrity of student work?

The following set of questions is provided as a guide to faculty in the development of the course. Answers to these questions are optional, but where faculty expect that answers to these questions will help SCoC in its evaluation, such answers are strongly encouraged.

Course Content/Mechanics:

- 1) What is the timing associated with delivery of course material? Will the course be taught in a cohort (students proceed through the course together) or independent study mode (self-paced)?
- 2) What computing and technical needs will the course have? Are resources available for the initial development of the course (faculty effort and resources for the acquisition and presentation of course content)? What percentage of the course will have to be revised each time it is taught?
- 3) Is there a specific problem or set of problems that online delivery is intended to address (e.g., increasing access, relieving impacted courses, reducing costs)?
- 4) How will this way of delivering the course change modes of learning (e.g., auditory or tactile) and affect learning experiences? If this course has a corresponding face-to-face version, please compare the two and explain the differences.
- 5) What specific pedagogical advantages and disadvantages will the technologically-mediated format offer?

Faculty Responsibilities:

- 6) Will the faculty be available on campus to answer questions face to face?

7) What training is required of and/or available to faculty assigned to the online version of the course?

Teaching Assistant Support:

8) Will the course require TA support? If yes, which aspects of instruction will be handled by TAs and will it require specialized training for the TAs?

9) Will the TA be available on campus to answer questions face to face?

Student Assessment:

10) How will the students' work be evaluated, and what type of feedback will they receive?