**Supplemental Questions**

The following supplemental questions should be completed for courses proposed to be offered in an online, or hybrid format. These questions should accompany a course request form. These questions can be used to accompany a new course proposal or as a modification of instructional modality for an existing course.

*Definitions: For purposes of UC Merced instructional delivery, the following definitions of instructional modality will be used. (Note: Course modalities for which there is no change in in-person seat time for students, do not require special approval under this supplemental form.)*

* *Traditional Face-to-Face (approximately 0-29% online): content is typically delivered orally or in writing, may use web-based technology for class facilitation (e.g. posting syllabi online, uploading assignments, etc.) but online delivery of content is minimal*
* *Hybrid (approximately 30-79% online): blends online and face-to-face delivery, has some in-person meetings but a substantial portion of the content is delivered online (e.g. class lecture meets face-to-face whereas discussion groups are online)*
* *Online (approximately 80-100% online): most or all of the content is delivered online and usually has no face-to-face meetings.*

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| --- | --- |
| Course Title and Number:  School/Department:  Course Title and Number: | Instructor:  Instructional Modality Requested:  Online Hybrid Hyflex |

*Please provide a response to each of the following questions related to the course being proposed. It is highly recommended that you pair this set of questions with the* ***“Course Modification Planning Guide”*** *and meet with a staff member in Teaching Commons.*

**Q1. Design & Planning:** How will the overall design of the course support student learning (i.e., alignment of learning outcomes, learning experiences, and assessments; course structure, content organization, navigation, and expectations)?

**Q2. Content Presentation:** What instructional modalities, materials, and UC Merced supported instructional tools will be used to effectively present content across the course? How will the instructor make students aware of the additional institutional student support services?

**Q3. Technology:** What is the essential hardware and software required for students to access the course material? How will this be communicated to potential students?

**Q4. Community and Engagement:** Research shows that a sense of belonging and value in a community is positively associated with student performance, persistence, and motivation. What strategies will be used to establish and maintain a positive learning community, as well as high levels of professional interaction and student engagement?

**Q5. Assessment:** Research has shown that a balance of low-stakes and high-stakes assessment reduces cognitive load and provides multiple student opportunities to engage with the content. Describe the grading policy/scheme. How will the instructor monitor student progress and provide feedback, address the spectrum of student needs, and ensure academic honesty?

**Q6. Evaluation:** What data will be collected and used to evaluate the effectiveness of the instructional modality and improve future course offerings?

**Q7. Accessibility:** How will the course support usability and equal opportunity for all learners (i.e., American Disabilities Act and Universal Design for Learning)?

**Q8. Inclusion:** How does the course design support equity, diversity, and inclusion? How will the privacy of students be ensured (i.e., FERPA guidelines)?