

## Guidelines on Changes to Mode of Delivery

### 1. Modes of Delivery

There are three modes of delivery for instruction at the University of Toronto:

- **In Person:** The majority of instructional time is delivered in-class, but may include some online elements (e.g., Quercus discussion board, online office hours, flipped classroom tools).
- **Hybrid:** One-third to two-thirds of class time is replaced by online activities; assessments may be online or in-class. Includes a balance of scheduled online and in-person activities appropriate to the learning outcomes of the course (e.g., integration of online global classroom elements, combination of onsite field placements and online class meetings).
- **Online:** All instructional interaction occurs without the student and instructor being in the same physical location; assessments may be conducted online or in-person. (Note: WebOptioned courses are considered to be in-person and do not require a curriculum modification.)

Mode of Delivery is a standard field for courses and course elements in the Curriculum Manager (CM) system. Unless explicitly stated, the default mode of delivery for all U of T Scarborough courses is “in person.” Any changes to the existing mode of delivery of a course must be approved through governance.

#### Notes:

- Tutorials do not require a governance process to be offered online, however courses should not only offer online tutorials. An in-person course with a mix of in-person and online tutorial sections is not considered hybrid for governance purposes.
- Moving a large number of courses, particularly required courses, to an online or a hybrid mode of delivery, may constitute a change to a program’s overall mode of delivery. Seek consultation from the Office of the Vice-Principal Academic & Dean if you are seeking to change the mode of delivery for required courses and/or for multiple courses in a program. As a guideline, we suggest consulting if you are considering shifting mode of delivery for i) any required course and/or ii) more than 10% of your course offerings.
- Any online assessments must be designed with careful attention to academic integrity issues and the growing prevalence of artificial intelligence ChatBot tools. E-proctoring or online proctoring is not recommended. We strongly recommend running computer-based tests and exams in person at UTSC using ExamSoft to secure browsers.

### 2. Adding to, or Changing, the Mode of Delivery for U of T Scarborough courses

To change the mode of delivery of a course for 2024-25 and beyond, submit a **minor modification for Fall 2024** through CM on the regular minor modification submission deadlines. If adding or changing to online mode, select either Online or Online (Summer only)

For the 2023-2024 curriculum cycle:

- Undergraduate minor modification proposals are due **Monday 16 October 2022**
- Graduate minor modification proposals are due **Monday 11 December 2023**

### 3. Adding to, or Changing, the Mode of Delivery for U of T Scarborough Programs

If an existing program is being converted or extended to create a hybrid or online pathway for students, approval requires a **major modification** prepared using the appropriate proposal template in MS Word format; Please contact [programs.curriculum.utsc@utoronto.ca](mailto:programs.curriculum.utsc@utoronto.ca) for templates. For the 2023-2024 curriculum cycle, major modification proposals are due **Monday 19 June 2023**.

### 4. Guiding Principles for Changes to Mode of Delivery

In all cases, the student experience should be central to the decision to change the mode of delivery. When deciding whether a course might be best offered online or in a hybrid mode, consider the questions provided, and refer to these principles in articulating the rationale for the change. Ensure that the pedagogical rationale, impact on the student experience, and commitment to resources are addressed in the course modification proposal.

- Overarching question: does the proposed change to delivery mode **improve student experience**?
- Does the proposed course delivery format **align with strategic aims of the department**? Consider factors such as pedagogical innovation; providing a strategic mix of in-person and online experiences; digital and virtual literacy of program graduates; and alignment with the intended primary delivery mode of the program.
- Does the change of modality **address administrative challenges**? Consider factors such as flexible programming, increasing enrolment in target courses, easing scheduling or waitlist bottlenecks, or collaborative program structures.
- **What is the overall impact on the fabric of the academic program**? Consider:
  - In combination with other course delivery mode changes, has the cumulative impact for an individual student's experience/pathway through the program been considered?
  - Are ongoing supports available in online formats to ensure student success and equitable access to services? Can an online format be offered with regularity, perhaps as part of a multi-section course?
  - Are supports to faculty available (instructional design, technical support, equipment)?
- Consider the **appropriateness for context/content in course pedagogy**. What is gained, at the level of the learning needs of a student, by moving to a digital/hybrid format?
- Does the **course design support student engagement**? Consider factors such as instructor presence, peer-to-peer interactions, and interactive online activities.

- **Has an assessment method for tests and exams that addresses academic integrity issues and the growing prevalence of artificial intelligence ChatBot tools been considered?** Please note that under the online course designation it is possible to offer an in-person midterm and exam. **Note:** e-proctoring or online proctoring is not recommended.

Academic units may also wish to review the University of Toronto [Online Course Guidelines](#) and Vice-Provost's [Guidance on Changing Mode of Delivery](#) and consult with the Centre for Teaching & Learning for course development and pedagogical support.

Please refer to [DCD #16 and #17](#) for more information on the calls for graduate and undergraduate curriculum change for 2024-25. Please direct questions about undergraduate courses to the Vice-Dean Teaching, Learning, & Undergraduate Programs, Professor Katherine R. Larson [vdundergraduate.utsc@utoronto.ca](mailto:vdundergraduate.utsc@utoronto.ca), and questions about graduate courses to the Vice-Dean Graduate & Postdoctoral Studies, Professor Rene Harrison [vdgraduate.utsc@utoronto.ca](mailto:vdgraduate.utsc@utoronto.ca).