Guidelines on Changes to Mode of Delivery in 2022-23 and Beyond

1.   **Modes of Delivery**

At the University of Toronto, there are 3 modes of delivery for instruction:

- **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 system. Unless explicitly stated, the default mode of delivery for all U of T Scarborough courses is "in person." **Any additions or changes to the existing mode of delivery of a course beyond the 2021-2022 academic year must be approved through governance**.

Note: Tutorials do not require a governance process to be offered online. Unless accompanying a fully online course, departments should be planning online tutorials only as a complement to in-person tutorial options (i.e., an in-person course could have a mix of in-person and online tutorial sections but should not only offer online tutorials). This mix does not affect the mode of delivery for the accompanying course (i.e., an in-person course with a mix of in-person and online tutorial sections is not considered hybrid for governance purposes).

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

Academic units will have the option of running courses online or in hybrid mode in 2022-2023, however these should be considered as shifting to long-term course delivery. **Concurrent minor modifications for 2023-24** must be submitted through Curriculum Manager and will be brought concurrently to Academic Affairs Committee for governance approval.

For the 2022-2023 curriculum cycle:
- Undergraduate minor modification proposals are due **Monday, 17 October 2022**
- Graduate minor modification proposals are due **Tuesday, 13, December 2022**

Note: Moving a large number of courses, particularly required courses, online or to 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.

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 is done through a **major modification**. This means that any department wishing to add to or change the mode of delivery of an existing program must submit a major modification proposal using the appropriate proposal template in MS Word format; templates can be requested from Martha Harris, Academic Programs Officer. For the 2022-2023 curriculum cycle**, major modification proposals are due Wednesday, 15 June 2022.**

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

The Provost's Office has provided further guidance for academic units in considering changes to post-pandemic 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 below, 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 curriculum 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?
  - What is the overall experience of students through a required sequence of core courses?
  - 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 format? Would a hybrid course be more appropriate than fully online?

- **Does the planned course design include components that support student engagement?** Consider factors such as instructor presence, peer-to-peer interactions, and interactive online activities.
- **Has an assessment method for midterms and final exams that addresses academic integrity issues been considered?** Please note that under the online course designation it is possible to offer an in-person midterm or exam once per session. **Note**: e-proctoring or online proctoring is not recommended.

Academic units may also wish to review the University of Toronto Online Course Guidelines, and consult with the Centre for Teaching & Learning for course development and pedagogical support.

Please refer to DCD #21 and 22 for more information on the calls for graduate and undergraduate curriculum change for 2023-24. If you would like further information or clarification on the different modes of delivery, please direct questions about undergraduate courses to the Vice-Dean Teaching, Learning, & Undergraduate Programs, Professor Katherine R. Larson, and questions about graduate courses to the Vice-Dean Graduate & Postdoctoral Studies, Professor Mary T. Silcox. For more information on the governance processes relevant to mode of delivery changes - Vice-Provost Academic Programs - Course Delivery Guidance.