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3 **03-11**
4 **June 19, 2003**

5 **Academic Technology and the Mode of Instruction**

6 This new policy was recommended by the Academic Senate on May 1, 2003
7 and approved by the President on June 17, 2003.

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9 **Preamble**

10 Academic technology provides a variety of communication modes that do not depend
11 on face-to-face contact. These modes of communication differ qualitatively from
12 earlier attempts at distance communication because academic technology enables
13 meaningful and timely interaction between faculty and students. Used properly,
14 these new communication modes may allow the University to achieve its mission
15 more fully by allowing exploration of effective instruction and by addressing such
16 factors as large densely populated urban service areas, dispersed student population,
17 expected enrollment growth, and limited space on campus. Used improperly,
18 technology-based communication may dilute the quality of instruction. The purpose
19 of this policy is to protect the quality and climate of the educational environment as
20 we move to incorporate academic technology into the mainstream of instruction at
21 California State University, Long Beach. This document sets forth some foundational
22 structures needed to facilitate such a substantial change in pedagogy. It shall apply
23 to all credit-bearing courses and programs offered by California State University,
24 Long Beach. This policy does not favor any one mode of communication for use in
25 teaching and learning.

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27 In recognition of the rapid pace of technological development and the significant
28 nature of the changes proposed in this document, the Academic Senate shall review
29 this policy regularly at three year intervals as long as such review is needed.

30 **Definition of Terms**

31 1. Academic Technology refers to the subset of telecommunication, multi-media, and
32 information technology that is dedicated to supporting teaching and learning.

33 2. A Course refers to an approved unit of curriculum that appears in the catalog. A
34 Class or Course Offering is an instance of a course that appears in the schedule of
35 classes.

36 3. Supplemental Tool refers to the use of a special medium such as Academic
37 Technology to disseminate course materials or to conduct class activities in or out of
38 the classroom. While use of supplemental tools may have a significant impact on the
39 learning experience, they usually do not change the scheduling of classes.

40 4. The Instructional Mode of a class refers to the structural aspects of a course that
41 have a major influence on the scheduling of classes. Established rubrics for
42 instructional mode include the seminar, discussion class, activity class, laboratory,

43 lecture/discussion, field supervision, and studio. This policy introduces four additional
44 rubrics for instructional mode: traditional, hybrid, local online, or distance
45 education.

46 5. A Traditional Class is a course offering that depends on face-to-face contact such
47 as lecture, discussion, demonstration, and direct exchange of materials as the
48 primary method of communication. It is usually scheduled in a classroom,
49 laboratory, or studio. Such an offering may or may not use technology as a
50 supplemental tool. When a course is offered in a traditional format, the class-
51 scheduling pattern for a traditional class is considered to be the standard scheduling
52 format for the course.

53 6. A Hybrid Class is a course offering that depends on both academic technology and
54 face-to-face contact as significant components of communication between student
55 and instructor and among students. One-third to two-thirds of the student/faculty
56 and student/student contact time uses academic technology to structure remote
57 activities. The remaining communication is face-to-face, similar to a traditional class.

58 7. A Local Online Class (LOC) is a course offering in which the majority of the
59 instruction occurs when the student and instructor are not in the same place. A
60 Local Online Course uses Academic Technology to mediate most teaching and
61 learning, but it may require up to two hours of face-to-face meetings per unit on the
62 California State University, Long Beach campus within the given semester. These
63 face-to-face class meetings may be used for activities such as orientation, special
64 in-class presentations, exams, or other in-class proofs of competency.

65 8. A Distance Education Class is a course offering in which communication between
66 faculty and student occurs primarily via academic technology, but it may also include
67 off-site meetings. Distance Education courses have no class meetings on the
68 California State University, Long Beach campus. These course offerings may vary
69 significantly by Program.

70 Note: Descriptions of each of the above designations shall be included in all
71 University publications that describe course content and class scheduling.

72 **General Principles**

73 1. Traditional, hybrid, and local online or distance education course offerings are all
74 recognized as legitimate instructional modes offered by California State University,
75 Long Beach.

76 2. The faculty of departments and colleges shall govern all decisions related to the
77 instructional mode of courses.

78 3. The instructional mode has a significant impact on the learning experience in a
79 class. Thus, departments and colleges shall consider this impact explicitly as part of
80 their curriculum approval and review processes.

81 4. The same course may be approved for more than one mode of instruction. If a
82 course is offered in multiple sections, then different sections may have different
83 modes of instruction. All instructional modes approved for a given course shall meet

84 equivalency criteria established by the department and shall be subject to review by
85 the college.

86 5. In scheduling multiple section courses, the department and college shall
87 determine the number of classes offered in each approved instructional mode.

88 6. When a class has been advertised in the schedule of classes as using a particular
89 mode of instruction, the university will undertake all reasonable efforts to offer that
90 class in that mode. However, departments may make adjustments to the advertised
91 mode of instruction to accommodate the late assignment of instructional faculty,
92 changes in the availability of facilities and resources, or other necessities that arise
93 after a schedule has been published.

94 7. To preserve academic quality, the class size must be appropriate for the student
95 learning activities associated with the course. The presumption is that courses
96 offered by hybrid, local online, or distance education should have class size limits
97 that do not exceed those of traditional sections of the same course. Exceptions to
98 this principle may be approved on a case-by-case basis using the curriculum
99 approval processes of the department and college.

100 8. All online materials created for use in instruction at California State University,
101 Long Beach shall be accessible to all instructors, assistants, and students affiliated
102 with the class regardless of ability or disability. Such materials must be in compliance
103 with the Americans with Disabilities Act and all California State University, Long
104 Beach policies on Internet Accessibility.

105 9. The mode of instruction of a given course shall not restrict the communication
106 between instructors and students or between students and students in the same
107 class. In particular, all classes that provide less face-to-face contact than a
108 traditional class of the same course shall provide the opportunity for substantial,
109 personal, and timely interactions between faculty and students and among students.

110 10. The University shall publish the mode of instruction and technological
111 requirements of each course prior to the offering of the course. Whenever possible,
112 this information will appear in the Schedule of Classes and in all online updates to
113 the Schedule.

114 11. The campus will adhere to standards for academic technology uses in traditional,
115 hybrid, and local online or distance education courses provided by accreditation
116 bodies and the CSU System.

117 **Curriculum and Instruction/Evaluation**

118 1. The mode or modes of instruction for a new course or program shall become part
119 of each new curriculum proposal. The instructional mode shall be approved under
120 the normal curricular approval process and subject to the principles set forth in this
121 policy.

122 2. All courses that use hybrid and local online or distance education course delivery
123 shall discuss the following issues in the course syllabus/outline:

- 124 a. How will professors communicate with students and how will students
125 communicate with each other?
- 126 b. How is online participation assessed and graded?
- 127 c. How will the instructor monitor the online activities of students?
- 128 d. How will standards of appropriate online behavior be maintained?
- 129 e. What level of technical competence is required of students?
- 130 f. What are the minimum computer hardware and software requirements for the
131 class, and what department, college, or University facilities are available to support
132 these requirements for students who cannot afford to buy the technology?
- 133 g. What are the alternative procedures for submitting work in the event of technical
134 breakdowns?
- 135 h. What are the on-campus meeting requirements, if any?
- 136 i. How is academic honesty enforced?
- 137 3. A new course may be approved for one mode of instruction and not approved for
138 other modes of instruction.
- 139 4. For existing courses, approval for using a new instructional mode shall be
140 reviewed using the normal curriculum processes of the department and college and
141 shall be subject to the principles set forth in this policy.
- 142 5. An existing course may be experimentally offered for a maximum of two
143 semesters using a new instructional mode with the approval of the department chair
144 or the department curriculum committee. The department and college curriculum
145 processes shall be used to approve subsequent offerings of the same course in the
146 new format.
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- 148 6. If a previously certified General Education (GE) course is offered using a new
149 instructional mode, then the course remains GE certified subject to department and
150 college approval and provided that the course meets the essential provisions of the
151 standard course outline that was approved for GE.
- 152 7. GE Certification and re-certification should examine and evaluate the effectiveness
153 of instruction in all modes used for a given course.
- 154 8. In the event of a dispute regarding the instructional mode of a course, the
155 department chair or designee, the college dean or designee, and the college
156 curriculum committee shall conduct a review of the course and instructional mode in
157 question. In the event a deficiency is uncovered in this process, the course may be
158 sent back to the department for revision. Approval to offer the course in the given
159 instructional mode shall be removed until the deficiencies are addressed and
160 approved by the college curriculum committee.

161 9. At the program level, periodic program reviews shall evaluate the effectiveness of
162 instruction for all instructional modes in use. Care should be taken to abide by the
163 standards established by the appropriate accrediting agencies and by the CSU
164 System.

165 **Faculty Rights Relative to Course Instructional Mode**

166 1. Each instructor is free to choose any approved mode of instruction for a course to
167 carry out a course assignment. However, the instructor's request to offer a course in
168 a particular mode may be denied if it is made after the Schedule of Classes has been
169 established.

170 2. Faculty shall have full control of the content of their technologically created course
171 materials at the time of production, at
172 any time during their use, and thereafter.

173 3. No institution or person shall sell, retransmit, modify, or otherwise reuse course-
174 related materials produced by a member of the faculty for any purpose without the
175 written consent of the faculty member.

176 4. The university shall offer the necessary training and support services for faculty
177 teaching with Academic Technology.

178 **Student Rights Relative to Course Instructional Mode**

179 1. Student access to the faculty shall not be reduced by the instructional mode of a
180 class.

181 2. The University shall make every effort to inform students of the mode of
182 instruction and technological requirements of a course offering before the student
183 enrolls in the class.

184 3. Matriculated students enrolled in non-traditional classes shall have access to on-
185 site academic advising services at California State University, Long Beach.

186 4. All students have equal access to the library and other on-site learning resources
187 offered at California State University, Long Beach.

188 5. Students in non-traditional classes shall have reasonable support services. These
189 include:

190 a. Phone-based and online technology help to handle student questions and to refer
191 students to appropriate available services for hybrid and local online or distance
192 education courses;

193 b. Online and phone-based access to university administrative services;

194 c. Online dissemination of information describing the resources available for
195 obtaining the technical competence needed to succeed in a specific course offering;

196 d. Online access to the library research databases and other research related
197 resources.

198 6. The University shall provide adequate technical support for academic technology.

199 **Support for Academic Technology: Facilities and Resources**

200 1. Consistent with the mission of California State University, Long Beach, funding for
201 all instructional modes for courses shall be provided as needed and shall be subject
202 to the decisions of the Division of Academic Affairs.

203 2. Faculty members who use University-supported resources shall not be held
204 responsible for the technical support of these resources.

205 3. Faculty choosing to use non-University-supported resources, such as third-party
206 servers and non-University-supported software, shall state in their syllabi that the
207 University will not provide technical support for those resources and that the
208 University does not endorse any products which may be advertised through those
209 resources. These faculty members are responsible for compliance with all principles
210 of this policy, including, without limitation, technical support for students
211 and adherence to the Americans for Disabilities Act and all California State University
212 policies on Internet access.

213 **Academic Integrity**

214 1. The academic integrity of a course is ultimately the responsibility of the faculty
215 member. Consistent with University Policy Statement 85-19, Cheating and
216 Plagiarism, reasonable safeguards shall be in place to ensure academic honesty
217 regardless of the instructional mode.

218 2. The University shall maintain a variety of assessment tools designed to support
219 faculty efforts to enforce academic integrity in hybrid and in local online or distance
220 education classes.

221 3. The University shall provide information for faculty involved in Academic
222 Technology that describes the variety of assessment tools available for student work
223 in non-traditional classes, the relative level of security of these assessment tools,
224 and any existing methods for limiting cheating and other forms of academic
225 dishonesty when using these tools.

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