POLICY ON ONLINE/HYBRID INSTRUCTION

History:
Policy established by 06-07 BEC 5 amended
Revised by:
07-08 BEC 14
08-09 CIC 19 revised, 08-09 CIC 29 revised, 08-09 BEC 10, and 08-09 FAC 4 revised
13-14 CIC 26

I. Preamble

The purpose of this is to provide continuity in the quality and climate of the educational environment as we move to incorporate online learning and other forms of academic technology into the mainstream of instruction at California State University, East Bay. This policy shall apply to all credit-bearing courses, course sections, and programs offered through online learning by California State University, East Bay.

II. Definition of Online Instruction

Online learning in this document means any mode of electronically-mediated Internet-based instruction where either (a) some (or all) class section members are not, nor are expected to be, in the same physical location as the instructor during the regularly-scheduled class time, and/or (b) some (or all) class section members do not meet at the same time as other members of the class. Instructors who incorporate internet-based learning activities or experiences, but do not replace face-to-face class time with internet-based instruction, are not considered to be teaching online or hybrid courses for purposes of course scheduling or course approvals. However, any class that replaces one or more face-to-face class meetings with internet-based learning, as a portion of the planned instructional delivery, is considered to be a hybrid or online course and must be listed as such in the University course schedule. Similarly, if any online course requires face-to-face meetings, including exams, then it shall be listed as a hybrid course. http://www20.csueastbay.edu/ohsc/course/faq.html. Appendix A contains definitions of course modes from the CSU Statewide Senate White Paper on Online Education.
III. Principles for Online Instruction

A. Student Support and Information

1. Online instruction courses and programs shall provide an opportunity for interaction between students and the faculty member responsible for the course section, so that students can receive prompt responses to their questions. Faculty should respond to student queries and requests in a timely manner in most cases within two instructional days. Faculty are also required to hold “virtual” office hours (via the technological tools appropriate to the course as a part of their instructional responsibilities); these virtual office hours may be concurrent with face-to-face office hours.

2. The Class Schedule CSU East Bay Class Listing/Schedule shall clearly and in a uniform manner identify course sections with a significant online component which meet the definitions in Appendix A (verify which document?) through the use of footnotes and symbols or in other appropriate ways so that students have access to this information and the type of course before enrolling in a course or program.

3. Criteria for student success in online instruction courses and programs shall be as rigorous and comprehensive as those used in classroom-based courses and these criteria shall be clearly communicated to students.

3. Student learning outcomes (SLOs) and assessment of student success in online and hybrid instruction courses and programs shall be as rigorous and comprehensive as those used in classroom-based courses and these SLOs shall be clearly communicated to students.

4. Students enrolled in online or hybrid course sections are subject to the same university policies and procedures applicable to students attending face-to-face courses. Academic standards regarding cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in online instruction courses and programs. [See Policy on Academic Dishonesty]

5. Student Services: Each student enrolled in an online or hybrid instruction course section or program shall be informed of available instructional support, student services, library resources, and support services for students with disabilities. Faculty should work closely with the library and student services staff to ensure adequate access and training for online instruction students. The university should ensure that services staff provide appropriate access and training for online students. These services include financial aid and advising in addition to technical support and enrollment.

6. Technical support consistent with that available to on-campus students shall be made available to students in online course sections and programs. Technical support services adequate to the modality shall be made available to students in online or hybrid course sections and programs. For example, students may require
support over a broader range of hours, including chat, phone, and email support and resources.

7. In offering online courses departments and programs should minimize the impact on students who learn most effectively in a traditional format. Non-online programs should offer courses in a traditional or hybrid format frequently enough so that requirements can reasonably be met by students graduating within the normal four years without taking online courses. Students taking fully online degree programs should also expect that requirements can reasonably be met without taking face-to-face courses.

B. Faculty Support Rights and Responsibilities

1. Faculty shall have the same control and ownership of the substantive and intellectual content of their online instruction course-related materials that faculty have with respect to classes offered in traditional classroom format, at the time of production, at any time during their use, and thereafter, in accordance with the provisions of the CSU/CFA Collective Bargaining Agreement and CSU and CSUEB policies.

2. Any course offered at CSUEB through a third-party contractor should be reviewed by the College Curriculum Committee, Curriculum and Instruction Committee and the President to ensure quality of instructional delivery. Faculty intellectual property shall be protected in accordance with the provisions of the CSU/CFA Collective Bargaining Agreement and CSU and CSUEB policies to traditional instructional policy. See “Approval of Online Instruction Courses and Programs” below.

3. The University shall make available appropriate technologies and resources (for example through the Office of Faculty Development, Online and Hybrid Support Center, and Media and Technology Services) to promote best practices in online teaching and learning. The University shall periodically evaluate technologies and update as needed.

3.1 Technical support services adequate to the modality shall be made available to students in online or hybrid course sections and programs. For example, faculty may require support over a broader range of hours, including chat, phone, and email support and resources.

4. Faculty are to shall avail themselves of University Library campus resources for copyright clearance and provision of online articles and books (University Library, Bookstore and content providers) for appropriate materials and shall also verify copyright clearance for any online material. Copyrighted material shall be used according to the principles of “fair use” and should be limited to enrolled students via class management systems such as Blackboard when appropriate.

http://fairuse.stanford.edu/overview/fair-use/four-factors/
5. In courses where classes are offered in online and in classroom sections, **online sections shall meet, in the broadest sense, all course objectives** the student learning outcomes normally covered in the classroom-based sections, **with special attention to articulation and general education requirements.**

6. **In online course sections, the department chair is responsible for ensuring that the student evaluation of instruction forms are administered.** Because of the online nature of the course, the procedures for evaluating the faculty may be different from those used by the institution for the evaluation of faculty teaching classroom-based courses, but the overall standards shall be equivalent. **Online or hybrid course sections will be evaluated by students according to the CBA, as with traditional courses.**

7. **The University shall offer appropriate training and support services to faculty to prepare and support them in developing and teaching online instruction courses.** The faculty should avail themselves of these services and training. The University shall similarly offer appropriate support, and training as required, for department chairs with respect to online courses, including ways and means of administering student evaluation of instruction forms for online students. **The University shall provide appropriate training to faculty to support online teaching (see Faculty Training and Support below).**

8. **The University shall offer appropriate training and support services to faculty to prepare and support them in ensuring that all online materials conform to the requirements of the CSU Accessible Technology Initiative.** In accordance with this initiative, accessible design will be incorporated into the creation of all new online course sections offered beginning Fall, 2008. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

8. **Class size in hybrid/online classes affects faculty workload and student learning perhaps more than it does in traditional classes.** Size limits should reflect best practices in online instruction **mirror standards and concerns for traditional courses.** Programs are encouraged to observe the recommended class size for online instruction, which is 25 to 30 maximum. As with traditional classes, the addition of teaching assistants and graders can mitigate some of the extra load due to larger classes.

9. **Reasonable safeguards should be in place to prevent academic dishonesty.** The University shall inform faculty involved in online and hybrid teaching about the variety of assessment tools, the relative level of security of these tools, and methods for limiting cheating and other forms of academic dishonesty. Refer to the Senate policy at: [http://www20.csueastbay.edu/faculty/senate/files/Policies/12-13-new-policy-page/acad-dishonesty-policy-rev08-09-no-form.pdf](http://www20.csueastbay.edu/faculty/senate/files/Policies/12-13-new-policy-page/acad-dishonesty-policy-rev08-09-no-form.pdf)

10. All online courses listed in the **California State University, East Bay** Class Schedule shall **normally** be hosted on California State University platforms servers or
other servers approved by the Director of the Online Campus Dean and the Chief Information Officer. External instructional materials may be linked at the discretion of the faculty, however, all student data (grades, identification information) must reside only on University approved platforms servers.

11. **Syllabi**: Any course that uses online and hybrid instruction shall indicate so in the course syllabus/outline. In addition to information specified in the Policy on Course Requirement Information, the following information shall be included in course outlines syllabi for online instruction courses.

   a) How participation in online activities will be assessed and graded (e.g., participation in chat sessions, frequency of web access, postings, collaboration, etc.);

   b) Whether and how the instructor will track student online activities, for example, by maintaining a copy/log of online discussions and chat sessions using LMS monitoring tools, etc.;

   c) **Weekly What the** deadlines for posting and due dates **need to be stated for assignments are** (dates and times);

   d) How students may contact the instructor; **how instructor will communicate with students, and how students will communicate with each other**;

   e) **Which** technical competencies are expected or required of the students;

   f) **Technical Minimum computer hardware and software** specifications as described in the LMS, and course website access requirements;

   g) Who to contact in case of technical problems, and **what procedures to follow for submitting work in the event of technical breakdowns**;

   h) On-campus meeting requirements or synchronous online meetings, or other formats if applicable;

   i) **Faculty response time to student communications that conforms with the maximum minimum stated in III. A. 1**;

   j) Live office hours times and the medium(s) to be used should be specified;

   k) How standards of appropriate online behavior will be maintained.

12. **Training and Support**

   The University shall offer appropriate training and support services to faculty to prepare and support them in ensuring that all online materials conform to

---

1 We recommend that (f) be added to the common syllabus, and to strike this from the individual faculty syllabus requirement
the requirements of the CSU Accessible Technology Initiative. Faculty shall incorporate accessible design into the creation and revision of all online or hybrid courses sections.

Teaching online requires different and additional skill-sets than teaching a course in a traditional format. It is in the interests of both the University and faculty to ensure that faculty teaching online or hybrid courses have the appropriate skills.

Departments and programs seeking to offer online courses and programs should secure and provide assistance for faculty as they create instructional materials and experiences for online courses.

The Office of Faculty Development and the Office of the Online Campus Online and Hybrid Support Center shall maintain and disseminate information and resources on best practices and course design. The faculty should avail themselves of these services and training. The University shall similarly offer appropriate support, training, and assigned time as required, for faculty and department chairs with respect to online and hybrid courses. Such programs might include retreats, workshops, boot camps, and online tutorials.

With regard Any matter related to intellectual property of online and hybrid courses should comply with Article 39 of the CBA. Course materials and design, unless there is explicit provision of extraordinary support (defined as financial or course release remuneration) accompanied by an agreement that includes a provision for transfer of intellectual property rights between the faculty member and the university, all course materials and design are assumed to be the intellectual property of the faculty member. No agreement abrogates the CBA between the University and the CFA. Consent or non-consent to any such transfer shall not be tied to performance evaluation.

13. Value of online instruction.

Online instruction requires significant investment of time and energy on the part of the instructor and this investment should be valued and acknowledged in the faculty performance evaluation process.

14. Involvement of tenure track faculty.

Tenure-track faculty should be involved in design and teaching of all aspects of the curriculum and thus should likewise be represented in both online and traditional courses.

IV. Approval of Online Instruction Courses and Programs (Revised by 08-09 CIC 19 revised, revised again 2014)

An online program is defined, per WASC, as one in which 50% or more of the major coursework instruction occurs online. Thus, for the purposes of complying with
WASC requirements, any program in which half or more of the units in the major are, or may be, offered online is considered an online program which must gain WASC approval. Hybrid courses are counted as 50% online for the purposes of determining the numbers of units in a major that are offered online. For example, a program in which all of the courses in the major are approved to be offered via hybrid instruction will be considered to meet the WASC definition of an online program and must gain WASC approval.

Faculty developing new online courses or converting existing courses are encouraged to consult the CSU Quality Online Learning and Teaching Course Assessment and adhere to Universal Design principles as outlined by ENACT.

A. New Online Programs

New online degree programs in which half or more of the courses units in the major required for the degree will be offered online shall be reviewed in accordance with procedures outlined in Chapters 3, 4 and 5 of the Curricular Procedures Manual and the provisions of this document. In addition, the degree program should prepare the WASC Substantive Change Proposal for Degree Modality Distance Education. The Office of Academic Programs and Graduate Studies will provide this proposal to the department. New online degree programs shall be required to meet California State University (CSU) and Western Association of Schools and Colleges (WASC) requirements. [See http://www.wascweb.org] The new degree proposal and the WASC Substantive Change Proposal shall be submitted through the regular process for new degrees (College Curricular Committee, CIC and CAPR, Senate).

B. Converting Existing Majors, Certificates, and Subject Matter Preparation Programs

Program modifications (including majors, certificates and subject matter preparation programs) in which half or more of the courses units required for the major, certificate or subject matter preparation program will be offered online should prepare the WASC Substantive Change Proposal for Degree Modality Distance Education. The Office of Academic Programs and Graduate Studies will provide this proposal to the department. The WASC proposal shall be submitted through the regular process for new degrees (College Curricular Committee, CIC and CAPR, Senate).

C. New Online or Hybrid Courses

1. New online courses proposed for degree credit shall be reviewed in accordance with procedures outlined in Chapter 2 of the Curricular Procedures Manual and the provisions of this document. Programs submitting such proposals shall indicate how these courses adhere to the principles of this policy.

2. New online courses proposed for general education credit shall be reviewed and approved, in accordance with the policies and procedures outlined in Chapter 6 of the Curricular Procedures Manual, by the General Education Subcommittee of the Committee on Instruction and Curriculum (CIC) (the Critical Thinking and Cultural Groups/Women G.E requirements have their own subcommittees which must first approve), CIC itself, the Academic Senate, and the President. Programs submitting such proposals shall indicate how these courses meet the relevant general education criteria for approval and how these courses adhere to the principles of this policy.
3. Additional questions for the New Course Proposal (08-09 BEC 10):
The Executive Committee of the Academic Senate ExCom requested that the New Course Proposal form be modified so that those with online format indicated would be required to answer questions 3-6 on the form attached to 08-09 CIC 29, with wording modifications appropriate to new courses.

- **DESCRIBE THE STRATEGIES FOR PROVIDING THE COURSE(S) IN AN ONLINE OR HYBRID FORMAT.** (Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

- **DESCRIBE THE EXPERIENCE, SUPPORT AND/OR TRAINING AVAILABLE FOR THE FACULTY MEMBERS WHO WILL TEACH THIS ONLINE OR HYBRID COURSE(S).** (Discuss how you will ensure that faculty will know how to teach online or in a hybrid format)

- **ASSESSMENT OF ONLINE AND HYBRID COURSES.** (Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction)

- **DO ANY OF THE LISTED COURSE(S) MEET GENERAL EDUCATION BREADTH REQUIREMENT(S), U.S. HISTORY INSTITUTIONS REQUIREMENT, OR THE UNIVERSITY WRITING SKILLS REQUIREMENT? IF SO, THEY MUST BE SUBMITTED TO THE GE SUBCOMMITTEE FOR APPROVAL TO BE OFFERED ONLINE OR IN A HYBRID FORMAT.** (List course(s) approved for an area of GE (state which category), the Code Requirement, or the University Writing Skills Requirement)

- **RESOURCE IMPLICATIONS.** [Is there a need for additional student fees or other resources such as faculty, facilities, equipment, and/or library resources that will not be covered by the department budget]

- **CONSULTATION with other affected departments and program committee:**
  - a) The following department(s) has (have) been consulted and raise no objections:
  - [If no out-of-college departments or programs needed to be consulted and there were no objections by the departments and/or programs in your college, type in the following: “All Departments in the College of ______ were consulted and there were no objections.”]
  - b) The following department(s) has (have) been consulted and raise concerns:
    - Department: ____________
    - Concern: ____________

- **Certification of DEPARTMENT APPROVAL by the chair and faculty.**
  - Chair: ____________________________ Date: ____________

D. Converting Existing Courses or Sections to an Online or Hybrid Format

1. When a course has been approved in accordance with the appropriate provisions of the Curricular Procedures Manual and one or more sections of the course are redesigned using an online format, the department proposing to offer the course through online learning shall provide evidence to the college curriculum committee, including a Course Modification Request and a revised course syllabus, that the objectives and content of the course are comparable to the classroom-based course and adhere to the principles of this policy. The college curriculum committee shall review the documentation and forward a recommendation to the dean. Existing courses that were approved as classroom-based courses shall not be offered as online courses without appropriate curriculum review and approval. For existing courses see D.3. below.
2. When a course has been approved for General Education credit and one or more sections of the course are redesigned by replacing at least one class session/lab with an online component, the department shall submit a new request for general education approval, in accordance with the policy and procedures outlined in Chapter 6 of the Curricular Procedures Manual, by the General Education Subcommittee of the Committee on Instruction and Curriculum (CIC) (the Critical Thinking, and Cultural Groups/Women G.E requirements have their own subcommittees which must first approve), and then to CIC for approval, as equivalent to the college curriculum committee approval for non-GE courses.

3. Online and Hybrid Course Modification Form for Existing Courses (approved by the Senate on 08-09 CIC 29 and revised by 08-09 BEC 10)

This form [provided in the Curricular Procedures manual] is for existing courses that have not specifically been approved to be offered in an online or hybrid format even though they previously may have been taught as an online or hybrid course. Once a course has been approved by a College Curricular Committee to be offered in an online or hybrid format, the approval becomes effective upon the signature of the Curriculum Committee/Dean.

E. Compliance of Existing Courses and Sections

Extant courses or sections that fit the definition of an online or hybrid course as delineated in Section II shall not be offered after Fall Quarter 2008 if they do not comply with this policy and have not received the appropriate approvals required by this policy, including approval for General Education credit where applicable. Each college curriculum committee shall be responsible for ensuring compliance.

V. Online Evaluation of Online Courses (latest revision 08-09 FAC 4 revised)

A. Use of Scantron online evaluation tool in online courses approved to begin in Fall 2008-09 (effective Fall 08 07-08 BEC 14; Scantron’s “Class Climate” was accepted for use by both online and onground courses through Spring 2013

1) That question #6 on the current student evaluation be revised as follows, to become applicable to both online and traditional courses: “Classes met as scheduled; or if this was an online course, the instructor made the course material available as scheduled.”

2) That Scantron’s “Class Climate”, which is available as an online evaluation tool as well as a hard copy document, be approved for student evaluation of courses for three years, ending at the close of the 2012-2013 academic year. The FAC recommends that FAC re-evaluate the effectiveness of Scantron’s “Class Climate” for student evaluations in Spring 2013.

3) FAC recommends that the policy of voluntary use of the Scantron’s “Class Climate” online evaluation tool by traditional courses, as noted in 07-08 BEC 14, be continued.

A. When online classes are evaluated by students they will be evaluated online. All classes will be evaluated by students online.

B. Departments are encouraged to conduct peer evaluations of course design.
delivery, and materials just as they evaluate traditional courses.

CALIFORNIA STATE UNIVERSITY, EAST BAY

This form is for existing courses that have not specifically been approved to be offered in an online or hybrid format even though they previously may have been taught as an online or hybrid course. Once a course has been approved by a College Curricular Committee to be offered in an online or hybrid format, the approval becomes effective upon the signature of the Curriculum Committee/Dean.

[Remember to Delete the Bracketed Text as you Respond to Each Item Below.]

First Quarter/Year of Modification Quarter:_______
Year:_______

ONLINE AND HYBRID
COURSE MODIFICATION REQUEST FOR EXISTING COURSES

1. DEPARTMENT [Name of department or program which will offer the course or courses.]  

2. COURSE OR COURSES TO BE OFFERED IN ONLINE OR HYBRID FORMAT.
(List Prefix, Number, Full Title, Units, and specify for each if request is for course to be offered in online, hybrid or both format(s))

3. DESCRIBE THE STRATEGIES FOR MOVING PROVIDING THE COURSE(S) TO IN AN ONLINE OR HYBRID FORMAT.
(Discuss the instructional methods for offering the course(s) content in an online or hybrid format)

4. DESCRIBE THE EXPERIENCE, SUPPORT AND/OR TRAINING AVAILABLE FOR THE FACULTY MEMBERS WHO WILL TEACH THIS ONLINE OR HYBRID COURSE(S).
(Discuss how you will ensure that faculty will know how to teach online or in a hybrid format.)

5. ASSESSMENT OF ONLINE AND HYBRID COURSES.
(Discuss how your department will assess the quality of the online and/or hybrid instruction to ensure it is equal or superior to your on-ground instruction).

6. All instructors assigned to teach this course will complete “Applying the QM Rubric” or “Applying the QOLT Rubric” training.

7. DO ANY OF THE LISTED COURSE(S) MEET GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT or THE UNIVERSITY WRITING SKILLS REQUIREMENT? IF SO, THEY MUST BE SUBMITTED TO THE GE SUBCOMMITTEE FOR APPROVAL TO BE OFFERED ONLINE OR IN A HYBRID FORMAT.  
(List course(s) approved for an area of GE (state which category), the Code Requirement, or the University Writing Skills Requirement.)

7. RESOURCE IMPLICATIONS
[With the modification of this course(s), is there a need for additional student fees or other resources such as faculty, facilities, equipment, and/or library resources that will not be covered by the department budget.]

8. CONSULTATION WITH OTHER AFFECTED DEPARTMENTS AND PROGRAM COMMITTEE:
   a) The following department(s) has (have) been consulted and raise no objections:
   [If no out-of-college departments or programs needed to be consulted and there were no objections by the departments and/or programs in your college, type in the following: “All Departments in the College of ____ were consulted and there were no objections.”]

   b) The following department(s) has (have) been consulted and raise concerns:
9. **CERTIFICATION OF DEPARTMENT APPROVAL BY THE CHAIR AND FACULTY.**

Chair: ____________________________________________________ Date: ______________

[Have the Department Chair sign a hard copy for the College Office files and type in the person’s name here.]

10. **CERTIFICATION OF COLLEGE APPROVAL BY THE DEAN AND COLLEGE CURRICULUM COMMITTEE.**

Dean/Associate Dean: _________________________________ Date: ______________

[Have the Dean or Associate Dean sign a hard copy for the College Office files and type in the person’s name here.]
Appendix A: Definitions of Online Instruction
(taken from CSU Online Education White Paper, p. 22)

A. Traditional Instruction
Courses offered in the traditional mode with an instructor holding scheduled class sessions where students are expected to be physically present. Traditional instruction is also synchronous, with both instructor and students engaging in activities simultaneously. Campuses may wish to specify a maximum percentage of such classes (e.g. 10%) that can be taught in an online fashion without the course becoming hybrid or fully online. (Course that have online components that do not replace on-ground meetings are still considered traditional.)

B. Synchronous Instruction
Instructional activities where both instructor and students are engaging in activities at the same time.

C. Asynchronous Instruction
Instructional activities where the instructor and/or some or all students engage in activities that are not necessarily occurring simultaneously.

D. Technology Mediated Instruction
A course that uses some form of technology in its delivery. This could be an online course (see below) or a traditional course that uses a learning management system.

E. Distance or Distributed or Online Learning
Instruction delivered via broadcasted lecture.

F. Online Instruction
Instruction delivered via the internet.

G. Hybrid Instruction
Courses offered with a blend of traditional and electronically mediated instruction. Typically these courses are a mixture of online and physical class sessions. While the physical class sessions obviously are synchronous, some online sessions may be asynchronous in nature. The campus may wish to define the percentage of class time that is devoted to online learning in a hybrid class [typically the range between “traditional” and “fully online”]. These courses may be called “blended” or “multi-modal” on some campuses.

H. Fully Online Instruction
Courses in which nearly all student learning occurs in an online setting. Note that while such courses normally do not require students to be in a specific location, some fully online courses may require synchronous course sessions for an introductory lecture or for class examinations. Campus policies should be clear about the possibility of required introductory or exam sessions that require physical presence and, if so, the method(s) by which students will be made aware of this prior to registration.