



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

14-15 CIC 39: Senate approved 6/2/15; President approved 7/2/15

ARTICLE I

Preamble

The purpose of this policy is to provide continuity in the quality and climate of the educational environment, as we 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.

ARTICLE II

Definition of Online Instruction

Online learning in this document is defined as any mode of Internet-based instruction in which 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. Any course that replaces one or up to 49% of face-to-face class meetings with internet-based learning, as a portion of the planned instructional delivery, is considered to be a hybrid. Any course that replaces more than 49% of face-to-face class meetings with Internet-based learning is considered to be an online course. Appendix A contains definitions of CSU Learning Modes and CSUEB Class Notes.

ARTICLE III Principles for Online Instruction

A. Student Support and Information

1. Online instruction provides opportunities for interaction between students and the faculty member responsible for the course section, so that students can receive prompt responses to their questions in a timely manner. Faculty should respond to student queries and requests in a timely manner. Faculty teaching online are 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. See the Faculty Office Hour Policy.
2. *The CSU East Bay Class Listing/Schedule* shall clearly, and in a uniform manner, identify course sections which meet the definitions in Appendix A, 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. In so doing, the institution must make clear in writing, at the time of enrollment or registration, that it used processes that protect the student’s privacy, and must notify students of any additional fees associated with the verification of student identity.
3. Student learning outcomes (SLOs) and assessment of student success in online and hybrid 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. Elements consistent with the *QOLT* or the *Quality Matters Rubric* shall be included as a part of all online and hybrid courses. Critical course components shall include: (1) Learning Objectives (2), Assessment and Measurement (3), Resources and Materials (4), Learner Engagement (5), and Course Technology. When aligned, each of these course components shall be directly tied to and support the learning objectives.
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 course section or program shall be informed of available instructional support, student services, library resources, and support services for students with disabilities. 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 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. A 24/7 (24 hours/seven days-per-week) online student technical support hotline and chat shall be established by Fall 2015.
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 the traditional (on-ground) 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. 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.
 - a. Technical support services adequate to the modality shall be made available to faculty teaching 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. A 24/7 (24 hours/seven days-per-week) online faculty technical support hotline and chat shall be established by Fall 2015.
4. Faculty shall avail themselves of campus resources (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 learning management systems such as Blackboard when appropriate.
<http://fairuse.stanford.edu/overview/fair-use/four-factors/>

5. In courses in which classes are offered in online and in classroom sections, online sections shall meet, in the broadest sense, all course outcomes normally covered within the on-ground classroom-based sections, with special attention paid to articulation and general education requirements.
6. Online or hybrid course sections will be evaluated by students in accordance with the CBA and campus policy as with traditional courses.
7. The University shall provide appropriate training to faculty to support online teaching (see Faculty Training and Support below).
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. 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>
10. All online courses listed in the California State University, East Bay Class Schedule shall be hosted on platforms approved by the Director of the Online Campus from OAA and in consultation with the Chief Information Officer. External instructional materials may be linked at the discretion of the faculty, however, student data (grades, identification information) must reside only on University approved platforms.
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 Syllabus Information](#), the following information shall be included in course syllabi for online instruction courses.
 - a. How performance of and or participation in online activities will be assessed, tracked and graded (e.g., participation in chat sessions, frequency of web access, postings, collaboration, etc.);
 - b. How students may contact the instructor; how instructor will communicate with students, and how students will communicate with each other;
 - c. Which technical competencies are expected or required of the students;
 - d. On-campus meeting requirements or synchronous online meetings, or other formats;
 - e. Faculty expected response time to student communications.

12. Training and Support:

The University shall offer appropriate training and support services to faculty in order to prepare and support them in ensuring that all online material conform to the requirements of the *CSU Accessible Technology Initiative*. Faculty shall incorporate accessible design into the creation and revision of all online or hybrid courses.

Teaching online requires different and additional skill-sets than those required for 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 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.

Any matter related to intellectual property of online and hybrid courses should comply with Article 39 of the CBA.

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.

ARTICLE 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 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 QOLT or QM rubrics 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-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 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** required for the major, certificate or subject matter preparation program will be offered online should prepare the WASC Substantive Change Proposal for **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 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.

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. (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

Existing courses or sections that fit the definition of an online or hybrid course as delineated in Section II shall not be offered 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.

ARTICLE V

Online Evaluation of Online Courses

(latest revision 08-09 FAC 4 revised)

- A. When online classes are evaluated by students they will be evaluated online.
- B. Departments are encouraged to conduct peer evaluations of course design, delivery, and materials just as they evaluate traditional courses.

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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.

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 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)
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). Departments shall encourage faculty to complete **“Applying the QM Rubric”** or **“Applying the QOLT Rubric”** training.
6. **DO ANY OF THE LISTED COURSE(S) MEET GENERAL EDUCATION-BREADTH REQUIRMENT(S), U.S. HISTORY-INSTITUTIONS REQUIRMENT OR THE UNIVERSITY WRITING SKILLS REQUIRMENT? 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**:
Department:
Concern:
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 Learning Modes and Class Note

(taken from CSU Online Education White Paper, p. 22, and CSU Learning Modes for APDB Reporting) Note: All coding is internal, in accordance with WASC policy related to online and hybrid course identifiers.

A . (LM09) Traditional Instruction – Face-to-Face

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. (LM02) Synchronous Instruction - Online Defined

Instructional activities where both instructor and students are engaging in activities at the same time. Synchronous instructional course section can be offered anywhere (no campus meetings) – AB386

C. Asynchronous Instruction Defined

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

D. Technology Mediated Instruction Defined

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. (LM04) Distance or Distributed or Online Learning

- Instruction delivered via broadcasted lecture. Synchronous instructional course section can be offered anywhere (no campus meetings) (orientation, mid-term, final campus meetings allowed) – federal Distance Education

F. (LM01) Fully Online Instruction

Instruction delivered via the internet. Asynchronous instructional course section can be offered anywhere (no campus meetings) – AB386

G. (LM05) Blended Hybrid Instruction

Asynchronous instructional course section segment with face-to-face course section segment (regular face-to-face meetings from every day to four or more times in the term) 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. (LM03) Hybrid Instruction

Asynchronous instructional course section (orientation, mid-term, final campus meetings allowed)

I (LM06) FullySynchronous Online Instruction

Synchronous instructional course section segment with face-to-face course section segment (regular face-to-face meetings from every day to four or more times in the term) 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.

J. (LM10) Fully Hybrid Instruction

Asynchronous online instructional course section can be offered anywhere (no campus meetings) with synchronous online instructional course section can be offered anywhere (no campus meetings) - AB386

K. (LM11) Asynchronous/Synchronous Hybrid Instruction

Asynchronous instructional course section can be offered anywhere (orientation, mid-term, final campus meetings allowed) with synchronous instructional course section can be offered anywhere (orientation, mid-term, final campus meetings allowed) – federal Distance Education

Appendix B

Recommended class notes for new Learning Modes

Effective summer 2015

Learning Mode	Class Note
01 Asynchronous instructional course section can be offered anywhere (no campus meetings) - AB386	0051 Course taught 100% Online (24/7), no standard meeting time
02 Synchronous instructional course section can be offered anywhere (no campus meetings) - AB386	0052 Course taught 100% Online, with specified meeting time(s)
03 Asynchronous instructional course section (orientation, mid-term, final campus meeting allowed) Federal Distance Education	0053 Hybrid course, taught online (24/7) with 3 or less face-to-face meeting times (defined as orientation, mid-term and final exam)
04 Synchronous instructional course section (orientation, mid-term, final campus meeting allowed) Federal Distance Education	0054 Hybrid course, taught online with specified meeting times and with 3 or less face-to-face meeting times (defined as orientation, mid-term and final exam)
05 Asynchronous instructional course section segment with face-to-face course section segment (regular face-to-face meetings from every day to four or more times in the term) aka Hybrid. List the course section and record the course credit units in online	0055 Hybrid course, taught online (24/7) with a standard face-to-face meeting time (4 or more meeting times)
06 Synchronous instructional course section segment with face-to-face course section segment (regular face-to-face meetings from every day to four or more times in the term) aka Hybrid. List the course section and record the course credit units in online	0056 Hybrid course, taught online with specified meeting times and standard face-to-face meeting time (4 or more meeting times)
07 Asynchronous online supervision - (Deprecated beginning Summer 2015)	Discontinued
08 Synchronous online supervision - (Deprecated beginning Summer 2015)	Discontinued
09 Face-to-Face Instruction (In-Person)	n/a No class note needed
10 Asynchronous instructional course section can be offered anywhere (no campus meetings) with synchronous instructional course section can be offered anywhere (no campus meetings) - aka Hybrid (NEW beginning Summer 2015)	0057 Course taught 100% Online (24/7), and that may have specified online meeting times
11 Asynchronous instructional course section can be offered anywhere (no campus meetings) with synchronous instructional course section (orientation, mid-term, final campus meetings allowed) - aka Hybrid (NEW beginning Summer 2015)	0058 Hybrid course taught online (24/7), and specified online meeting times with 3 or less face-to-face meeting times (defined as orientation, mid-term, and final exam)

Discontinued class notes

0018	Course taught 100% online
0019	Online except for exams
0020	Substantial portion online
0021	Class section is web-enhanced