

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

F13-2, University Policy, Technology Intensive, Hybrid and Online Courses and Programs

Legislative History: Rescinds S01-10 and S97-6

At its meeting of December 9, 2013, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. University policy S01-10 deals with Distance Education Courses and Programs, and S97-6 with Technology Mediated Instruction. This policy replaces both S01-10 and S97-6 with an updated policy as SJSU moves forward in incorporating technology intensive, hybrid, and online instruction into mainstream instruction at SJSU. University policy F13-2 was approved by President Mohammad Qayoumi on January 13, 2014.

Amendment A to F13-2 was approved by the Academic Senate on April 25, 2016 and signed by Interim President Susan W. Martin on May 2, 2016. Amendment A changed section ii.A.1.c. to remove proctoring as an extra fee exemplar. Amendment A is included in the policy as follows.

**University Policy
Technology Intensive, Hybrid, and Online Courses and Programs**

Resolved: That S01-10 (Distance Education Courses and Programs) and S97-6 (Technology Mediated Instruction) be rescinded; and be it further

Resolved: That the following policy for technology mediated instruction be adopted

Rationale

Technology is changing quickly and influencing the development of new models of teaching and learning. At the same time, these new technologies are playing an increasingly important role in society. The purpose of this policy is to provide continuity in the quality of education and transparency in the use of instructional modes and technological tools as we move forward to incorporate technology intensive, hybrid, and online instruction into the mainstream of instruction at SJSU.

The faculty has final responsibility for determining the pedagogies and instructional methods most appropriate for the courses and academic programs that the university offers. The review process for technology intensive, hybrid, and online courses and programs will follow the same criteria, guidelines, and processes as those used for the review of in-person courses and programs, thus taking into consideration

issues of curricular quality and infrastructure needs (e.g., reliability and sustainability of technology, student support services, assessment of student learning outcomes, faculty workload). Technology intensive, hybrid, and online courses and programs will be held to the same student learning outcomes, assessment requirements, and credit hour assignments as in-person courses and programs when reviewed by department, college, and university curriculum committees.

The maintenance and continued enhancement of an appropriate infrastructure to support technology intensive, hybrid, and online courses and programs are basic university responsibilities (not those of departments and colleges). All technology and infrastructure required to support high-quality course delivery, such as enhancement in areas of access to library resources and information technology, support for instructional design and development, faculty development, computer and network support, and student services is the responsibility of San José State University.

Approved: 11/4/2013

Vote: 12-0-0

Present: Buzanski, Cheruzel, Gleixner, Harris, Hart, Jaehne, Kohn, Nellen, Schultz-Krohn, Stacks, Swanson, Trulio

Absent: Sujitparapitaya

Financial impact: The continued maintenance and development of a robust technology infrastructure will require the ongoing allocation of resources for hardware, software, cloud computing services, technical and support staff, and faculty development. If enrollment increases through technology intensive, hybrid, and online modalities of teaching, enhanced resources may be needed to support larger class sizes (e.g. faculty workload allocation, graders, student assistants).

Workload Impact: There is a significant faculty workload involved with creating and delivering technology intensive, hybrid, and online courses. In addition, as the need for greater flexibility in course offerings increases, the migration of existing in-person courses and/or degree programs will require a considerable investment of time on the part of faculty and departments. As the development and implementation of technology intensive, hybrid, and online courses and degree programs increase, staff (e.g., SJSU Online, eCampus; Center for Faculty Development) supporting the faculty and departments will see an increase in demands on their time and expertise.

Technology Intensive, Hybrid, and Online Courses and Programs

I. Definitions

Technology Intensive Instruction—Instruction that requires intensive use of technology beyond the norm of current classes.

Hybrid Instruction—Instruction takes place both in person and online. This mode is selected even if one campus meeting is required, because it precludes geographically distributed students.

Online Instruction—All instruction takes place online, with no physical in-person or on campus meetings or activities required.

II. Principles for Technology Intensive, Hybrid, and Online Education

A. Course Delivery Support and Information

1. Students have the right to know the modes of delivery including any on-campus meeting requirements and technology requirements of each course section, program and degree offered by the University.
 - a. For hybrid or online courses, students will be notified of the mode of delivery before enrolling in a course section or program.
 - b. Any course section that uses technology intensive, hybrid, or online instruction shall indicate in the course syllabus and inform students about the required technology access and any necessary materials, equipment, software, or online account access.
 - c. Any course that requires students to pay extra fees for field trips (only allowable course fee according to CSU Executive Order 1078) must indicate so on the syllabus.
 - d. Students shall be notified that all course material developed by the instructor is the intellectual property of the instructor and is to be used for private, study purposes only, and cannot be shared publicly or uploaded without the instructor's approval (see University policy S12-7).
2. All technology intensive, hybrid and online courses shall provide the opportunity for appropriate and timely interactions between faculty and students and among students as directed by University policy (F68-18 or as revised).
3. Criteria will be as rigorous and comprehensive in all delivery modes, and these criteria will be clearly communicated to students on the course syllabus.
4. Technical support, consistent with support available to all other SJSU students, shall be made available to students in technology intensive, hybrid, or online course sections and programs commensurate with student needs.

5. Hybrid and online classes should have a final exam or culminating experience. Hybrid and online classes must abide by University policy S07-2 in which examinations should be appropriately proctored or monitored. The syllabus for the hybrid or online course must indicate the proctor protocol for each class.

6. Technology intensive, hybrid, and online sections of courses in which enrollment is set by other University policies (such as General Education courses) must abide by those class size limits. For other technology intensive, hybrid, or online courses, class size shall be determined by the same department procedure as in-person classes.

B. Faculty Support, Rights and Responsibilities

1. Faculty have a right to know, and department chairs and school directors have the responsibility to inform faculty, of the modes of delivery, including any on-campus meeting requirements, and technological requirements of relevant course sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.

2. In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their technology intensive, hybrid, and online course-related materials that faculty have with respect to their in-person courses. The ownership of intellectual property in the collective bargaining agreement is determined based on whether the materials were created with or without extraordinary level of University support. Creation of technology intensive, hybrid, or online classes within the normal workload allocation and utilizing normal University resources is not considered extraordinary support. Separate contracts for course development should explicitly define the level of support as extraordinary or not.

3. In the case where a faculty member who shares ownership of technology intensive curriculum with the University departs the University, the faculty member may teach the curriculum in other venues without prior University approval, and the University may continue to teach the curriculum without prior faculty approval.

4. Because technology intensive, hybrid, and online instruction involve the use of technologies and teaching methods that require specialized training, the university will offer training and technical support to faculty. The University shall provide technical support to faculty to ensure their curriculum meets current accessibility requirements.

5. Any instructor assigned to a technology intensive, hybrid, or online course will be provided with appropriate technology and technical support services to develop and teach the class effectively.

6. Though the outcomes may differ, colleges and departments shall use the same procedures to determine support (such as ISAs and TAs) and workload allocation for technology intensive, hybrid and online courses that they use for in-person courses. This procedure should address the support faculty need for developing new curriculum, learning new technology, ensuring the modality is accessible, and teaching large class sections.

7. The university will provide faculty with the information and/or mechanisms, as appropriate, to ensure legal use (e.g. intellectual property, copyright, FERPA) of external tools or online services that require students to register with external sites.

III. Approval of Technology Intensive, Hybrid, and Online Courses and Degree Programs

A. New Technology Intensive, Hybrid, and Online Degree Programs

New technology intensive, hybrid, and online degree programs or program modifications (including majors, minors, options, certificates and subject matter preparation programs) shall be reviewed in accordance with the usual Program Proposal process.

B. New Technology Intensive, Hybrid, and Online Courses

New technology intensive, hybrid, and online courses are approved through the regular curriculum review process, following the same process as any new course.

C. Converting Existing Courses or Programs to a Technology Intensive, Hybrid and Online Format

In the case of existing courses or programs, approval for the use of technology intensive, hybrid, or online instruction is within the purview of the department and/or program subject to the principles set forth in this Policy. These courses will follow department procedures for reviewing changes in pedagogy for in-person courses. The college dean must be informed by the department chair of these modality changes so that the dean can consider resource implications. The offering department, college or school is responsible for ensuring that students are notified of the change.

IV. Contracts for Technology Intensive, Hybrid, or Online Courses

A. No individual, program, or department shall agree in a contract with any private or public entity to deliver technology intensive, hybrid, or online courses or programs on behalf of SJSU without prior approval of the President or designee.

B. As departments and faculty control and determine the appropriate pedagogies for their courses, the university will not agree in a contract with any private or public entity to deliver technology intensive, hybrid, or online courses or programs without the prior approval of

the relevant department, through the same department procedure that the department reviews pedagogical changes in in-person courses.

C. Agencies providing funding for special certificates, degree programs, or courses shall not acquire any privileges regarding admission standards, academic continuation standards or degree requirements for students or faculty attached to a university-approved academic program.