

2016

APM 206

INTERIM POLICIES AND PROCEDURES ON TECHNOLOGY-MEDIATED COURSES AND PROGRAMS

I. Rationale

Faculty may use technology for instruction, enhancement of student learning, supplementing or replacing face-to-face interaction, and extending access to students. Courses and programs using instructional technology are *technology-mediated*. Technology-mediated courses might may be synchronous (using broadcast, video or web conferencing, or other technology), asynchronous or a blend.

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The primary purposes of instructional technology are to facilitate effective instruction and enhance student learning, by providing faculty with tools to supplement face to face instruction and extending access to students. Technology mediated courses include broadcast, web enhanced, multi mode, and web based courses. Broadcast courses offer synchronous instruction to remote populations. Online components are integral to web-enhanced courses. Multi mode courses have some in class time replaced by technology-mediated instruction. In web based courses, the primary mode of instructional delivery is online technology. The Policy on Technology Mediated Instruction (TMI) replaces the Policy on Instructional Television Fixed Service (Academic Policy Manual 253, approved September, 1989), and supplements, but does not replace, other currently existing policies and review processes, including those at the department or school/college level.

The following principles guide this policy:

- The faculty is responsible for the academic content of the curriculum.
- Student learning outcomes of technology-mediated courses are equivalent to those of traditional courses.
- Learning outcomes of technology-mediated courses are evaluated as part of a student learning outcomes assessment plan.
- Technology-mediated courses are subject to student rating of instruction, and faculty peer review, consistent with APM 322 Policy on the Assessment of Teaching Effectiveness
- Learning outcomes of technology-mediated courses are evaluated as part of a student learning outcomes assessment plan.
- Technology-mediated courses require a level of student effort equivalent to that of a

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~~traditionally taught course.~~

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- Use of technology is consistent with APM 622 Acceptable Use Policy of Information Technology Resources
- ~~For the purposes of this interim policy, technology mediated courses will be offered at the same level and mode as elsewhere on campus.~~

~~UA~~ ~~All~~ university policies regarding courses and programs are also applicable to mediated courses and programs. ~~Just as traditional instruction is expected to use best practices for instruction and assessment, technology-mediated courses and programs shall meet established standards for quality and student learning outcomes, as well as best practices for technology-mediated instruction (such as Quality Matters or QOLT). The faculty are responsible to ensure that courses with special approved approval (e.g., education, service learning) continue to embody those characteristics characteristics that~~

A. Faculty Responsibilities

~~In accordance with university policies, Each the faculty member is responsible for determining how information is disseminated to, and engaged by, the students in his includes intellectual property considerations (e.g., fair use, and copyright) and accessibility (e.g., APM 237 and the system-wide Accessible Technology Initiative ATI). university regulations (including ADA requirements). The instructor will instructional materials in a course by their students. For example, a faculty member peer-review process.~~

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~~[NEW] one third A faculty member who wishes to conduct online course activity beyond 20% of the entire course will complete 15-20 hours of online course design training through or recognized by the Center for Faculty Excellence (e.g., the CSU Quality Assurance Program).~~

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- ~~Departmental faculties are responsible for ensuring that technology mediated courses~~

~~C. As courses and degree programs are made available through technology mediated technology-mediated instruction such as academic advising, financial aid, career services, library services, and tutoring.~~

~~Any degree program that is offered more than 50 percent online or at a distant site requires substantive change approval from the Western Association of Schools and Colleges.~~

The university shall provide support to faculty for:

- Faculty involvement Training and consultation about technology-mediated design, instruction, intellectual property, accessibility, and assessment.
- IT infrastructure support.

~~A means to verify the identity of students taking examinations in online~~

C. C. Shared Responsibilities

Usually, a technology mediated course is offered ~~for one time delivery by the faculty who design and develop the online course~~. Future instructional use by other faculty of materials in a technology-mediated course or ~~programa~~ ~~class recording~~ is subject to the mutual agreement of the ~~u~~University and the faculty member, ~~consistent with university policies on intellectual property (APM- 522 Intellectual Policy)~~ and agreements made between the provost and the faculty.

~~With~~ Upon approval by the faculty member who created the content, ~~F~~ future reuse for credit or noncredit shall be considered and approved through the usual curriculum approval process. No reuse shall be made without the instructor's prior knowledge and consent, and any reuse shall include provision for appropriate compensation to the instructor-creator. A periodic review to determine whether ~~the course~~ ~~online materials~~ ~~or class content~~ ~~recording~~ should be revised or withdrawn from instructional reuse because of obsolescence may be initiated by the original instructor-creator, or as with a traditional class, by ~~an appropriate faculty body~~. ~~[does this happen for F2F classes?]~~

Intellectual property developed for online use, ~~is an academic document~~, like other scholarly work, ~~it should~~ shall bear the name of the author, the institutional affiliation, the date when it was created, ~~intellectual property notice (such as~~ Creative Commons (www.creativecommons.org) ~~notice~~, and appropriate acknowledgments.]

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III. Courses.

A. Definitions.

1. Televised two-way and broadcast courses: Synchronous, or two-way televised courses, use video conferencing technology to enable face-to-face interaction between the instructor, located at one site, and students, attending class elsewhere.

Microwave broadcast and cable television distribute lectures and demonstrations to remote locations as a one-way broadcast. In some cases, all of the students are at distant sites. Televised courses require the assistance of a technician at the origination site and distance learning associates or site monitors at the distant sites. Faculty members are encouraged to structure televised courses as web enhanced or multi-mode courses, taking advantage of online learning tools for document management and enhanced communication.

2. Multi-mode: In a multi-mode course, online components replace some of the regularly scheduled class meetings. A Tuesday Thursday class, for example, might meet one day a week throughout the semester, with the

remaining instruction taking place online. Department and school/college level approval is sufficient for courses that are taught 50% or more face-to-face. However, approval as designated on **Appendix A: Proposal to Replace Contact Hours with Online Instruction** is required for the replacement of more than half of class time with online instruction.

3. **Web Based:** A web-based course does not meet for instructional purposes in physical facilities, although students may be required to meet for an in-class orientation or to take exams. Approval as designated on **Appendix A: Proposal to Replace Contact Hours with Online Instruction** is required for the replacement of class time with online instruction; this requirement includes courses originating at other sites and offered to on-campus students.

When a web-based course is offered to students at a distance, consideration must be given to on-site support for student learning, including provision of library materials.

III. Courses

A. Definitions¹

The following definitions are based on the national standards from the Online Learning Consortium's Definitions of E-Learning Courses and Programs Version 2.0 April 4, 2015 (<http://onlinelearningconsortium.org/updated-e-learning-definitions-2/>).

1. Classroom Course – Course activity is organized around scheduled class meetings.

Synchronous Distributed Course – “Web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time”.

2. Synchronous Distributed Course - Web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time.

Web Facilitated (the OLC calls these “Web-enhanced”) Course – “Online without reducing the number of required class meetings or supplants a small amount (typically 20 percent or less) of the traditional classroom activity.”
[MAYBE ADD A NOTE: FN15 DOES NOT EQUAL Web facilitated.]

¹ The following definitions are informed by the national standards from the Online Learning Consortium's Definitions of E-Learning Courses and Programs Version 2.0 April 4, 2015 (<http://onlinelearningconsortium.org/updated-e-learning-definitions-2/>).

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3. Web-Enhanced Course – Online course activity complements class sessions without reducing the number of required class meetings or supplants a small amount (typically 20 percent or less) of the traditional classroom activity. – Blended (also called Hybrid) Classroom Course – “Online activity is mixed with classroom meetings, replacing a significant percentage (20 percent to 66 percent), but not all required face-to-face instructional activities. (greater than two thirds 2/3rd)

online (66 percent to 99 percent), but there are some required face-to-face instructional activities, such as lectures, discussions, labs, or other in-person learning activities. (greater than two thirds 2/3rd)

6. Online Course – “All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity”.

7. Flexible Mode Course – “Offers multiple delivery modes so that students can choose which delivery mode(s) to use for instructional and other learning purposes”, such as SFSU’s HyFlex model.

Synchronous: Courses that use broadcast video conferencing or web
Facilitated: Courses that use web-based technology to facilitate what is essentially
Existing courses can be converted to web facilitated courses [TYPO] thought
amount (up to 20 percent) of traditional classroom activity online through the
department/program’s curriculum approval process.

When more than 20 percent29 percent9%[one third] of the course content is curriculum committee approval is required along with a technical review by the Academic Information Technology SubcommitteeFaculty CenterCenter for Faculty proposed mode of delivery for the course or program meets current guidelines for online learning.

When online delivery exceeds 66 percent79-66 percent[two thirds] of the course approval is needed. Program, school/college and university level approvals are secured through the usual curricular review processes and will include consideration of academic content, student learning outcomes, budget and staffing, and other considerations.

Course approval initiated by an individual instructor shall apply only to that
C. When online instruction replaces more than 50 percent of class time, Appendix A:

Syllabi for technology-mediated courses must comply with APM 241 Policy on Course Syllabi and Grading. This includesSyllabi for hybrid or online courses shall explain the role that technology plays in achieving student learning outcomes. Syllabi of courses in which online instruction replaces part or all of in-

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Commented [MR12]: Is this required if an existing course is converted to a hybrid or online course? What is the process for such a course (which has already gone through normal curricular review)? Note: it seems the Appendix (approval form) has been deleted from the policy.

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class time shall describe how learning activities will be scheduled, including a distinction between synchronous and asynchronous activities. Pursuant to APM 241, As for traditional courses, the syllabus and any amendments shall be on record with the department or program.

In addition to syllabus requirements presented in APM 241, syllabi for web based or

Credit-bearing courses originating off campus shall be reviewed through usual curricular processes. The university shall not contract with any private or public entity to deliver credit-bearing courses or programs to off-campus entities or to California State University, Fresno students without prior approval through normal curricular processes.

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