

## **INTERIM POLICIES AND PROCEDURES ON TECHNOLOGY-MEDIATED COURSES AND PROGRAMS**

### **I. Rationale**

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 require a level of student effort equivalent to that of a traditionally taught course.
- Successful technology-mediated courses support student-faculty and student-student interaction.
- For the purposes of this interim policy, technology-mediated courses will be offered at the same level and mode as elsewhere on campus.

### **II. Responsibilities**

- A. Departmental faculties are responsible for ensuring that technology-mediated courses retain the characteristics that have gained them special approval as general education or service-learning courses. TMI courses and/or programs shall meet established standards for quality and student learning outcomes, as well as best practices for technologically mediated instruction. Instructors should receive orientation and training appropriate to the instructional technologies applied in their courses.
- B. The university should provide orientation and training appropriate to the instructional technologies applied in their courses. Technical support units will provide and regularly update guidelines and best practices for TMI. (For example, "Guidelines and Resources for Developing and Teaching Online Courses," created by Digital Campus, is available online at [http://www.csufresno.edu/digitalcampus/faculty/fax\\_bb\\_doc.htm](http://www.csufresno.edu/digitalcampus/faculty/fax_bb_doc.htm).)
- C. Electronic library services are and will continue to be available to California State University, Fresno students, including those at remote locations. Books and journal articles are available through web-based catalogues and online Interlibrary Loan request forms. Subject to copyright laws, faculty members may also place articles, chapters of books, and other course materials on the Library's electronic reserve system. Where possible, off-campus sites should be associated with community colleges or other educational institutions that can help meet students' library needs. Mediated instruction and online tutorials on library research methods will be available to students taking courses through TMI.

### 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.

#### B. Approval process:

When online instruction replaces more than 50 percent of class time, **Appendix A: Proposal to Replace Contact Hours with Online Instruction** must be completed and approved. Approval initiated by an individual instructor will apply only to that instructor, but the department may initiate approval for offerings of a course independent of a particular instructor.

Undergraduate course and program applications must be approved by the departmental faculty, the college curriculum committee, the college dean, the Undergraduate Curriculum Subcommittee and the provost or designee. Graduate course and program proposals must be reviewed by the department, the college curriculum committee, the college dean, the Graduate Curriculum Subcommittee and the graduate dean (see Appendix A).

Review at the departmental and school/college levels will include consideration of academic content, student learning outcomes, and budgetary and other considerations normally the province of the department and college. Review by the technical staff will focus solely upon whether the proposed mode of delivery for the course or program meets current guidelines for online learning. Technical review will be considered as advisory to the University Undergraduate Curriculum Committee or Graduate Curriculum Subcommittee, which will review the proposal for all of the criteria areas listed above. It is the responsibility of the provost's designee to oversee that the review process is completed in a timely fashion.

Courses being offered more than 50 percent online before adoption of this policy have one academic year to complete the approval process.

C. Syllabi:

In addition to syllabus requirements presented in APM 241, syllabi for web-based or multimode courses shall refer students to the policy on 24-hour access to a computer capable of accessing the campus data network and explain the role that technology plays in achieving student learning outcomes. Syllabi of courses in which online instruction replaces part or all of in-class time shall describe how learning activities will be scheduled, including a distinction between synchronous and asynchronous activities.

Syllabi for web-based courses may be distributed electronically, but must be prominently and permanently available to students. If the syllabus is revised during the semester, all versions must remain available so that students can track changes. It is recommended that faculty require students to acknowledge formally that they have received and reviewed the course syllabus.

Pursuant to APM 241, a print copy of the syllabus and any amendments shall on be file in the department office.

D. Courses originating off campus:

Credit-bearing courses originating off campus shall be reviewed through normal 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.

#### IV. Degree Programs

According to the university's vision statement, "California State University, Fresno aspires to be the premier regional interactive university in California and one of the best in the nation." Consistent with this vision, the university has a well-established history of facilitating education through the use of technology. Successful instruction of students at a distant site requires additional resources and collaboration among many campus units.

As degree programs or degree completions are made available through TMI, arrangements must be made to provide necessary on-site technical and logistical support, and appropriate student services. In addition, students must have access to academic advising in their majors. As new sites are established or additional degrees are developed for existing sites, appropriate consultation shall take place, including (but not limited to) the schools/colleges and department(s) offering courses, the technical units, Madden Library, and Student Affairs. Applicants must provide a statement as to how technical and logistical support, student services, and academic advising will be addressed for their degree programs. Proposals to offer new courses or degree programs through TMI shall adhere to the approval processes for new undergraduate and graduate courses or degree programs.

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. Consult the university's Accreditation Liaison Officer for assistance in preparing a substantive change proposal. Those developing programs that are offered substantially online or at distant sites should address in their proposals and in any Memoranda of Understanding the issues raised in Appendix B.

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Recommended as Interim Policy by the Executive Committee  
Approved by the President

March 2004  
**May 11, 2004**

## Appendix B. Guidelines for Development of Site-Based Online or Off-Campus Programs

### Needs Assessment

- Seek multiple sources of evidence concerning the need for the program to be offered to the site under consideration. Community colleges often have optimistic views of the projected enrollment.
- Consider whether resources are available to support low enrollment courses early in the program's life.

### Curriculum

- If the program is based at a California community college, check the articulation agreement at <http://www.assist.org> to determine if all appropriate lower division courses are available for the degree under consideration. If some needed courses are not taught at the community college, The Academic Technology Center will work with the community college representative and the chairs of the relevant departments so that the complete lower division curriculum needed to support the degree is offered at the partner institution.
- Work with the Academic Technology Center to determine the availability of needed upper division general education courses.
- Develop a curriculum plan including a schedule for implementation of the upper division curriculum.
- For each course, select the most appropriate instructional mode.
  - Face-to-face instruction may be necessary for some courses involving a hands-on component. Will the course be taught on a typical semester schedule or as an intensive weekend course? Will the students be required to come to the main campus? Will faculty travel from the main campus to the off-campus site, or will an on site instructor or instructor's assistant be hired?
  - Televised instruction requires teleclassrooms at both the off-campus site and the main campus. In addition, televised classes require on-site support, including technical support and proctors for examinations. Televised classes should be web-enhanced to facilitate communication between the instructor and students as well as the transmission of handouts and other course materials.
  - Online courses can be independent of time and space. It may be necessary to arrange for facilities for the completion of proctored examinations.

### Faculty

- Recognize the need for faculty training in the use of instructional technologies.
- Online courses may require additional development effort.

### Academic Advising

- Depending upon distances and number of students, academic advising may be done through physical visits or by the use of technology (telephone, email, or desktop videoconferencing). Consult with appropriate offices to ensure that resources will support necessary academic advising.
- For recruitment and general education advising of prospective students, contact University Outreach Services.
- For advising of admitted students, contact the Office of Advising Services, which will work in collaboration with University Outreach Services each semester to assess the need for additional on-site general education and degree requirement advising. As a guideline, an enrollment of about 40 students would merit advising once per semester during the week prior to registration. Sites with greater than 200 FTES may require funding for a full-time professional advisor.
- Identify upper division academic advisors (faculty or professional advisors in the discipline) that will serve students enrolled at the off-campus site.

### **Online Student Services**

The following services are online for all students, and therefore do not require special arrangements for off-campus students:

- Financial aid
- Registration
- Transcript requests
- Student financial transactions (credit card payments)
- Career services

### **Onsite Student Services**

Whenever a host campus has the appropriate facilities and staff to provide its students with essential health services, adaptive services for the disabled, parking, career placement assistance, etc. the university will contract with the host institution to offer similar access to such services to our students who are attending classes at that site.

- Health services
- Services to students with disabilities
- Access to open-use computer laboratories
- Job fairs

### **Library Services**

- Currently enrolled Fresno State students, faculty, and staff have access to the Madden Library's online system including electronic periodicals and databases and to electronic reserve materials. In order to be recognized as valid users, students enrolled in distance learning courses must have the university KeyCard. Licensing agreements with database vendors prohibit us from providing access to non-Fresno State students, faculty members, and staff.
- For sites with low enrollment (40 students), arrangements need to be made with the Madden Library of California State University, Fresno, to provide training in the use of the online system to librarians at the partner campus.
- For sites with 200 FTES, the university will need to fund a full-time equivalent librarian who will work in the library at the site.
- Sites within California can gain physical access to books and articles through a regional courier service.

### **Academic Technology Center Services**

The units of the Academic Technology Center (Digital Campus and the Academic Innovation Center) provide various forms of support to off-campus sites. The costs of these services need to be considered in developing the budget for the site.

- Site Coordinator. The site coordinator is the principal point of contact at the off-campus site. Duties include arranging for and coordinating support services (readers for disabled students, exam proctoring, delivery and exchange of materials between instructor and students); promotion of university programs and services; distribution of informational materials; technical and logistical support in preparation for and during class sessions; on-site administrative assistance (scheduling appointments with advisors, duplicating and printing materials); assisting students in addressing enrollment, financial aid, and academic program planning issues; and hiring and supervising distance learning assistants.
  - Startup Phase: Half-day coverage.
  - When the schedule of courses offered extends to a clear majority of the normal, day-time business hours of the host campus, position needs to be staffed at 1.0 FTE,
  - As the schedule, requires that classes be offered in the evening hours, in addition to the majority of day-time business hours, student assistant or other part-time support needs to be provided to address the needs of students enrolled during these extended hours.
- Distance Learning Assistants. Student assistants or other part-time support needs to be available during all hours that university classes are in session at the off-site location.

- Faculty orientation, training, and support.
  - The Academic Innovation Center will offer orientation sessions to faculty members new to the instruction of televised classes.
  - Digital Campus will provide workshops for faculty members developing online courses or web-enhanced courses using Blackboard.
  - Digital Campus will provide assistance to faculty members in the conversion of their materials to digital format.