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

**I. Rationale**

Faculty may use instructional technology tools to facilitate effective instruction, to enhance student learning, to supplement or replace face-to-face instruction, and to extend access to students. Courses and programs using instructional technology are termed technology-mediated. Technology-mediated courses might be synchronous, asynchronous or a blend.

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.
* Successful technology-mediated courses support student-faculty and student-student interaction.

**II. Responsibilities**

All university policies regarding courses and programs are also applicable to technology mediated courses and programs. Faculty members in each department are responsible for ensuring that technology-mediated courses retain the characteristics that have gained them special approval as general education or service-learning courses. Technology-mediated instruction courses and/or programs shall meet established standards for quality and student learning outcomes**, as well as best practices for technology-mediated instruction.**

1. Faculty Responsibilities

Each faculty member shall be responsible for determining how information is disseminated to the students in his or her courses in accordance with university regulations (including ADA requirements). The instructor of record will determine the level of control exerted over access to the instructional materials in a course by their students. For example, a faculty member will determine whether or not instructional materials may only be viewed on-line, downloaded, or accessed in a format permitting students to manipulate the materials. In no event shall a faculty member’s recorded material be considered in personnel decisions without their consent.

1. University Responsibilities

As courses and degree programs are made available through technology-mediated instruction, arrangements must be made to provide necessary support and appropriate student services such as academic advising, financial aid, career services, library services, and tutoring. Proposals to offer new courses or degree programs through technology-mediated instruction should address these issues.

The university will provide support for:

Faculty involvement in technology mediated instruction.

IT infrastructure support.

A means to verify the identity of students taking examinations

in online courses.

C. Shared Responsibilities

Normally, technology mediated courses are offered for one-time delivery. Future instructional use of any materials in a technology-mediated course or program is subject to the mutual agreement of the University and the faculty member. Upon approval of the faculty member who created the content, future reuse for credit or noncredit shall be considered and approved by the faculty of the department, school, or university, or by such representatives of these bodies as pass upon curricular matters generally. 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 or class content should be revised or withdrawn from instructional reuse because of obsolescence may be initiated by the original teacher-creator or an appropriate faculty body. A recorded program of instruction, like any other scholarly work, should bear the name of its author, the institutional affiliation, the date when it was recorded, and any appropriate acknowledgments.

**III. Courses**

1. Definitions.
2. Synchronous: Courses that use technology-assisted, simultaneous interactions between the instructor and students, and where participants are in varied physical locations. Examples of this include web conferencing or educational multi-user domains.
3. Web Facilitated: Courses that use web-based technology to facilitate what is essentially a face-to-face course. This may include use of a learning management system for delivery of the syllabus, assignments, and/or grades. 1-29% of course content is delivered online.
4. Hybrid: Course that blend online and face- to- face delivery. Substantial portions of the content (30-79%) are delivered online.
5. Online - A course where most or all of the content (80-100%) is delivered online. Typically there are no face-to-face meetings.

Definitions 2-4 are consistent with national standards; see Learning on Demand: Online Education in the United States, 2009, see hyperlink http://sloanconsortium.org/publications/survey/pdf/learningondemand.pdf

B. Approval Process:

Existing courses can be converted to web facilitated courses with departmental approval signified by a written memo from the Department Curriculum Committee to that effect. When more than 29% of the course content is delivered online (hybrid or online course) school/college approval is required along with a technical review byTechnology Innovations for Learning and Teaching (*TILT*).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. When online delivery exceeds 79% of the course content, university level approval is needed. Program, school/college and University level approvals are secured through the normal curricular review processes and will include consideration of academic content, student learning outcomes, and budgetary and other considerations. Review by technical staff will focus solely upon whether the proposed mode of delivery for the course or program meets current guidelines for online learning. The technical review is to be considered advisory to the school/college review process.

Courses being offered more than 29% online before adoption of this policy have one academic year to complete the approval process.

1. Syllabi:

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

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 through normal curricular processes..

**IV. Technology Mediated Courses and Degree Programs**

As courses and degree programs are made available through technology- mediated instruction, arrangements must be made to provide necessary support and appropriate student services such as academic advising, financial aid, career services, library services, and tutoring. Proposals to offer new courses or degree programs through technology- mediated instruction should address these issues.

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.