



ACADEMIC SENATE

AGENDA

APRIL 26, 2012

11:30 AM - 1:00 PM

ACADEMIC SENATE CHAMBERS

I. CALL TO ORDER

II. URGENT BUSINESS

III. ANNOUNCEMENTS

IV. APPROVAL OF MINUTES

4.1 ASD 12-48 Academic Senate Minutes – 4-12-12 (Draft)

4.2 ASD 12-78 Academic Senate Minutes – 4-19-12 (Draft)

V. TIMES APPROXIMATE

11:45 AM

Topic: General Education Committee – Wisdom of Separation – Assessment / Curriculum
Presenter: Craig McConnell, Chair – GE Committee

11:55 AM

Topic: UPS 411.104 Policy on Online Instruction [ASD 12-81
Discussants: Task Force from AA/AS Retreat 1-17-12
“Engaging Faculty in Online Teaching & Learning
Members: Sean Walker, Lynda Randall, Barry Pasternack

VI. CONSENT CALENDAR

VII. CHAIR’S REPORT

VIII. STATEWIDE ACADEMIC SENATE REPORT

IX. NEW BUSINESS

9.1 ASD 12-81 UPS 411.104 Policy on Online Instruction

X. ADJOURNMENT



ACADEMIC SENATE

MINUTES

APRIL 12, 2012

ASD 12-48

DRAFT

11:30 AM - 1:00 PM

ACADEMIC SENATE CHAMBERS

Present: Armstrong, Bonney, Buck, Canchola, Chavis, Congalton, Dabirian, Evanow, Fidalgo, Fitch, Gradilla, Gratton-Lavoie, Guerin, Hagan, Hickok, Huizinga, Jones, Knutson Miller, Manriquez, Matz, McConnell, Mead, Meyer, Murray, Myck-Wayne, Nyaggah, Randall, Rast, Rhodes, Rhoten, Ruiz-Velasco, Stambough, Stein, Walicki, Walk, Walker, Williams, Yang

Absent: Balderas, Bedell, Carroll, Fisher, Martinez, Michalopoulos, Pasternack, Stang, Taylor

I. CALL TO ORDER

Vice Chair Walicki called the meeting to order at 11:30 AM.

II. URGENT BUSINESS

None.

III. ANNOUNCEMENTS

- 3.1 (Fidalgo) Invitation was extended for the *End-of-Semester* gathering to be held at her Fullerton home on May 11th.
- 3.2 (Hagan)
 - Our Student Senator and ASI Board Chair, Aissa Canchola, has been selected to the Panetta Institute for Public Policy Congressional Internship Program in Washington, D.C. representing CSUF.
 - As follow-up to this week's announcement that he has been appointed as the Acting President at CSU Dominguez Hills, beginning June 11th, he will be returning to CSUF on a regular basis. Resumés will be accepted.
- 3.3 (Congalton) CSUF Debate Team has returned from national tournaments earning a number of awards and honors. Tony Nielson, a lecturer in the Department of Human Communication Studies, was awarded the prestigious Galentine Award [top female debate coach in the nation].
- 3.4 (Rast) On behalf of the Center for Oral and Public History and the College of HSS, the 4th Annual Hanson Lecture will be held April 26th, 5:30 PM in the Outdoor Pavilion at CSUF Arboretum. Lecturer will be Tom Hayden, a leading advocate of peace, participatory democracy, environmental protection and social justice. Lecture title: "Students, Democracy Movements, and the Future".
- 3.5 (Nyaggah) CFA will hold balloting to give CFA Board of Directors authority to call for 2-day rolling strikes on each of the 23 campuses. Ballot boxes will be set up from April 16-19 in front of Humanities building. Online voting will be available through April 27th. Please vote and support CFA.
- 3.6 (Walicki)
 - Symposium for Social Justice will be held Saturday, 4-14-12, at the Titan Student Union, 8:00 PM on campus.
- 3.7 Petitions are available to run for an Academic Senate seat in the All University Elections to be held May 7-10, 2012. Signed petitions are due by noon, 4-19-12, in MH-143.

IV. APPROVAL OF MINUTES

- 4.1 ASD 12-42 Academic Senate Minutes 3-22-12 (Draft)
M/S/P (Fidalgo/Fitch) Minutes were approved as submitted.

V. TIMES APPROXIMATE

11:40 AM

Topic: ASD 12-34 Statements of Opinion, Spring 2012 First Reading: 3-22-12

M/S/P (Walker/Fitch) Moved document for approval for the ballot at the All University Elections, Spring 2012. ASD 12-34 was approved unanimously. Senator Fitch volunteered to write a *pro* statement for #4, streamlining curriculum.

11:50 AM

Topic: Athletics Update

Presenter: Steve Walk, Chair – Kinesiology Dept / Executive Committee Member

Senator Walk used a PowerPoint presentation to give an update on athletics from a faculty athletics representative perspective. Dr. Walk took over from Dr. Lee Gilbert in 1994 as the faculty athletics representative, he is responsible for

- representing faculty voice in intercollegiate athletics on campus as well as other entities (i.e., Big West Conference, NCAA, etc.) as a voting member;
- ensuring academic integrity of our intercollegiate athletics program and its compliance with NCAA rules;
- ensuring student athlete welfare.

Recognition was given to members of Athletics Department for their help in putting together this presentation: Brian Quinn, Steve DiTolla, Mel Franks, Rob Scialdone, Meredith Basil, and Allison Kelly. An overview was given in three sections: 1) description of current program; 2) budget; 3) profile of student athletes.

All of our sports are currently in the Big West Conference. We have 15 teams, nine women, six men. Budget woes have impacted all sports through loss of scholarships, reduced staff positions, and declining operating monies. Though revenues produced via marketing and sponsorship have increased in recent years, revenue from State sources and student fees has not kept pace with increased tuition costs, meaning these costs have been absorbed by intercollegiate athletics. Sadly, four programs have been eliminated altogether: fencing (men's/women's) in 2007 and wrestling and women's gymnastics in 2011. Men's and Women's golf was added in 2010 with funding coming, primarily, from extraordinarily generous donor support. Our current sports teams are baseball, softball, men's/women's basketball, men's/women's soccer, women's volleyball, men's/women's golf, women's tennis, and men's/women's track & field/cross country/indoor track. Data show student-athletes comparable to the rest of the CSUF student body in academic achievement and graduation rates. All student-athletes engage in fundraising and community service activities.

Questions were entertained. Senator Randall thanked Senator Walk for this presentation to help make us aware of our committed athletics staff and faculty, as well as outstanding achievements of our athletes, both in their respective sports and in the classroom and community.

12:10 PM **Open Hearing**

Topic: Recyclable Materials and Recyclables

Vice Chair Walicki welcomed Mr. van der Pol who presented a PowerPoint presentation to update Academic Senators on recycling activities at CSUF, which often take place behind-the-scenes. Waste Hauler (contract) has been involved for the past 12 years to comply with the law, AB 75, that 50% of waste must be diverted from landfill. Hazardous waste, compositing, construction, and eWaste is done through specialized vendors.

Student Housing 3 Project was recently certified as a *Platinum* Project. 80% of waste generated was recycled. A recent law puts a maximum allowance on per capita disposal. CSUF future strategies:

Buy less product	Efficient processes	UMGI Proposal: Waste Mgmt & Recycling Study
Student Involvement	Educational role	Budget impact
Zero-waste??		

Investment and foresight now will bring future long-term benefits.

Drew Chesen, Associate Director of Housing, is responsible for Dining and Conference Services, gave an update on sustainability efforts at the Gastronome. In partnership with Aramark Corporation, our long-term environmental stewardship programs and policies are within the areas of sustainable food, responsible procurement, green buildings, energy and water conservation, transportation, and waste stream management. Mr. Chesen showed examples of recyclable products used and explained the process and approach to separation of recyclable cardboard, and eliminating waste and over production of food products. There is a plan to engage student participation in Earth Week events (April 16-20).

Tony Lynch, Campus Dining Services Director, gave an inside look into campus dining sustainable packaging in the (TSU) Food Court, OC Choice Catering, Nutwood Café, LH Express, Starbucks Coffee, and Carl's Jr.

Mr. Tony Lynch spoke to food services (OC Choice/catering) commitment to recycling. Contracts now require sustainable packaging.

The Fresh Kitchen	Togo's Sandwiches	Panda Express
The Cup	Garden Café	The Grill

Round Table Pizza

Vice Chair Walicki thanked these three presenters. For those interested in sustainability and reduction of carbon footprint, he suggested watching the movie “No Impact Man”.

12:30 PM

Topic: Academic Dishonesty

Presenter: Sandra Rhoten, Associate Dean of Judicial Affairs - CSUF

Senator Rhoten is Associate Dean of Judicial Affairs, which is in the Dean of Students office within the Division of Student Affairs. The mission of Judicial Affairs is to educate students regarding the standards of behavior expected within the University community. The role of every CSUF member is to prepare students for success as well as to protect the integrity of the university. Judicial Affairs Office is all about effectively training students to do the right thing as opposed to catching students doing the wrong thing. We maintain Academic Integrity by preventing, confronting and reporting through relevant policies; i.e. Title 5, Executive Orders, University Policy Statements, and Presidential Directives.

Statistics were shown for academic and non-academic cases from 1999-2011, violations, dishonesty profile, etc. Academic Integrity Workshops are given to incoming freshmen students as well as other student groups. Judicial Affairs is the central repository for academic dishonesty violations on campus. The recidivism rate for last year was 4% which means that 96% of students were not referred back to Judicial Affairs for a second act of academic dishonesty.

VI. CONSENT CALENDAR

Walk/Fidalgo

**6.1 NOMINEES TO SEARCH COMMITTEES
ASSOCIATE DEAN – IRVINE CAMPUS**

NOMINEES: Peter Evanow (COMM/MCBE); Louise Adler (EDUC); Barry Pasternack (MCBE); Sharon Seidman (HHD); Michael Perez (SOC SCI)

VII. CHAIR’S REPORT This report was sent to All University Employees prior to the meeting.

I am sure you share in my congratulations to our very own Dr. Willie Hagan whom Chancellor Reed appointed Interim President of our sister campus, Dominguez Hills, earlier this week. Willie has been on the Academic Senate, our Executive Committee and also was elected to our Writing Board. He enjoyed the confidence of all members of our Fullerton Family, and I am sure our DH colleagues will not only respect his transparency, his commitment to collegial governance, and his fundamental decency. We wish him the best when he assumes his new position around June 11th!

As expected, we received the Report from our WASC reaccrediting team. It focused on the things we knew we needed more work on, such as the Strategic Plan, assessment, and student learning, to name a few. We have the opportunity to “correct errors of fact” and are so doing.

Within a day or so, you will be receiving a draft document as a policy recommendation dealing with online education. Currently, we have over 8,000 students taking at least one online course yet many have felt our governing document(s) needed updating. The proposed policy reflects a level of consultation I have not seen in my career here. Drs. Walker, Randall, and Pasternack have committed scores of hours to getting opinions and doing revisions on the proposed document. My thanks! I shall be emailing you the latest revision giving opportunity for you to give input. I plan “to agendize” the proposed policy for Academic Senate consideration on April 26th.

Two Academic Senate meetings added: April 19th and May 3rd. Same location and time.

Some Departments/Programs continue to interview faculty candidates for fall hiring. This academic year, we had a net gain of 7 faculty after retirements, resignations, etc. The situation this semester is fluid and when things settle, I shall get you the final numbers for this year’s faculty searches (for next year).

Today’s Academic Senate agenda is heavy with needed reports. We will hear from Dr. Walk, Faculty Athletic Rep, on the state of athletics from the faculty viewpoint. Also on the agenda, is a continuing conversation about sustainability and a report on academic dishonesty. Any Powerpoints will be made available. BTW, we are looking into ways to stream Academic Senate meetings so you can have the “joy” of being there without being there and being able to turn us off at will. ☺

Because of the obvious money problems in California’s budget, our FTES target for next year has been reduced. Our ability to bring in spring transfers has been limited significantly and the net result is that revenues

the transfers would have brought with them now represent “a lost financial opportunity” to help cover the deficit CSUF will need to cover. We will be at 103% of budgeted target instead of 105%, hence the extra one time monies are foregone.

There have been many conversations around the state concerning the possibility of graduate students losing the ability to get State University Grants (SUG’s). California has included graduate students in the pool of SUG eligible students. Not all states have done this and this change impacts campuses and programs differently. Obviously, a grad program with a large number of international students would be impacted differently than one with few. Also, think about what happens to grad programs that are free standing and have no undergrad program to “cover” the loss likely from a reduction of grad students. A Master’s degree is now the entrée into many professions, especially where many historically underrepresented students have chosen careers. That said, some think the SUG is most appropriate for undergrads in terms of access to their first degree, as opposed to access to a SUG for a second degree. In any case, your Executive Committee will be discussing this issue of SUGs at its next meeting this coming Tuesday.

The Outstanding Professor Committee has finished its deliberations and made its selections for both the Carol Barnes Award and the Outstanding Professor Award. Historically, the President’s Office has coordinated the “announcements and surprises”.

Best to you as you complete the remainder of this semester, and thanks for all you do for our students and campus.

VIII. STATEWIDE ACADEMIC SENATE REPORT

8.1 (Guerin) Virtual interim meetings of the Statewide Academic Senate are scheduled next week.

IX. NEW BUSINESS

10.1 ASD 12-39 [UPS 108.000](#) Visiting Scholars & Other Formal Delegations of Visitors from Abroad: Procedures for Invitations & Considering for Hosting [6-23-04] [Source: IEC]

M/S (Rhodes/Rhoten) Moved document for approval from International Education Committee. Members revised this old document line-by-line to update names and procedures and processes currently in place.

(Pasternack) noted that uniformity in punctuation is needed.

(Mead) *Friendly amendment* on lines 72-73: Add words: “Departments, Centers, Institutes, Faculty, staff and/or students ...”

(Carroll) These changes being made to UPS 108.000 underscores that all of our University Policy Statements need a strategic plan for periodic review and “forward-thinking” as opposed to reflecting behavior that has evolved organically over time.

(Buck) Behavior needs to follow policy, not the reverse. Committees exist for this purpose.

(Huizinga) Requested *friendly amendment* ... Between Lines 228 - 240: Add to the list for visiting scholars to check *in* and *out* with the Office of Research when research activities are involved.

Discussion ended due to time constraints. Document will be added under “Unfinished Business” for the next meeting, 4-12-12.

X. ADJOURNMENT

M/S/P (Mead/Walker) Meeting adjourned 1:01 PM.

University Policy Statement
California State University, Fullerton

UPS 411.104

POLICY ON ONLINE INSTRUCTION

I. Definition of Online Instruction

Online instruction is a formal, Internet-based or Internet-supported educational process in which instruction occurs between instructor and learner in an online environment. Online instruction courses and programs shall be consistent with the educational mission of the University.

II. Additional Terminology used in this Document. These terms were developed by review of several CSU policies, the Online Education White Paper written by a subcommittee of the state wide CSU academic senate and *Going the Distance: Online Education in the United States, 2011*.

A. Synchronous Instruction: Instructional activities where both the students and instructor are present and engaged in activities at the same time.

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

C. Traditional Instruction: Synchronous instruction that occurs inside the classroom. Students and the instructor are physically present. 30% or less of class meeting time can be taught in an online fashion. UPS 411.100 contains the guidelines and procedures related to traditional instruction.

D. Hybrid Instruction: Courses offered using a blend of traditional and online methods. Typically these courses are a mixture of online and physical class sessions. These courses can include a variety of synchronous and asynchronous activities. Hybrid courses will have more than 30% but less than 80% of class meeting time taught online.

E. Online Instruction with Required Course Meetings: Courses in which ~~more than 80%~~ or more of class meeting time occurs in an online setting, but where a student may need to come to campus for some course activities (e.g. tests, orientation). These courses can include a variety of synchronous and asynchronous activities.

F. Fully Online Instruction: Courses in which 100% of course meeting time occurs in an online environment.

G. Technology Mediated Instruction: A course that uses some form of technology in its delivery. This could be a fully online course, hybrid course or a traditional course that uses a learning management system.

Throughout this policy, the term “online instruction” will be used to refer to hybrid, online instruction with required course meetings and fully online instruction courses.

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46 **III. Principles for Online Instruction**
47

48 **A. Student Support and Information**
49

50 1. Online instruction courses and programs shall provide an opportunity for interaction
51 between students and the faculty member responsible for the course. Students
52 should receive prompt responses to their questions.
53

54 2. The Class Schedule shall clearly identify hybrid, online instruction courses with
55 required course meetings, or fully online instruction courses through the use of footnotes
56 and symbols or in other appropriate ways so that students have access to this information
57 before enrolling in a course or program. For hybrid and online instruction courses with
58 required course meetings the syllabus will indicate the dates and times of all required on
59 campus or synchronous meeting sessionsdates. Since students taking hybrid or online
60 instruction courses with required course meetings will likely expect and plan for meetings
61 to occur on the dates listed in the syllabus, alterations to class meeting dates should be
62 done with at least two weeks notice and generally should be avoided.
63

64 3. The class schedule shall notify students of any software and hardware requirements for
65 participation in online instruction courses.
66

67 4. Criteria for student success in online instruction courses and programs shall be as
68 rigorous and comprehensive as those used in classroom-based courses and shall be clearly
69 communicated to students.
70

71 5. Students enrolled in online instruction courses are subject to the same university
72 policies and procedures applicable to students attending courses on campus. Academic
73 standards regarding cheating, plagiarism, and appropriate online behavior (“Netiquette”)
74 shall be clearly communicated to students in online instruction courses. [See UPS
75 300.021 Academic Dishonesty]
76

77 6. Each student enrolled in an online instruction course or program shall be informed of
78 available instructional support, student services, library resources, and disabled
79 student support services. Faculty should work closely with the library and student
80 services staff to ensure adequate access and training for online instruction students.
81

82 7. The University shall provide assessment tools for student use in determining student
83 readiness for taking online instruction courses. Students are strongly encouraged to take
84 advantage of these tools to maximize their chance of success in online instruction classes.
85

86 8. The University shall provide technical support to students in online instruction courses
87 which is consistent with that available to on-campus students.
88

89 9. Degrees or programs that have required courses only offered in an online instruction
90 format will indicate this in the course catalog.

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92 **B. Faculty Support Rights and Responsibilities**
93

94 1. Faculty control over and development of curriculum and instructional materials is the
95 foundation of quality education. The use of outside contractors to provide online course
96 instruction and materials shall only be done with approval of the department or program
97 and appropriate administrator.
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99 2. Faculty shall have the same control and ownership of the substantive and intellectual
100 content of their online instruction course-related materials that faculty have with
101 respect to classes offered in a traditional classroom format, at the time of production, at
102 any time during their use, and thereafter. If, however, the online course has been
103 developed under a work for hire relationship with the University (a contract outside of a
104 Faculty members normal duties), the University may, as part of the contract for such
105 work, exercise the ability to control and use the materials produced, including the
106 syllabus and all course instructional elements developed under the contract, and have
107 the right to modify the course elements and content in the future.
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110 3. In courses where classes are offered as online instruction and in classroom settings,
111 sections of online instruction courses shall meet all course objectives normally covered
112 in the classroom- based course.
113

114 4. Online instruction course enrollments shall be established by the appropriate
115 administrator after consultation with the chair and faculty member planning to teach the
116 course. Ordinarily, student enrollment in online instruction courses should not exceed
117 the normal enrollment in traditional classroom based sections of the same course.
118

119 5. In online instruction courses, the department chair is responsible for ensuring that the
120 student evaluation of instruction forms are administered. Because of the online nature
121 of the course, the procedures for evaluating the faculty may differ from those used by
122 the institution for the evaluation of faculty teaching classroom-based courses, but the
123 overall standards shall be equivalent. [Refer to UPS 210.000, Faculty Personnel
124 Policy and Procedures]. Departments and programs are strongly encouraged to develop
125 specific Student Opinion Questionnaire formats for online instruction classes.
126

127 6. The University shall offer appropriate training and support services to faculty to
128 prepare and support them in developing and teaching online instruction courses.
129 Faculty are strongly encouraged to avail themselves of these services and training.
130

131 7. All online instruction courses listed in the Class Schedule shall normally be hosted
132 on California State University or other computer server services approved by the Dean
133 and Vice President of Information Technology~~and Dean approved computer server~~
134 services.
135

136 8. All online instruction courses shall indicate so in the course syllabus/outline. In

137 addition to information specified in UPS 300.004 (Policy on Course Outlines), the
138 following information shall be included in course outlines for online instruction
139 courses:

- 141 a) How participation in online activities will be assessed and graded
142 (e.g., participation in chat sessions, frequency of web access, postings, etc.);
143
- 144 b) Whether and how the instructor will track student online activities, for
145 example, by maintaining a copy/log of online discussions and chat session,
146 etc.;
- 147
- 148 c) Weekly deadlines for posting and due dates (dates and times);
149
- 150 d) Office/contact hours (including items such as how quickly the instructor
151 will respond to e-mail questions and online assignments, how often the
152 instructor will be online, and alternate communication options);
153
- 154 e) Safeguards as to how student work will be authenticated;
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- 156 f) Appropriate online behavior (“Netiquette”);
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- 158 g) Technical competencies expected or required of the students;
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- 160 h) Minimum computer hardware and software specifications, and course
161 website access requirements;
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- 163 i) Whom to contact in case of technical problems;
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- 165 j) Alternative procedures for submitting work, in the event of technical
166 problems; and
167
- 168 k) On-campus meeting requirements, if any.
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170 9. The Ceolleges, in collaboration with Information Technology (IT), shall provide
171 technical support and coordination for the creation and delivery of online instruction
172 courses, and shall work with appropriate campus resources (e.g., The Faculty
173 Development Center) to promote the best in online practices, as well as appropriate
174 pedagogical and assessment methods.
175

176 10. Materials developed for online instruction courses shall be accessible for students
177 with disabilities. This is required based on federal and state laws including but not limited
178 to Section 504 of the 1973 Rehabilitation Act; the Americans with Disabilities Act of
179 1990; Section 255 of the Telecommunications Act of 1996; and California Government
180 Code 11135 of 2003 which applies Section 508 of the Rehabilitation Act as amended in
181 1998 to the CSU, as well as CSU Executive Order 926 and Coded Memorandum AA-
182 2006-41.

183 11. Faculty are strongly encouraged to authenticate student work by utilizing appropriate
184 technology, testing centers, or having students come to campus for exams.

185
186 12. High quality online instruction courses require instructors with a high level of
187 technical expertise and motivation. As such, chairs and administrators should consider a
188 faculty member's technical training and motivation level in assigning faculty to teach
189 online instruction courses. Prior to assigning a faculty member to teach an online course,
190 the appropriate administrators and/or department chairs shall consult with the faculty
191 member regarding the assignment.

192 **IV. Approval of Online Instruction Courses and Programs**

193 **A. New Online Programs**

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196 Online degree programs (including majors, minors, emphases, and concentrations) shall
197 be reviewed in accordance with UPS 410.103 (Curriculum Guidelines and Procedures:
198 Programs) and the provisions of this document. Any department or program offering
199 online instruction programs (those in which more than half of the units are offered
200 through online education) shall be required to meet California State University (CSU)
201 and Western Association of Schools and Colleges (WASC) requirements. [See
202 <http://www.wascweb.org>].
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205 **B. New Online Instruction Courses**

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207 The Graduate Education Committee, General Education Committee or the University
208 Curriculum Committee shall review any new online course that is proposed for degree
209 credit in accordance with UPS 411.100 (Curriculum Guidelines and Procedures: Courses)
210 and the provisions of this document.
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213 **C. Converting Existing Courses or Sections to an Online Instruction Format**

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216 1. When a course has been approved in accordance with UPS 411.100 and one or more
217 sections of the course are redesigned to use an online instruction format, the course shall
218 not be offered in this format without appropriate approval. The department proposing the
219 change shall provide evidence to the college curriculum committee. Documentation
220 required for such a submission includes a Course Change Form and a revised course
221 syllabus indicating that the objectives and content of the course are comparable to the
222 classroom-based course. The college curriculum committee shall review the
223 documentation and forward a recommendation to the dean. The dean shall forward the
224 course change form and recommendation to the appropriate Associate Vice President
225 who shall review and forward the proposal to the University Curriculum Committee,
226 General Education Committee, or Graduate Education Committee for review who shall
227 forward their recommendation to the Academic Senate Executive Committee.
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2. When the change to an online format results in a substantive change to the student learning objectives and/or course content the policies outlined in UPS 411.100 shall be followed.

EFFECTIVE DATE: April , 2012~~November 8, 2006~~

Supersedes: _UPS 411.104 dated 11-8-06 and 4-27-03
and ASD 06-41

Source: University Curriculum Committee
Academic Standards Committee

University Policy Statement
California State University, Fullerton

UPS 411.104

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- C. **Traditional Instruction:** Synchronous instruction that occurs inside the classroom. Students and the instructor are physically present. 30% or less of class meeting time can be taught in an online fashion. UPS 411.100 contains the guidelines and procedures related to traditional instruction.
- D. **Hybrid Instruction:** Courses offered using a blend of traditional and online methods. Typically these courses are a mixture of online and physical class sessions. These courses can include a variety of synchronous and asynchronous activities. Hybrid courses will have more than 30% but less than 80% of class meeting time taught online.
- E. **Online Instruction with Required Course Meetings:** Courses in which 80% or more of class meeting time occurs in an online setting, but where a student may need to come to campus for some course activities (e.g. tests, orientation). These courses can include a variety of synchronous and asynchronous activities.
- F. **Fully Online Instruction:** Courses in which 100% of course meeting time occurs in an online environment.
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III. Principles for Online Instruction

A. Student Support and Information

1. Online instruction courses and programs shall provide an opportunity for interaction between students and the faculty member responsible for the course. Students should receive prompt responses to their questions.

2. The Class Schedule shall clearly identify hybrid, online instruction courses with required course meetings, or fully online instruction courses through the use of footnotes and symbols or in other appropriate ways so that students have access to this information before enrolling in a course or program. For hybrid and online instruction courses with required course meetings the syllabus will indicate the dates and times of all required on campus or synchronous meeting sessions. Since students taking hybrid or online instruction courses with required course meetings will likely expect and plan for meetings to occur on the dates listed in the syllabus, alterations to class meeting dates should be done with at least two weeks notice and generally should be avoided.

3. The class schedule shall notify students of any software and hardware requirements for participation in online instruction courses.

4. Criteria for student success in online instruction courses and programs shall be as rigorous and comprehensive as those used in classroom-based courses and shall be clearly communicated to students.

5. Students enrolled in online instruction courses are subject to the same university policies and procedures applicable to students attending courses on campus. Academic standards regarding cheating, plagiarism, and appropriate online behavior (“Netiquette”) shall be clearly communicated to students in online instruction courses. [See UPS 300.021 Academic Dishonesty]

6. Each student enrolled in an online instruction course or program shall be informed of available instructional support, student services, library resources, and disabled student support services. Faculty should work closely with the library and student services staff to ensure adequate access and training for online instruction students.

7. The University shall provide assessment tools for student use in determining student readiness for taking online instruction courses. Students are strongly encouraged to take advantage of these tools to maximize their chance of success in online instruction classes.

8. The University shall provide technical support to students in online instruction courses which is consistent with that available to on-campus students.

9. Degrees or programs that have required courses only offered in an online instruction format will indicate this in the course catalog.

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92 **B. Faculty Support Rights and Responsibilities**
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95 foundation of quality education. The use of outside contractors to provide online course
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102 any time during their use, and thereafter. If, however, the online course has been
103 developed under a work for hire relationship with the University (a contract outside of a
104 Faculty members normal duties), the University may, as part of the contract for such
105 work, exercise the ability to control and use the materials produced, including the
106 syllabus and all course instructional elements developed under the contract, and have
107 the right to modify the course elements and content in the future.
108

109
110 3. In courses where classes are offered as online instruction and in classroom settings,
111 sections of online instruction courses shall meet all course objectives normally covered
112 in the classroom- based course.
113

114 4. Online instruction course enrollments shall be established by the appropriate
115 administrator after consultation with the chair and faculty member planning to teach the
116 course. Ordinarily, student enrollment in online instruction courses should not exceed
117 the normal enrollment in traditional classroom based sections of the same course.
118

119 5. In online instruction courses, the department chair is responsible for ensuring that the
120 student evaluation of instruction forms are administered. Because of the online nature
121 of the course, the procedures for evaluating the faculty may differ from those used by
122 the institution for the evaluation of faculty teaching classroom-based courses, but the
123 overall standards shall be equivalent. [Refer to UPS 210.000, Faculty Personnel
124 Policy and Procedures]. Departments and programs are strongly encouraged to develop
125 specific Student Opinion Questionnaire formats for online instruction classes.
126

127 6. The University shall offer appropriate training and support services to faculty to
128 prepare and support them in developing and teaching online instruction courses.
129 Faculty are strongly encouraged to avail themselves of these services and training.
130

131 7. All online instruction courses listed in the Class Schedule shall normally be hosted
132 on California State University or other computer server services approved by the Dean
133 and Vice President of Information Technology.
134

135 8. All online instruction courses shall indicate so in the course syllabus/outline. In
136 addition to information specified in UPS 300.004 (Policy on Course Outlines), the

137 following information shall be included in course outlines for online instruction
138 courses:

- 139
- 140 a) How participation in online activities will be assessed and graded
- 141 (e.g., participation in chat sessions, frequency of web access, postings, etc.);
- 142
- 143 b) Whether and how the instructor will track student online activities, for
- 144 example, by maintaining a copy/log of online discussions and chat session,
- 145 etc.;
- 146
- 147 c) Weekly deadlines for posting and due dates (dates and times);
- 148
- 149 d) Office/contact hours (including items such as how quickly the instructor
- 150 will respond to e-mail questions and online assignments, how often the
- 151 instructor will be online, and alternate communication options);
- 152
- 153 e) Safeguards as to how student work will be authenticated;
- 154
- 155 f) Appropriate online behavior (“Netiquette”);
- 156
- 157 g) Technical competencies expected or required of the students;
- 158
- 159 h) Minimum computer hardware and software specifications, and course
- 160 website access requirements;
- 161
- 162 i) Whom to contact in case of technical problems;
- 163
- 164 j) Alternative procedures for submitting work, in the event of technical
- 165 problems; and
- 166
- 167 k) On-campus meeting requirements, if any.
- 168

169 9. The Colleges, in collaboration with Information Technology (IT), shall provide
170 technical support and coordination for the creation and delivery of online instruction
171 courses, and shall work with appropriate campus resources (e.g., The Faculty
172 Development Center) to promote the best in online practices, as well as appropriate
173 pedagogical and assessment methods.
174

175 10. Materials developed for online instruction courses shall be accessible for students
176 with disabilities. This is required based on federal and state laws including but not limited
177 to Section 504 of the 1973 Rehabilitation Act; the Americans with Disabilities Act of
178 1990; Section 255 of the Telecommunications Act of 1996; and California Government
179 Code 11135 of 2003 which applies Section 508 of the Rehabilitation Act as amended in
180 1998 to the CSU, as well as CSU Executive Order 926 and Coded Memorandum AA-
181 2006-41.

182 11. Faculty are strongly encouraged to authenticate student work by utilizing appropriate
183 technology, testing centers, or having students come to campus for exams.
184

185 12. High quality online instruction courses require instructors with a high level of
186 technical expertise and motivation. As such, chairs and administrators should consider a
187 faculty member's technical training and motivation level in assigning faculty to teach
188 online instruction courses. Prior to assigning a faculty member to teach an online course,
189 the appropriate administrators and/or department chairs shall consult with the faculty
190 member regarding the assignment.
191

192 **IV. Approval of Online Instruction Courses and Programs**

193 **A. New Online Programs**

194 Online degree programs (including majors, minors, emphases, and concentrations) shall
195 be reviewed in accordance with UPS 410.103 (Curriculum Guidelines and Procedures:
196 Programs) and the provisions of this document. Any department or program offering
197 online instruction programs (those in which more than half of the units are offered
198 through online education) shall be required to meet California State University (CSU)
199 and Western Association of Schools and Colleges (WASC) requirements. [See
200 <http://www.wascweb.org>].
201
202
203

204 **B. New Online Instruction Courses**

205 The Graduate Education Committee, General Education Committee or the University
206 Curriculum Committee shall review any new online course that is proposed for degree
207 credit in accordance with UPS 411.100 (Curriculum Guidelines and Procedures: Courses)
208 and the provisions of this document.
209
210
211

212 **C. Converting Existing Courses or Sections to an Online Instruction Format**

213 1. When a course has been approved in accordance with UPS 411.100 and one or more
214 sections of the course are redesigned to use an online instruction format, the course shall
215 not be offered in this format without appropriate approval. The department proposing the
216 change shall provide evidence to the college curriculum committee. Documentation
217 required for such a submission includes a Course Change Form and a revised course
218 syllabus indicating that the objectives and content of the course are comparable to the
219 classroom-based course. The college curriculum committee shall review the
220 documentation and forward a recommendation to the dean. The dean shall forward the
221 course change form and recommendation to the appropriate Associate Vice President
222 who shall review and forward the proposal to the University Curriculum Committee,
223 General Education Committee, or Graduate Education Committee for review who shall
224 forward their recommendation to the Academic Senate Executive Committee.
225
226
227
228

229 2. When the change to an online format results in a substantive change to the student
230 learning objectives and/or course content the policies outlined in UPS 411.100 shall be
231 followed.

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233
234
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237

EFFECTIVE DATE: April __, 2012~~November 8, 2006~~

Supersedes: UPS 411.104 dated 11-8-06 and 4-27-03
and ASD 06-41

241 Source: University Curriculum Committee
242 Academic Standards Committee