# 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Resolved:    That S01-10 (Distance Education Courses and Programs) and S97-6 (Technology Mediated Instruction) be rescinded; and be it further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 st   the nevelopment.                              Vf g rius and/or dee sv

# 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 fcip          leon          0    n    0                    0

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

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.