



A campus of The California State University

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S01-10

At its meeting of May 7, 2001 the Academic Senate passed the following Policy Recommendation presented by Jonathan Roth for the Curriculum and Research Committee.

**Policy Recommendation
Distance Education Courses and Programs**

Amends S97-6 (TECHNOLOGY MEDIATED INSTRUCTION; DISTANCE LEARNING)

Whereas, The Report of the SJSU Distance Education Task Force recommended in May 2000 that the University "establish campus policies and practices to develop a robust distance education option at San José State University," and

Whereas, WASC (Western Association of Schools and Colleges) has issued Guidelines for Distance Education: Principles of Good Practice (see Appendix 1), and

Whereas, New technology and the increase in the use of Distance Education has necessitated changing certain aspects of Senate Policy on Technology Mediated Instruction and Distance Learning (S97-6, cf. AS-2321-96), therefore be it

Resolved, That the following policy for Distance Education Courses and Programs be adopted as a replacement for S97-6.

**Policy for Technology Mediated Instruction and Distance Education
at San José State University**

1. Definitions

1.1 Technology Mediated Instruction (TMI) is defined by the Academic Senate of the California State University as "all forms of instruction that are enhanced by or utilize electronic and/or computer-based technology. It specifically includes distance education, instructional modules delivered via mass media, and computer assisted instruction" (AS-2321-96). This definition has been adopted for the following Policy for Technology Mediated Instruction at San José State University to which it responds, is consistent with, and largely incorporates.

1.2 For the purposes of this policy, a distance education course or section is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place, exclusive of individualized instruction such as independent study, directed readings, theses, etc.

2. Instructional Methods and Academic Responsibility

Faculty have final responsibility for determining the pedagogies and instructional methods most appropriate for the instructional modules, courses, and/or academic programs which the University offers. Among the factors to be considered in determining the suitability of a particular course for TMI are the following: (a) Does the use of TMI improve the quality of the course? (b) Does sufficient student demand exist? (c) Are the necessary instructional and student support resources available to facilitate the use of TMI (for example, access to advising and information sources)?

3. Quality

The quality of instructional modules, courses, and academic programs delivered by or using TMI must be at least equivalent to the quality of curricular offerings currently approved at San José State University. The purposes of TMI are to increase the quality of instruction and to increase the access of students to faculty, to educational resources, and to each other (for example, there may be only one expert on a particular subject in the system, and technology can make her available to all CSU students). If TMI results in increased class sizes or student-faculty ratios beyond traditional classroom and curricular standards, additional resources or workload adjustments necessary to maintain the quality of instruction must be provided.

Criteria for assessing technology mediated instruction shall be developed by appropriate committees of the Academic Senate and of the academic units from which the instruction originates. TMI courses and sections shall be held to the same standards as traditional classroom instruction when reviewed by department, college, and university curriculum committees.

4. Resources in Support of Technology Mediated Instruction

Forms of technology mediated instruction frequently rely on computer, telecommunications, and network systems not often employed in current course delivery at San José State University. Therefore, development of an appropriate infrastructure to support TMI is a basic university responsibility. Needs for enhancement in areas such as access to library resources, information technology, instructional design and technical support, faculty development in the use of TMI, computer and network support, and student services should be identified at the department, college, and university levels. Cross-unit and cross-institutional sharing of learning and resources should be encouraged.

5. Impact on Faculty Personnel Decisions

Faculty personnel decisions (hiring, retention, tenure, promotion, and post-tenure review) must value and reward course and curriculum development and professional development activities that result in improved instruction. Although this policy centers on TMI, it is noted that this is but one of multiple teaching options available to faculty at San José State University. No ranking of instructional methodologies is to be used as a basis for personnel decisions.

6. Coordination of this Policy with Other SJSU and CSU Policies

Other matters related to TMI and distance education (e.g., assessment of curriculum quality, ownership of intellectual property, determination of the fair use of copyrighted material, and long-range academic planning and capital budgeting) are governed by university policies under the appropriate labels and by campus and CSU guidelines.

7. Distance Education

7.1 Principles -- These principles shall apply to new distance education courses and degree programs, as well as to existing courses and programs in which the method of delivery has changed significantly from that approved in the original curriculum proposal leading to that course, certificate or degree. Any department or faculty group offering distance education programs (those in which more than half of the courses are offered through distance education) is expected to meet Western Association of Schools and Colleges (WASC) requirements and be guided by policy established by the University.

7.1.1 Departments or faculty groups are expected to address, in their self-studies and/or proposals for institutional change, the following expectations, which will be reviewed by the University following established procedure.

7.1.2 While the University prizes academic freedom and wishes to encourage innovation in instruction, the faculty also has a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This responsibility extends to those courses and programs offered through distance education.

7.1.3 Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students shall have access to this information before enrolling in a course or program.

7.1.4 Distance education programs and courses shall be consistent with the educational mission of the College and the University.

7.1.5 One-on-one mentoring with a full-time SJSU faculty member associated with the program is required for the research component of DE graduate programs. Tenured or probationary faculty shall direct any culminating experience or capstone of a distance education program, except in circumstances in which unusual expertise is required, but unavailable among tenured or probationary faculty.

7.1.6 Each program shall provide the opportunity for substantial, personal and timely interaction between faculty and students and among students.

7.1.7 The ratio of tenured and probationary faculty to temporary faculty teaching in a distance education program shall approximate that of the campus-based program. If there is no campus-based program, the ratio shall approximate that of other programs in the college.

7.1.8 Prerequisites and all enrollment and admissions criteria should be the same for DE and face-to-face courses and programs.

7.1.9 DE programs and courses shall conform to University guidelines on accessibility, privacy and other student rights and responsibilities.

7.1.10 Students enrolled in DE courses shall have adequate access to library services.

- 7.1.11 The university shall offer appropriate and continuing training, support services and technicians design and production assistance to faculty who teach distance education courses and programs.
- 7.1.12 Departments shall insure that faculty assigned to teach DE Courses are appropriately qualified.
- 7.1.13 Distance education is an optional mode of instruction. Nothing in this policy shall imply that distance education is a preferred or required mode of instruction.
- 7.1.14 Faculty assigned to teach DE courses are not exempted from any of the contractual obligations and protections specified in the memorandum of understanding between the California State University and the California Faculty Association involving office hours for advising, committee work or other duties related to teaching, service and research that are expected of CSU faculty.
- 7.1.15 The university shall evaluate the educational effectiveness of its distance education programs, including student evaluations to insure comparability to the face-to-face programs.

7.2 Components of DE Courses and Programs

- 7.2.1 The content, interaction and evaluation of a student's work in a DE course shall be substantially the same as that of a face-to-face course with the same curricular classification. This requirement includes compliance with the university's final examination policy. All distance education courses and sections must include a proctored final examination unless this requirement is waived in a particular case by the college dean.
- 7.2.2 The number of students enrolled in a DE course shall not exceed the limits for the curricular classification of that course and shall be substantially the same as in comparable face-to-face courses.

7.3 Approval of DE Courses and Programs

- 7.3.1 For curricular purposes, DE courses and sections as defined in 1.2 shall be approved at the departmental or program level, following the same process as in place for face-to-face courses. Distance Education programs shall be approved at the college and university level following the same process as is in place for face-to-face programs.
- 7.3.2 DE versions of advanced general education courses and sections must be evaluated at the departmental or program level to fulfill general education requirements.
- 7.3.3 For support purposes, each college shall only schedule those approved courses which can be given full and adequate university technical support.
- 7.3.4 SJSU affirms the importance of face-to-face learning for the education of a well-rounded student. Any program that does not offer a substantial face-to-face component must justify the absence of such a component.
- 7.3.5 The following programs shall be subject to the review procedures and other conditions of this policy:

(1) Any baccalaureate or master's degree, any concentration within a baccalaureate or master's degree, any minor or any academic certificate program for which more than half of the specified (i.e. non-elective) required student credit units, other than units in General Education and physical education, are offered in courses that fall within the definition of distance education courses as specified in Section 1.2 of this policy.

(2) Any baccalaureate or master's degree, any concentration within a baccalaureate or master's degree, any minor or any academic certificate program for which more than half of the specified (i.e. non-elective) required student credit units are offered outside the WASC region and/or physical sites more than 25 miles from the SJSU campus, but within the WASC region.

7.3 7.4 Limitations on DE Programs

7.4.1 No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of SJSU without prior university approval.

7.4.2 The University shall not agree in a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program.

7.4.3 Agencies providing funding for special certificates or degree programs or courses shall not acquire any privileges regarding the admission standards, academic continuation standards or degree requirements for students or faculty attached to a university-approved academic program.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on June 19, 2001.