



Date: Sept. 29, 2021

To: Talia Bettcher, Academic Senate Chair

From: Mauricio Castillo, Educational Policy Committee Chair

Arash Jamehbozorg, Educational Policy Committee Past Chair

Copies: R. Roquemoire, M. Hawley, C. Pugh

Subject: EPC Memo 20-14: Proposed Modification to Course Components and Instruction Modes Policy - Chapter 4 of the Faculty Handbook

To address ambiguity in the definition of face-to-face courses and add the definition of learning modes provided by the Chancellor's Office, AIRS and EPC suggest the following modifications to the Course Components and Instruction Modes Policy in Chapter 4 of the faculty handbook.

Here are proposed changes by AIRS and EPC:

- Line 9: this line is edited to emphasize that instruction modes are defined for each course component rather than the entire course.
- Lines 11-12: The addition of learning modes defined by the Chancellor's Office is mentioned here.
- Line 13-20: We updated the definition of face-to-face instruction to clarify the expectations surrounding the minimum 75% of face time expected during the normal course time in the assigned course location. We felt it was important to continue to allow this flexibility while maintaining instructional integrity. We included a non-exhaustive list of valid instructional activities which may require face-to-face courses to meet for less than 100% of their assigned class meetings.
- Lines 21, 23, 39, 42, 53, and 58: Added the word "only" to online mode in order to distinguish between hybrid and online modalities.



- Lines 21, 24-26, and 36: Further clarification is made to show that instruction modes are defined for each course component.
- Lines 21 and 28: Instead of the work, “Instruction,” we suggest the word “Instructional Time” to better define the percentages for each mode.
- Lines 24-25: Clarification was needed on whether courses listed as “online” in Canvas may be synchronous or asynchronous. Additionally, all courses that have synchronous meetings, be they face-to-face or online, should post the required meeting times so that students may fully understand the commitments they are undertaking and plan accordingly.
- Lines 29-31: Further clarification about the different approaches available in the three modalities are presented in a chart covering “learning modes.” These learning modes are adapted from the Chancellor’s Office. While some language has been clarified, the codes map directly to the CO back-end codes for the Academic Planning Database (APDB) Mapping Values table. Learning mode types 10 and 11 are described as “polysynchronous,” this refers to courses that utilize a combination of synchronous-online and asynchronous-online learning modes.
- Lines 49-50: Instructional materials are required by law to be reasonably accessible. We added this line to ensure that, regardless of the mode of instruction or the instructional materials used for the course, accessibility is being addressed at the curriculum level.
- Line 52: The paragraph numbering is removed since the second paragraph is deleted.
- Lines 60-61: This language is being removed as it does not reflect current practice; its removal is also aligned with similar policies throughout the CSU.

1 Course Components and Instruction Modes

2 I. Course Components

3 Course Component refers to the teaching format used to designate the types of courses
4 available to provide instruction in approved curriculum. The standard course components are
5 lecture, seminar, laboratory, activity, recitation, and supervision. Specific courses or course
6 sections are designated as employing one or more of the course components listed above,
7 typically classified in increments of at least one unit for a selected course component.

8 II. Instruction Modes

9 The three instruction modes OF THE COURSE COMPONENTS are face-to-face, online, and
10 hybrid. The instruction mode is determined by the proportion of face-to-face compared to
11 online instruction. THESE INSTRUCTION MODES CAN BE FURTHER SPECIFIED INTO LEARNING
12 MODES BASED ON THE CSU CHANCELLOR'S OFFICE'S DEFINITIONS.

- 13 a. In a face-to-face instruction mode, students meet IN-PERSON with an instructor
14 physically present DURING ~~in a contained, university-assigned class time and physical~~
15 ~~space for at least 75% of the instruction provided~~ CLASS MEETINGS. CLASS MEETINGS
16 OUTSIDE OF THE UNIVERSITY-ASSIGNED CLASS TIME AND/OR PHYSICAL SPACE MUST
17 INVOLVE COMPARABLE INSTRUCTIONAL ACTIVITIES SUCH AS FIELD TRIPS, SERVICE-
18 LEARNING EXPERIENCES, DIRECTED STUDY, OR TECHNOLOGICALLY-MEDIATED
19 INSTRUCTION. FACE-TO-FACE INSTRUCTION MUST ACCOUNT FOR AT LEAST 75% OF THE
20 INSTRUCTIONAL TIME PROVIDED.
- 21 b. In an online-ONLY instruction mode, 100% of the instructionAL TIME of a course occurs
22 online. This includes all class meetings, instructional materials, office hours and support,
23 class activities, assignments, exams, and assessments. Online-ONLY course
24 COMPONENTS may be synchronous, asynchronous, or a combination of the two. The
25 LEARNING MODE AND meeting pattern (SYNCHRONOUS MEETINGS, field-TRIPS, ETC.) of
26 the course must be published in the schedule of the classes before students enroll.
- 27 c. Hybrid instruction modes blend face-to-face instruction with more than 25% and less
28 than 100% online instructionAL TIME.
- 29 d. LEARNING MODES IN THE TABLE BELOW ARE BASED ON THE CSU CHANCELLOR'S OFFICE
30 LEARNING MODE REPORTING EXAMPLES, AVAILABLE ON CSYOU TOOLS & SERVICES
31 UNDER ACADEMIC AFFAIRS TOOLS, ACADEMIC PLANNING DATABASE.

CODE	INSTRUCTION MODE	DESCRIPTION	DEFINITION
01	ONLINE ONLY	ASYNCHRONOUS NO MEETINGS	INSTRUCTION IS DELIVERED ONLINE ASYNCHRONOUSLY (I.E. NOT AT

			SCHEDULED DAYS/TIMES) AND REQUIRES NO FACE-TO-FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM.
02	ONLINE ONLY	SYNCHRONOUS NO CAMPUS MEETINGS	INSTRUCTION IS DELIVERED ONLINE SYNCHRONOUSLY (I.E. AT SCHEDULED DAYS/TIMES) AND REQUIRES NO FACE-TO-FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM.
03	HYBRID (ALLOWED)	ASYNCHRONOUS MEETINGS ALLOWED	INSTRUCTION IS DELIVERED ONLINE ASYNCHRONOUSLY (I.E. NOT AT SCHEDULED DAYS/TIMES) AND MAY REQUIRE FACE-TO-FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM FOR ONE OR MORE OF THE FOLLOWING: ORIENTATION, MID-TERM AND/OR FINAL EXAM, AND OVERVIEW OF NEXT PHASE OF COURSE CONTENT.
04	HYBRID (ALLOWED)	SYNCHRONOUS MEETINGS ALLOWED	INSTRUCTION IS DELIVERED ONLINE SYNCHRONOUSLY (I.E. AT SCHEDULED DAYS/TIMES) AND MAY REQUIRE FACE-TO-FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM FOR ONE OR MORE OF THE FOLLOWING: ORIENTATION, MID-TERM AND/OR FINAL EXAM, AND OVERVIEW OF NEXT PHASE OF COURSE CONTENT.
05	HYBRID	ASYNCHRONOUS WITH MEETINGS, HYBRID	INSTRUCTION IS DELIVERED IN A COMBINATION OF ASYNCHRONOUS (I.E. NOT AT SCHEDULED DAYS/TIMES) ONLINE AND FACE-TO-FACE MEETINGS. FACE-TO-FACE PORTION OF INSTRUCTION MUST MEET WEEKLY OR BI-WEEKLY AT SCHEDULED DAYS/TIMES.
06	HYBRID	SYNCHRONOUS WITH MEETINGS, HYBRID	INSTRUCTION IS DELIVERED IN A COMBINATION OF SYNCHRONOUS (I.E. AT SCHEDULED DAYS/TIMES) ONLINE AND FACE-TO-FACE MEETINGS. BOTH THE FACE-TO-FACE AND ONLINE PORTIONS OF INSTRUCTION MUST MEET WEEKLY OR BI-WEEKLY AT SCHEDULED DAYS/TIMES.
09	FACE-TO-FACE	FACE-TO-FACE	INSTRUCTION IS DELIVERED 100% IN PERSON WITH A LIVE INSTRUCTOR AND

			PHYSICALLY ASSEMBLED STUDENTS THROUGHOUT THE TERM.
10	ONLINE ONLY	POLYSYNCHRONOUS NO CAMPUS MEETINGS	INSTRUCTION IS DELIVERED IN A COMBINATION OF ASYNCHRONOUS (I.E. NOT AT SCHEDULED DAYS/TIMES) AND SYNCHRONOUS (I.E. AT SCHEDULED DAYS/TIMES) ONLINE MEETINGS AND REQUIRES NO FACE-TO-FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM.
11	HYBRID	POLYSYNCHRONOUS MEETINGS ALLOWED	INSTRUCTION IS DELIVERED IN A COMBINATION OF ASYNCHRONOUS (I.E. NOT AT SCHEDULED DAYS/TIMES) AND SYNCHRONOUS (I.E. AT SCHEDULED DAYS/TIMES) ONLINE MEETINGS AND MAY FACE TO FACE MEETINGS WITH STUDENTS THROUGHOUT THE TERM.

32 III. Curriculum Development and Approval

- 33 a. The instruction mode has a significant impact on the learning experience of students. Thus,
34 the instruction mode(s) for a new or modified course shall become part of each new
35 curriculum proposal. The instruction mode shall be approved through the curricular
36 approval process. A course COMPONENT may be approved for more than one instruction
37 mode. If a course is offered in multiple sections, then different sections may have different
38 instruction modes.
- 39 b. For both new and modified courses proposing online-ONLY and/or hybrid instruction
40 modes, the course proposal must include a justification of the appropriateness of the
41 proposed instruction mode(s).
- 42 c. For both new and modified courses proposing online-ONLY and/or hybrid instruction
43 modes, the course proposal must include a description of how the student-to-student and
44 student-to-instructor interaction appropriate for the instruction mode and course
45 component (E.G. lecture, lab, seminar, activity) will be accomplished.
- 46 d. For both new and modified courses, the course proposal must include the need for
47 specialized technical skills, computer hardware, and/or computer software for each
48 instruction mode.
- 49 e. FOR BOTH NEW AND MODIFIED COURSES, THE COURSE PROPOSAL MUST ADDRESS
50 ACCESSIBILITY FOR ANY REQUIRED INSTRUCTIONAL MATERIALS.

51 IV. Operational Procedures

- 52 a. The University shall publish the following information in the *Schedule of Classes*:

- 53 1. The instruction mode of each course offering that is online-ONLY or hybrid.
54 2. The need for specialized technical skills, computer hardware/mobile devices, and/or
55 computer software/mobile applications for all instruction modes, if applicable.
56 3. Regularly scheduled times for online classes SESSIONS, if applicable.
57 4. Any required off-site meetings for any courses that include such a requirement.
58 5. Notification to students that an instructor may drop them from an online-ONLY course
59 if they do not log in within the first four days of instruction.
- 60 ~~b. Instructors may choose any instruction mode that has been approved for a course~~
61 ~~provided the mode to be used is identified in the Schedule of Classes.~~