This document is divided into four parts:

1. Bill language
2. WASC language about online instruction
3. ASCSU White Paper Analysis of Online Policies in CSU
4. Campus Policies
5. **Bill Language**

**AB 386: Definition of Online Education (See highlighted sections)**

**Link to AB 386 (Levine):**

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| [**http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\_id=201320140AB386&search\_keywords**](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB386&search_keywords)  **Assembly Bill No. 386** |
| CHAPTER 363 |

An act to add Article 3.5 (commencing with Section 89225) to Chapter 2 of Part 55 of Division 8 of, and to add Chapter 9.6 (commencing with Section 66760) to Part 40 of Division 5 of, Title 3 of the Education Code, relating to public postsecondary education.

[ Approved by Governor  September 26, 2013. Filed with Secretary of State  September 26, 2013. ]

LEGISLATIVE COUNSEL'S DIGEST

AB 386, Levine. Public postsecondary education: cross-enrollment: online education at the California State University.

Existing law establishes the California State University, under the administration of the Trustees of the California State University, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, and the University of California, under the administration of the Regents of the University of California, as the 3 segments of public postsecondary education in this state. Existing law authorizes any student enrolled in any campus of any of these 3 respective segments who meets prescribed requirements to enroll without formal admission or payment of additional fees, except as provided, in a maximum of one course per academic term at a campus of either of the other segments on a space-available basis at the discretion of the appropriate campus authorities on both campuses.

This bill would express legislative intent that, by the beginning of the 2015–16 academic year, students enrolled at a California State University (CSU) campus be provided an opportunity to enroll in online courses available at other CSU campuses. The bill would authorize any student enrolled at a CSU campus who meets specified requirements to enroll, without formal admission, and without payment of additional tuition or fees, except as provided, in a course provided entirely online, as defined, by another CSU campus on a space-available basis. The bill would require each CSU campus to inform students who may enroll in an online course pursuant to this authority of certain information related to the online course. The bill would require the trustees, on or before January 1, 2015, to establish an easily accessible online database of online courses available at all CSU campuses to provide CSU students with a streamlined process within the CSU system to allow them to find and enroll in courses that will earn them credit toward graduation, general education, and major requirements.

This bill would require the trustees to establish a series of uniform definitions for online education for CSU on or before January 1, 2015, as specified. The bill would require the trustees to report performance data about online education to the Legislature on or before January 1, 2017, and every 2 years until 2021, and would, on or before January 1, 2017, require the trustees to report the performance data to the Legislative Analyst. The bill would, on or before October 1, 2017, require the Legislative Analyst to submit to the Legislature a status update regarding CSU’s implementation of the provisions of this bill and an assessment of the extent to which CSU’s online programs are operating in a manner consistent with legislative intent and statutory requirements.

This bill would require the trustees to report to the Legislature, on or before January 1, 2015, on the feasibility of developing an accelerated bachelor’s degree completion program consisting of online courses aimed at students who started college but never obtained a degree.

This bill would require the California State University to use specified moneys appropriated in the Budget Act of 2013 for one-time startup costs related to the provisions of this bill.

Digest Key

Vote: MAJORITY   Appropriation: NO   Fiscal Committee: YES   Local Program: NO

Bill Text

The people of the State of California do enact as follows:

**SECTION 1.**

 It is the intent of the Legislature:

(a) That, by the beginning of the 2015–16 academic year, students enrolled at a California State University (CSU) campus shall be provided the opportunity to enroll in online courses available at other CSU campuses. Students enrolling in online courses at a campus other than their home campus shall be provided a streamlined process of transferring units for credit at the home campus.

(b) That the 23 campuses of the CSU system coordinate their online course offerings in order to provide students improved access to coursework and the opportunity to accelerate their degree completion.

(c) To foster greater coordination among all segments of higher education in the state, in order to improve student outcomes.

(d) That, in addition to intersystem coordination, the segments of higher education shall take all steps possible to improve coordination within their respective segments.

(e) That the segments of higher education appropriately allocate available resources to accomplish the above-stated goals.

(f) That the segments of higher education appropriately use existing online education resources to accomplish the above-stated goals.

**SEC. 2.**

 Chapter 9.6 (commencing with Section 66760) is added to Part 40 of Division 5 of Title 3 of the Education Code, to read:

##### CHAPTER  9.6. Cross-Enrollment in Online Education at California State University

###### 66760.

 For the purposes of this chapter, the following definitions apply:

(a) “Chancellor” means the Chancellor of the California State University.

(b) “CSU” means the California State University.

(c) “Home campus” means the California State University campus at which the student matriculates.

(d) “Host campus” means the campus to which the student seeks access.

###### 66760.5.

 By the beginning of the 2015–16 academic year, a California resident enrolled at a CSU campus who meets the requirements of subdivision (a) of Section 66761 may enroll, without formal admission, and without payment of additional tuition or fees, except as provided in Section 66761.5, in a course provided entirely online by another CSU campus on a space-available basis. Nonresident and international CSU students who meet these conditions may also enroll in an online course provided by another CSU campus, but shall pay the per unit fees for this course at the host campus.

###### 66761.

 (a) A student is qualified to participate in the program established by this chapter if he or she is enrolled at a CSU campus and meets the following requirements:

(1) The student has attained a grade point average of 2.0 on a 4-point scale for work completed.

(2) The student has paid appropriate tuition or fees, or both, required by the home campus for full-time enrollment for the academic term in which the student seeks to cross-enroll.

(3) The student has no outstanding tuition or fees to be paid at the home campus.

(b) Each CSU campus shall inform students who may enroll in an online course pursuant to this chapter of all of the following:

(1) The technical requirements a student must satisfy in order to successfully participate in, and complete, the online course.

(2) Any prerequisite courses or other academic preparation deemed necessary for the online course.

(3) Any materials, skills, knowledge, or other elements necessary to ensure a student’s opportunity to succeed in the online course.

###### 66761.5.

 The host campus may charge participating students a reasonable administration fee and specific course-based fees, not to exceed an amount sufficient for the campus to recover reasonable administrative costs it incurs pursuant to this chapter.

###### 66762.

 The chancellor’s office shall establish a convenient online methodology so that students meeting the requirements of subdivision (a) of Section 66761 may do both of the following:

(a) Be informed of the opportunity to access courses provided entirely online by another CSU campus.

(b) Simultaneously enroll in courses at their home campus and enroll in courses provided entirely online at another CSU campus, as provided for in Section 66762.5.

###### 66762.5.

 A matriculated CSU student shall have priority access to online courses provided at his or her home campus. A CSU student who meets the requirements of subdivision (a) of Section 66761, and seeks to enroll in courses provided entirely online by another CSU campus, shall be able to enroll, provided that cross-enrollment students generally have an opportunity to enroll in these online courses at any time after the priority enrollment period for continuing students, as determined by each host campus. The host campus enrollment policy shall, to the extent possible, encourage cross-enrollment as provided for in this chapter.

###### 66763.

 A course provided entirely online pursuant to this chapter shall be accepted for credit at the student’s home campus on the same basis as it would be for a student matriculated at the host campus.

###### 66763.5.

 The enrollment of a student at a host campus pursuant to this chapter may be counted in the calculation of headcount or full-time equivalent student enrollment at the host campus. The home campus and the host campus at which the student is cross-enrolled may count in the calculation of headcount or full-time equivalent student enrollment only those units for which the student is enrolled at each respective campus.

###### 66764.

 On or before January 1, 2015, the trustees shall establish both of the following:

(a) An easily accessible online database of online courses available at all CSU campuses. This database shall provide CSU students with a streamlined process within the CSU system to allow students to find and enroll in courses that will earn them credit toward graduation, general education, and major requirements.

(b) Plans for an intrasystem cross-enrollment process to expedite student learning that will be operational at the beginning of the 2015–16 academic year.

**SEC. 3.**

 Article 3.5 (commencing with Section 89225) is added to Chapter 2 of Part 55 of Division 8 of Title 3 of the Education Code, to read:

##### Article  3.5. Online Education

###### 89225.

 On or before January 1, 2015, for purposes of measuring the effectiveness of online education, the trustees shall establish a series of uniform definitions for online education. The definitions developed by the trustees under this section shall, at a minimum, include a systemwide definition for an online course where the course can be entirely completed remotely.

###### 89226.

 (a) On or before January 1, 2017, and on or before January 1 every two years thereafter, the trustees shall report to the Legislature key performance data on online courses as defined in Section 89225, including, but not necessarily limited to, all of the following:

(1) The number of students enrolled at each campus.

(2) Course completion rates for courses other than online courses.

(3) Completion rates for degree programs that include no online courses.

(4) Grade point average for students enrolled in online courses.

(5) The number of students cross-enrolled in online courses at a California State University campus other than the campus at which they are matriculated.

(6) Course completion rates for students enrolled in online courses.

(7) Completion rates for degree programs that include online courses.

(b) (1) On or before January 1, 2017, the trustees shall report to the Legislative Analyst the key performance data described in subdivision (a).

(2) On or before October 1, 2017, the Legislative Analyst shall submit a status update to the Legislature regarding the California State University’s implementation of the provisions of the bill that added this section and an assessment of the extent to which the online programs of the California State University are operating in a manner consistent with legislative intent and statutory requirements.

(c) Student enrollment and completion rate data included in a report to be submitted pursuant to this section shall be made available by demographics, including age, gender, and ethnicity.

(d) (1) The requirement for submitting a report imposed under subdivision (a) is inoperative on July 1, 2021, pursuant to Section 10231.5 of the Government Code.

(2) The report prepared pursuant to subdivision (a) shall be submitted in compliance with Section 9795 of the Government Code.

**SEC. 4.**

 On or before January 1, 2015, the Trustees of the California State University shall report to the Legislature on the feasibility of developing an accelerated bachelor’s degree completion program consisting of online courses aimed at students who started college but never obtained a degree. The report prepared pursuant to this section shall be submitted in compliance with Section 9795 of the Government Code.

**SEC. 5.**

 The California State University shall use moneys appropriated in Item 6610-001-0001 of Section 2.00 of the Budget Act of 2013 (Chapter 20 of the Statutes of 2013) for one-time startup costs related to Sections 2 and 3 of this bill.

1. **WASC Language**
2. **Excerpts from**

[**ASCSU Online Education White Paper**](http://www.calstate.edu/AcadSen/Records/Reports/documents/Online_Education_White_Paper.pdf)

Page 3:

**Section Three- Recommended Campus Policy Components** presents twenty-three components recommended for inclusion in individual campus policies. Ordering of the suggested policy components is left to individual campuses. 1. **Clear definition of terminology related to course delivery** requires policies to be explicit in defining both online instruction and the forms of instruction. It is noted that there is no universal agreement for these terms relative to online learning.

Pages 12-13:

Definitions of online learning terminology

In reviewing the campus policies it was discovered that the policies are referred to by several different names. It is worth noting that technology mediated courses and distributed learning are broader concepts than online learning. For example, technology mediated courses would

include classes that are taught in a traditional format but utilize technologies such as a learning management system (LMS). Distance learning classes could include courses that are televised to a remote classroom. In this paper the focus is on courses that are being taught in an online format.

While online classes could be defined in many dimensions, the two most common ways to categorize such classes are a) the percentage of “seat time” that is replaced with online course work and b) whether the online work is conducted primarily in an asynchronous or synchronous modality.

In terms of the percentage of class work that is done online, campuses BA, SB and ST define a traditional class as one where no online technology is used. DH uses a similar definition, specifying that the course depends on face-to-face contact as the primary method of communication. NO defines such a course as one in which all or most of the class sessions take place on the CSUN campus. LA, PO and SLO define such a course as “face-to-face.” A number of campuses (BA, SB, and SM) go into further detail, defining such a course as “web facilitated” if technology (e.g. a learning management system) is used to facilitate the course. ST calls such a course “technology-enhanced” and PO calls such a class “web-assisted.”

A course where some, but not all, of the class meeting times are replaced by online learning is typically called a “hybrid” course (DH, EB, LA, NO, PO, SA, SD, SM, and ST). BA and SB refer to such a course as “blended,” while FR refers to the class as “multi-mode.” While there is relatively broad agreement as to what is a hybrid course, the specific definitions as to the time spent away from campus in a hybrid differ. The following table gives the amount of time spent away from campus in a hybrid course at various campuses.

**Campus Amount of Class Time Replaced by Online Learning**

DH 1/3 to 2/3

LA 20% to less than 100%

NO Approximately 50%

PO 25% to 75%

SA 20% to 67%

SD 20% to 50%

SM Substantial proportion of time

ST 30% to 99%

BA, EB, FR, SB do not specify the amount of time a student spends away from class in a hybrid class. While the HU policy does not define a hybrid course, its policy only applies to courses “in which the majority of the course is to be delivered through distance learning.”

An online class is one where most or all of the content is delivered in this format. BA, SB, and SM use this definition. DH, LA, and SD call such a class a distance education class. DH and LA indicate that sessions may require off site meetings and DH indicates that on site meetings may also be required. FR designates such a course as a web-based class and indicates that students may be required to come to campus for an in-class orientation and/or exams. PO denotes such a

course as local online. NO makes a further distinction for online classes, denoting a class as a fully online class if all activities (including exams) are done online and campus online class if most of the course is done online, but allows for campus sessions for orientation and/or exams.

SA defines an online course as one where more than 67% of the in-class instruction is replaced with online activities. ST defines an online course as one where 100% of activities take place online.

Four campus policies (PO, SD, SLO and ST) make reference to synchronous and asynchronous distance learning. PO defines online synchronous as an online course where some portions of the

content will be accessed at specific predetermined times. Scheduled face-to-face meetings may be required in such courses for orientation and student evaluation. SLO defines synchronous delivery mode as one where non face-to-face activities occur at regularly scheduled times. This could include televised broadcasts. Asynchronous delivery mode is one in which the student is self-paced in accessing instructional material. ST defines the synchronous delivery mode as one where course activities take place at a single scheduled time, while asynchronous delivery is such that activities take place within a scheduled time frame.

1. **Campus Policies on Online/Distance Education**

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| **Campus** | **Definitions** |
| **Bakersfield**  **[Distributed Learning Policy](https://cowebmail.calstate.edu/OWA/attachment.ashx?attach=1&id=RgAAAABFjSWx5ErfS6lYjMrL%2foRPBwA2B5hfqdkqRrvBuxYcWntkAHKfUfzrAAD1REI1cy8gS7Y3YZRBGlp9AAIoVOiNAAAJ&attid0=EABD68mfBJYBTKeBNzFk9JXj&attcnt=1)**  **[RES 1213028](https://cowebmail.calstate.edu/OWA/attachment.ashx?attach=1&id=RgAAAABFjSWx5ErfS6lYjMrL%2foRPBwA2B5hfqdkqRrvBuxYcWntkAHKfUfzrAAD1REI1cy8gS7Y3YZRBGlp9AAIoVOiNAAAJ&attid0=EABD68mfBJYBTKeBNzFk9JXj&attcnt=1)** | **Definitions**  ● **Face-to-Face Course** - A course in which an instructor delivers all course content in real time with students present in the same location. .  ● **Web Facilitated Course** – A Course that uses web-based technology to supplement what is essentially a face-to-face course. No scheduled face-to-face class sessions are normally replaced with online activities.  ● **Hybrid (Blended) Course** - Course that blends online and face-to-face delivery in which students attend class session on campus and in an online class.  ● **Online Course** - Course where most or all of the content is delivered online. There are commonly no face-to-face meetings. |
| **Channel Islands**  [SP 12-08 Policy for Listing of Online Course Offerings](http://senate.csuci.edu/policies/2012-2013/senate-policy-12-08.pdf) | **Purpose:**  This policy will ensure that the modes of instruction (i.e., standard, blended, and online) in course offerings1 are properly listed in the class schedule.  **Definitions:**  The following definitions shall be used to define the mode of instruction for course offerings.  • Online course offering: a course offering in which more than 70% of the course sessions occur online. Course sessions may be synchronous (meet online at the same time) or asynchronous (meet online different times).  • Blended course offering: a course offering that combines face-to-face class sessions with online sessions. To be considered blended a course will meet online for 30% to 70% of class sessions. Online class sessions may be synchronous or asynchronous.  • Standard course offering: a course offering in which no more than 30% of the course sessions occur online. |
| **Chico**  (None per ASCSU White Paper) |  |

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| **Dominguez Hills**  Web search  **Guidelines on Academic Technology and Distance Learning Classes**  **EPC 09-02 (MSP 4/8/09)** | 4. The Instructional Mode of a class refers to the structural aspects of a course that have a major influence on the scheduling of classes. Established rubrics for instructional mode include the seminar, discussion class, activity class, laboratory, lecture/discussion, field supervision, and studio. These guidelines recognize the three additional modes of course delivery already set forward by the Academic Senate: traditional, hybrid, or distance education.  5. A Traditional Class is a course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication.  It is usually scheduled in a classroom, laboratory, or studio. Such an offering may or may not use technology as a supplemental tool.  When a course is offered in a traditional format, the class-scheduling pattern for a traditional class is considered to be the standard scheduling format for the course.  6. A Hybrid Class is a course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor and among students. One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.  7. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include on-site or off-site meetings. Distance Education courses have no regular class meetings on the California State University, Dominguez Hills campus, although they may require that students attend orientation meetings and/or proctored exams on campus. These course offerings may vary significantly by Program. |
| **East Bay**  [Policy on Online Instruction](http://www20.csueastbay.edu/faculty/senate/files/documents/08-09/Online-hybrid%20Instruction%20Policy.revised%2008-09.pdf)  Although “hybrid” is referenced, it does not seem to be defined in the policy. | Online learning in this document means any mode of electronically mediated instruction where either (a) some (or all) class section members are not, nor are expected to be, in the same physical location as the instructor during the regularly scheduled class time, and/or (b) some (or all) class section members do not meet at the same time as other members of the class. |

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| **Fresno**  [**INTERIM POLICIES AND PROCEDURES ON TECHNOLOGY-MEDIATED COURSES AND PROGRAMS**](http://www.fresnostate.edu/academics/aps/documents/apm/206.pdf) | **Existing policy:** Definitions.  1. **Televised two-way and broadcast courses:** Synchronous, or two-way televised courses, use video conferencing technology to enable face-to-face interaction between the instructor, located at one site, and students, attending class elsewhere. Microwave broadcast and cable television distribute lectures and demonstrations to remote locations as a one-way broadcast. In some cases, all of the students are at distant sites. Televised courses require the assistance of a technician at the origination site and distance learning associates or site monitors at the distant sites. Faculty members are encouraged tostructure televised courses as web-enhanced or multi-mode courses, taking advantage of online learning tools for document management and enhanced communication.  2. **Multi-mode:** In a multi-mode course, online components replace some of the regularly scheduled class meetings. A Tuesday-Thursday class, for example, might meet one day a week throughout the semester, with the remaining instruction taking place online. Department and school/college level approval is sufficient for courses that are taught 50% or more faceto-face. However, approval as designated on **Appendix A: Proposal to Replace Contact Hours with Online Instruction** is required for the replacement of more than half of class time with online instruction.  3. **Web-Based:** A web-based course does not meet for instructional purposes in physical facilities, although students may be required to meet for an in-class orientation or to take exams. Approval as designated on **Appendix A: Proposal to Replace Contact Hours with Online Instruction** is required for the replacement of class time with online instruction; this requirement includes courses originating at other sites and offered to on-campus students. When a web-based course is offered to students at a distance, consideration must be givento on-site support for student learning, including provision of library materials**.**  **Draft language from Senator Benavides**   1. Web Facilitated: Course that uses web-based technology to facilitate what is essentially a face to face (F2F) course. Typically has the syllabus and assignments posted online. 1-29% of course content is delivered online. 2. Hybrid: Course that blend online and F2F delivery. Substantial portions of the content (30-79%) are delivered online. 3. Online - A course where most or all of the content (80-100%) is delivered online. Typically there may be no F2F meetings.   Definitions 2-4 are consistent with national standards see Learning on Demand: Online Education in the United States, 2009 <http://sloanconsortium.org/publications/survey/pdf/learningondemand.pdf> |
| **Fullerton**  [**UPS 411.104 POLICY ON ONLINE INSTRUCTION**](http://www.fullerton.edu/senate/documents/PDF/400/UPS%20411.104%20Policy%20on%20Online%20Instruction%20ASD%2012-81%20effec%205-17-12.pdf)  Sections C, D, E, F seem most relevant. | **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 statewide 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. Twenty percent 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 traditional class sessions. These courses can include a variety of synchronous and asynchronous activities. Hybrid courses will have more than 20% 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. These courses can include a variety of synchronous and asynchronous activities.  **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. |
| **Humboldt** | **Referenced in ASCSU White Paper, but could not locate.** |
| **Long Beach** | **None per ASCSU White Paper** |

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| **Los Angeles**  Under consideration: Draft shown | **Currently under consideration as of 10/9/13 (new language=all caps; deletions are underlined):**  The three INSTRUCTION modes of delivery are direct contact FACE-TO-FACE, distance education ONLINE, and hybrid. The INSTRUCTION **mode of delivery** refers to the amount IS DETERMINED BY THE PROPORTION of face-to-face compared to computer-mediated ONLINE instruction.  1A.   A **direct contact class** is a course offering in which face-to-face instruction is utilized for at least 80% of the scheduled class meeting times. IN A FACE-TO-FACE INSTRUCTION MODE STUDENTS MEET WITH AN INSTRUCTOR PHYSICALLY PRESENT IN A CONTAINED, UNIVERSITY-ASSIGNED CLASS TIME AND PHYSICAL SPACE FOR AT LEAST 75% OF THE INSTRUCTION PROVIDED.  2B.   A **distance education class** is a course offering in which computer-mediated instruction is utilized in lieu of IN AN ONLINE INSTRUCTION MODE, 100% of the scheduled class meeting times INSTRUCTION OF A COURSE OCCURS ONLINE.  A distance education class may require off-site meetings.  These meetings may be used for activities such as orientation, special in-class presentations, exams, or other proofs of competency.  3C.   A **hybrid class** is a course offering that depends on both face-to-face and computer-mediated instruction as significant components of the class.  A course offering is considered a hybrid class if computer-mediated instruction is utilized in lieu of more than 20%, but less than 100%, of the scheduled class meeting times.  HYBRID INSTRUCTION MODES BLEND FACE-TO-FACE INSTRUCTION WITH MORE THAN 25% AND LESS THAN 100% ONLINE INSTRUCTION. |
| **Maritime Academy** | **None per Senator Browne** |
| **Monterey Bay** | **None per ASCSU White Paper** |

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| **Northridge**  [**Online and Hybrid Courses Policy**](http://www.csun.edu/senate/policies/onlinehybridcourses.pdf) | **Definitions:**  1. A Fully Online Class is an online course offering in which **all** class sessions and exams are presented in an online environment. If a course meets at a specified time online, the course should list the day of the week and time in the Schedule of Classes. Fully online courses have no on campus meetings.  2. A Campus Online Class is an online course offering in which **most** class sessions are presented in an online environment. Any face-to-face meetings are usually for activities such as orientation, special in-class presentations, exams, or other in-class proofs of competency.  3. A Hybrid Class is a course offering in which students attend class sessions on campus and in an online environment. The class typically meets **approximately** half online and half on campus.  4. A Traditional Class is a course offering in which **all or most** of the class sessions take place on the CSUN campus. Most CSUN courses make use of some web-based tools to supplement or enhance a course, so even a traditional class may include online components and activities (e.g., view a syllabus, take quizzes/exams, participate in discussions). |

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| **Pomona**  From ASCSU White Paper (This seems to be a recommendation rather than a policy)    [CLASSIFICATION:](http://www.academic.csupomona.edu/senate/docs/aa004011ref.pdf) **[AA-004-011](http://www.academic.csupomona.edu/senate/docs/aa004011ref.pdf)**  [2. TITLE:](http://www.academic.csupomona.edu/senate/docs/aa004011ref.pdf) **[Course Designation Standards](http://www.academic.csupomona.edu/senate/docs/aa004011ref.pdf)** | ***Proposed Course Designations*** When enrolling in online or hybrid courses, students need to know:   if they need to have access to a computer with Internet connectivity   if the class is 100% online or not   if they need to be available for synchronous interaction anytime during the quarter  Based on these considerations we have defined 6 categories that will assist our students in making informed enrollment decisions. These designations have been designed to work with PeopleSoft and require minimum modifications to be implemented. revised 07/26/10  ***Process for Designation***   |  | | --- | | Decisions on course designations will be made at the Department level by the faculty in a process defined by the faculty of that department based on the following table: **Face-to-Face**: Course meets face-to-face for all of the course contact hours prescribed by the course type and units. Syllabus/grad es may be posted online. | | **Web-Assisted**: | | Course meets face-to-face for all of the course contact hours prescribed for the course type and units. Syllabus/grades are posted online. Some course materials/activities are online and require active student access.  **Hybrid**:  Course uses both classroom and online instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. Students are expected to attend face-to-face meetings at prescribed times and to actively engage course materials/activities online. | | **Local Online**: | | Course uses both classroom and online instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units. Students are expected to attend face-to-face meetings at prescribed times and to actively engage course materials/activities online. | | **Online Synchronous**:  100% of the course instruction is delivered online. Students enrolled must access some portions of course content at specific pre-arranged times to participate interactively with others. Scheduled face-to-face meetings may be required for orientation and student evaluation. | | **Fully Online**: 100% of the course instruction is delivered online. Students enrolled may access course content on a flexible schedule and do not need to be on campus for any portion of course work or evaluation. | |

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| **Sacramento**  [e-Learning Policy](http://www.csus.edu/umanual/AcadAff/FSD00010.htm) | For purposes of this policy, e-Learning is defined as a formal educational process in which 20% - 100% of the instruction takes place when the professor and students are not in the same place at the same time.  Instead, the interaction between professor and students is mediated using audio, video and/or computer technologies.  Three methods are utilized to deliver e-Learning to California State University, Sacramento students. These include video-based, web-based and mixed media (video and web) delivery.  Cable television, two-way compressed video, microwave, satellite, videotape, CD-ROM, web-based conferencing systems and video streaming are current video-based methods of delivery.  Web-based courses typically use a variety of technologies to deliver instruction and engage students.  e-Learning formats:  online and hybrid.  An online course is a course with no regular on-campus class meetings. However, at the discretion of the instructor, an online course may have occasional organizational, assessment-related and/or on-campus class meetings.  A hybrid course is a course in which 20% or more of course activities, including class meetings, are delivered electronically.  Through the use of a variety of technologies, actual seat time is reduced and replaced with activities, discussions, and assignments completed at a distance. |
| **San Bernardino**  [**DISTRIBUTED LEARNING POLICY- FAM 827.3**](http://senate.csusb.edu/FAM/Policy/(FSD01-01.R2)Distributed_Learning.pdf) | Traditional -- Course with no online technology used – content is delivered   in writing or orally.    Web Facilitated – Course that uses web-based technology to facilitate what is   essentially a face-to-face course. No scheduled face-to-face   class sessions are normally replaced with online activities.     Blended – Course that blends online and face-to-face delivery. Face-to-  face class sessions could be replaced with some online  sessions or activities.    Online -- Course where most or all of the content is delivered online.  There are commonly no face-to-face meetings. |

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| **San Diego** | 1.0 Distance education shall be defined as a formal educational process in which the primary instructional interaction occurs when student  and instructor are not in the same physical location. Such instruction may be synchronous or asynchronous. Distance education may include  audio, video or computer technologies. A hybrid class shall be defined as any class in which 20% to 50% of scheduled class sessions are  conducted by means in which student and instructor are not in the same physical location. Classes that exceed this 50% limit shall be  considered (DE) classes. |
| **San Francisco**  [S12-265 Online Education Policy](http://senate.sfsu.edu/policy/online-education-policy)  Policy was not approved by President? |  |
| **San Jose**  [**Technology Intensive, Hybrid, and Online Courses and Programs**](http://www.sjsu.edu/senate/docs/AS1520.pdf) **(**This policy is currently under consideration.)  The policy in effect does not provide detailed definitions, and can be reviewed at <http://www.sjsu.edu/senate/docs/S01-10.pdf> | **From the policy under consideration: I. Definitions**  Technology Intensive Instruction—Instruction that requires intensive use of technology beyond the norm of current, traditional 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.  Distributed Instruction—Instruction delivered via television or other modality not in person or online. |

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| **San Luis Obispo**  **elearning Policy at Cal Poly San Luis Obispo, CA** | Although the variety of course structure possibilities precludes a strict definition of course types, the primary factors that determine the teaching and learning experience are:   * **The degree of computer-mediated faculty/student interaction** Faculty and students can interact face-to-face or in a computer-based virtual space in a scheduled or unscheduled manner. Computer mediated interaction could be mixed (e.g., "hybrid" courses with some traditional classroom lectures supplemented by video conferencing) or it could be complete (e.g., a course in which all faculty /student interaction occurs using a web-based video conference tool). * **The degree of technology replacement of faculty/student interaction**   Technology can have a relatively limited role in course support (e.g., a course uses a small number of pre-recorded video lectures that are posted online) or technology could be used to completely replace faculty /student interaction (e.g., a web-based, self-paced instructorless course).  In light of the range of degree of computer mediation and use of technology to replace faculty /student interaction, no set of standardized course descriptors can be created.  However, given the ubiquity of the terms "online course," "online program," "online degree" and related terms, and given the current interest to develop such courses, programs, and degrees both here at Cal Poly and more broadly in the CSU, it is useful to have definitions of both traditional and online instruction. We shall adopt the following:  **Definition:** *Traditional instruction* courses are "offered in the traditional mode with an instructor holding class sessions where students are expected to be physically present. Traditional instruction is also synchronous, with both instructor and students engaging in activities simultaneously.''6   * **Definition:** *Online instruction* is "instruction delivered via an electronic network such as the Internet.'' |

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| **San Marcos**  [Online Instruction Policy](http://www.csusm.edu/policies/active/documents/online_instruction.html) | Online Course - A course where most or all of the content is delivered online. Typically has no face-to-face meetings.  Hybrid Course (Blended) – A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.  Web-Facilitated Course – A course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments. |
| Sonoma [Online and/or Hybrid Instruction](http://www.sonoma.edu/UAffairs/policies/online-hybrid_instruction.html) | 1. Definitions    * Online Course - A course where most or all of the content is delivered online. Typically has no face-to-face meetings.    * Hybrid Course (Blended) - A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.    * Web-Facilitated Course - A course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments. This is not considered online or hybrid format. |

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| **Stanislaus**  [**Policy for Online and Technology Mediated Courses and Programs**](http://www.csustan.edu/FacultyHandbook/Publications/Polices/Fac/OTMPolicyUEPC.pdf) | **1) Definitions: [Note: OTM=Online and technology mediated]**  **1.1** Instruction via OTM courses shall be defined as a formal educational process in which the primary instructional interaction occurs when student and instructor are *not* in the same physical location. Such instruction may be synchronous or asynchronous. OTM may  include audio, video and/or computer technologies used singly or in combination.  **1.2** Asynchronous/Synchronous – Activities that take place within a scheduled timeframe rather than requiring students and/or faculty to be online at the same time are *asynchronous*. Timeframe is understood here to encompass any single range of several hours to several weeks. *Synchronous* refers to course activities that take place at a single  scheduled time.  **1.3** Technology‐enhanced course – Essentially a “traditional” course in which 1%‐29% of the course activities take place online. These courses typically use web‐based technology to extend what is in essence a face‐to‐face course. In these courses, the online component primarily consists of hosting learning materials (syllabus, reserve materials,  assignments, etc.) that are accessed asynchronously. Occasional synchronous activities can also take place online.  **1.4** Hybrid Course – A course in which 30%‐99% of the course activities take place online (either synchronously or asynchronously). It follows that a hybrid program is a program  of study that combines online, hybrid, and traditional face to face courses.  **1.5** Online Course – A course in which 100% of the course activities take place online. Instructional contact hours take place either synchronously or asynchronously and students in online courses are not required to attend a class session or office hours on campus.  **1.6** Televised Courses – Courses delivered via television, video conferencing, and/or streaming video. Typically 100% of all course meetings are conducted through this medium.  **1.7** Distance Education Program – a WASC Substantive Change Committee approved program of study in which 50% or more of the degree program hours2 can be completed through technology delivery. |