

Distance Education Policy

Topics Courses

**(296, 496, 596, 696,
Latin American Studies 580,
Psychology 796, 886)**

Distance Education Policy

Policy adopted by Senate, April 6, 2000; Revised April 7, 2009, Revised May 6, 2014

Hybrid, Online, and Intercampus Classes: Definitions and scheduling

- 1.0 Hybrid, online, and intercampus classes involve a formal educational process in which student and instructor are not necessarily in the same physical location, but interact in a synchronous or asynchronous manner through technology. Classes in which 20% to 50% of the scheduled sessions are conducted through this process are defined as hybrid. Classes in which greater than 50% of the scheduled sessions are conducted through this process are defined as online. Classes in which the instructor is located on one SDSU campus and interacts with students on another SDSU campus shall be defined as intercampus; such intercampus classes shall be arranged through consultations between the instructor and the appropriate personnel on each campus. For all three class modes, any required synchronous interactions (e.g., weekly sessions, aperiodic examinations, capstone presentations) shall be clearly established in the official schedule of classes with respect to specific dates, days, times, and locations as appropriate.
- 2.0 The following guidelines shall apply to new hybrid and online classes.
 - 2.1 The initial offering of a given course by a given instructor in hybrid and online modality shall be established through consultations between the instructor of record, the department chair, the college curriculum committee, and the associate dean of the college. An example "Initial Offering of Hybrid or Online Class" form to facilitate such consultations may be found in the Curriculum Guide. Each college shall establish and disseminate specific policies, expectations, and timelines for the submission and approval of such hybrid/online courses and instructors. Proposed hybrid/online course instructors pairings that have not been previously approved through the college's established process may be removed from the schedule of classes by the Dean's office.
 - 2.2 Hybrid and online classes shall be so identified in the official schedule of classes, which shall notify students of any required participation in synchronous class activities beyond those session times indicated in the schedule of classes.
 - 2.3 The schedule of classes shall notify students of any software and hardware required for participation in class meetings taking place when the student and instructor will not be in the same physical location.
 - 2.4 Ownership of materials, faculty compensation, copyright issues and the use of revenue derived from the creation and production of hybrid and online classes, including software, or other media products shall be in accordance with the policy on Intellectual Property.
 - 2.5 Regardless of the modality in which they are offered, classes should be consistent in terms of purpose, scope, quality, assessment and expected learning outcomes with other classes bearing the same department code, number, and course title. Courses shall meet all the standards set forth in the Curriculum Guide regardless of their modality.
 - 2.6 Students enrolled in hybrid and online classes shall not be denied access to advisement, grievances, or other key academic rights and services, nor shall they be excused from the academic responsibilities expected of all students.

Example “Establishment Of Hybrid Or Online Class” Form

Instructor: _____

Course: _____

Modality: Hybrid Online

Semester: _____

Maximum Enrollment: _____

Please provide a one-page statement that overviews how, within the proposed modality, the instructor will (a) promote mastery of the course learning outcomes, (b) provide the opportunity for synchronous instructor-student interactions, and (c) ensure academic integrity with respect to high-stakes assessments (i.e., exams, etc.).

Please attach a draft syllabus for the instructor’s course in the proposed modality. Instructors are encouraged to assess and refine their syllabus and broader course using the Quality Online Learning and Teaching Rubric (attached).

Please identify any one-time resources or support necessary for the instructor to develop the above course in the stated modality:

Please check the appropriate items below:

- Instructor has previously taught this course in a face-to-face modality
- Instructor has previously taught this course in a hybrid modality
- Instructor has previously taught this course in an online modality
- Instructor has previously taught other courses in the requested modality

Please list other courses: _____

- Instructor has never taught in the requested modality
- Course has been previously taught by other instructors in a face-to-face modality

Please list recent instructors: _____

- Course has been previously taught by other instructors in a hybrid modality

Please list recent instructors: _____

- Course has been previously taught by other instructors in an online modality

Please list recent instructors: _____

- Course has not been previously taught in the requested modality

Instructor: _____ Date: _____

Department Chair: _____ Date: _____

Chair, College Curr. Comm: _____ Date: _____

Associate Dean: _____ Date: _____

Learning Mode Categories and Values

Fully-Online

- A01 = Section is taught exclusively online and can be accessed at any time from any location, with no on-campus or face-to-face meetings. In addition to learning mode code we use DE footnote. AB386
- S02 = Section is taught online at a specifically scheduled time and web location. Students must sign into a virtual classroom, web site, or chat room at a specified time, no on-campus or face-to-face meetings. In addition to learning mode code we schedule meeting times and days into the section record and use DE footnote and department numeric footnote to give additional details. AB386
- S10&A10 = Synchronous & Asynchronous hybrid. Synchronous instructional course section can be offered anywhere (no campus meetings) with asynchronous instructional course section can be offered anywhere (no campus meetings). The synchronous segment should always be in the first resource row for S10/A10 sections and include meeting times and days. AB386

Online, Up To 3 Campus Meetings

- A03 = Section is taught online and can be accessed at any time from any location, with up to three special face-to-face meetings scheduled on-campus for class orientation, midterms, finals, etc. (per Federal Distance Education guidelines and definitions). In addition to learning mode code we use DE footnote and department numeric footnote to notify students of special meeting dates, times, and locations. Federal Distance Education
- S04 = Section is taught online at a specifically scheduled time and web location with up to three special face-to-face meetings scheduled on-campus for class orientation, midterms, finals, etc. (per Federal Distance Education guidelines and definitions). In addition to learning mode code we schedule meeting times and days into the section record and use DE footnote and department numeric footnote to give additional details and to notify students of special meeting dates, times, and locations. Federal Distance Education
- S11&A11 = Synchronous & Asynchronous hybrid. Synchronous instructional course section (orientation, mid-term, final campus meetings allowed) with asynchronous instructional course section (orientation, mid-term, final campus meetings allowed). The synchronous segment should always be in the first resource row for S11/A11 sections and include meeting times and days. Federal Distance Education

Hybrid, Online and Face-To-Face

- A05 = Hybrid/blended. One segment of the section taught face-to-face in the classroom, another taught exclusively online. All resource rows are coded with learning mode A05. The face-to-face segment should always be in the first resource row and include meeting times and days. In addition to learning mode code we use BL footnote and department numeric footnote to give additional details.
- S06 = Hybrid/blended. Section has both a face-to-face (live instructor) component and a synchronous online (simultaneous remote broadcast) component with students either physically attending the live instructor component or, instead, receiving the simultaneous broadcast. All resource rows are coded with learning mode S06. The face-to-face segment should always be in the first resource row and include meeting times and days. In addition to learning mode code we use BL footnote and department numeric footnote to give additional details.

Face-To-Face

- F09 = Section is taught on campus, in a classroom, face-to-face.

SDSU Topics Courses (296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886) General Studies Courses

**(Policy adopted by the Senate, April 1976;
Revised October 1981, November 1985, May 1988)**

Policies and Procedures

The Undergraduate Topics Committee, which is a subcommittee of the Undergraduate Curriculum Committee, is responsible for the review and approval of all courses numbered 296, 496, or 596, Latin American Studies 580, Psychology 796, 886, and General Studies courses offered for academic credit during the regular academic year, special sessions (i.e., summer term sessions), and in Extension. In addition, all 500-level and 696 courses are reviewed by the Graduate Topics Committee. Policy regarding 696 topics courses was approved by Graduate Council on March 21, 1985.

On February 4, 2016, the university curriculum committees and Graduate Council approved a policy requiring a syllabus for all topics course proposals.

In September 1988, the Undergraduate Curriculum Committee approved the following procedure for review of topics courses:

1. The Undergraduate Curriculum Committee delegates full authority for the approval of undergraduate topics courses to the Undergraduate Topics Subcommittee.
2. The Undergraduate Curriculum Committee will act on undergraduate topics only upon petition of a member of the topics subcommittee.
3. The Undergraduate Topics Subcommittee will provide the Undergraduate Curriculum Committee with a complete list of their actions by the end of each semester.

In order to allow adequate time for the university-wide review of proposed topics courses (296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886) and General Studies courses, proposals must be submitted to Curriculum Services according to the deadline set for receipt of class schedule forms. Courses offered in summer term sessions, and Extension are submitted to the College of Extended Studies for forwarding to Curriculum Services. The proposal forms (including course outlines and syllabus) should be forwarded with the approval of the appropriate college curricular review committee and the dean of the college.

When reviewing topics courses, the college curricular review committee should pay particular attention to the following:

1. Is level of course appropriate, i.e., lower division, upper division acceptable for graduate credit?
2. Are appropriate prerequisites listed?
3. Is course description clear and brief?
4. Is mode of instruction appropriate, i.e., breakdown into lecture, lab, activity?
5. Is grading method appropriate?
6. For short-term courses, will students have adequate time for out-of-class preparation and study, i.e., is time frame for course appropriate?

General Studies Courses were created to provide a means for departments to offer innovative and/or interdisciplinary undergraduate courses which do not fit into the existing curricular framework. These courses differ from topics courses in that they may be interdisciplinary, may utilize variable credit, and/or may incorporate real departures from usual teaching and learning techniques. Under certain circumstances, General Studies 250 and 350 may be used to propose courses for General Education credit on a temporary basis.

General Studies courses may be offered for a maximum of four semesters (subject to review by the Committee each semester). Since approval by the Committee is only temporary, it is anticipated that if a course proves successful, the department would initiate the usual procedures for obtaining curricular committee approval for a permanent new course. Also, Committee approval in no way guarantees approval of course load for the faculty member. This must still be arranged by the department and the college.

According to Senate policy, proposals for experimental and interdisciplinary limited-duration courses will go through the same procedural steps as regular undergraduate curricular proposals with the following exceptions:

1. Proposals will not be constrained by catalog and committee deadlines for regular course proposals; they will be dealt with on demand and must be completely processed during one semester for implementation for the next semester.
2. The process will normally conclude with the work of the Undergraduate Topics Committee, which will make an information report to the Senate annually.

Topics Courses (296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886) are defined as “those courses which treat unspecified topics within a discipline, e.g., Business Administration 496: Selected Topics in Business Administration.” (Undergraduate Curriculum Committee, Sixth Report to Senate, November 1979.)

With regard to regular university topics courses, any department or college which has received approval through the normal curricular channels to offer courses under the numbers 296, 496, 596, 696, Latin American Studies 580, Psychology 796, 886, may do so subject to the following conditions:

1. Proposals require the approval of:
 - Department
 - College Curriculum Committee
 - College Dean
 - Undergraduate Topics Committee
 - Graduate Topics Committee (500-level and 696 courses only)
2. A syllabus is required (per university curriculum committees and Graduate Council, February 4, 2016).
3. Such courses may be offered no more than four semesters with the same title and content. (However, if a proposal has been submitted to the college or university curricular committees to create a permanent course, departments will be granted an extension beyond the four semesters to allow time for processing of the request for inclusion in the catalog.)
4. No more than nine units of 296, 496, 596 courses shall be applicable toward a bachelor's degree.
5. Such courses may be applicable toward preparation for the major only with the approval of the department chair.
6. No more than six units of 696 courses shall be applicable toward a master's degree.
7. Only those proposals submitted to Curriculum Services in time for inclusion in the Class Schedule will be approved.
8. Specified courses may be offered on a credit/no credit basis under the following conditions:
 - a. Requests to offer these courses for Cr/NC must be indicated on proposal.
 - b. Separate sections of the same course may not have different grading systems.