



## **Introduction**

At Cal Poly Pomona the utilization of online and hybrid approaches to teaching and learning engages 21st-century technology in the delivery of an inclusive polytechnic education. The design of online and hybrid classes helps to make a CPP education accessible to more students, such as those with work, family, or geographic limitations that present challenges for attending traditional in-person classes. The approaches to teaching and learning in online and hybrid environments help to ensure that CPP students develop skills necessary for success in the modern workforce, where technology mediates much of what is done. The combination of knowledge, skills, and habits of mind developed through an inclusive polytechnic education, and mastery of the ability to adapt to and utilize technology to accomplish their goals will prepare CPP students for the future of work.

Online and hybrid education is a modern-day extension of CPP's commitment to experiential learning, multi-disciplinary perspectives, collaboration, and professional readiness in providing a one-of-a-kind educational experience. Consistent with Theme 5 of our Academic Master Plan, CPP is committed to developing online and hybrid academic programs that are high-quality, inclusive, up-to-date, relevant, engaging, and immersive educational experiences that link theory and practice in curricular and co-curricular experiential learning activities.

## **Guiding Principles**

The following principles will guide CPP in the scheduling of classes:

1. The needs of students must be considered in the development of the class schedule. Lower-division, upper-division and graduate students each require unique considerations. For example, lower-division students tend to need greater in-person opportunities for building community, development of relationships with faculty, and exploration of campus resources.
2. The instructional modality of each course must be thoughtfully considered so that it facilitates the student learning outcomes of the course and allows for appropriate pedagogical approaches for student engagement and success.
3. Faculty teaching an online or hybrid class will have participated in professional development opportunities centered around the unique issues of teaching in online and hybrid instructional modalities.
4. All courses and other educational experiences will be accessible, welcoming and inclusive of all learners.
5. Every department is encouraged to develop transparent policies with criteria for determining the instruction mode and instructor for each class section.

## Scheduling Rules

To assure that the class schedule for undergraduate programs is consistent with its face-to-face designation within the CSU, we have established a set of enforceable rules for the class schedule. The Office of Academic Programs, which oversees Scheduling, will take steps to monitor the schedule, assure that colleges and departments have access to necessary information to keep schedules within the rules, and work with deans to ensure that rules are enforced.

### Undergraduate class scheduling rules for each academic term:

1. Classes must be taught with learning outcomes and our inclusive polytechnic identity at the center for all decision making.
2. A minimum of 75% of all undergraduate sections that a department schedules should be in an in-person or hybrid modality. A maximum of 25% of all undergraduate sections may be fully online. (This ensures that the program remains a face-to-face program.)
3. There is no requirement that a department offer online undergraduate classes.
4. If the program has international students as majors, then the program needs to assure that on-site sections are available (Note: under current rules, international students on F1 Visa are only allowed 1 online class per term.)
5. Faculty teaching fully online classes must have training for and/or experience teaching in online modalities.

### Graduate class scheduling rules for each academic term:

1. Classes must be taught with learning outcomes and our inclusive polytechnic identity at the center for all decision making.
2. The class schedule should reflect the program's approved modality:
  - a. Graduate programs approved as in-person ("on-site") must assure that students are required to complete a minimum of 51% of the curriculum in in-person or hybrid instructional modalities.
  - b. Graduate programs approved as hybrid or fully online ("distance") may offer sections of all program courses in any instructional modality determined to be appropriate.
3. If the program has international students, then the program needs to assure that on-site sections are available (Note: under current rules, international students on F1 Visa are only allowed 1 online class per term.)
4. Faculty teaching fully online classes must have training for and/or experience teaching in online modalities.