

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

ACADEMIC AFFAIRS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AA-012-212

Scheduling Rules Update Report

Academic Affairs Committee

Date: 10/05/2022

Executive Committee  
Received and Forwarded

Date: 4/27/2022

Academic Senate

Date: 05/04/2022  
First Reading  
**10/19/2022**  
Second Reading

**Your Name:** Laura Massa

**Your Email:** lmassa@cpp.edu

**Title of Referral:** Class scheduling rules

**Names and Titles of proponents:** Laura Massa, AVP Academic Programs  
Iris Levine, Interim Provost and Vice President for Academic Affairs

**Keywords:** Schedule, distance, classes, modality

**Is there a deadline by when this referral needs to be considered by the Academic Senate?:** Yes

**Deadline Date:** Dec 15, 2022

**Justification for deadline:** Scheduling for Fall 2023 begins in January 2023. In order to be followed for the 2023 – 2024 academic year, the final scheduling rules need to be in place before January 2023.

**Background:** Each Cal Poly Pomona degree program is approved by WSCUC to be offered in either an “on-site” or “distance” modality. On-site means that the majority of instruction is delivered in person. Distance means that the majority of instruction may be offered online. Currently, all of CPP’s undergraduate programs are approved as on-site programs.

Historically a program’s modality has been defined by the available instructional modalities of the majority of units to complete the major program. For example, for an on-site program that requires 60-units to complete the major, the requirement was that a minimum of 31-units must be taught in on-site instructional modalities. There were no stated limits on the instructional modalities of general education or unrestricted electives. In fact, as GE was not limited by modality concerns, the CSU has long offered a robust fully-online 48-unit GE program open to all CSU students.

In October 2021, WSCUC announced that the definition of a program’s modality now applies to the entire degree program, including the major, general education and unrestricted electives. Most undergraduate degree programs require 120-units. This means we have to assure that students are offered at least 61-units in only the in-person instructional modality. It also means that we only allow students access to a maximum of 59- units of online classes. With the 48-unit online GE program available through the system, this means that we would be limited to allowing access to an additional 11-units of online classes.

As a result, the university is updating all of our undergraduate programs from on-site to distance modality with WSCUC. The change in approved modality will be made prior to the start of the 2022 – 2023 academic year. It is important to note that this change does not result in our undergraduate programs being approved as online programs. In the CSU Degrees Database and Cal State Apply our programs will continue to be described as in- person. This change to distance modality is only for compliance with new guidance from the Department of Education and WSCUC.

To assure that the class schedule for undergraduate programs is consistent with its in-person designation within the CSU, the Office of Academic Programs worked with campus leadership to establish guiding principles for the scheduling of classes, as well as a set of enforceable rules for the 2022 – 2023 academic year 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.

The class scheduling rules were put in place for only one academic year in order to give the Academic Senate time to consider and approve the rules for the longer term. This referral requests such consideration and approval.

**Recommended Resources:** Laura Massa, Associate Vice President Academic Programs and Accreditation Liaison Officer  
Terri Gomez, Associate Provost for Student Success  
Jessica Wagoner, Senior Associate Vice President for Enrollment Management and Services  
Ashley Ly, Senior Curriculum Specialist and Lead, Curriculum and Scheduling

**Attachment 1:**

[https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745860/923800440/guiding\\_principles\\_and\\_scheduling\\_rules\\_2022\\_-\\_2023\\_ay.pdf](https://s3.amazonaws.com/files.formstack.com/uploads/2070179/36745860/923800440/guiding_principles_and_scheduling_rules_2022_-_2023_ay.pdf)

**Discussion**

We held two open meetings to discuss what is proposed below. Overall, key feedback included creating a separate policy for graduate courses (see below in recommendations), adjusting one of the targets from 85% to 80% (done below), but overall, no one had strenuous objections.

The one key question we received, was why these targets? Overall, the main reason is- we need somewhere to open discussion that maintains the principle of in person instruction, but also allows for some online instruction. We believe most department can meet these targets. Exemptions for departments that cannot for legitimate programmatic reasons, are possible.

Extended discussion for second reading on October 19<sup>th</sup>:

We met three times in September and October to discuss additional consultations made during this time period. The consultations included a Qualtrics feedback form made available to the entire campus, discussions with our constituents, a discussion with Provost Brown during our October 5<sup>th</sup> meeting, and consultations with Laura Massa, Victoria Bhavasar, a Department Chair and Full Professor from CSU Fresno, a Lecturer from CSU Fresno, a Lecturer at CSU Monterey Bay, an Associate Professor from CSU East Bay, a Full Professor at CSU Long Beach, an Associate Professor at CSU Fullerton, an Academic Senator from CSU Fullerton, a Full Professor from Cal Lutheran, an Academic Senator and Full Professor from UCLA, and three ASCSU representatives.

Overall, there were 260 days for comments, feedback, and consultations.

Based on all of the feedback we received, the committee:

- adjusted the guiding principles (added #5) to indicate that Departments should create additional guidelines appropriate for their disciplines and student success;
- condensed the percentage rules and chose a number in between the two previously proposed numbers (75%, in between the 70% and 80%);
- clarified that there is no requirement that a department offer online classes (in line with indications from the ASCSU and Provost Brown);
- emphasized that online classes will be capped at 25% and that remaining an in-person, polytechnic university will continue to be a priority for Cal Poly Pomona.

## **Recommendations**

We recommend adoption the following principles and guidelines.

### **Introduction**

At Cal Poly Pomona the utilization of online and hybrid approaches to teaching and learning engages 21<sup>st</sup>-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 sections that a department schedules should be in in-person or a hybrid modality. A maximum of 25% of all 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 classes.*  
  
*A minimum of 80% of lower division sections should be scheduled as in-person or hybrid. (This ensures face-to-face engagement for freshman and sophomores.)*
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 onlinemodalities.*

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) *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) *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 onlinemodalities.*