ACADEMIC SENATE
CSU BAKERSFIELD

Teaching Modality – Handbook Changes
RES 262708

AAC

RESOLVED: That the Academic Senate approves revisions to the University Handbook regarding the teaching modality of courses at CSUB.

Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

TRACKED CHANGES

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accordance with the officially approved course descriptions provided in the current University Catalog. Unless authorized by the department or program to teach a course with a significant online component, including fully asynchronous online instruction, synchronous online instruction, and hybrid instruction combining face-to-face and online delivery, faculty shall teach in a face-to-face format.

Course Scheduling and Modality

The assignment and scheduling of courses include responsibility for determining the mode of instruction (e.g., face-to-face, hybrid, asynchronous or synchronous online), subject to established curricular and scheduling processes. Department Chairs and Program Directors shall develop proposed course schedules, including instructional modalities, through a collegial coordination process involving affected faculty, other academic units as appropriate, and the Dean (or designee). The home department or program shall have primary responsibility for determining scheduling and the instructional modality of its courses, based on student access and success, pedagogical appropriateness, disciplinary standards, student learning outcomes, faculty expertise, accreditation requirements, and the academic needs of its students and programs. The determination should also consider General Education and service-course needs, enrollment demand, scheduling feasibility, and available physical, technological, and instructional resources. Departments, programs, and Deans (or designees) shall work collaboratively to ensure that course offerings include a sufficient number of face-to-face sections to meet student access, success, and

programmatic needs, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.

Coordination and Approval of Course Schedules

Departments and programs shall coordinate with one another when courses serve multiple programs, colleges, or degree pathways. Such coordination shall consider students' ability to construct coherent schedules, access required courses in a timely manner, and complete degree requirements without unnecessary scheduling conflicts, including conflicts between face-to-face courses and courses requiring online attendance.

Deans (or designees) shall seek resolution through collegial discussion and consensus whenever a proposed schedule or instructional modality presents concerns regarding academic appropriateness, fiscal sustainability, classroom utilization, student access or success, or coordination with the academic needs of students in other departments, colleges, or University programs.

The Dean (or designee) shall have final responsibility for approval of course schedules and instructional modalities within the college, subject to University policy and established curricular approval processes. In exercising this authority, the Dean shall give primary consideration to the home department's or program's academic rationale and shall consult with the affected department or program before requiring a change to its proposed schedule or modality. A Dean may require a modification when reasonably necessary to address documented student needs, conflicts among academic programs, University scheduling priorities, resource constraints, or other legitimate institutional considerations. Any such modification shall be made in consultation with the affected department or program, with the Dean informing the department or program of the rationale for a decision that departs from the department's or program's recommendation. The Dean's authority over scheduling and modality shall not supersede established faculty or curricular governance authority over course content, learning outcomes, or curricular requirements. Changes to course modality after registration begins shall require approval of the Dean (or designee), in consultation with the affected department or program and subject to applicable University policies and student notification requirements.

When exigent circumstances make it necessary, the Dean, in consultation with the academic program, may authorize a temporary change in instructional modality to ensure course continuity and student progress. Such changes shall be made in consideration of student learning needs, course requirements, available instructional resources, and applicable university policies.
A department or program that has concerns about a Dean's decision regarding course scheduling or instructional modality is encouraged to seek further discussion with the Dean to explore whether a mutually acceptable resolution can be reached. If the matter remains unresolved, the department or program may request assistance from the Provost or the Provost's designee in facilitating further discussion and resolution. Any resolution should seek to balance the academic judgment of the home department or program with student needs, coordination across academic units, and legitimate institutional constraints.

Fully Online Academic Programs

Fully online degree, certificate, credential, or other academic programs shall be reviewed and approved through appropriate curricular and administrative processes before implementation. Approval of a fully online program shall include consideration of accreditation requirements[i], student demand and support needs, faculty capacity and qualifications, assessment of student learning, availability of required courses, technology and instructional support, and alignment with the University mission and campus enrollment strategy. Once approved, fully online programs shall remain subject to periodic review to ensure quality, compliance, and student success.
Academic programs offering courses or programs in online or hybrid modalities shall establish expectations for faculty qualifications appropriate to those modalities. Such expectations may include completion of CSU-approved or campus-approved training, demonstrated experience in online or hybrid instruction, participation in professional development, familiarity with accessibility and regular and substantive interaction requirements, and adherence to applicable quality standards. Where required by accreditation, campus policy, or program expectations, faculty training for online or hybrid instruction shall be mandatory before assignment to teach in those modalities.

Hybrid Modality and Classroom Utilization

Hybrid modality shall be scheduled and implemented in a manner that makes effective use of campus physical resources while preserving instructional quality and student access.

Departments, programs, and Deans shall consider classroom utilization, student access, room availability, and complementary scheduling when developing or approving flex offerings. Hybrid models should not result in instructional spaces sitting unused for substantial portions of scheduled meeting patterns when those spaces could reasonably support other in-person instruction. Where a hybrid course reduces in-person room use, the schedule should, whenever feasible, coordinate that room use with complementary in-person sessions of another course or instructional activity.

[1] The requirements should be aligned with the Western Senior College and University Commission (WASC) Distance Education Review Guide, which can be found at www.wscuc.org/documents/protocol-review-distance-education-review-guide-copy/.

CLEAN VERSION

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accordance with the officially approved course descriptions provided in the current University Catalog. Unless authorized by the department or program to teach a course with a significant online component, including fully asynchronous online instruction, synchronous online instruction, and hybrid instruction combining face-to-face and online delivery, faculty shall teach in a face-to-face format.

Course Scheduling and Modality

The assignment and scheduling of courses include responsibility for determining the mode of instruction (e.g., face-to-face, hybrid, asynchronous or synchronous online), subject to established curricular and scheduling processes. Department Chairs and Program Directors shall develop proposed course schedules, including instructional modalities, through a collegial coordination process involving affected faculty, other academic units as appropriate, and the Dean (or designee).

The home department or program shall have primary responsibility for determining scheduling and the instructional modality of its courses, based on student access and success, pedagogical appropriateness, disciplinary standards, student learning outcomes, faculty expertise, accreditation requirements, and the academic needs of its students and programs. The determination should also consider General Education and service-course needs, enrollment demand, scheduling feasibility, and available physical, technological, and instructional resources.

Departments, programs, and Deans (or designees) shall work collaboratively to ensure that course offerings include a sufficient number of face-to-face sections to meet student access, success, and programmatic needs, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.

Coordination and Approval of Course Schedules

Departments and programs shall coordinate with one another when courses serve multiple programs, colleges, or degree pathways. Such coordination shall consider students' ability to construct coherent schedules, access required courses in a timely manner, and complete degree requirements without unnecessary scheduling conflicts, including conflicts between face-to-face courses and courses requiring online attendance.

Deans (or designees) shall seek resolution through collegial discussion and consensus whenever a proposed schedule or instructional modality presents concerns regarding academic appropriateness, fiscal sustainability, classroom utilization, student access or success, or coordination with the academic needs of students in other departments, colleges, or University programs.

The Dean (or designee) shall have final responsibility for approval of course schedules and instructional modalities within the college, subject to University policy and established curricular approval processes. In exercising this authority, the Dean shall give primary consideration to the home department's or program's academic rationale and shall consult with the affected department or program before requiring a change to its proposed schedule or modality. A Dean may require a modification when reasonably necessary to address documented student needs, conflicts among academic programs, University scheduling priorities, resource constraints, or other legitimate institutional considerations. Any such modification shall be made in consultation with the affected department or program, with the Dean informing the department or program of the rationale for a decision that departs from the department's or program's recommendation. The Dean's authority over scheduling and modality shall not supersede established faculty or curricular governance authority over course content, learning outcomes, or curricular requirements.

Changes to course modality after registration begins shall require approval of the Dean (or designee), in consultation with the affected department or program and subject to applicable University policies and student notification requirements.

When exigent circumstances make it necessary, the Dean, in consultation with the academic program, may authorize a temporary change in instructional modality to ensure course continuity and student progress. Such changes shall be made in consideration of student learning needs, course requirements, available instructional resources, and applicable university policies.

A department or program that has concerns about a Dean's decision regarding course scheduling or instructional modality is encouraged to seek further discussion with the Dean to explore whether a mutually acceptable resolution can be reached. If the matter remains unresolved, the department or program may request assistance from the Provost or the Provost's designee in facilitating further discussion and resolution. Any resolution should seek to balance the academic judgment of the home department or program with student needs, coordination across academic units, and legitimate institutional constraints.

Fully Online Academic Programs

Fully online degree, certificate, credential, or other academic programs shall be reviewed and approved through appropriate curricular and administrative processes before implementation. Approval of a fully online program shall include consideration of accreditation requirements[ii], student demand and support needs, faculty capacity and qualifications, assessment of student learning, availability of required courses, technology and instructional support, and alignment with the University mission and campus enrollment strategy. Once approved, fully online programs shall remain subject to periodic review to ensure quality, compliance, and student success.

Academic programs offering courses or programs in online or hybrid modalities shall establish expectations for faculty qualifications appropriate to those modalities. Such expectations may include completion of CSU-approved or campus-approved training, demonstrated experience in online or hybrid instruction, participation in professional development, familiarity with accessibility and regular and substantive interaction requirements, and adherence to applicable quality standards. Where required by accreditation, campus policy, or program expectations, faculty training for online or hybrid instruction shall be mandatory before assignment to teach in those modalities.

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Hybrid modality shall be scheduled and implemented in a manner that makes effective use of campus physical resources while preserving instructional quality and student access. Departments, programs, and Deans shall consider classroom utilization, student access, room availability, and complementary

scheduling when developing or approving flex offerings. Hybrid models should not result in instructional spaces sitting unused for substantial portions of scheduled meeting patterns when those spaces could reasonably support other in-person instruction. Where a hybrid course reduces in-person room use, the schedule should, whenever feasible, coordinate that room use with complementary in-person sessions of another course or instructional activity.

[1] The requirements should be aligned with the Western Senior College and University Commission (WASC) Distance Education Review Guide, which can be found at www.wscuc.org/documents/protocol-review-distance-education-review-guide-copy/.

RATIONALE: Referral 2026-2027-03 calls for clarification of the respective roles of departments, programs, and administration in determining course schedules and instructional modalities. This resolution affirms the primary responsibility of the home department or program to recommend modalities based on pedagogical appropriateness, student learning outcomes, and academic needs. It also recognizes a Dean's responsibility to approve schedules in consideration of student access and success, coordination across academic units, and institutional resources. Consistent with CSUB's emphasis on face-to-face instruction as its primary and expected mode of delivery, the resolution establishes a collaborative process that balances departmental academic judgment with legitimate institutional considerations while preserving established faculty and curricular governance authority over course content, learning outcomes, and curricular requirements. Although the referral did not specifically address scheduling, the Committee believed that because scheduling and teaching modality are closely interconnected, addressing both provided a clearer framework for decision-making authority while preserving departmental responsibility for pedagogical matters.

Distribution List:

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Approved by the Academic Senate: November 5, 2026
Sent to the President:
President Approved:

ACADEMIC SENATE
CSU BAKERSFIELD

2026-2027 Referral #03
Teaching Modalities

Date: September 1, 2026

From: Melissa Danforth, Academic Senate Chair

To: John Deal, Academic Affairs Committee (AAC) Chair
Zachary Zenko, Faculty Affairs Committee (FAC) Chair

cc: Katherine Van Grinsven, Senate Analyst

At their meeting on September 1, 2026, the Academic Senate Executive Committee requested that the Academic Affairs Committee (AAC) and Faculty Affairs Committee (FAC) continue their discussions on RES 252648 "Teaching Modality – Handbook Change" and referrals 2025-2026 19 "Teaching Modality," and 2025-2026 42 "DLC Membership and Description."

The Executive Committee has asked AAC and FAC to consider splitting the resolution; separating out the Distributed Learning Committee (DLC) items from the modality items.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendations require Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:
1) RES 252648_ Teaching Modality Handbook Changes_2nd Reading
2) Referral 2025-2026 19 Teaching Modality
3) Referral 2025-2026 42 "DLC Membership and Description

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ACADEMIC SENATE
CSU BAKERSFIELD

Teaching Modality - Handbook Changes

RES 252648

AAC, FAC

RESOLVED: That the Academic Senate approves revisions to the University Handbook regarding the teaching modality of courses at CSUB. Deletions are in ~~strikethrough~~, and additions are in **bold and underlined.**

203.11 Distributed Learning Committee

University faculty have adopted a distributed learning policy for online and **flex** ~~hybrid~~ instruction (Academic Senate Resolution 1213028). The Distributed Learning Committee (DLC) is responsible to monitor for issues that arise with regards to the distributed learning policy and to **improve** ~~ensure~~ the quality of online and **flex** ~~hybrid~~ instruction, including the **development of guidance for** ~~certification of~~ faculty wishing to teach online and/or **flex** ~~hybrid~~ courses.

The DLC consists of (1) one faculty member from each of the academic **colleges** ~~schools~~; (2) **one faculty member at-large** ~~the Faculty Coordinator of Online Instruction from the Faculty Teaching and Learning Center (FTLC)~~; (3) the Faculty Director of the FTLC; (4) a student representative from ASI; and (5) one staff member with direct responsibilities related to CSUB's learning management system (ex-officio). Additional members may be appointed as ex-officio members by the Provost and Vice President of Academic Affairs, at the recommendation of the current DLC members. **The Faculty Director of the FTLC convenes the first meeting of the year, during which the committee elects a chair.** Faculty members on the committee are expected to have experience with the designing and teaching of online/**flex** ~~hybrid~~ courses and should **have received CSU approved training in** ~~be certified by CSUB for~~ online/**flex** ~~hybrid~~ instruction. Faculty members are elected in accordance with the election procedures in Sections 202.6 and 202.7 and serve on staggered two-year terms. The student representative will be selected by ASI on an annual

basis. The staff member will be appointed by the Provost and Vice President of Academic Affairs on an annual basis.

As issues with the distributed learning policy arise, the DLC shall either (1) refer the issue to the Academic Senate for development of policy, or (2) develop a policy on a particular issue itself and then refer the proposed policy to the Academic Senate for consideration. The DLC shall report annually to the Academic Senate on online and **flex** ~~hybrid~~ instruction trends and issues.

~~If certification for teaching online and/or hybrid courses is available, the DLC shall issue guidance on becoming certified for online and/or hybrid instruction at the beginning of each academic year.~~

The DLC shall develop and maintain guidance for online and/or flex instruction, including but not limited to professional development pathways, instructional support recommendations, and quality standards. The Committee shall conduct a review of this guidance at least once every two years and revise it as necessary to ensure continued relevance.

The DLC shall meet at least once per semester. Failure to convene shall trigger review by the Academic Senate to ensure that policies governing online and/or flex instruction remain current, functional, and aligned with shared governance principles. The Academic Senate shall initiate steps to reconstitute the Committee or assign interim oversight to an appropriate Senate body to ensure continuity of distributed learning policy review and quality assurance.

303.1.1 Teaching Assigned Courses

Faculty shall teach their assigned courses in accord with the officially approved course descriptions provided in the current university catalog. Unless authorized by the department or program to teach a course in an online or **flex** ~~hybrid~~ format, faculty shall teach in a face-to-face format.

The assignment of courses includes responsibility for the mode of instruction (e.g., face-to-face, flex, or online). The determination of course modality is primarily a departmental or program-level decision, made through established curricular and

scheduling processes and grounded in pedagogical appropriateness, disciplinary standards, and student learning outcomes. Departments and programs shall ensure that a sufficient proportion of courses are offered in face-to-face format, recognizing that face-to-face instruction is the primary and expected mode of instruction at CSUB.

Departments and programs shall ordinarily determine the modality of their courses independent of administrative preference, except as provided below. They shall ordinarily determine the qualifications of their faculty who teach online courses and are responsible for ensuring the faculty are in compliance with the applicable accreditation and other requirements for that program.

College Deans retain a managing role to ensure that instructional offerings within the college are consistent with the University mission, student access needs, and resource constraints. Any decision that departs from the department's or program's recommendation shall be documented in writing and grounded in academic, operational, or resource-based considerations. Changes to course modality after registration begins shall require approval of the College Dean or designee.

RATIONALE: Referral 2025-2026-19 calls for clarification of instructional policy and teaching modality authority, particularly with respect to departmental autonomy and the role of administration in modality decisions.

This resolution affirms that teaching modality is fundamentally a pedagogical matter best determined by departments and programs, while also recognizing the responsibility of College Deans to ensure that instructional offerings align with institutional mission and student expectations, including the University's emphasis on face-to-face instruction as its primary mode of delivery.

The resolution further responds to the prolonged inactivity of the Distributed Learning Committee by reinforcing expectations for its operation and oversight role. The Distributed Learning Committee (DLC) policy has not been updated in more than a decade, and the Faculty Coordinator of Online Instruction position has been discontinued. During this period, instructional modalities have evolved substantially. Online and flex teaching are now

integral components of many faculty members' regular teaching assignments, and CSUB no longer requires certification for online instruction. These handbook revisions redefine the role and scope of the DLC to reflect current institutional practices. Maintaining clear, functional, and faculty-driven policies for online and flex instruction is essential to instructional quality, shared governance, and institutional coherence.

Distribution List:

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Dean of Antelope Valley
Dean of Extended University and Global Outreach
Department Chairs
General Faculty

Approved by the Academic Senate:
Sent to the President:
President Approved:

ACADEMIC SENATE
CSU BAKERSFIELD

2025-2026 REFERRAL #19

Teaching Modality- Handbook Change

Date: September 29, 2025

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee (AAC) Chair
Zachary Zenko, Faculty Affairs Committee (FAC) Chair

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on August 26, the Academic Senate Executive Committee requested that the Faculty Affairs Committee and Academic Affairs Committee review and discuss section 203 "Instructional Policy" of the University Handbook, particularly the sub-sections related to course modality and online and hybrid courses. Section 303.1also has references to online teaching.

During your discussion, please consider:

- Whether departments and programs have autonomy to determine course modality independent of administration modality requests
- Revisions to the online and hybrid policies given that the Distributed Learning Committee (DLC) has not met since the COVID-19 pandemic.

Please take up this matter with your committees and get back to me with your recommendations. If your recommendations require Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

(1) Email_Teaching Modalities_20250513
(2) Link to CSUB University Handbook:
https://www.csub.edu/senate/_files/University_Handbook_2025.pdf

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ACADEMIC SENATE
CSU BAKERSFIELD

2025-2026 REFERRAL #42

Distributed Learning Committee (DLC) Membership & Description

From: Melissa Danforth, Academic Senate Chair

To: Tiffany Tsantsoulas, Academic Affairs Committee Chair

Date: February 18, 2026

cc: Katherine Van Grinsven, Academic Senate Administrative Analyst

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At their meeting on February 17, 2026, the Academic Senate Executive Committee requested that Academic Affairs Committee review and address the request and proposed resolution submitted by the Distributed Learning Committee regarding DLC's membership and description, which are in the University Handbook, section 203.11.

During your discussion, please consider:

- The requested changes to the committee membership
- The requested changes to the committee charge and handbook language
- The proposed resolution from DLC.

Please take up this matter with your committee and get back to me with your recommendation. If your recommendation requires Senate action, please prepare a resolution and the rationale for the resolution.

Thank you.

Attachments:

(1) Topic_Updates to Distributed Learning Committee-20251205
(2) RES 2526XX_Distributed Learning Committee_Draft
(3) RES 1213028_Distributed Learning Policy
(4) RES 192002_Distributed Learning Committee Handbook Changes
(5) University Handbook: 203.11 Distributed Learning Committee

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