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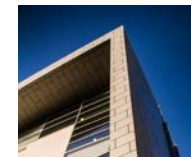
Our Charge Hybrid & Online Learning

Academic Senate
Presentation 3/20/19

Committee Members: Hamoud Salhi • Enrique Ortega • Antonia Issa Lahera • Ruben Caputo • Lupita Garcia • Fidel Garcia
• Reza Baroon • Joanna Kimmitt • Tessa Withorn • Maria Barbosa • Steven Williams • Hugo Asencio • Linda Wilson
• Betty Vu • Kara Dellacioppa • Nancy Deng

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What We Have Done

2

Hosted Faculty Town Hall Meetings,
Onsite & via Video conference.

1

Hosted a Student Town Hall Meeting via
Video conference.

1

Hosted a Student centered focus group.

2

Conducted 2 surveys, one focused on faculty
online instruction, one focused on students

Committee Members: Hamoud Salhi • Enrique Ortega • Antonia Issa Lahera • Nancy Deng • Betty Vu • Kara Dellacioppa
• Karrah Cunningham • ASI CBAPP • Reza Boroon • Joanna Kimmitt • Lynda Wilson • Ashley Stilley • Jenney Hall • Hugo
Asencio • Maria Barbosa • Gurpreet Singh • Ruben Caputo • Fidel Garcia • Lupita Garcia • Steve Williams



TASK FORCE RECOMMENDATIONS

Minimum Standards

1.2.1. *Minimum hours of dedicated instruction time.* We recommend that each distance and hybrid course syllabus specify the activities a student must complete to reach an equivalent of a 50-minute credit hour.

1.2.1.1. *For Distance Courses:* The syllabus must describe the activities that the student will be required to complete and indicate the expected minimum time that students will need to devote to each activity. The total expected time spent on course activities must be a minimum of 45 hours per semester for each unit of credit.

1.2.1.2. *For Hybrid Courses:* The syllabus must indicate the credit hour time equivalencies of class seat time and distance work that students will be required to complete to reach a minimum of 45 hours per semester for each unit of credit.





TASK FORCE RECOMMENDATIONS

Minimum Standards

1.2.2. **Minimum requirements of online interaction with instructor.** The syllabus must indicate the minimum amount of interaction time and methods by which a student enrolled in a distance or hybrid course must have with the instructor(s) of record (to include: forum discussions, office hours, among other interactions).

1.2.3. **Minimum requirements of online interaction with other course enrolled students.** The syllabus must indicate the minimum amount of interaction time and methods by which a student enrolled in a distance or hybrid course must have with fellow course enrolled students (to include forum interactions, group work, among other interactions).





TASK FORCE RECOMMENDATIONS

Minimum Standards

1.2.4. *Explicit policies for the proctoring of online examinations.* Syllabi must include a description of the software that will be used to proctor examinations, associated costs, and provide links to technical support.

1.2.5. *Availability of online tutoring.* The syllabus must indicate if tutoring is available for course enrolled students and if so, details for reaching the tutoring services.

1.2.6. *Training requirements for faculty teaching distance/hybrid courses.* Faculty wishing to teach distance / hybrid courses must be certified to teach online based course modalities.





TASK FORCE RECOMMENDATIONS cont.

Training

2.1. We recommend that CSUDH establish an in-house training certificate program that is required for all faculty wishing to teach distance/hybrid courses. This training program should include, but not be limited to:

2.1.1. Up to date best practices in distance and hybrid course delivery.

2.1.2. Americans with Disabilities accessibility compliance issues, intellectual property and academic freedom.

2.1.3. Training on the Learning Management System used at CSUDH.

2.1.3.1. If faculty have received formal distance/hybrid course delivery training elsewhere, they can take an assessment to test out upon demonstrating mastery of skills.





TASK FORCE RECOMMENDATIONS cont.

Training

2.2. The formation of a standing faculty learning community which can engage in transdisciplinary and collaborative programs aimed at integrating the latest pedagogical practices and technologies in the fast-changing environment of distance and hybrid teaching.

This faculty body can serve as an ongoing resource to faculty wishing to receive technical or pedagogical assistance throughout the semester.

2.3. That CSUDH establish a regular cycle of workshops aimed at faculty development and continuing education on distance and hybrid course delivery.





TASK FORCE RECOMMENDATIONS cont.

Course Design

3.1. We recommend that CSUDH employ a cadre of dedicated course builders and designers that work with content experts to create optimum distance and hybrid learning environments.

3.1.1. That this group work closely with Academic Technology specialists to create a vertical integration between our campus learning management system, instruction tool training, distance/hybrid instruction certification, and course satisfaction evaluation.

3.1.2. That this group maintain a bank of model courses and course templates for faculty consultation.





TASK FORCE RECOMMENDATIONS cont.

Course Design

3.1.3. That this group offer workshops on course design and how to evaluate student satisfaction of online based instructional environments.

3.1.4. That this group work closely with content experts and Academic Technology specialists to create tutorials and orientation sessions that educate students how to navigate online course related tools and content.

3.1.5. That this group work closely with Academic Technology specialists to create new functions within CSUDH's mobile application for use in the delivery and management of online based courses (session delivery, student interaction, completion of assignment and evaluations, among others).





TASK FORCE RECOMMENDATIONS cont.

Distance/Hybrid Course Evaluation

4.1. We recommend that CSUDH create cadre of faculty that are dedicated to creating distance/hybrid course rubrics for course review and analysis.

4.2. That this group consult with standing curriculum review committees, the deans of undergraduate and graduate studies, and the Educational Policy Committee to establish standard procedures by which distance and hybrid courses will be evaluated for curriculum review and curriculum approval.

4.2.1. At minimum this task force considers that curriculum review and approval procedures must include an evaluation of the minimum standards proposed in recommendation 1.2.1 – 1.2.6.

4.3. That this group collaborate with colleges and departments to engage in a regular peer review cycle for ongoing online instruction on a Biennial cycle (every two years).





TASK FORCE RECOMMENDATIONS cont.

Additional Resources

5.1. We recommend that the Academic Technology Committee investigate the optimal number of instructional technologists needed to provide development and on-going support to faculty and students engaged in distance/hybrid courses.

5.2. That the Academic Technology Committee investigate if additional software or hardware purchases are necessary to support high quality distance/hybrid course offerings at CSUDH.

5.3. We recommend that IT specialists maintain a dedicated distance/hybrid course help desk to answer questions and solve problems in an expedited manner.





TASK FORCE RECOMMENDATIONS

Create an implementation committee.

The implementation committee should receive feedback from Faculty Affairs, the California Faculty Association, the University Curriculum Committee, the Educational Policy Committee

to investigate the possible overlap between the recommendations provided in this report and issues of faculty workload, collective bargaining agreements, existing policies on course requirements

EPC, FPC and implementation committee should form a joint working group that creates a resolution which recommends minimum standards for distance and hybrid courses.

