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CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Academic Senate •1000 E. Victoria • Carson, CA 90747 • WH-A420 • (310) 243-3312

Report of the Task Force to Propose Policies and Requirements for Distance and Hybrid Courses

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Toni (Antonia) Issa Lahera,	College of Education
Ruben Caputo,	College of Education
Lupita Garcia,	College of Education
Fidel Garcia,	College of Education
Reza Boroon,	Academic Technology
Steven Williams,	Academic Technology
Joanna Kimmitt,	Library
Tessa Withorn,	Library
Maria Barbosa,	College of Health, Human Services, and Nursing
Nancy Deng,	College of Business Administration & Public Policy
Hugo Asencio,	College of Business Administration & Public Policy
Linda Wilson,	Graduate Council
Betty Vu,	University Curriculum Committee
Kara Dellacioppa,	Faculty Development Center, College of Natural & Behavioral Sciences
Karrah Cunningham,	Student disAbility Resource Center
Hamoud Salhi, Co-Chair,	Senior Associate Dean, International Education & Senior Int, College of Extended & International Education (CEIE)
Enrique Ortega, Co-Chair,	Chair Educational Policy Committee

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Executive Summary and Recommendations

The charge[1] of the Task Force to Propose Policies and Requirements for Distance and Hybrid Courses was to research and provide guidance regarding California State University, Dominguez Hills (CSUDH) policies and requirements for Distance and Hybrid courses; and to make specific recommendations emphasizing, but not limited to:

a) Practices ensuring quality standards equal to traditional face-to-face courses
b) Required number of credit/contact/lecture/lab hours
c) Delivery of instruction and course administration
d) Proctoring of online examinations
e) Accessibility to students with disabilities
f) Evaluation of such courses, especially for curriculum approval, review, and accreditation.

The Task Force created six working groups that were intended to address a range of issues that currently characterize distance and hybrid instruction at CSUDH. The Task Force working groups were as follows:

- Data Collection
- Accessibility
- Technology
- Pedagogy
- Faculty Development
- Policy

The Task Force conducted several activities aimed at investigating practices, insights and experiences of campus stakeholders with distance and hybrid courses. Namely, the Task Force conducted:

1. Two faculty forums that were conducted onsite and online
2. One faculty survey of online based instruction
3. One online student forum
4. One online student focus group on distance and hybrid course experiences
5. One student survey of distance and hybrid course experiences

[1] See Charge at Appendix A

Based on the results of these activities, the Task Force makes the following recommendations:

1. **Policy and Requirements Implementation.**

1.1. Create an implementation committee that coordinates with appropriate campus constituents to receive input on the recommendations put forward in this report. The implementation committee should receive feedback from Faculty Affairs, the California Faculty Association, the University Curriculum Committee, the Educational Policy Committee, among other groups, to investigate the possible overlap between the recommendations provided in this report and California State University (CSU) or CSUDH policies on faculty workload, collective bargaining agreements, existing policies on course requirements, among others.

1.2. The Educational Policy Committee, Faculty Policy Committee and implementation committee should form a joint working group that creates a resolution which recommends minimum standards for distance and hybrid courses. These bodies should review the existing Academic Senate resolution EPC 09-02 to avoid replicating existing resolves on these matters. The minimum standards should include, but are not limited to:

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 as part of the course 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.

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).

1.2.4. *Explicit policies for the proctoring of online examinations.* Course syllabi must include a description of the software that the course instructor will use to proctor examinations, any associated costs for use of the software, and provide links to technical support that the student can access if required.

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

1.2.7. *Distance/Hybrid curriculum review and approval procedures*. Campus curriculum review bodies should designate specific guidelines to review and approve distance/hybrid curricula.

2. **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.

2.2. We recommend 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.

3. **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.

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).

4. **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).

5. **Additional resources**

5.1. We recommend that the Academic Technology Committee investigate and create a report which details 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 and report 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.

Introduction; Methods and Approach

The CSUDH Task Force to Propose Policies and Requirements for Distance and Hybrid Courses was commissioned in October 2017 jointly by President Willie J. Hagan and the campus Academic Senate, acting through its Executive Committee and Chair, Dr. Laura Talamante.

Introduction

Distance education has a long history of expanding the reach of the university through increasingly sophisticated systems and technology, from correspondence courses to Internet-based online instruction[2]. In the past few decades, hybrid (or blended) courses have also brought educational technology into traditional coursework by extending classroom activities into platforms like the Learning Management System (LMS)[3], or flipping the classroom to deliver lecture-based content prior to an in-class session in order to engage students in discussion and application[4].

Public institutions are increasingly offering online and hybrid courses, and students continue to enroll in them in greater numbers. Despite this trend, faculty's acceptance of the value and legitimacy of online education has not seen the same growth[5]. In order to adequately prepare faculty to transition to online teaching, motivation, ongoing support, and training that goes beyond technical skills to address online pedagogy is essential for success[6].

Online education can be seen as a flexible and more affordable option for low-income and underrepresented students in higher education, but institutional support is still needed to make online education effective[7]. Some factors that increase student satisfaction for fully online classes include increasing engagement through social presence (e.g. introductions and student-led discussion forums) and students' comfort level in using the necessary software and equipment for

[2] Moore, Michael G., and William G. Anderson. *Handbook of Distance Education*. Mahwah, N.J.: L. Erlbaum Associates, 2003.
[3] Al-Qahtani, Awadh AY, and Steven E. Higgins. "Effects of traditional, blended and e-learning on students' achievement in higher education." *Journal of Computer Assisted Learning* 29, no. 3 (2013): 220-234. https://doi.org/10.1111/j.1365-2729.2012.00490.x
[4] Lage, Maureen J., Glenn J. Platt, and Michael Treglia. "Inverting the classroom: A gateway to creating an inclusive learning environment." *The Journal of Economic Education* 31, no. 1 (2000): 30-43.
[5] Allen, I. Elaine, and Jeff Seaman. *Online Report Card: Tracking Online Education in the United States*. Babson Survey Research Group. Babson Park, 2016.
[6] Wolf, Patricia D. "Best practices in the training of faculty to teach online." *Journal of Computing in Higher Education* 17, no. 2 (2006): 47.
[7] Ubell, Robert. "Does online education help low-income students succeed?" *EdSurge* July 17, 2018.

an online course[8]. Hybrid courses are also seen as attractive to undergraduate students according to their ability to learn at their own pace[9]. Many studies have sought to answer whether online vs. in-person education results in higher achievement of learning outcomes, but it is still unclear whether modality plays a substantial role[10].

In 1999, CSUDH became a national leader in the use of a learning management system (LMS) software by adopting a self-hosted solution from a new company called Blackboard. This online learning solution was initially used exclusively by Distance Learning and Extended Education programs. Within a few semesters, Blackboard became available for all on-campus programs and for individual faculty use. Early adopters included the nursing and education programs which used the LMS for distance, hybrid and some on-campus courses. As of Fall 2018, over 73% of faculty used Blackboard in some capacity, whether for document storage, for on-campus course management, or for full-scale distance courses which use the full array of available tools.

Campus Call for a Task Force

As the number of distance and hybrid course sections have increased at CSUDH, so have the number of concerns about the delivery and management of such courses. These concerns have been reported by a range of campus constituents including students, faculty, and administrators.

A commonly expressed concern has been the varying quality of distance and hybrid courses, often delivered within the same academic programs. Other specific concerns have included the dissimilar numbers of hours that students are required to complete in distance or hybrid courses; the different number of contact hours with fellow students and instructors that students must complete during a semester; and ways in which instructors have protected against academic dishonesty, especially during midterm and final exams.

Additionally, program chairs, coordinators, and members of different curriculum review committees have expressed a need for clear instructions for the review and approval of distance and hybrid courses beyond course modality definitions. Last, but not least in importance, have been the calls for distance and hybrid courses to go through periodic checks to ensure equal accessibility to students with disabilities.

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[8] Cobb, Susan C. "Social presence, satisfaction, and perceived learning of RN-to-BSN students in web-based nursing courses." *Nursing Education Perspectives* 32, no. 2 (2011): 115-120.
[9] Suwantarathip, Ornprapat. "Predictors of students' satisfaction with a hybrid English course." *Turkish Online Journal of Distance Education* 20, no. 1 (2019): 115-130.
[10] Stack, Steven. "Learning outcomes in an online vs traditional course." *International Journal for the Scholarship of Teaching and Learning* 9, no. 1 (2015): 1-18. https://doi.org/10.20429/ijsotl.2015.090105.

Methods and Approach

The Task Force conducted a series of bi-weekly meetings the first of which focused on establishing a procedure to elicit the practices and challenges surrounding the delivery of distance and hybrid courses on our campus. The Task Force established six working groups to study matters surrounding the delivery of such courses.

1. Data Collection: This group collected data on the number of distance and hybrid courses that have been offered at CSUDH in recent years.

2. Accessibility: This group collected information on accessibility regulations that are associated to offering online based courses.

3. Technology: This group assessed CSUDH's current technology infrastructure and provided information on CSUDH's current software floor.

4. Pedagogy: This group gathered the best practices for delivery of distance/hybrid courses from literature and from existing programs that are known to deliver exceptional online course offerings.

5. Faculty Development: This group reported on the current campus efforts and needs in faculty trainings that are aimed at distance and hybrid course delivery.

6. Policy: This group investigated the current policies at CSUDH and CSU that determine what these institutions must abide by when offering distance and hybrid courses.

The Task Force as a whole sought to collect information on a) current campus practices in the delivery and management of distance and hybrid courses, b) the challenges which our campus is facing in the delivery and management of these course modalities, and c) what faculty, students, staff, and administrators say should be the optimal conditions to deliver high quality and well supported distance and hybrid courses.

The Task Force identified campus constituents which could identify statistical and archived information which could shed a light on CSUDH practices related to the delivery of online based courses.

Additionally, we undertook primary research to identify current practices and challenges for online based instruction and student experience by conducting:

a) *Two faculty and staff forums (Conducted onsite and via Web-conferencing).* These forums were intended to gather faculty teaching distance and hybrid courses, as well as campus staff and administrators which are involved in the delivery and management of such course modalities. Our intention was to gather campus experts to obtain their experiences and feedback on online based course offerings at CSUDH.
b) *One student forum (moderated via Web-conference)*. The forum requested student experiences with distance and hybrid courses offered by CSUDH programs and requested their recommendations for future offerings of these course modalities.
c) *One student focus group.* The focus group was intended to offer a select number of students a forum where they could offer the Task Force detailed feedback and recommendations that would otherwise not be captured via a survey or open forum.
d) One survey of online instruction aimed exclusively at faculty.
e) One survey of distance and hybrid course experiences aimed exclusively at students.

Present Landscape, Online Instruction at CSU

California State University is the largest four-year public university system in the United States. The system founded Cal State Online in 2012 in response to limited campus spaces that are available to host a growing number of qualified students, and to increase the opportunity for students to schedule classes amidst busy schedules. The CSU system is presently offering online education at each of its 23 campuses to over 474, 000 students. CSU currently offers all full-time students the option to enroll in one online course per semester, at another CSU institution, free of cost. The system has allowed this type of enrollment since 2013. Throughout the system, there are currently 35 bachelor's, 61 master's, and 4 doctorate degrees that are offered fully online. Additionally, the system offers 39 bachelor's, 87 master's and 3 doctorate degrees that are offered through the hybrid modality. The CSU system also currently offers certificate programs in Business and Management, Computer and Information Systems, Education, Engineering, Health Professions, Health Sciences, and Social Sciences. CSUDH is presently offering a variety of online courses through Cal State Online (see table 1).

Table 1. Cal State Online Course Offered by CSUDH

Campus-Specific Concentration	Generic Major Title	Campus-Specific Major
Applied Studies - General	Applied Studies	Applied Studies
Finance	Business Administration	Business Administration
General Business	Business Administration	Business Administration
Human Resources Management	Business Administration	Business Administration
Humanities - General	Humanities	Humanities
Information Technology Management	Business Administration	Business Administration
International Business	Business Administration	Business Administration
Logistics Management	Business Administration	Business Administration
Management	Business Administration	Business Administration
Marketing	Business Administration	Business Administration
Negotiation, Conflict Resolution and Peacebuilding - General	Conflict Resolution	Negotiation, Conflict Resolution and Peacebuilding
Nonprofit Management	Public Administration	Public Administration
Public Administration - General	Public Administration	Public Administration
Clinical Nurse Specialist - Adult Gerontology	Nursing (post-baccalaureate RN)	Nursing
Pediatric Clinical Nurse Specialist	Nursing (post-baccalaureate RN)	Nursing
Family Nurse Practitioner	Nursing (post-baccalaureate RN)	Nursing
Public Management	Public Administration	Public Administration
Quality Assurance - General	Quality Assurance	Quality Assurance
Nurse Administrator	Nursing (post-baccalaureate RN)	Nursing
Nurse Educator	Nursing (post-baccalaureate RN)	Nursing
Nursing	Nursing (RN-to-Nursing Degree)	Nursing

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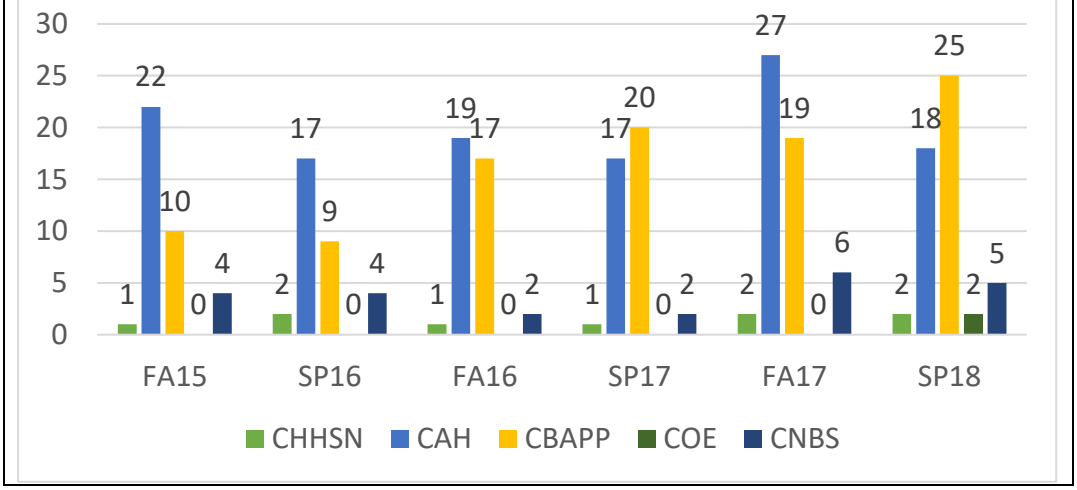
Present Landscape: Online Instruction at CSUDH

The CSUDH Academic Technology group provides faculty with a variety of in house and commercial applications that facilitate the delivery of distance and hybrid course. These applications include an online learning management system (Blackboard), an online learning platform (Lynda.com), a content management system (CM1/Percussion), web conferencing tools (Zoom, Blackboard Collaborate), a screen recording and capture system (TechSmith Camtasia), online assignment and evaluation management applications (Turnitin, Respondus), closed captioning and transcript services, as well as TV and Media Production. The Academic Technology group provides faculty and staff with periodic and on demand free workshops and trainings on each of these applications. Additionally, this team actively collaborates with the Faculty Development Center to support instructors in creating, designing, redesigning, or adapting courses.

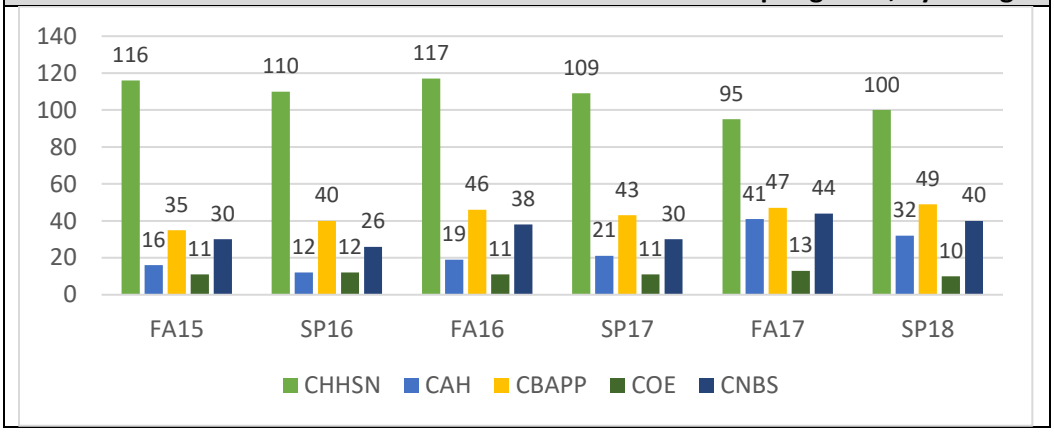
Figure 1.
Number of Hybrid Course Sections Offered for Fall 2015 - Spring 2018, by College



**Summer and Winter excluded, stateside only.*

As evidenced in Figure 1, there has been an increment in the number of Hybrid course sections that have been offered at CSUDH during the past 6 semesters. These increments are particularly pronounced after the Spring 2017 semester. It is worth noting that the College of Business Administration and Public Policy (CBAPP) has doubled their hybrid course sections in the period reviewed. As enrollment tends to be similar by fall and spring semesters, trends of enrollment can be observed by comparing fall semesters to one another and likewise spring semesters to one another.

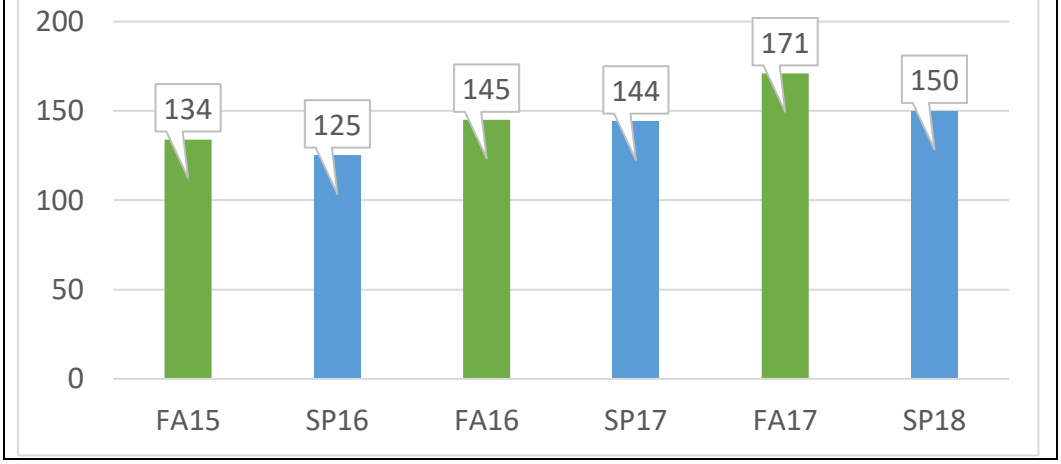
Figure 2.
Number of Distance Course Sections Offered for Fall 2015 - Spring 2018, by College



**Summer and Winter excluded, stateside only*

The number of full distance course sections offered by each college have also steadily increased since the Fall 2015 semester. The College of Natural and Behavioral Sciences (CNBS) and CBAPP show consistent increases in distance course offerings in the reviewed time period. The College of Arts and Humanities (CAH) shows a doubling in the number of such course offerings during the reviewed time period.

Figure 3.
Faculty Teaching Distance/Hybrid Courses for Fall 2015 - Spring 2018, all Colleges

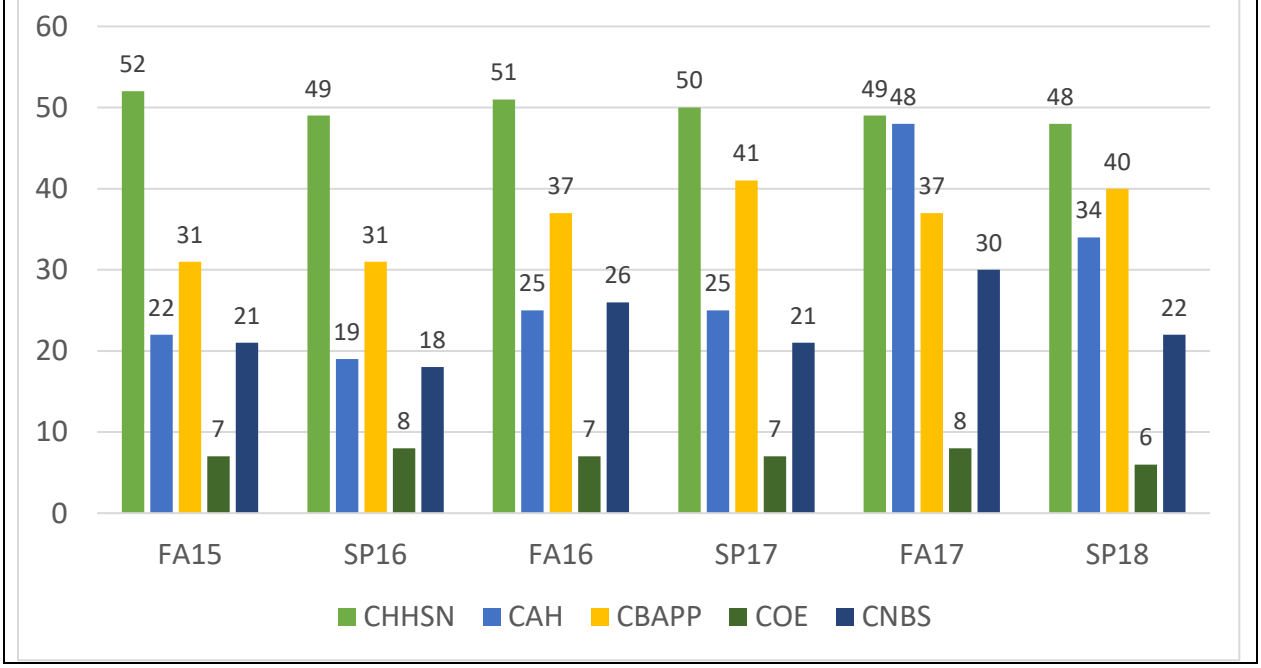


** All duplicates removed*

The number of faculty teaching distance and hybrid courses on campus has also steadily increased during the past six semesters. When comparing fall and spring semesters to one another we see that there has been a steady increase in the total number of faculty teaching distance and hybrid

courses. The number of faculty teaching distance and hybrid courses during Spring 2018 is about 25.59% of the total number of faculty employed at CSUDH (Total number of faculty obtained from 2019 Tenure Density Report).

Figure 4.
Faculty Teaching Distance/Hybrid Courses for Fall 2015 - Spring 2018, by college



**Has Duplicate Faculty Teaching In More Than 1 College*

When we look at the number of faculty teaching distance and hybrid courses by college, we see that the number of faculty teaching for the different colleges is stable. The one exception is the CAH which shows a sharp increase in the number of faculty teaching such courses since the Spring 2017 semester.

Instructional Tools Usage by Faculty

Table 2. Percentage of Faculty using Blackboard.

AY 2015	AY 2016	AY 2017
64%	70%	73%

Table 3. Number Videos Digitalized for Blackboard Use by Faculty

AY 2015	AY 2016	AY 2017
580	628	563

Table 4. Number of Camtasia Recorded Sessions

AY 2015	AY 2016	AY 2017
241	461	463

124 Total number of faculty using Camtasia

Table 5. Total number of classes using Turnitin

AY 2015	AY 2016	AY 2017
298	346	388

The number of faculty utilizing the Blackboard learning management system and related tools is high and appears to be increasing since 2015. These rates may be pointing to an increasing willingness on the part of faculty to integrate online based tools and technologies into their teaching.

Faculty Development and Training for Online Instruction

Since its inception the Faculty Development Center (FDC) has played a leading role in training faculty on a variety of topics including online instruction. The FDC has worked closely with CSU and Quality Matters to encourage high quality delivery of online course instruction. In conjunction with the CSU, the FDC has launched a series of Quality Matters trainings and the Course Redesign for Technology. Both of these initiatives including training of faculty, have reached a total of 153 faculty over the last three years. The director of the FDC has recently pointed out that the number of faculty contacting her to receive training on delivery of distance and hybrid courses have increased exponentially as space has become a premium on our campus.

In addition, CSUDH faculty have relied heavily on Academic Technology services to receive training on Blackboard and to receive assistance in developing and uploading their distance and hybrid courses which are often equipped with the technological tools they need to execute the content. The Academic Technology group has also taken the role of trouble shooters helping faculty and students with resolving technical problems and to help them understand the different functions of technological tools.

Surveys and discussions with members of the Task Force reveal that faculty are strongly satisfied with the contributions of the FDC and Academic Technology with regards to online based course support. Nonetheless, there is an equally strong call that indicated that the training and support that both entities provide should be a requirement for any faculty wishing to deliver distance / hybrid courses.

Accessibility and Online based Course Sections

The United States Access Board and the American with Disabilities Act (ADA) ensures full and equal access to information and communication technology to people with disabilities. The standards that the ADA has developed to ensure such access apply to state and local government organizations including the California State University system. The accessibility standards for information and communication technology are stipulated by Section 508 of the Rehabilitation Act and Section 255 of the Communications Act. These acts aim to enhance accessibility to information and communication technologies for people with disabilities.
The acts ensure access of information and technology for people with physical, cognitive, language, and learning disabilities. Specifically, the acts ensure consistency in accessibility to software, websites, blog posts, social media sites, electronic documents. The acts also ensure compliance with international standards.

The functional performance criteria require that technologies with visual modes also be usable for individuals with limited vision and without vision or color perception; for audible modes to also be usable with limited hearing and without hearing; for speech-based modes for input, control, or operation to also be usable without speech; for manual operation modes to also be usable with limited reach and strength and without fine motor control or simultaneous manual operations; and for features making the use of hosting sites simpler and easier for people with limited cognitive, language, and learning abilities.

Representatives of the campus Student disAbility Resource Center report that they periodically receive student requests to have online based course materials made ADA compliant. They also report receiving several requests by instructors of online based courses to assist them in making their course materials ADA compliant. Notwithstanding these requests, representatives of the

center indicate that they are not aware of any specific checks that online based courses need to pass to ensure ADA certification, other than if a course instructor is utilizing technology tools that were purchased by CSUDH. In that case, the center is assured that the course tools are compliant with the Voluntary Product Accessibility Template (VPAT) which is a document that evaluates how accessible a particular product is according to the Section 508 Standards. It is a self-disclosing document that is produced by the software vendor which details each aspect of the Section 508 requirements and how the product supports each criteria. This template is implemented by CSU's Accessible Technology Initiative which ensures the implementation of Universal Design principles. The Universal Design Principals address the impact that software products may have on someone with a disability who enrolls in a distance or hybrid class.

The Student disAbility Resource Center reports that there is currently no way of knowing if campus faculty are utilizing technology tools that have not been vetted by university compliance officers. They report that students report ADA compliance issues with technologies that have not been purchased and vetted by CSUDH staff or administrators. The center expressed a desire to have a centralized review system that verifies that each distance and hybrid course section is utilizing ADA compliant technology tools.

CSU and CSUDH Online based course Policies and Resolutions

To date, only a limited number of Chancellor's Office (CO) or CSUDH policies and resolutions have directly addressed distance/hybrid courses. Other than defining each course modality, there are no policies that establish specific requirements for the delivery of such courses, including training needs.

Following are the policies and resolutions that have been passed at the CO and at CSUDH including a summary of their respective content.

CO Resolutions

AS-3081-12. The Academic Senate of the California State University (ASCSU) reasserts that the quality of the curriculum for academic credit, including technology-mediated courses and online courses, remain the purview of the faculty; individually and collectively the faculty reserve the right to determine the most appropriate delivery modes for degrees, programs, courses or parts thereof whether that delivery mode be traditional classroom, online, or other methods of instruction; the faculty play an active role in deciding which courses are to be taught by whom and to evaluate teaching performance within the existing structures for retention, tenure and promotion.

AS-3121-13. The ASCSU expresses its support for assembly Bill AB 387, recognizing that periodic assessment of online programs, as in the case of all academic programs, is essential to maintaining academic quality in the California State University (CSU).

AS-3169. The ASCSU recommends that a modality designation be attached to every course taught in the CSU by the fall of 2016.

AS-3250-16. The ASCSU encourages the development of a) campus wide database of students and faculty involved in online courses, for comparison with the general population of students, faculty and courses; b)include both demographic and non-demographic information (e.g. hours worked, commute time, faculty rank, course section enrollment at census, and online format) in those data; and c)in conjunction with the Chancellor's Office department of Academic Technology Services, aggregate such information across the 23 campuses so as to provide system-wide data to drive decisions concerning online teaching at the CSU. That the ASCSU, in conjunction with Chancellor's Office department of Academic Technology Services, make these data available, with respect to online courses, and recommend to campuses they use these data to assess the desirability of: a) establishing protocols for offering face-to-face or hybrid equivalent classes for each fully online course offered; and b) placing size limits on fully on-line courses to match the size of the corresponding face-to-face class.

<u>CSUDH Policies and Resolutions</u>

AA 2015-0. This resolution states that all courses shall be consistent in terms of purpose, quality, assessment and expected learning outcomes with other courses bearing the same department designation, number, and course title regardless of their modality or form of delivery. Courses and programs offered in all modes of instruction shall be consistent with the educational mission of the University and shall abide by the same standards, regulations and policies set forth by the University.

EPC 09-02[11]. Guidelines on Academic Technology and Distance Learning Classes. The guidelines included in this document detail such issues as the content of course syllabi, curricular processes, and faculty and student rights relative to this course instructional mode. The resolution was passed on 04/08/09 and sent back to EPC to recommend complex guidelines for distance learning classes. To date no guidelines have been recommended. Future resolutions on these matters should consider this existing resolution to make sure that newly created resolves do not duplicate existing resolution recommendations.

[11] See Appendix B

AA 2017-10. The purpose of this policy is to establish appropriate definitions and designations for all CSU Dominguez Hills courses. The policy states that all courses will be identified as belonging to one of three distinct instructional modalities: Face-to-Face, Hybrid, Distance.

Online based Course Pedagogy

The Task Force conducted a thorough review of literature pertaining to hybrid and distance learning in order to achieve a comprehensive overview of the state of knowledge in light of evolving technological trends. The Task Force placed a heavy emphasis on identifying best practices for online instructions and instructional support for online instructors and students. What follows are identified themes in best practices in distance and hybrid education pedagogical practices, both for instructors and for course designers.

Alignment: We recommend telescoping student learning objectives and goals, starting with the CSU's learning objectives, through to the campus, program, and course level objectives when constructing module outcomes. Examples of clear communication of alignment from different levels of learning objectives and goals could include beginning each weekly module with a clear list of objectives and goals that correspond clearly to course objectives and goals which have been, in turn, telescoped from the program level. Explicitly aligning at the module level allows students to see where the content maps to the end goals of the course. Per Quality Matters' guidance for alignment, goals should be measurable moving along the spectrum from general (at the CSU level) to specific (at the module level). Accordingly, assessments, instructional materials, learning activities, and tools should all align with objectives and goals along the spectrum.[12]

Selection of Instructional Materials: When selecting instructional materials for online or hybrid courses, awareness and understanding of applicable copyright restrictions on articles and book chapters is important, along with how to apply the doctrine of fair use for sharing copyrighted materials. Open educational resources (OER) usually explicitly allow for use without negotiating the cost of copyright clearances. Many OER offer low- or no-cost options to students.[13] Additionally, consider consulting with the Library's Course Reserves department to place

[12] Quality Matters rubrics: 2.1, 2.2, 3.1, 4.1, 5.1, 6.1; See: https://slpcsudh.app.box.com/s/7ixw1a30ww23wff6f35w0stobr2okzf5

[13] The CSUDH University Library plans to hire an OER Librarian to work on outreach and education efforts surrounding the AL$ Program, AB798, and the adoption and creation of OER across the university's curriculum.

copyrighted material on reserve, either electronically or physically (for hybrid courses) and review and update links to materials regularly, as they may grow stale or be periodically re-indexed.[14],[15]

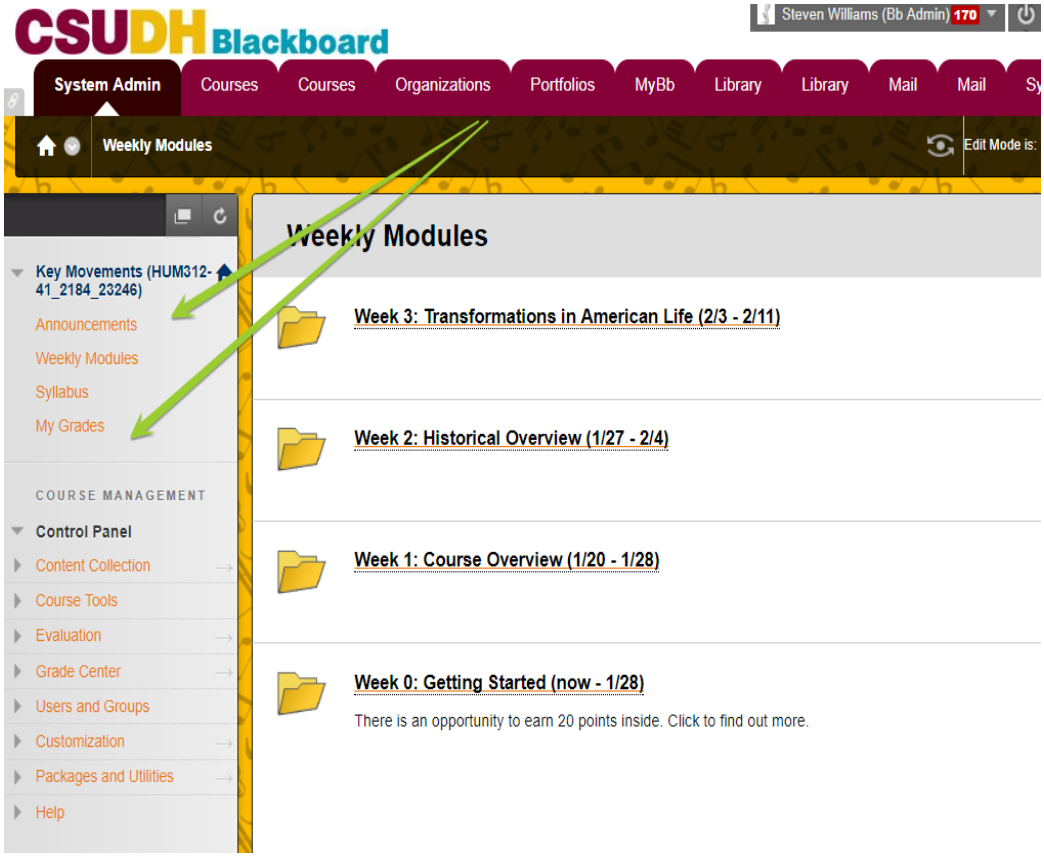
Course Syllabus: The course syllabus is the central document for online students' understanding of course expectations, timelines, and content. Regular modification and updates of the syllabus is necessary for clear communication, especially from semester to semester. Accurate links within the syllabus to core services and policies at the campus level, program level, and course level allow students to understand where they can go for assistance, and support, and to understand how the University's policies work within the context of the course. Regular updating and review of the syllabus ensures that URLs are linking correctly so that when the syllabus is published in the LMS, it serves as an accurate and complete hub to other services and important features within the course.[16]

[14] The University Library creates a filterable database of e-textbooks assigned in courses with collaboration from the Bookstore for data. The Library also gathers information on physical texts from the Bookstore's lists and places physical items on course reserve where possible.

[15] Association of Research Libraries (2012). *Code of Best Practices in Fair Use for Academic & Research Libraries*. Retrieved from http://www.arl.org/storage/documents/publications/code-of-best-practices-fair-use.pdf

[16] Kennedy, S. (2017). *Designing and Teaching Online Courses in Nursing.* New York: Springer Publishing Company. pp. 54-56. Retrieved from https://books.google.com/books?id=NFICDgAAQBAJ&lpg=PA54&dq=online%20syllabus&pg=PA56#v=onepage&q=online%20syllabus&f=false

LMS Course Design/Layout: A consistent, clean, intuitive navigation system is important for students to understand the structure of the course content. See the example below:[17]

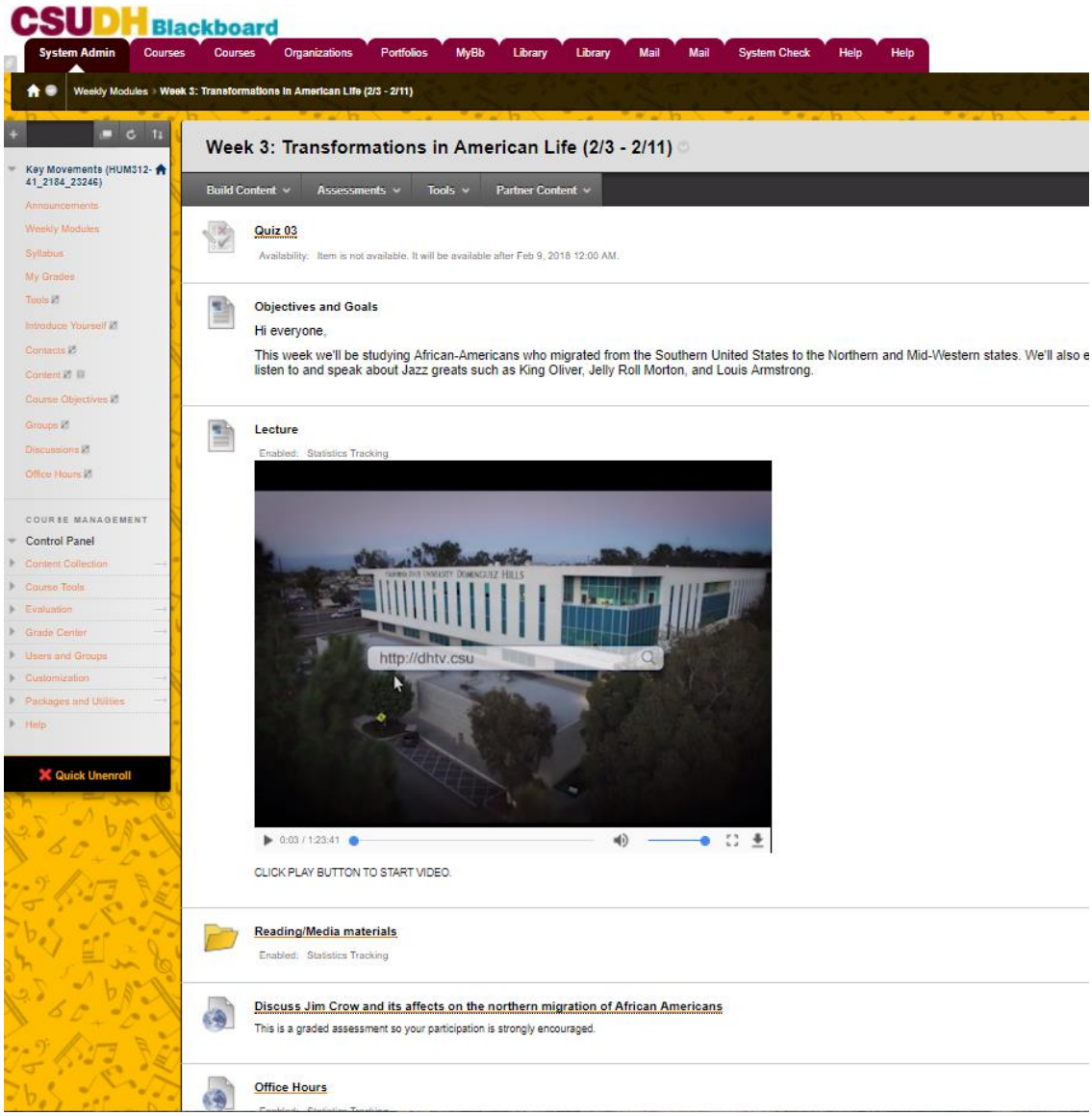


Create routines: Setting up time routines for online courses helps students meet expectations, mirroring the face-to-face time-bound course meetings. Some examples include: weekly lecture videos become available on Saturdays; quizzes are due every Friday; discussion board posts are due every Sunday; live Zoom office hours are every Monday and Wednesday; weekly assignment grades are posted every Monday.[18] Similarly, building routines with course display and sequence

[17] Penn State's Quality Standards for Online Learning, Point 1: "Navigation - The course has a consistent and intuitive navigation system enabling students to quickly locate course information and materials." See: https://onlinecourses.science.psu.edu/statprogram/psu_quality_standards

[18] Swan, K. (2001). "Virtual Interaction: Design Factors Affecting Student Satisfaction and Perceived Learning in Asynchronous Online Courses," *Distance Education 22*(2), p. 306-331. http://www.tandfonline.com/doi/abs/10.1080/0158791010220208

design help students to navigate the course material more readily. For an example, see the figure below with a weekly module with activities stacked in sequential order.[19]



Automate routine teaching to maximize time for high-touch teaching:
Examples of automation might include using the LMS to set time-released short lecture clips and reading materials and creating preloaded quizzes and assignments that appear on time-release.

[19] Penn State's Quality Standards for Online Learning, Point 1.

This leaves instructors available for more high-touch teaching[20], like leading synchronous Zoom seminar meetings, grading regularly with subjective rubrics to give feedback on writing with written, individualized comments to students, and participating in discussion boards in a timely manner.

Centralize how to distribute information resources: Wherever applicable, the development of "change once, publish everywhere" strategies with services like Box.com using embedded code assists instructors and course designers with automating information dissemination. This practice streamlines editing and reinforces consistency across courses in a specific program. This practice is especially applicable to program and university documents which span multiple courses.[21]

ADA Compliance: Building ADA compliance into the workflow. Some effective practices include captioning videos, producing PDFs and other documents that meet accessibility standards, and using web-friendly contrasting colors and sans-serif fonts to ensure that students' screen readers and other accessibility tools can display all course content. Additionally, instructors should strive to provide clear instructions for students to request accommodations through the CSUDH Student disAbility Resource Center. Completing the accommodations process at the outset of the course eliminates miscommunication about change parameters regarding assignments, exams, and other assessments. Accommodations need to be well-defined and understood clearly by all parties.[22]

[20] Hess, N., Kathryn, A., & Greer, K. (2016). Designing for engagement: Using the ADDIE model to integrate high-impact practices into an online information literacy course. *Communications in Information Literacy, 10*(2), 264-282.

[21] Pacansky-Brock, M. (2017). *Best Practices for Teaching with Emerging Technologies*. Taylor & Francis. pp. 37-39. Retrieved from https://books.google.com/books?id=bUQlDwAAQBAJ&lpg=PA37&ots=pQo1v5eznw&dq=why%20embedding%20content%20from%20another%20website%20into%20lms&pg=PA37#v=onepage&q=why%20embedding%20content%20from%20another%20website%20into%20lms&f=false

[22] Cifuentes, L., Janney, A., Guerra, L., & Weir, J. (2016). A working model for complying with accessibility guidelines for online learning. *Techtrends: Linking Research And Practice To Improve Learning*, *60*(6), 557-564.

Faculty and Staff Forums; Results

The Task Force conducted and moderated two faculty and staff forums intended to gather experience and feedback on matters related to the delivery and management of distance and hybrid courses. A total of 45 campus constituents took part in the forums which were hosted onsite and via Zoom web conferencing. The open forums elicited lively discussions that informed the Task Force of the successes and challenges that faculty, staff and administrators have experienced with online based courses.

We have categorized the most commonly noted experiences and feedback along the following themes:

Course Design

Course Consistency: There were several indications that the delivery of online based courses varied greatly from instructor to instructor, within individual programs and by colleges. The range of the quality and design of distance and hybrid courses went from a simple uploading of powerpoint slides as the main pedagogical tool, to rich interactive learning environments with imbedded audiovisual aides and dedicated production values aimed at increasing student engagement and learning. Some of the more engaged forum participants called for the use of "master shells" which should be added to all sections of a program's course offerings. Likewise there were recurrent calls for the need to incorporate instructional course designers which could work with content experts to develop distance and hybrid courses which had common production elements across courses within a same program. The programs that are already employing such practices report high student satisfaction in course ratings and high levels of student engagement and achievement.

ADA Compliance: Several faculty reported their concern with not having specific directions or training on ADA compliance issues related to their online based courses. Additional concerns included the sharing of course materials that occur between faculty members, often in situations of rushed hires that do not allow instructors to properly vet course materials for ADA compliance. While the Academic Technology group indicated offering plenty of support to instructors with these matters, representatives of this group voiced concern that they could only work with those that actively reached out to them for help. Compliance issues are often not reviewed when there is not active involvement of the Academic Technology group.

Communication with minimal visual tools: Faculty indicated disappointment with observed online based course materials which lacked visually engaging content and the use of non-engaging course activities. The most common reference made in this category of concerns were the existence of online courses which were characterized by narrated powerpoint slides or by a single camera set up that included a recording of an instructor reading course related materials. Faculty called for the need to incorporate course designers to develop visually rich interactive course content that was engaging and responding to current online production values.

Re-envisioning Goals, Assessments, and Activities: Online education may require more engaging activities to help students meet course and program learning objectives. There was an expressed concern that a growing number of faculty may lack the training to create varied assessments and activities that correspond to the rich and interactive online environments with which students commonly engage.

Intellectual property There were a number of reports that indicated problems identifying which type of audio visual materials can be "pulled off" the internet for use in distance hybrid courses without violating intellectual property laws. Faculty reported the widespread use of images and videos in course materials without proper citation (film clips, documentaries, video recorded talks, etc).

Little to no use of mobile applications. Faculty and staff indicated a desire to use mobile friendly applications for students use to submit responses to course assignments and evaluations, to read course materials, to foster interaction and collaboration between students, and to reach students for administrative purposes.

Help Desk. Faculty indicated the need for maintaining a responsive help desk to answer questions and solve problems that apply to an online course environment rather than a face to face operating structure.

Course Delivery and Management:

Isolation/Professor Involvement: Faculty and staff reported receiving feedback from students that indicated their disapproval of no standardized rules regarding the amount of discussion, videos, synchronous activities (if any) that should be utilized in online course

modalities. Students and professors alike reported feeling isolated without synchronous contact or the availability of opportunities to connect with fellow classmates.

Facilitating Discussions: Group discussion boards are typically utilized extensively in online courses. However, it is difficult to assess whether it facilitates engaging and robust discussions among students and their faculty member.

Group Work: Online courses may utilize group work to try and facilitate discussion and work among peers. However, there are no standardized rules for the amount of interaction that group members should have or the significance of group discussions in grade. This is consistently a point of complaint in many program exit surveys.

Urgency: At times, student may feel as though the courses are open 24/7 and expect rapid response from faculty. No standardized rules or guidelines for communication response time.

Time Management: Faculty reported having difficulty keeping students on track since most "encounters" are asynchronous and there is typically no "verbal warnings" for failing to turn in assignments or completing exams.

Not Ideal for All Learning Styles: Students sometimes lack understanding of their learning style and what kind of learning style is best suited for online learning.

Class size. No current direction on the appropriate number of students that should be enrolled in each course section to maintain program fidelity and quality.

Course Evaluations

Anti-Cheating Measures: Faculty from different programs expressed concern that there are no standardized rules on how to distribute exams or how to verify the authenticity of submitted papers. Academic Technology informed faculty that there are existing contracts with providers such as ProctorU, which is one of three vendors approved by the CSU System, but that many online instructors are unaware of these tools.

Training

Faculty Preparation: A common concern was the lack of availability of a standardized onboarding training that is specific for online teaching. Faculty that teach concurrently at community colleges and other universities related their experiences at having to complete a certification program before being allowed to teach online courses. Many faculty were surprised that CSUDH only encourages attendance to Faculty Development Center workshops on online pedagogy. Faculty stated that while they had take external Quality Matters courses offered by Chancellor's Office, they were surprised these were not mandatory for CSU or CSUDH faculty.

Knowledge of Technology: Students with limited knowledge of technology tend to become disengaged from class content. Faculty and staff report taking considerable time walking students through course based technological tools. Course design requires great amount of knowledge of technology, which may require continued updated education for both students and instructors.

Academic Technologies Resources. After hearing the varied faculty and staff concerns the Academic Technologies group expressed that there is a possible underutilization of the web based applications that are already available at CSUDH, as well as a under enrollment in workshops and trainings that are available to faculty and students.

Course / Program Review

Program Quality: Another common concern from program chairs, coordinators and administrators was the lack of standardized external or internal reviews of online based courses which may offer useful feedback for the retooling or updating of such courses.

Faculty Survey; Results

Faculty Teaching Online, Hybrid, or Distance Courses

Of the 68 faculty surveyed[23], around 80% had previously taught a hybrid or distance course (see Figure 5). When asked how long they've taught these kinds of courses, most had been teaching them for 1-3 years (45%), while others had been teaching for 6+ years (39%), 4-6 years (18%), and less than a year (9%) respectively (Figure 6).

Figure 5.

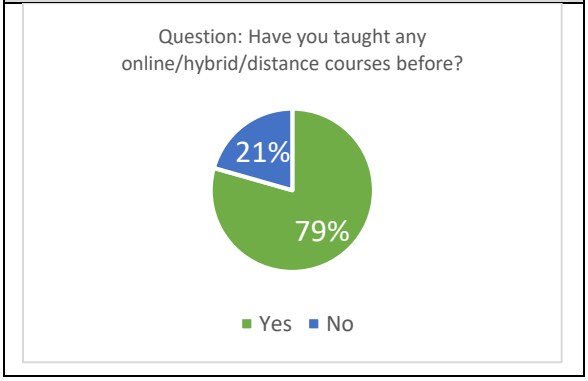
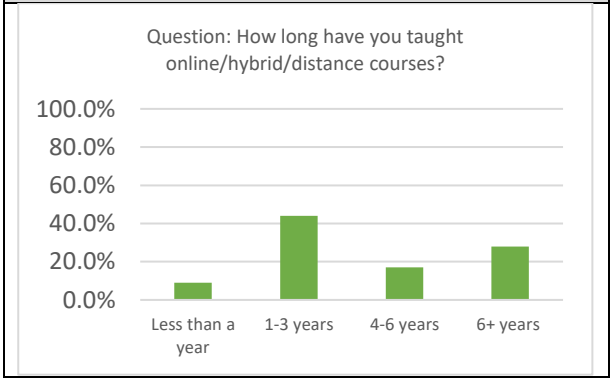


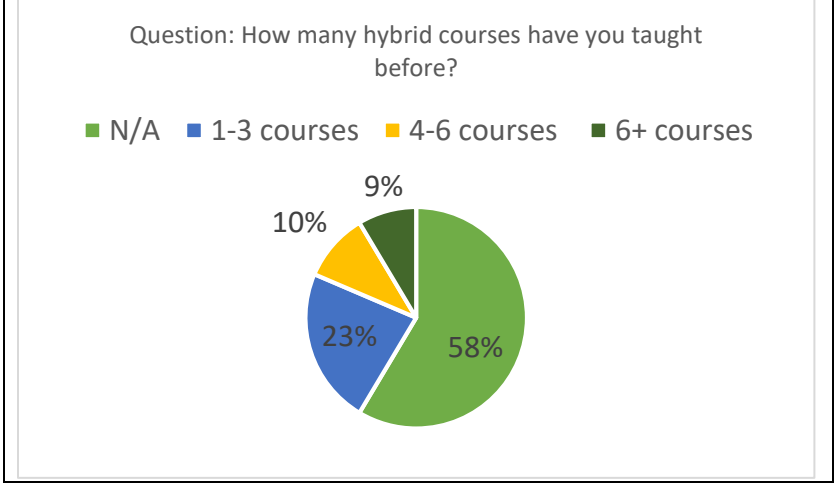
Figure 6.



The majority of faculty have taught at least 1-3 courses in this modality (23%), with fewer faculty having taught 6+ (9%) or 4-6 courses (10%) (Figure 7).

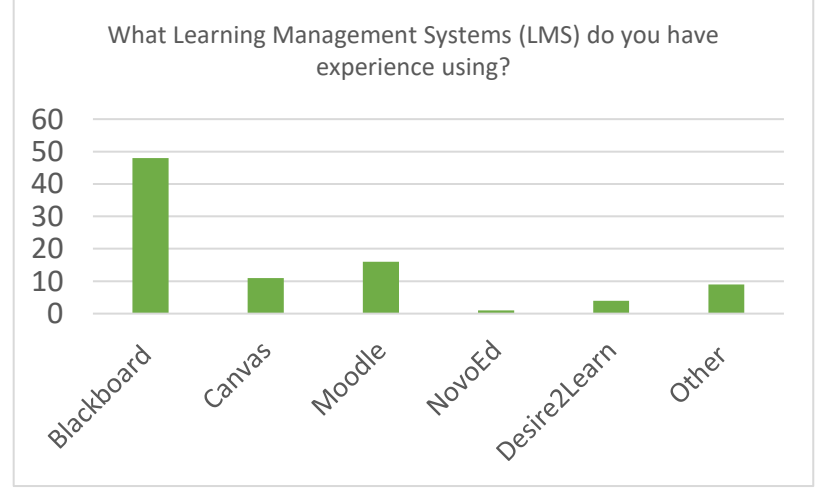
[23] See Appendix C for Survey

Figure 7.



Experience with Learning Management Systems (LMS) were predominately Blackboard (48%), but CSUDH faculty have also used LMS from other institutions and have gained experience in Moodle (16%), Canvas (11%), Desire2Learn/Brightspace (4%), as well as other responses (see Figure 8).

Figure 8.



Faculty Training for Software/LMS

A majority of faculty (86%) received some training on specific software used to deliver hybrid, online, or distance courses, or using a specific LMS to deliver instruction (see Figure 9), either through CSUDH (63%) or other external sources (37%) (see Figure 10).

Figure 9.

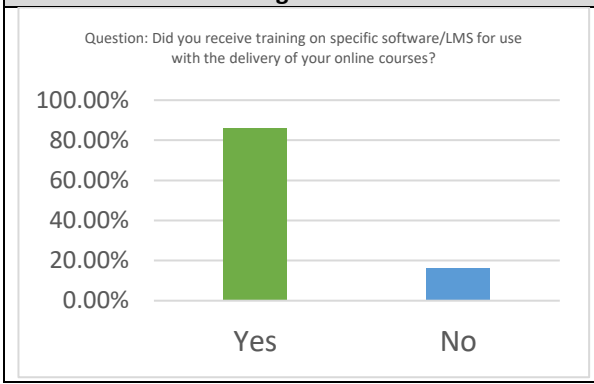
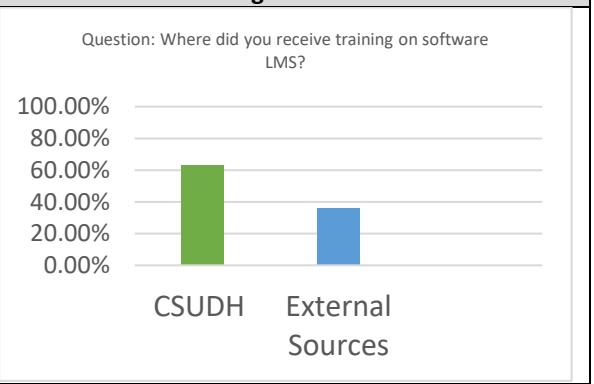


Figure 10.



Types of training for software/LMS included self-guided tutorials (34%), face-to-face instruction (29%), online modules and courses (24%), or from another university (1%) (see Figure 11). Free responses for other methods of learning online teaching tools included [add free response]. This training was mostly voluntary (71%), but (29%) of faculty were required to participate in some kind of tool-based training (see Figure 12). However, (79%) agreed that although CSUDH does not mandate training for faculty teaching online/hybrid courses, there should be some online training (see Figure 14).

Figure 11.

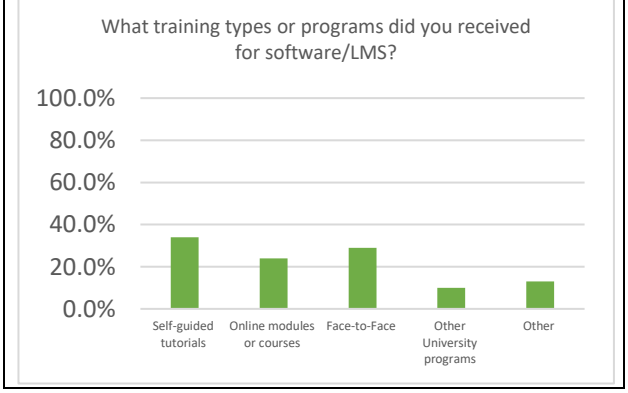
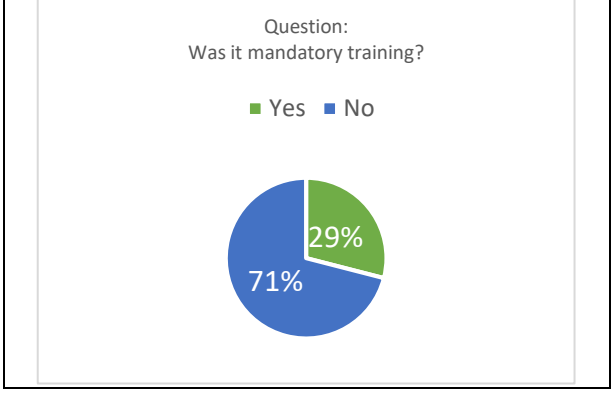


Figure 12.



(65%) of faculty were aware of CSUDH's current training for online instruction through Academic Technologies and other departments on campus (see Figure 13).

Figure 13.

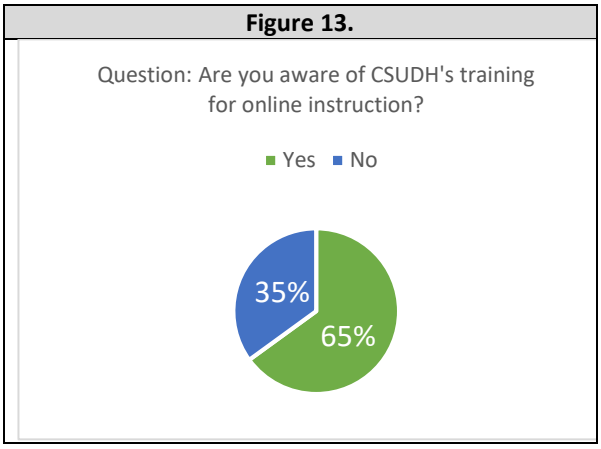
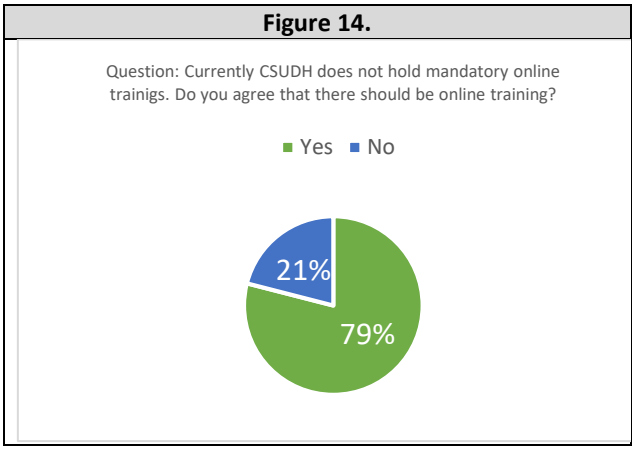


Figure 14.

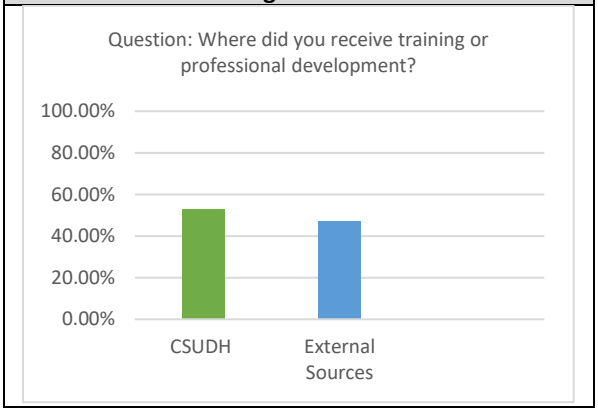


Professional Development for Delivering Online Courses

A little over half (61%) responded that they had received training or professional development opportunities on developing and delivering effective online courses, such as Online Education Certifications (see Figure 15). Of those who received pedagogical training, about half (53%) were from CSUDH and the other half (5) through external sources, such as Quality Matters (see Figure 16).

Figure 15.

Figure 16.



This type of training was also through various modalities, include (28%) online modules/courses, (27%) face-to-face, and (23%) self-guided tutorials. Some faculty (11%) received training from other institutions, and free responses indicted that [add other responses] (see Figure 17). Most faculty (28%) were not provided with a template for building an online course shell or schedule, but (72%) did (see Figure 18).

Figure 17.

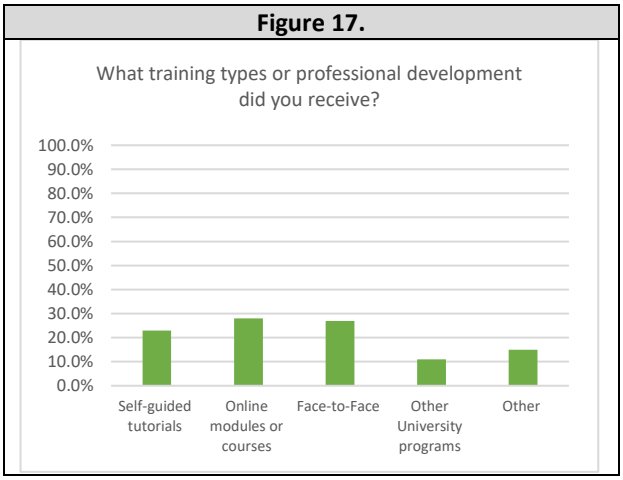
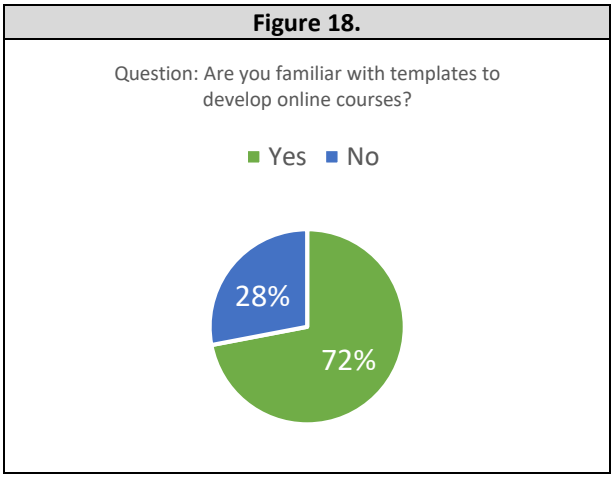
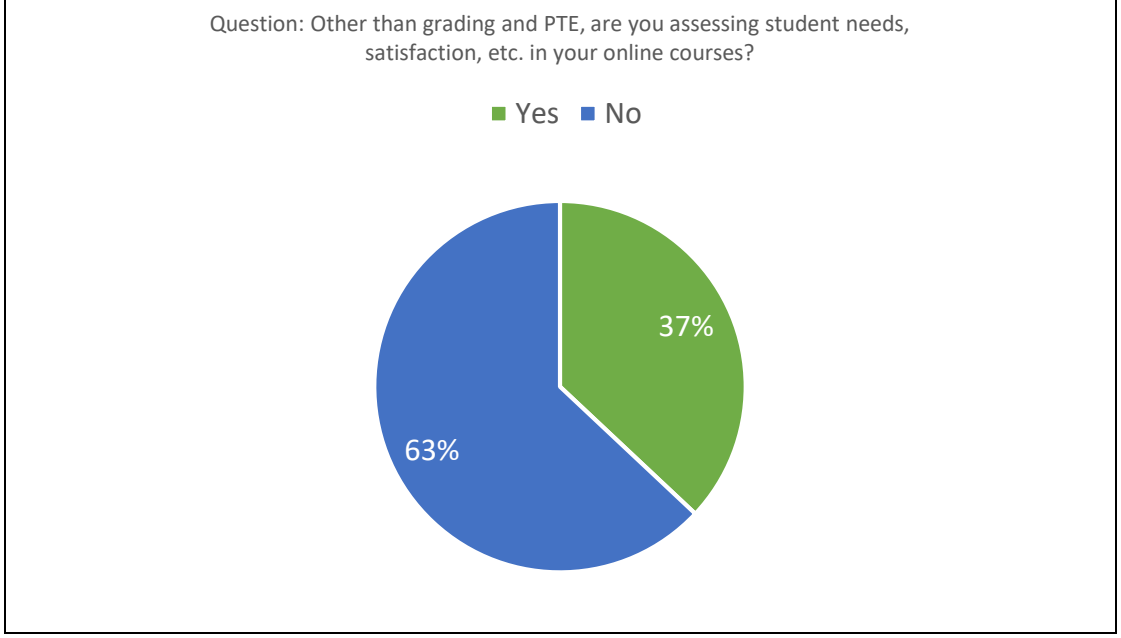


Figure 18.



Although specific assessment measures were not addressed in the survey (37%) responded that they assess online students' needs and satisfaction with their online courses using methods outside of Perceived Teaching Evaluations (PTE) and grades (see Figure 19).

Figure 19.


Question: Other than grading and PTE, are you assessing student needs, satisfaction, etc. in your online courses?
Yes
No
37%
63%

Student Focus Group & Forum; Results

We gave students the opportunity to provide the Task Force with direct feedback about their experience with distance and hybrid courses offered by CSUDH. Both in the open forum and in the extended focus group students provided feedback which echoed much of the information that was provided by faculty, staff and administrators. Students relayed experiencing a great variety in the quality of courses that are offered within the same academic programs. Students expressed much disappointment with online based courses that amounted to a collection of power points or to a collection of videos where the main content is an instructor speaking to the camera. On the other end of the spectrum, students expressed great appreciation for programs which offered content with varied interactive learning activities as well as numerous opportunities to interact with fellow students and instructors. Students also expressed great appreciation for programs that have designed courses with common visual themes and common instructional components such as the order of tabs in Blackboard, where to access videos and assignments, as well as common ways to download and submit assignments and evaluations. Students also indicated experiencing less anxiety during evaluations when programs had clear and standard instructions for proctoring software. Several students inquired about the training requirements that faculty had to undergo to teach online based courses, and expressed surprise and concern about the fact that faculty were not required to enroll in any form of trainings to teach online based course modalities, or for that matter to teach in face to face modalities as well. Focus group and forum participants overwhelmingly expressed their desire for more online based courses and for programs which could be completed fully online.

Student Survey; Results

A total of 133 students responded to our survey[24]. Similar to faculty who teach online, students who have previously taken online courses are either: 1) heavily enrolled in online coursework (likely as part of a degree or certificate program that is fully online or offers more online courses) or 2) take some courses in a degree or certificate program that are offered online. Students also responded positively to taking additional online coursework.

In terms of their comfort level with technical skills or functions needed to successfully complete an online course, students indicated being generally comfortable with Information and Communication Technologies (ICTs) such as email, word processing software, navigating the web, and uploading content. However, students may need more support with advanced requirements

[24] See Appendix D for Survey

related to manipulating file sizes that impact uploading assignments to an LMS. While students were comfortable with searching for information on the Internet, it is unclear whether they are confident in their ability to complete academic research projects using specialized search engines or databases.

It is also important to note that students have previously been exposed to other LMSs, primarily Moodle and Canvas, which may affect their comfort level in learning a new platform when they first enroll in online courses at CSUDH.

Students Enrolled in Online, Hybrid, or Distance Courses

Of the 133 students surveyed, 90% were seeking a degree as opposed to a certificate program (Figure 20), with a little over half (52%) enrolled in a full-time course load and (48%) enrolled part-time (Figure 21).

Figure 20.

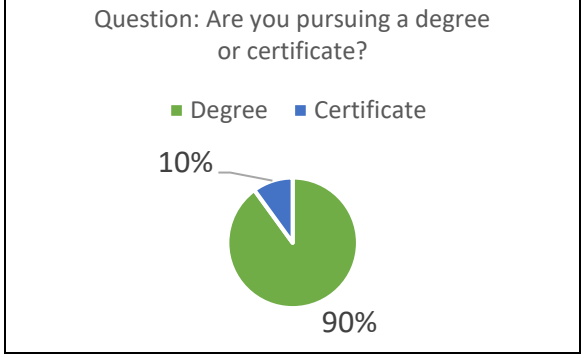
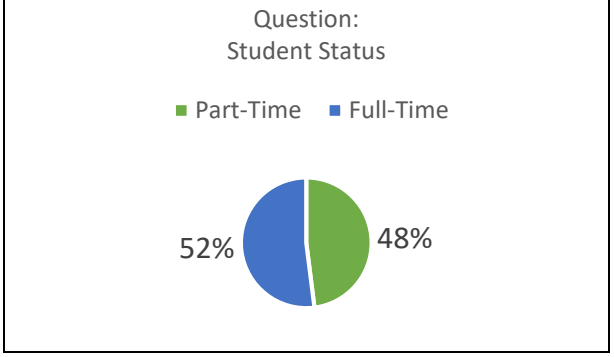


Figure 21.



(80%) responded that they had taken at least one online course before, either at CSUDH or another institution (Figure 22). Of those who had taken an online course, most have enrolled in either 6+ courses (14%) or 1-3 courses (43%), with fewer having taken 4-6 courses (Figure 23).

Figure 22.

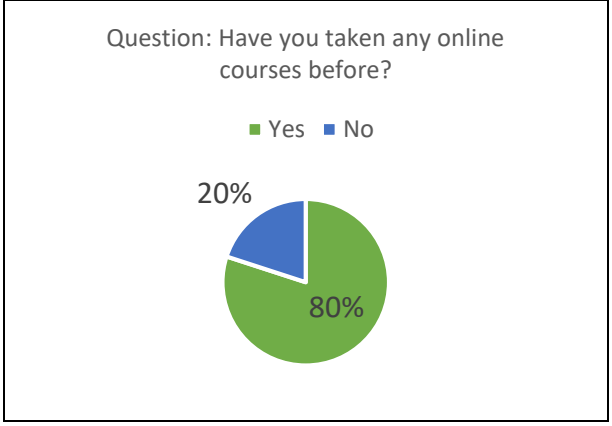
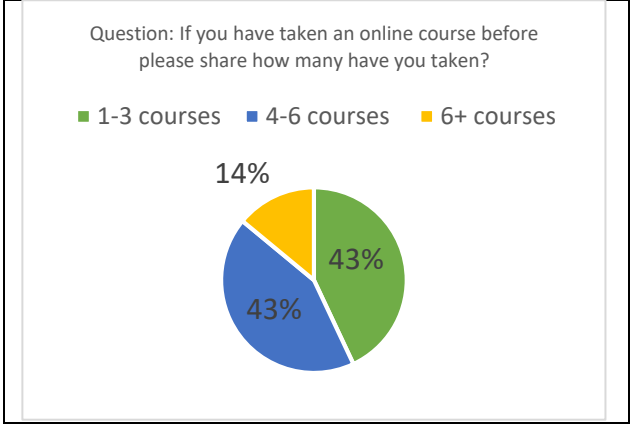


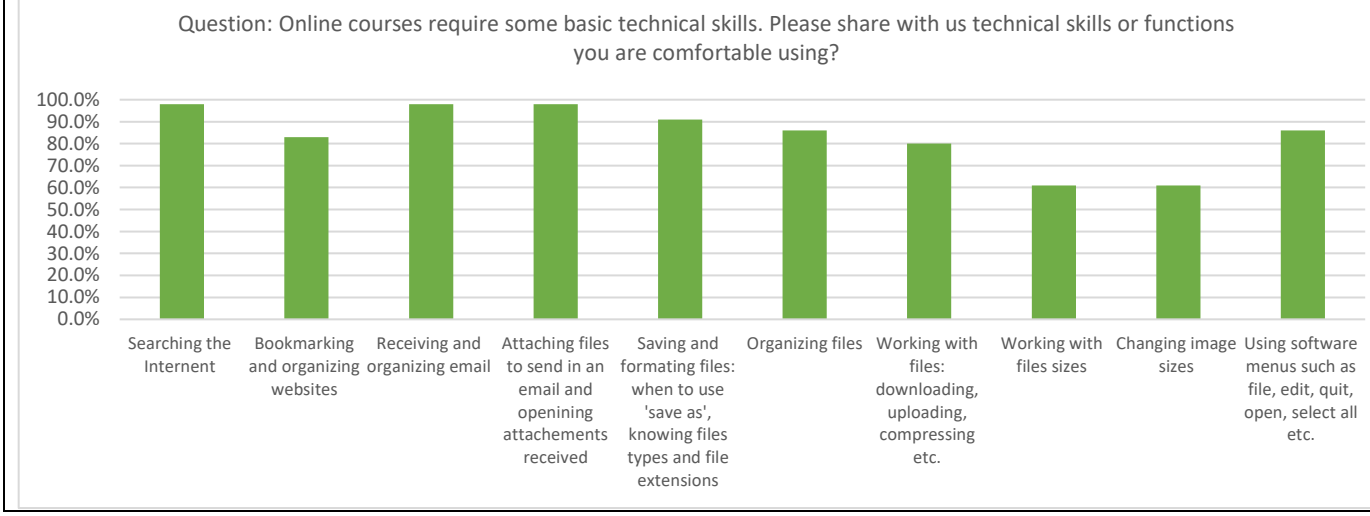
Figure 23.



Students' Experience with Online Courses

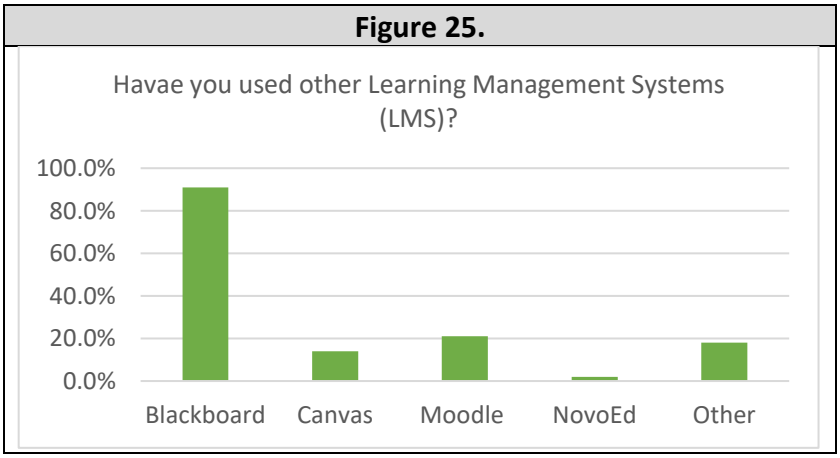
When asked what technical skills or functions students are comfortable using for online education, students were most comfortable with functions related to email, such as sending /receiving (98%) and attaching files (98%), searching the Internet (98%), and navigating a menu in a website or online course shell (91%). Students also felt relatively comfortable with organizational and word processing tools such as saving and formatting documents (86%), downloading (80%) and organizing (86%) files, and bookmarking webpages (83%). Students were less comfortable with more advanced processing functions such as document sizes (61%) and image resolutions (61%) (see Figure 24).

Figure 24.



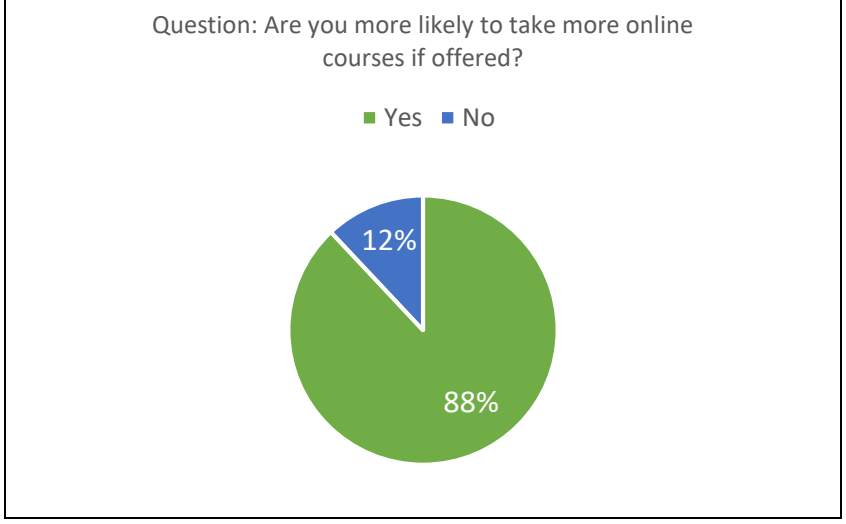
All students were familiar with CSUDH's current LMS Blackboard, but have been exposed to other LMSs namely Moodle (21%) and Canvas (14%), and others such as NovoEd [add other free responses] (Figure 25).

Figure 25.



A large majority of students responded that they were likely to take more online courses if offered (Figure 26).

Figure 26.



Conclusions.

The activities undertaken by this Task Force have served to collect the current practices, challenges, and the desired future direction of online based course offerings at CSUDH. Faculty and students alike have pointed out several common experiences with the delivery and management practices of online based courses at CSUDH.

Training. Faculty and students have called for the implementation of standardized required training for any faculty member wishing to teach online based courses. Several faculty expressed their wish for CSUDH to create an in house training certificate program which could respond to the specific training needs of campus faculty and our student population. We must note that while there was widespread acceptance of the recommendation to require a certification to teach online based courses, an immediate follow up comment was the need to navigate this requirement with Faculty Affairs and CO policies and agreements which refer to faculty workload. Faculty and administrators pointed out that requiring certifications or trainings for one set of faculty (online based courses) and not others (face to face modality) may create issues of unequal treatment and workload. These matters will need to receive the proper attention of such campus and system offices such as Faculty Affairs and the California Faculty Association.

Course Design. An equally important recommendation that was made by faculty and students was the need for online based courses to have rich visual fields and interactive learning

components beyond powerpoints and video based lectures. Additionally, faculty and staff indicated high user satisfaction when online based courses are designed with common shells, themes and access to tools. Several faculty indicated the need for CSUDH to employ dedicated course builders which can collaborate closely with the Academic Technology group and content experts to design model courses and templates that create rich learning environments.

Distance/Hybrid Course Evaluation. Faculty, program chairs and coordinators, curriculum review bodies and students have all called for online based courses to be reviewed on a regular basis. Additionally curriculum review bodies have asked for standard procedures by which distance and hybrid courses will be evaluated for curriculum review and curriculum approval. The Task Force believes that curriculum review and approval procedures must include an evaluation of the minimum standards proposed in the recommendations propped in the executive summary section of this document.

APPENDIX A

EPC Resolution
EPC 17-14
Forming a Task Force to Propose Policies and Requirements for Distance and Hybrid Courses

RESOLVED: That a joint task force of the Academic Senate of California State University, Dominguez Hills and the Division of Academic Affairs be formed to research and provide guidance regarding California State University, Dominguez Hills (CSUDH) policies and requirements for Distance and Hybrid courses; and to make specific recommendations emphasizing, but not limited to a) practices ensuring quality standards equal to traditional face-to-face courses, b) the number of credit/contact/lecture/lab hours, c) delivery of instruction and course administration, d) proctoring of online examinations, e) accessibility to students with disabilities; f) the evaluation of such courses, especially for curriculum approval, review, and accreditation; and be it further,

RESOLVED: That the Provost and Vice President for Academic Affairs and the Chair of the Educational Policy Committee each name one chair to co-chair the task force; and be it further,

RESOLVED: That the task force gather and evaluate recommended best practices for Distance and Hybrid courses; and be it further,

RESOLVED: That the task force write a report proposing policies and requirements for Distance and Hybrid courses, and a plan to implement the proposed policies and requirements; and be it further,

RESOLVED: That the co-chairs make appointments to the task force. That the task force comprise:

A) One representative from each of the following:
University Curriculum Committee
Faculty Development Center
Student disAbility Resource Center
Associated Students Inc.
Academic Technology
Library
University Student Learning Outcomes Assessment Committee
Dean Undergraduate Studies

Graduate Council
Retention, University Academic Advisement & Learning

B) Faculty representatives from the following colleges (if not already represented by one of the committees noted above). It is recommended that the faculty representatives will have experience teaching distance or hybrid courses or are Quality Matters (QM) Certified.
College of Arts & Humanities
College of Business Administration & Public Policy
College of Education
College of Natural & Behavioral Sciences
College of Health, Human Services, and Nursing
College of Extended & International Education; and be it further,

RESOLVED: That non-tenure track faculty who serve on the task force receive a stipend for their service; and be it further,

RESOLVED That the Task Force hold a faculty forum in which they bring together faculty from across the campus already teaching distance and hybrid courses so that faculty may share best pedagogical practices and provide information and suggestions useful for the completion of the taskforce objectives; and be it further,

RESOLVED That the Task Force hold a faculty forum in which they share a culminating report detailing its findings and recommendations; and be it further,

RESOLVED: That the task force convene before November 14, 2017 and report to Academic Senate at the regular meeting on April 4, 2018, with the final report and recommendations to the Academic Senate at the regular meeting on May 2, 2018.

Rationale

The Academic Senate Executive Committee and the Educational Policies Committee have received a number of concerns from various CSUDH campus constituencies regarding current practices associated to the delivery and requirements of distance and hybrid courses offered at this campus. There is a growing and expressed need to identify and address issues associated to distance and hybrid courses so that these instructional course modalities have the same rigor and quality standards as those established in traditional face to face courses.

As background, a recent resolution (EPC 17-08) established Distance and Hybrid Courses as follows:

Distance Courses – A course that depends on academic technology as the primary method of communication and instruction, and in which less than one third of instructional meetings are face-to-face.

a) Asynchronous distance course, no campus meeting (Completely Online): teacher-student learning and interactions happen in different locations and at different times. Instruction is not delivered in person or in real time.
b) Synchronous distance course, no campus meeting: the teacher-student learning and interactions happen in different locations but at the same time.
c) Asynchronous distance course with limited in-person instructional meetings: the majority of instruction is asynchronous but specific activities (e.g., orientation, instruction, and/or assessment) require students to attend in-person meetings. Specific in-person instructional meetings are limited to less than one third of the instructional meetings.
d) Synchronous distance course with limited in-person instructional meetings: the majority of is synchronous but specific activities (e.g., orientation, instruction, and/or assessment) require students to attend in-person meetings. Specific in-person instructional meetings are limited to less than one third of the instructional meetings.
e) Hybrid Course - A course that integrates online with face-to-face contact and in which one third to two thirds of face-to-face time is replaced by online instructional activities.

a) Asynchronous Hybrid: Face-to-face meetings combined with asynchronous instructional course segments.
b) Synchronous Hybrid: Face-to-face meetings combined with synchronous instructional course segments or a combination of synchronous and asynchronous instructional course segments.

APPENDIX B

California State University Dominguez Hills
Academic Senate Resolution

Guidelines on Academic Technology and Distance Learning Classes

EPC 09-02 (MSP 4/8/09)

Preamble

Academic technology provides a variety of communication modes that do not depend on face-to-face contact. These modes of communication differ qualitatively from earlier attempts at distance communication because academic technology enables meaningful and timely interaction between faculty and students. Used properly, these new communication modes may allow the University to achieve its mission more fully by allowing exploration of effective instruction and by addressing such factors as large densely populated urban service areas, dispersed student population, expected enrollment growth, and limited space on campus. Used improperly, technology-based communication may dilute the quality of instruction. The purpose of these guidelines is to protect the quality and climate of the educational environment as we move to incorporate academic technology into the mainstream of instruction at California State University, Dominguez Hills. This document sets forth some foundational structures needed to facilitate such a substantial change in pedagogy. These guidelines do not favor any one mode of communication for use in teaching and learning.

In recognition of the rapid pace of technological development and the significant nature of the changes proposed in this document, the Academic Senate shall review these guidelines regularly at three year intervals as long as such review is needed.

Definition of Terms

1. Academic Technology refers to the subset of telecommunication, multi-media, and information technology that is dedicated to supporting teaching and learning.

2. A Course refers to an approved unit of curriculum that appears in the catalog. A Class or Course Offering is an instance of a course that appears in the schedule of classes.

3. Supplemental Tool refers to the use of a special medium such as Academic Technology to disseminate course materials or to conduct class activities in or out of the classroom. While use of supplemental tools may have a significant impact on the learning experience, they usually do not change the scheduling of classes.

4. The Instructional Mode of a class refers to the structural aspects of a course that have a major influence on the scheduling of classes. Established rubrics for instructional mode include the seminar, discussion class, activity class, laboratory, lecture/discussion, field supervision, and studio. These guidelines recognize the three additional modes of course delivery already set forward by the Academic Senate: traditional, hybrid, or distance education.

5. A Traditional Class is a course offering that depends on face-to-face contact such as lecture, discussion, demonstration, and direct exchange of materials as the primary method of communication. It is usually scheduled in a classroom, laboratory, or studio. Such an offering may or may not use technology as a supplemental tool. When a course is offered in a traditional format, the class-scheduling pattern for a traditional class is considered to be the standard scheduling format for the course.

6. A Hybrid Class is a course offering that depends on both academic technology and face-to-face contact as significant components of communication between student and instructor and among students. One-third to two-thirds of the student/faculty and student/student contact time uses academic technology to structure remote activities. The remaining communication is face-to-face, similar to a traditional class.

7. A Distance Education Class is a course offering in which communication between faculty and student occurs primarily via academic technology, but it may also include on-site or off-site meetings. Distance Education courses have no regular class meetings on the California State University, Dominguez Hills campus, although they may require that students attend orientation meetings and/or proctored exams on campus. These course offerings may vary significantly by Program.

General Principles

1. Traditional, hybrid, and local online or distance education course offerings are all recognized as legitimate instructional modes offered by California State University, Dominguez Hills.

2. The faculty of departments and colleges shall govern all decisions related to the instructional mode of courses.

3. The instructional mode has a significant impact on the learning experience in a class. Thus, departments and colleges shall consider this impact explicitly as part of their curriculum approval and review processes.

4. The same course may be approved for more than one mode of instruction. If a course is offered in multiple sections, then different sections may have different modes of instruction. All instructional modes approved for a given course shall meet equivalency criteria established by the department and shall be subject to review by the college.

5 To preserve academic quality, the class size must be appropriate for the student learning activities associated with the course. The presumption is that courses offered by hybrid, or distance education should have class size limits that do not exceed those of traditional sections of the same course. Exceptions to this principle may be approved on a case-by-case basis using the curriculum approval processes of the department and college.

6. All online materials created for use in instruction at California State University, Dominguez Hills shall be accessible to all instructors, assistants, and students affiliated with the class regardless of ability or disability. Such materials must be in compliance with the Americans with Disabilities Act and all California State University, Dominguez Hills policies on Internet Accessibility.

7. The mode of instruction of a given course shall not restrict the communication between instructors and students or between students and students in the same class. In particular, all classes that provide less face-to-face contact than a traditional class of the same course shall provide the opportunity for substantial, personal, and timely interactions between faculty and students and among students.

8. The University shall publish the mode of instruction and technological requirements of each course prior to the offering of the course. Whenever possible, this information will appear in the Schedule of Classes and in all online updates to the Schedule.

Curriculum and Instruction/Evaluation

1. All courses that use hybrid and distance education course delivery shall discuss the following issues in the course syllabus/outline:

a. How will professors communicate with students and how will students communicate with each other?

b. How is online participation assessed and graded?

c. How will the instructor monitor the online activities of students?

d. How will standards of appropriate online behavior be maintained?

e. What level of technical competence is required of students?

f. What are the minimum computer hardware and software requirements for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology?

g. What are the alternative procedures for submitting work in the event of technical breakdowns?

h. What are the on-campus meeting requirements, if any?

i. How is academic honesty enforced?

2. A new course may be approved for one mode of instruction and not approved for other modes of instruction.

3. For existing courses, approval for using a new instructional mode shall by reviewed using the normal curriculum processes of the department, college, and university, and shall be subject to the principles set forth in this policy.

4. An existing course may be experimentally offered for a maximum of two semesters using a new instructional mode with the approval of the department chair or the department curriculum committee. The department, college, and university curriculum processes shall be used to approve subsequent offerings of the same course in the new format.

5. If a previously certified General Education (GE) course is offered using a new instructional mode, then the course remains GE certified subject to department, college, and GE committee approval and provided that the course meets the essential provisions of the standard course outline that was approved for GE.

6. GE Certification and re-certification should examine and evaluate the effectiveness of instruction in all modes used for a given course.

7. In the event of a dispute regarding the instructional mode of a course, the department chair or designee, the college dean or designee, and the college curriculum committee shall conduct a review of the course and instructional mode in question. In the event a problem with the course is uncovered in this process, the course may be sent back to the department for revision. Approval to offer the course in the given instructional mode shall be removed until the problems are addressed and approved by the college curriculum committee.

8. At the program level, periodic program reviews shall evaluate the effectiveness of instruction for all instructional modes in use. Care should be taken to abide by the standards established by the appropriate accrediting agencies and by the CSU System.

Faculty Rights Relative to Course Instructional Mode

1. Each instructor is free to choose any approved mode of instruction for a course to carry out a course assignment. However, the instructor's request to offer a course in a particular mode may be denied if it is made after the Schedule of Classes has been
established.

2. Faculty shall have full control of the content of their technologically created course materials at the time of production, at any time during their use, and thereafter.

3. No institution or person shall sell, retransmit, modify, or otherwise reuse course-related materials produced by a member of the faculty for any purpose without the written consent of the faculty member.

4. The university shall offer the necessary training and support services for faculty teaching with Academic Technology.

Student Rights Relative to Course Instructional Mode

1. Student access to the faculty shall not be reduced by the instructional mode of a class.

2. The University shall make every effort to inform students of the mode of instruction and technological requirements of a course offering before the student enrolls in the class.

3. Matriculated students enrolled in non-traditional classes shall have access to on-site academic advising services at California State University, Dominguez Hills.

4. All students have equal access to the library and other on-site learning resources offered at California State University, Dominguez Hills.

5. Students in non-traditional classes shall have reasonable support services. These include:

    a. Phone-based and online technology to help to handle student questions and to refer students to appropriate available services for hybrid and local online or distance education courses;

    b. Online and phone-based access to university administrative services;

    c. Online dissemination of information describing the resources available for obtaining the technical competence needed to succeed in a specific course offering;

    d. Online access to the library research databases and other research related resources.

6. The University shall provide adequate technical support for academic technology.

Support for Academic Technology: Facilities and Resources

1. Consistent with the mission of California State University, Dominguez Hills, funding for all instructional modes for courses shall be provided as needed and shall be subject to the decisions of the Division of Academic Affairs.

2. Faculty members who use University-supported resources shall not be held responsible for the technical support of these resources.

3. Faculty choosing to use non-University-supported resources, such as third-party servers and non-University-supported software, shall state in their syllabi that the University will not provide technical support for those resources and that the University does not endorse any products which may be advertised through those resources. These faculty members are responsible for compliance with all principles of this policy, including, without limitation, technical support for students and adherence to the Americans for Disabilities Act and all California State University policies on Internet access.

Academic Integrity

1. The academic integrity of a course is ultimately the responsibility of the faculty member. Reasonable safeguards shall be in place to ensure academic honesty regardless of the instructional mode.

2. The University shall maintain a variety of assessment tools designed to support faculty efforts to enforce academic integrity in hybrid and in distance education classes.

3. The University shall provide information for faculty involved in Academic Technology that describes the variety of assessment tools available for student work in non-traditional classes, the relative level of security of these assessment tools, and any existing methods for limiting cheating and other forms of academic dishonesty when using these tools.

APPENDIX C

CSU Dominguez Hills Faculty Survey of Online Instruction

Page#1

1. Contact Information
   - First Name
   - Last Name
   - Email Address

2. Enter your department

3. Have you taught any online/hybrid/distance courses before? (Select one)
   - Yes, I have taught online/hybrid/distance courses before
   - No, I have not taught online/hybrid/distance courses before

Page#2

4. How long have you taught online/hybrid/distance courses?
   - Less than a year
   - 1-3 years
   - 4-6 years
   - 6+ years

5. How many online courses have you taught before?
   - 1-3 courses
   - 4-6 courses
   - 6+ courses
   - N/A

6. How many hybrid courses have you taught before?
   - 1-3 courses
   - 4-6 courses
   - 6+ courses
   - N/A

7. What do you know about DHTV (TV& Media Production)?
Comment Box

Page#3

8. What Learning Management Systems (LMS) do you have experience using? (select all that apply)

- Blackboard
- Canvas
- Moodle
- NovoEd
- Desire2Learn/Brightspace
- Other

9. Did you receive training on specific software/LMS for use with the delivery of your online courses? (select one)

- Yes
- No

10. Where did you receive training on software LMS?

- By CSUDH
- By External sources

11. What training types or programs did you received for software/LMS? (select all answers that apply to you)

- Self-guided tutorials
- Online modules or courses
- Face-to-Face
- Other university's programs (i.e USC or UC System)

12. Was it mandatory training?

- Yes
- No

13. Area you aware of CSUDH's training for online instruction?

- Yes
- No

14. Currently CSUDH does not hold mandatory online trainings. Do you agree that there should be online training?

- Yes
- No

Page#4

15. Did you receive training or professional development for developing and delivering your online courses? (i.e Online education certificate)

- Yes
- No

16. Where did you receive training or professional development?
By CSUDH
By External sources

17. What training types or professional development did you receive? (select all answers that apply to you)
Self-guided tutorials
Online modules or courses
Face-to-Face
Other university's programs (i.e USC or UC System)
Other

Page#5

18. Are you familiar with templates to develop online courses?
Yes
No

19. Were you provided with a template with your training, if you had it?
Yes
No

20. Other than grading and PTE, are you assessing student needs, satisfaction, etc. in your online courses?
Yes
No

21. If you selected "Yes" to the question above, please share how.

APPENDIX D

CSU Dominguez Hills Student Survey of Distance and Hybrid Course Experiences

1. Are you pursuing a degree or certificate? (select one)
2. Student Status (select one)
3. The class level (select one)
4. Have you taken any online courses before? (select one)
5. If you have taken an online course before please share with us how many have you taken? (select one)
6. Online courses require some basic technical skills.
7. Please tell me which technical skills or functions you are comfortable using? (select all answers that apply to you)
8. Have you used other Learning Management Systems (LMS)? (select all that apply)
9. Are you more likely to take more online courses if offered? (select one)
10. Why did you choose to take an online class?
11. What are the components that help you learn in an online setting?
12. What are some of the things that get in the way of learning in an online setting?
13. What has been your experience with support for online or hybrid learning from the institution?
14. What has been your experience with support?
15. What has been your experience with interaction from your instructors?
16. Is there anything else you would like to share about your online experience?