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CALIFORNIA STATE UNIVERSITY, LOS ANGELES

# MEMO

**Date:**     Sept. 29, 2021

**To:**     Talia Bettcher, Academic Senate Chair

**From:**     Mauricio Castillo, Educational Policy Committee Chair

Arash Jamehbozorg, Educational Policy Committee Past Chair

**Copies:**     R. Roquemore, M. Hawley, C. Pugh

**Subject:**     EPC Memo 20-15: Proposed New Policy - Criteria For Proposing Courses With Hybrid and Online-Only Components - Chapter 4 of the Faculty Handbook

Although our campus started offering online and hybrid courses a few years ago, we do not have any policy for the course proposals with hybrid or online-only components. This has created confusion and inconsistencies throughout our campus, especially after a surge of course proposals for online-only or hybrid courses after the pandemic. To address this issue, AIRS and EPC put together a new policy to help faculty who propose these courses and the committees that review them. The main criteria proposed here are based on the Quality Matters standard (https://www.qualitymatters.org) with minor edits.

1 **CRITERIA FOR PROPOSING COURSES WITH HYBRID AND ONLINE-ONLY**
2 **COMPONENTS**

3 THIS POLICY ACKNOWLEDGES THAT ONLINE-ONLY AND HYBRID INSTRUCTION CAN HELP MEET
4 THE NEEDS OF OUR UNIVERSITY COMMUNITY WHILE ADDRESSING OPPORTUNITY GAPS AND
5 ENHANCING RETENTION AND GRADUATION RATES. IT ALSO ACKNOWLEDGES THAT FACULTY
6 HAVE ACADEMIC FREEDOM TO INNOVATE THEIR COURSES AS WELL AS RESPONSIBILITY AND
7 CONTROL OVER ALL CURRICULAR DECISIONS. TO ENSURE CONTINUITY IN DELIVERING HIGH-
8 QUALITY EDUCATION ACROSS ALL MODES OF INSTRUCTION, SPECIFIC JUSTIFICATIONS AND
9 EXAMPLES FOR PROPOSING COURSES WITH HYBRID AND ONLINE-ONLY COMPONENTS ARE
10 OUTLINED BELOW. THESE CRITERIA WERE DEVELOPED IN ALIGNMENT WITH EVIDENCE-BASED
11 BEST PRACTICES FOR TECHNOLOGICALLY MEDIATED TEACHING AND LEARNING, AS OUTLINED
12 IN THE ONLINE WHITE PAPER FROM THE ACADEMIC SENATE OF THE CSU.

13    1.   ALL COURSES MUST BE APPROVED THROUGH APPROPRIATE CURRICULAR
14         PROCEDURES.

15    2.   PROGRAMS MUST ENSURE THAT THE ADDITION OF NEW ONLINE-ONLY AND HYBRID
16         COURSE PROPOSALS OR CHANGE TO ONLINE-ONLY OR HYBRID WITHIN A PROGRAM
17         DOES NOT CONSTITUTE THE PROGRAM BECOMING 50% OR MORE ONLINE WITHOUT
18         APPROVAL FROM WSCUC AS A DISTANCE EDUCATION PROGRAM.

19    3.   COURSES THAT INCLUDE SEPARATELY LISTED COMPONENTS, E.G., A LECTURE AND A
20         LAB SECTION, MUST INDICATE THE INSTRUCTIONAL MODE(S) FOR EACH COMPONENT.
21         EACH COMPONENT THAT INVOLVES ONLINE-ONLY OR HYBRID INSTRUCTION MUST
22         HAVE A SEPARATE JUSTIFICATION FOR THAT INSTRUCTIONAL MODE THAT ADDRESSES
23         ALL OF THE RELEVANT STANDARDS.

24    4.   NEW COURSE PROPOSALS AND COURSE MODIFICATIONS SEEKING APPROVAL TO
25         CONVERT TO HYBRID OR ONLINE-ONLY MUST ADDRESS IN THEIR JUSTIFICATION THE
26         FOLLOWING QM STANDARDS. THE FEASIBILITY OF OFFERING THE ONLINE-ONLY OR
27         HYBRID COURSE COMPONENT WILL BE ASSESSED BASED ON EVIDENCE PROVIDED IN
28         THE JUSTIFICATION AS WELL AS CONSIDERATION OF:

29         • PROGRAM COSTS, INCLUDING EQUIPMENT, FACULTY WORKLOAD IN
30         DEVELOPING MATERIALS, ACADEMIC SUPPORT, AND STUDENT SERVICES.
31         • AVAILABILITY OF APPROPRIATE CAMPUS SUPPORT FOR INSTRUCTIONAL
32         DESIGN, TECHNICAL ASSISTANCE, TECHNICAL SUPPORT, AND FACULTY
33         PROFESSIONAL DEVELOPMENT.

|   | JUSTIFICATION | ANNOTATION/EXAMPLE |
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| 1 | PURPOSE AND STRUCTURE OF THE ONLINE COURSE | LIST THE INSTRUCTION MODE(S) (ONLINE-ONLY OR HYBRID) AND DELIVERY MODALITY (SYNCHRONOUS VS. |

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| | | ASYNCHRONOUS); PROVIDE THE BREAKDOWN OF FACE-TO-FACE VS. ONLINE COMPONENTS; GIVE A BREAKDOWN OF SYNCHRONOUS VS. ASYNCHRONOUS COMPONENTS FOR ONLINE COURSES; DESCRIBE THE MODES OF COMMUNICATION; AND GENERAL TYPES OF LEARNING ACTIVITIES IN THE COURSE |
| 2 | REQUIREMENTS FOR STUDENT INTERACTION | LIST ANY SPECIFIC REQUIREMENTS EXPECTED OF STUDENTS. THIS MAY INCLUDE REQUIRED LOG-INS, ASYNCHRONOUS INTERACTION (E.G., DISCUSSION BOARDS, VIDEO, OR VOICE RECORDINGS), AS WELL AS ANY REQUIRED SYNCHRONOUS MEETINGS AND PARTICIPATION (E.G., CLASS DISCUSSION OR BREAKOUT ROOMS).<br><br>FOR HYBRID COMPONENTS, THE SCHEDULE OF IN-PERSON CLASS MEETINGS VS. ONLINE COURSE DELIVERY SHOULD BE EXPLICIT.<br><br>FOR ONLINE COMPONENTS, THE SCHEDULE OF SYNCHRONOUS VS. ASYNCHRONOUS MEETINGS SHOULD BE EXPLICIT |
| 3 | MINIMUM TECHNOLOGY REQUIREMENTS FOR THE COURSE, AND HOW TO OBTAIN THE TECHNOLOGIES LISTED | LIST ALL TECHNOLOGIES NEEDED TO PARTICIPATE IN THE COURSE, INCLUDING ANY NECESSARY TO COMPLETE COURSE ASSIGNMENTS OR ACTIVITIES. TECHNOLOGIES REFERS TO HARDWARE, SOFTWARE, SUBSCRIPTIONS, PLUG-INS, MOBILE APPLICATIONS (APPS) AND/OR PUBLISHER MATERIALS OR OPEN-EDUCATIONAL RESOURCES (OERS).<br><br>IF STUDENTS NEED TO DOWNLOAD AND/OR PURCHASE ANY TOOLS OR EQUIPMENT, INFORMATION ON WHERE TOOLS CAN BE OBTAINED SHOULD BE SPECIFIED.<br><br>FOR HYBRID COURSES, IF TECHNOLOGY OR SOFTWARE WILL BE PROVIDED DURING IN-PERSON MEETINGS (E.G., IN-PERSON SESSIONS WILL MEET IN A COMPUTER LAB), THIS SHOULD BE EXPLICIT. |
| 4 | COMPUTER SKILLS AND DIGITAL INFORMATION LITERACY SKILLS REQUIRED OF STUDENTS | GENERAL, AS WELL AS COURSE-SPECIFIC TECHNICAL SKILLS, SHOULD BE SPECIFIED. EXAMPLES MAY INCLUDE:<br><br>• USING THE LEARNING MANAGEMENT SYSTEM<br>• CREATING AND UPLOADING WORD PROCESSING FILES TO SUBMIT ASSIGNMENTS |

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| | | • DOWNLOADING AND INSTALLING SOFTWARE FOR CLASS USE<br>• USING SPREADSHEET PROGRAMS<br>• USING WEB CONFERENCING PROGRAMS<br>• USING ONLINE LIBRARIES AND DATABASES TO LOCATE APPROPRIATE INFORMATION<br>• PREPARING A PRESENTATION OF RESEARCH FINDINGS USING PRESENTATION AND/OR GRAPHICS PROGRAMS |
| 5 | MEASURABLE COURSE LEARNING OUTCOMES (E.G., SKILLS, KNOWLEDGE, ATTITUDES) THAT WILL BE ACHIEVED UPON SUCCESSFUL COMPLETION OF THIS COURSE | MEASURABLE COURSE LEARNING OUTCOMES CLEARLY DESCRIBE WHAT STUDENTS WILL LEARN AND BE ABLE TO DO IF THEY SUCCESSFULLY COMPLETE THE COURSE. THEY DESCRIBE ACTIONS THAT ARE SPECIFIC AND OBSERVABLE, AS MEASURED BY THE INSTRUCTOR.<br><br>EXAMPLES OF MEASURABLE LEARNING OUTCOMES ARE:<br><br>• SELECT APPROPRIATE TAX STRATEGIES FOR DIFFERENT FINANCIAL AND PERSONAL SITUATIONS.<br>• DEMONSTRATE CORRECT USE OF PERSONAL PROTECTIVE EQUIPMENT.<br>• CREATE AN ORIGINAL COMPOSITION USING COMPUTER TECHNOLOGY.<br>• ANALYZE A CASE STUDY TO DETERMINE THE CAUSE OF THE ORGANIZATIONAL ISSUE.<br><br>EXAMPLES OF LEARNING OUTCOMES THAT ARE NOT MEASURABLE ARE:<br><br>• UNDERSTAND VARIOUS TAX STRATEGIES<br>• LEARN THE BASICS OF USING PERSONAL PROTECTIVE EQUIPMENT<br>• DEMONSTRATE AN UNDERSTANDING OF USING COMPUTER TECHNOLOGY FOR MUSIC COMPOSITION<br>• REALIZE THE SIGNIFICANCE OF ORGANIZATIONAL ISSUES |
| 6 | INSTRUCTIONAL MATERIALS REQUIRED FOR THE COURSE | INSTRUCTIONAL MATERIALS MAY INCLUDE PHYSICAL OR ELECTRONIC TEXTBOOKS, OPEN EDUCATIONAL RESOURCES (OERS), PUBLISHER- OR INSTRUCTOR-CREATED MATERIALS, |

| | | SLIDE PRESENTATIONS, ETC. THESE MATERIALS SHOULD ALIGN WITH THE COURSE LEARNING OUTCOMES. |
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| 7 | PLANS FOR STUDENT-STUDENT INTERACTION AS WELL AS PLANS FOR ACTIVE LEARNING IN THE COURSE | ONLINE COURSE COMPONENTS SHOULD INCORPORATE STUDENT-STUDENT INTERACTION AND ACTIVE LEARNING. <br><br> EXAMPLES OF STUDENT-STUDENT INTERACTION INCLUDE: <br><br> • DISCUSSION BOARDS <br> • SMALL-GROUP PROJECTS <br> • PEER REVIEW OF PAPERS <br> • GROUP COLLABORATION USING ONLINE TOOLS <br><br> EXAMPLES OF LESSONS THAT INCORPORATE ACTIVE LEARNING INCLUDE: <br><br> • STUDENTS ARE ASKED TO WATCH EXAMPLES OF PERSUASIVE SPEECHES, THEN IDENTIFY SPECIFIC COMPONENTS OF EFFECTIVE DELIVERY. STUDENTS RECEIVE TIMELY FEEDBACK FROM THE INSTRUCTOR ON THE ASSIGNMENT. <br> • STUDENTS ARE ASKED TO VIEW VIRTUAL LAB CONTENT AND COMPLETE AN END-OF-LAB QUIZ. THEN STUDENTS DISCUSS ASPECTS OF THE VIRTUAL LAB IN AN ONLINE DISCUSSION FORUM. THE INSTRUCTOR FACILITATES THE DISCUSSION AND HIGHLIGHTS KEY CONCEPTS FROM THE LAB BEFORE CONCLUDING THE DISCUSSION. |
| 8 | PLANS FOR STUDENT-INSTRUCTOR INTERACTION, INCLUDING FOR COURSE COMMUNICATION AND TIMELY FEEDBACK | FREQUENT COMMUNICATION FROM THE INSTRUCTOR INCREASES STUDENTS' SENSE OF ENGAGEMENT IN ONLINE COURSES. CLEAR INFORMATION SHOULD BE PROVIDED AS TO WHEN LEARNERS SHOULD EXPECT EMAIL RESPONSES, FEEDBACK ON ASSIGNMENTS, AND HOW OFTEN THE COURSE GRADEBOOK WILL BE UPDATED. LIST ANY POTENTIAL COMMUNICATION TOOLS USED (E.G., CLOUD-BASED VIDEO OFFICE HOURS) AND GUIDELINES FOR CONTACTING THE INSTRUCTOR (E.G., EMAIL, LEARNING MANAGEMENT SYSTEM (LMS), PHONE). IN ADDITION, THE COURSE SHOULD INCLUDE MULTIPLE OPPORTUNITIES FOR STUDENT-INSTRUCTOR INTERACTION. |

| | | EXAMPLES OF STUDENT-INSTRUCTOR INTERACTION INCLUDE: <br><br> • SYNCHRONOUS CLASS DISCUSSIONS <br> • REGULAR COURSE ANNOUNCEMENTS <br> • SHORT INSTRUCTOR VIDEOS <br> • ASSIGNMENTS SUBMITTED FOR INSTRUCTOR FEEDBACK AND GRADING |
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| 9 | COURSE ASSESSMENTS, INCLUDING HOW YOU WILL ENSURE THE SECURITY OF ASSESSMENT MEASURES (E.G., EXAMS, WRITING ASSIGNMENTS). COURSE ASSESSMENTS SHOULD BE ALIGNED, SEQUENCED, VARIED AND SUITED TO THE LEVEL OF THE COURSE | COURSE ASSESSMENTS SHOULD BE ALIGNED WITH THE COURSE LEARNING OBJECTIVES.  PLEASE LIST THE PLANNED COURSE ASSESSMENTS (E.G., EXAMS, PROJECTS, PAPERS) AND HOW THEY HELP STUDENTS MEET COURSE OBJECTIVES.  IN ADDITION, PLEASE DESCRIBE HOW THE SUBMISSION AND GRADING OF ASSESSMENTS WILL ENSURE ACADEMIC INTEGRITY. <br><br> EXAMPLES OF ALIGNMENT BETWEEN A COURSE LEARNING OBJECTIVE AND ASSESSMENT: <br><br> • A COURSE OBJECTIVE OF "IDENTIFY" OR "RECOGNIZE" INCLUDES A MULTIPLE-CHOICE QUIZ <br> • A COURSE OBJECTIVE OF "EXPLAIN" OR "DESCRIBE" INCLUDES AN ESSAY OR DISCUSSION FORUM ACTIVITY <br> • A COURSE OBJECTIVE OF "ANALYZE" OR "EVALUATE" INCLUDES A CASE STUDY OR PROBLEM-BASED SCENARIO <br><br> IF ONLINE EXAM PROCTORING IS PROPOSED, INCLUDE JUSTIFICATION FOR REQUIRING THIS TYPE OF ASSESSMENT IN AN ONLINE COURSE AND EXPLAIN THE RATIONALE FOR OFFERING THE COURSE ONLINE (INSTEAD OF IN-PERSON) IF HIGH STAKES, LOWER-LEVEL ASSESSMENTS ARE REQUIRED <br><br> ASSESSMENTS SHOULD ALSO BE SUITED TO THE LEVEL OF THE COURSE.  FOR EXAMPLE, AN INTRODUCTORY SURVEY COURSE SHOULD FOCUS ON LOWER-LEVEL COGNITIVE SKILLS (E.G., REMEMBERING, UNDERSTANDING).  IN CONTRAST, A SENIOR-LEVEL CAPSTONE COURSE SHOULD INCLUDE HIGHER-ORDER COGNITIVE SKILLS (E.G., EVALUATING, CREATING). |

| 10 | ACCESSIBILITY OF ALL COURSE MATERIALS (E.G., VIDEOS, READINGS, WEBPAGES, ETC.) | TO ENSURE ALL LEARNERS CAN ACCESS COURSE MATERIALS, DEPARTMENTS MUST ENSURE ONLINE COURSE MATERIALS MEET ANY FEDERAL, STATE, OR CSU ACCESSIBILITY STANDARDS (E.G., ADA, SECTION 504).  PLEASE DESCRIBE THE DEPARTMENT'S STEPS TO ENSURE ALL COURSE MATERIALS ARE ACCESSIBLE, OR IF NECESSARY, AN EQUALLY EFFECTIVE ALTERNATE ACCESS PLAN (EEAAP) THAT WILL BE USED TO MEET ACCESSIBILITY STANDARDS. |
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34 IT IS STRONGLY ENCOURAGED THAT ALL FACULTY AVAIL THEMSELVES OF THE MANY
35 RESOURCES ON CAMPUS TO HELP TRANSITION COURSE COMPONENTS TO HYBRID AND
36 ONLINE-ONLY MODES, PARTICULARLY TRAINING AND SUPPORT OFFERED BY THE CENTER FOR
37 EFFECTIVE TEACHING AND LEARNING (CETL) AND BY CSU ONLINE COURSE SERVICES (CSU-OCS).