Your Time
Your Way
Your Choice

FlexLearning

Penn State Lehigh Valley
Blended classroom/online/hybrid courses
The Pennsylvania State University
Lehigh Valley campus

Strategic Plan
on
FlexLearning

2012 December

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MISSION STATEMENT

Penn State Lehigh Valley will effectively address the various and diverse learning needs of our twenty-first century students through a comprehensive initiative which offers high quality, interactive, and engaging courses in a flexible delivery mode.

VISION STATEMENT

Penn State Lehigh Valley will be a leader in the development and delivery of high quality and engaging FlexLearning courses. Penn State Lehigh Valley faculty members will deliver academic courses and programs in a multimodal format -- face-to-face, blended or hybrid, and online -- to maximize student learning.

CORE VALUES

• Offer high quality academic courses
• Incorporate the benefits of flexible learning modalities
• Proactively and innovatively utilize emerging educational technologies
• Provide students with options through flexible delivery modes
• Contribute to increased campus enrollment
In the early twentieth century, educational reformer John Dewey proclaimed, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” In essence, he argued that to remain relevant and effective, faculty members must constantly adapt to the rapid changes in the world of education.

Over the past century, that world of education has changed dramatically. Today’s world is filled with technology, including a growing significance placed on online learning. Currently, over 6 million students take at least one course online, which represents 31% of the total students enrolled in higher education. In the past decade, the growth rate of students who are taking online courses has grown well beyond the rate of growth of the overall student body in higher education. In 2010, the online growth rate was 10.1% compared to the growth rate of 0.6% for higher education as a whole.

Penn State University has been widely recognized for its World Campus, an online platform that offers asynchronous courses which can lead to Penn State degrees. The latest figures show that enrollments grew by over 16% from fall 2011 to fall 2012. 94% of those enrolled are adult learners. The World Campus continues to attract students and now offers more than 80 online degree and certificate programs.

Despite the growth in World Campus enrollments, the University overall saw only a slight increase in enrollments from 96,519 in 2011 to 96,562 in 2012. In fact, only three campuses outside University Park saw increased enrollments (Abington, Harrisburg, and Lehigh Valley), and this growth was very modest as well. These figures are compounded by the fact that the United States is projected to see an overall 1% decrease in national public school enrollments between 2008-2009 and 2020-2021, with the Northeast seeing the greatest decline at -13%.

Due to these figures, it has been increasingly recognized that in order for the University (outside of World Campus) and the individual campuses to remain competitive, Penn State needs to shift its thinking in regards to online learning. In a recent eLearning Advocates meeting, Dr. Nancy Heron, Associate Dean for Academic Programs, explained that a cultural change needs to occur at all the campuses pertaining to the delivery of courses, and that this change in culture must be reflected in new online options and within the job descriptions of new faculty positions.

The Penn State Lehigh Valley campus, specifically, has experienced its own changes in enrollment trends and local demographics. The campus showed considerable growth over the last decade, with a 29% increase in enrollments from 2002 to 2012. Approximately 19% of this growth occurred with the move to the new Center Valley campus. Yet, over the last year, the trend in increased enrollments has begun to slow. Currently the campus has 945 students, a very slight increase of 3 students from 2011.

Importantly, the composition of the overall student body continues to diversify each year. The current minority rate is 32% among the 2012 class, with an increase in Hispanic, Black, and Asian populations from last year. The campus has nearly doubled its minority rate from 2002 (15.2%) and grew by 4.5% from 2011 (27.5%). The percentage breakdowns among racial/ethnic groups parallel or exceed the percentages of each category within the larger Lehigh Valley service area population.
The campus is also closely analyzing service area population projections for the next several decades. According to the Lehigh Valley Planning Commission, the Lehigh Valley will experience a 35% growth in population over the next 30 years. Projections from the PA Department of Education show an overall slight decline in public school district enrollments in the Lehigh Valley of -1.5%, but there are six school districts in Lehigh and Northampton counties that are projected to increase in enrollments from the present through 2020-21 (including East Penn +10.6%, Parkland +6.3, and Easton Area +4.6%).

Based on the above-mentioned enrollment trends and local population numbers, the campus has developed a comprehensive enrollment prospectus, detailing a notably ambitious goal of 10% increased enrollment per year, equating to 1,149 students by 2014.

If Penn State Lehigh Valley is to attain its enrollment goals, then it is imperative that the campus target various student populations including transfer students from community colleges and returning adults, many of whom have families and/or full time jobs. Research has shown that adult learners want the flexibility of online courses, and traditional students (which include a majority of the transfer student population) are beginning to turn towards hybrid and online courses for increased options beyond the traditional face-to-face format. One strategy to utilize until the above-stated enrollment goals are met is to offer multiple modalities of courses that can be offered on-campus and via online simultaneously. In effect, various populations can be served though the same course offering. This also enables low-enrolled sections to be more heavily populated, therefore amounting to greater course options for all student populations.

It can be noted that Abington and Harrisburg have well organized online course offerings, a presumed factor in their increased enrollment. Locally, various Lehigh Valley community colleges, four-year colleges, and universities offer many online options, including individual courses and entire degree-completion programs. If Penn State Lehigh Valley is to join the ranks of other Penn State campuses and local higher education institutions, then the campus must actively and deliberately move toward offering online courses in combination with traditional courses. This change in paradigm needs to be implemented in a well-organized and well-planned fashion. Furthermore, the participation of each and every faculty member is imperative. As the Babson Survey argues, “The growth of online courses and programs has increased the need for faculty to become comfortable with online teaching and gain the necessary skills to make online courses a success.”

Penn State Lehigh Valley has been already been recognized as a “growth campus.” In a statement during the November 7, 2012 visit to the Lehigh Valley campus, Dr. Madlyn Hanes, Vice President for Commonwealth Campuses, asserted that online courses have to become part of the future planning of the Lehigh Valley campus in order for the campus to continue to grow and prosper. This assertion was also made clear in the 2011 Core Council Recommendations Letter to Penn State Lehigh Valley. In an effort to move towards online learning, the campus has included references to online course and program development in a variety of its planning tools and documents, including the Core Council Action Plan, the 2008-13 Campus Strategic Plan, the 2010-15 Campus Diversity Plan, and the Faculty Senate Academic Affairs Committee’s Approved Online Course Development Documents.
In light of these planning efforts, the changing demographics of our learners, and new demands in the field of education, Penn State Lehigh Valley needs to continue to determine new and innovative ways to ensure and promote the continuing growth of our campus, and in the process, carve a niche for Penn State Lehigh Valley in the local service area. It is imperative that the campus place significant value on the development of online courses and online programs.

According to the Babson Survey Research Group, “Close to or more than two-thirds of the responding CEOs [of higher education institutions] recognized that online programs are strategically important to the institution, yet close to, or less than one-half of respondents actually included online programs in the campus strategic plan.” Penn State Lehigh Valley aims to refute this trend through the following strategic plan which outlines a framework for launching a program on flexible learning options and multiple modalities of learning, to be referred to from hereon as FlexLearning.

The following section, “Current Landscape and Supporting Data,” provides detailed information and figures to support and expand upon the sources mentioned throughout the “Setting the Stage for FlexLearning” section.
### CURRENT LANDSCAPE and SUPPORTING DATA

#### FlexLearning Linkages to Other Campus Planning Documents

| Core Council Recommendations 2012 | The Core Council recommends **building increased faculty capability in online, hybrid or blended program delivery**, providing greater opportunities for engagement in program ventures with the World Campus and other campuses and colleges. The Core Council further recommends the following in regard to new programming and program collaboration:

- Explore a select few additional programs (high demand, high interest) in a consortia arrangement with other Penn State campuses.

- Targeted reviews based on:
  a. high student demand
  b. career oriented
  c. **collaborative possibilities**
  d. maximize faculty and other resources
  e. **use technology, video and online, hybrid and blended**

The Core Council also recommends that the campus leadership implement the programs and strategies identified by the Degree Completion Task Force to **attract returning adult students** to the campus.

| 2008-13 Campus Strategic Plan | **Strategic Initiative 2.1**
**Incorporate current and emerging technology** to increase collaborative efforts among faculty, staff and students.

**Strategic Initiative 3.3**
**Increase transfer and adult student enrollment.**

**Strategic Initiative 8.1**
Partner and **work with regional Penn State campuses** and area colleges to develop and offer programming.

**Strategic Initiative 8.4**
**Collaborate with the World Campus and e-Learning Cooperative** to enhance online learning experiences for students. |
## CURRENT LANDSCAPE and SUPPORTING DATA

### FlexLearning Linkages to Other Campus Planning Documents

| 2010-15 Campus Diversity Strategic Plan | Goal 3.1  
Remain a leader in the Penn State system in regards to the enrollment of diverse populations.  

Goal 3.2  
Increase adult enrollment to foster a more diverse student body. |
|---|---|
|Faculty Senate, Academic Affairs Committee: Approved Documents for Online Course Development | The PSU-LV Academic Committee, in 2011, reviewed and approved a collection of policies and best practices related to online and hybrid course development. These documents include:  
- Best Practices for Online Teaching  
- Best Practices for Course Management  
- Faculty Checklist – Online or Hybrid Courses  
- Online/Hybrid Course Development Proposal  
- Online Course Self-Analysis  
- Supplemental Syllabus Categories for Your Online Course |
### CURRENT LANDSCAPE and SUPPORTING DATA

#### Current Penn State Distance and e-Learning Options

**Blended Learning:** A blended learning approach combines face-to-face classroom methods with online or computer-mediated learning activities to form an integrated instructional approach. The terms, “blended,” “hybrid,” and “mix-mode” are often used interchangeably. Blended learning course delivery requires fewer on-campus course meetings, with online learning activities balancing the difference. They also may be offered in varying accelerated formats.

**Eastern Alliance:** The Eastern Alliance (EA) is a six-campus partnership made up of representatives from Berks, Hazleton, Lehigh Valley, Schuylkill, Wilkes-Barre and Worthington Scranton campuses. The EA oversees the Bachelor of Science in Business (BSBCC) degree program and the Bachelor of Science in Information Sciences and Technology (ISSCC) degree program for Adult Learners. Major courses are delivered in traditional, online, and video conferencing modes in both accelerated and full-term formats.

**e-Learning Cooperative:** Undergraduate Education developed the e-learning cooperative to encourage the sharing of online courses among campuses and colleges. Campuses with online course offerings may choose to offer online course sections through the cooperative while campuses wishing to increase online offerings may request seats in the courses offered through the cooperative.

**Video Conference Courses:** Through the use of the University-supported Polycom™ web conferencing technology, campuses and colleges have the option to coordinate with off-site locations to offer video conferencing courses. The sending site manages the administration of individual course and/or continuing education programs.

**Video Learning Network:** The Video Learning Network (VLN) provides professional certification programs and general education courses through hybrid courses that utilize Polycom™ web conferencing technology in an accelerated 7-week format. University locations participating in the VLN include: Altoona, Berks, Brandywine, DuBois, Behrend, Fayette, Great Valley, Greater Allegheny, Harrisburg, Hazleton, the Learning Center in Lewistown, Lehigh Valley, Mont Alto, New Kensington, Philadelphia Naval Yard, Schuylkill, Shenango, University Park, the Williamsport Center, and York. Penn State Outreach manages all decisions regarding course selections, instructor appointments and the selection of sending/receiving locations.

**Web / Online Courses:** Any PSU college and campus may offer courses that are taught completely in the online format. Responsibility for course design, scheduling, faculty assignment and student registration is handled by the college/campus offering the course.

**World Campus Courses:** World Campus (WC) offers degree programs, certificates and fully online courses. Administered by PSU Outreach, the WC functions as a separate campus entity. During the regular academic year (the fall and spring terms) WC courses are controlled, meaning that students must designate their campus location as WC in order to register. During the summer, students from any PSU campus location may enroll in summer WC courses.

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### 2012 Current Enrollment Figures
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<th>College/University</th>
<th>Online Courses or Programs Offered</th>
<th>Tuition</th>
<th>Other Information</th>
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<td>DeSales University Center Valley, PA</td>
<td>8 bachelors degree program offered online: Accounting, Business Administration, Criminal Justice, Finance, HR Management, Management, Psychology, Theology Additional courses (for online programs) offered as online or hybrid</td>
<td>$417 per credit plus other fees</td>
<td>Courses offered as synchronous (all student meet online together at one specific time for the course) or asynchronous (students complete work online at their time discretion) Up to 75 transfer credits accepted (or 25 transfer courses); credits for experience as well The Distance Education and Institutional Technology Dept’s motto is: “Supporting the Effective Use of Instructional Technology in Center Valley and beyond.”</td>
</tr>
<tr>
<td>Kutztown University Kutztown, PA</td>
<td>Over 50 online courses offered in the 2013 Spring Catalog (25+ of these are 100% online; the others are hybrid)</td>
<td>$429 per credit (PA resident) plus fees</td>
<td>Offers a 100% Online Winter Session with over 40 course options across the curriculum</td>
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<tr>
<td>Lehigh Carbon Community College Schnecksville, PA</td>
<td>7 associate programs offered fully online; 6 associate programs offered 80%+ online</td>
<td>$96-$144 per credit plus fees</td>
<td>Online winter session courses (11 total) are being offered for all students looking to get ahead for spring 2013; runs Dec. 12 - Jan. 15</td>
</tr>
<tr>
<td>Lehigh University Bethlehem, PA</td>
<td>9 online master’s programs offered through the Office of Distance Education Individual courses also offered</td>
<td>$740-$1260 per credit plus $100 online fee</td>
<td>Courses offered through Classroom LIVE (real-time) or Classroom Online (asynchronous)</td>
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<tr>
<td>Northampton Community College Bethlehem, PA</td>
<td>10 associate programs offered entirely online; 3 almost entirely online; 5 partially online</td>
<td>$88-$176 per credit plus fees</td>
<td>Individual courses can be taken outside of program</td>
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* Source: All information and figures were collected from the respective websites of each university/college noted above. (November 19, 2012, Campus Institutional Planning)
**NUMBER OF ONLINE STUDENTS:**
Over 6.1 million students were taking at least one online course during the fall 2010 term, an increase of 560,000 students over the previous year. 31% of higher education students now take at least one course online.

**GROWTH OF ONLINE ENROLLMENTS:**
The 10% growth rate for online enrollments far exceeds the 2% growth in the overall higher education student population. Year-to-year enrollment for full online programs show growth, and many are seeing steady enrollments.

**STUDENT SATISFACTION:**
Academic leaders believe that the level of student satisfaction is equivalent for online and face-to-face courses.

**STRATEGIC TO HIGH EDUCATION:**
65% of higher education institutions say that online learning is a critical part of their long-term strategy.

**TRAINING FOR FACULTY:**
Training for faculty for online course development and implementation continues to increase.

### Total and Online Enrollment in Degree-Granting Postsecondary Institutions: Fall 2002 through Fall 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Annual Growth Rate Total Enrollment</th>
<th>Students Taking at Least One Online Course</th>
<th>Annual Growth Rate Online Enrollment</th>
<th>Online Enrollment as a Percent of Total Enrollment</th>
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<tr>
<td>Fall 2002</td>
<td>16,611,710</td>
<td>NA</td>
<td>1,602,970</td>
<td>NA</td>
<td>9.6%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>16,911,481</td>
<td>1.8%</td>
<td>1,971,397</td>
<td>23.0%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>17,272,043</td>
<td>2.1%</td>
<td>2,329,783</td>
<td>18.2%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>17,487,481</td>
<td>1.2%</td>
<td>3,180,050</td>
<td>36.5%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>17,758,872</td>
<td>1.6%</td>
<td>3,488,381</td>
<td>9.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>18,248,133</td>
<td>2.8%</td>
<td>3,938,111</td>
<td>12.9%</td>
<td>21.6%</td>
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<tr>
<td>Fall 2008</td>
<td>19,102,811</td>
<td>4.7%</td>
<td>4,606,353</td>
<td>16.9%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>19,524,750</td>
<td>2.2%</td>
<td>5,579,022</td>
<td>21.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>19,641,140</td>
<td>0.6%</td>
<td>6,142,280</td>
<td>10.1%</td>
<td>31.3%</td>
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### Type of Training Provided for Faculty Teaching Online: Fall 2009 and Fall 2011

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Fall 2009</th>
<th>Fall 2011</th>
</tr>
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<tbody>
<tr>
<td>Informal mentoring</td>
<td>54.3%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Formal mentoring</td>
<td>33.6%</td>
<td>39.6%</td>
</tr>
<tr>
<td>Internally run training course</td>
<td>59.3%</td>
<td>72.0%</td>
</tr>
<tr>
<td>Externally run training course</td>
<td>14.2%</td>
<td>21.0%</td>
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*All data and figures found in “Going the Distance: Online Education in the United States, 2011” Available at: [http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf](http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf)*
WHAT IS FLEXLEARNING?

Consider the option of taking a course either in the traditional face-to-face, blended or hybrid, or completely online, that is, all these options in one and the same course. A student may even choose to start to take a course in one mode of delivery and later decide to change to a different mode of delivery with no learning deficit.

In such a course, the faculty member designs a course with the learning needs of the students as the primary concern so as to allow students to go from face-to-face to online and vice versa. The faculty member provides course content and activities within an instructional structure that would allow for maximum engagement of student appropriate for both face-to-face and online.

That is what we are calling **FlexLearning**.

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**FlexLearning Definition:**

FlexLearning@Penn State Lehigh Valley is based on the HyFlex course design model, which was developed by Brian J. Beatty (San Francisco State University). The model was developed in response to Dr. Beatty’s students’ need for flexibility in course attendance due to situational and learning preference factors. SLOAN Consortium promotes the Hyflex model and provides training in the methodology. The Educause Learning Institute (ELI) publication, *7 Things You Should Know About HYFLEX Course Model*, describes Hyflex as follows:

HyFlex is a course design model that presents the components of hybrid learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference. Models like HyFlex, which present multiple paths through course content, may work well for courses where students arrive with varying levels of expertise or background in the subject matter. Courses built on the HyFlex model help to break down the boundary between the virtual classroom and the physical one.

Some advantages of FlexLearning course:

- Provides students with options to meet the challenges of various learning needs and disabilities
- Flexibility in scheduling will make courses accessible to all kinds of learners
- Courses can be made available to non-Penn State Lehigh Valley students
- Eliminates problems arising from having to cancel class due to snowstorm
### NEEDS ASSESSMENT

#### Framework and Evaluation Plan

- A framework and structure to evaluate progress of FlexLearning courses and programs
- Best Practices for FlexLearning course delivery
- Rubrics for a new course review process based on Quality Matters
- Evaluation tools to measure success of FlexLearning courses
- A process to ensure that courses meet PSU academic and accreditation requirements (credit hours, etc.)

#### Faculty Support Plan

- A comprehensive faculty development plan with appropriate learning options, technology support, and pedagogical support
- A peer mentoring process to make creation of FlexLearning courses manageable

#### Student Support Plan

- Evaluation of needs of students participating in FlexLearning courses
- Determination of ways to meet those needs

#### Program Offerings and Marketing Plan

- A schedule and plan for rolling out FlexLearning courses and programs
- Recommendations for marketing program to attract new students to the flexible learning opportunities

#### Collaboration and Support Plan

- A plan to work with other campuses, colleges, and PSU entities to ensure integration of course offerings
- Outline of processes, resources, and support that makes use of existing structures to avoid duplication of effort
## GOALS

### GOAL ONE:

Ensure that faculty members have the ability to deliver any and all courses as FlexLearning courses.

### GOAL TWO:

Proactively adopt emerging educational technologies for the effective delivery of FlexLearning courses.

### GOAL THREE:

Ensure that PSU-LV FlexLearning course offerings meet the universally recognized standards of Quality Matters.

### GOAL FOUR:

Capitalize on existing resources and newly created cooperative ventures within the Penn State University system.
## STRATEGIES

### GOAL ONE:
Ensure that faculty members have the ability to deliver any and all courses as FlexLearning courses

- PSU-LV faculty members will initially take the OL2000 course offered by World Campus, free to all Penn State faculty, full time and part time.

- PSU-LV faculty members will take a follow-up PSU-LV tailored OL2200LV course facilitated by the campus Instruction Design Specialist (IDS) and assisted by the Media Commons Coordinator (MCC) during the second session of the Spring semester or the first session of the Summer.

- PSU-LV faculty members participating in OL2200LV will choose one of their regularly offered courses to serve as project content for OL2200LV.

- Normal preparation of course materials, i.e. notes, assignments, projects, activities, et. al., should be done with software that can generate web-based, accessible content.

- PSU-LV faculty members will continuously explore effective and innovative course assessment tools that do not require proctoring.

### GOAL TWO:
Proactively adopt emerging technologies for the effective delivery of FlexLearning courses

- PSU-LV faculty members will extensively use PSU's Course Management System (CMS), currently ANGEL, or whatever may replace it in the future, as an integral tool for all their courses.

- PSU-LV Teaching Learning Assistant (TLA) Program will serve as ongoing support for faculty course development, in addition to programs and assistance from the IDS and MCC.

- Through the office of the IDS, and in collaboration with MCC, PSU-LV will periodically offer workshops to allow faculty members to obtain skills for the innovative incorporation and adoption of emerging educational technologies in their courses.

- An annual campus FlexLearning Colloquy will be held to share successes and challenges.

- Encourage faculty members to publish results and accomplishments of the new FlexLearning initiative.
GOAL THREE:
Ensure that PSU-LV FlexLearning course offerings meet the universally-recognized standards of Quality Matters

- PSU-LV FlexLearning courses will be reviewed prior to delivery, not for content, but for effective engagement and interaction, with the campus Coordinator of FlexLearning, IDS, MCC and the Reference Librarian serving as the team of reviewers. The team will submit its recommendation to the DAA for the final approval.

- Courses will be evaluated based on criteria established by the universally recognized Quality Matters program.

- PSU-LV FlexLearning Best Practices will be periodically updated by the campus IDS reflecting the effective and innovative utilization of emerging educational technologies.

- As more faculty members become experienced in the delivery of FlexLearning courses, a peer review system and mentors program will be established.

GOAL FOUR:
Capitalize on existing resources and newly-created cooperative ventures within the Penn State University system

- Establish a registration code that reflects the unique nature of FlexLearning courses.

- Collaborate with campus departments for marketing and student support.

- PSU-LV FlexLearning courses will be offered through the eLearning Cooperative, and/or Eastern Alliance, and/or VLN, whenever appropriate to reach more students beyond the confines of the campus.

- Participate with other campuses in Penn State University’s Center for Online Innovation in Learning (COIL) and other online strategic committees.

- Share and collaborate with other campuses/colleges whenever feasible.
<table>
<thead>
<tr>
<th>TIMELINE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013</td>
<td>• Present FlexLearning Strategic Plan</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>• Faculty members take OL2000, if they still have not</td>
</tr>
<tr>
<td>Late Spring /</td>
<td>• Faculty members take OL2200LV</td>
</tr>
<tr>
<td>Early Summer 2013</td>
<td>• Faculty members begin designing their FlexLearning Course</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>• Faculty members develop their first FlexLearning COURSE</td>
</tr>
<tr>
<td></td>
<td>• Begin planning for FlexLearning PROGRAMS</td>
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<tr>
<td>Fall 2013</td>
<td>• Offer first round of FlexLearning COURSES</td>
</tr>
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<td></td>
<td>• Offer IST TLA Training Program and every fall thereafter</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>• Hold First Annual FlexLearning Colloquy and every spring thereafter</td>
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<tr>
<td>Fall 2014</td>
<td>• Offer first round of FlexLearning PROGRAMS</td>
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<tr>
<td>GOAL</td>
<td>TARGET</td>
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<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Ensure that faculty members have the ability to deliver any and all courses as FlexLearning courses</td>
<td>• 90% of full-time faculty members take OL2000 and OL2200LV</td>
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<tr>
<td></td>
<td>• 50% of adjunct faculty members take OL2000 and OL2200LV</td>
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<tr>
<td>Proactively adopt emerging educational technologies for the effective delivery of FlexLearning courses</td>
<td>• 90% of faculty members use a Penn State course management system for their courses</td>
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<td>• Offer FlexLearning Colloquy on an annual basis</td>
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<tr>
<td>Ensure that PSU-LV FlexLearning course offerings meet the universally-recognized standards of Quality Matters</td>
<td>• Establishment of a Quality Matters course review team</td>
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<tr>
<td></td>
<td>• Establishment of a set of quality criteria for course review based on Quality Matters</td>
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<tr>
<td>Capitalize on existing resources and newly-created cooperative ventures within the Penn State University system</td>
<td>• Establishment of FlexLearning course code for the PSU Course Catalog</td>
</tr>
<tr>
<td></td>
<td>• Evidence of collaboration with campus departments</td>
</tr>
<tr>
<td></td>
<td>• Evidence of collaboration with other Penn State campuses/colleges</td>
</tr>
</tbody>
</table>
REFERENCES


(3) *Fact Book*, Penn State University, University Budget Office. Available at: http://www.budget.psu.edu/factbook/.


(6) Penn State Enrollment Information System (EIS)

(7) Penn State Lehigh Valley Enrollment Strategic Plan


RESOURCES


7 Things You Should Know About The HyFlex Course Model, EDUCAUSE Learning Initiative (ELI), http://www.educause.edu/library/resources/7-things-you-should-know-about-hyflex-course-model November 9, 2010

Bruce Rosenbloom, *Envisioning Online Learning* Blog. It provides links to many publications with background data, including "Class Differences: Online Education in the United States," 201: http://onlinelearning.commons.gc.cuny.edu/
The Penn State Lehigh Valley’s Faculty Senate Academic Affairs Committee, in 2011, approved and submitted a collection of policies and best practices related to online and hybrid course development.

The following is a summary of these policies and practices:

**Best Practices for Online Teaching**

This document serves as a basic introduction to online teaching for an instructor who has not previously taught in an online environment. It begins with definitions of online, hybrid, and traditional courses and provides general background information about online course design. A roadmap guides the new-to-online instructor with the recommended steps to acquire the knowledge needed to become an online teacher.

**Best Practices for Course Management**

These practices were adapted from "Online Instructor Performance Best Practices and Expectations," by Annie Taylor, and published by The John A. Dutton e-Education Institute ([https://www.e-education.psu.edu/bestpractices](https://www.e-education.psu.edu/bestpractices)). Instructor performance expectations are listed, along with explanations of why these expectations are important.

**Faculty Checklist – Online or Hybrid Courses**

This document provides the instructor with a timeline to-do list for managing an online course (or any course, for that matter). Beginning weeks before the course starts, each step of the course delivery process is described, along with links to further information. This list is helpful in preventing the instructor from missing a critical component of the course. The information was modified from information provided by the John A. Dutton e-Education Institute ([https://www.e-education.psu.edu](https://www.e-education.psu.edu)) and its editor, Ann Taylor.

**Online/Hybrid Course Development Proposal**

Based on models from other PSU campuses, this form was developed to ensure that everyone involved in the delivery of an online or hybrid course – including the registrar, the DAA, the instructional designer and others – is aware that the course is happening. It also helps to ensure that the instructor has met the qualifications set forth in the Academic Affairs Policies and Best Practices documents.
## Online Course Self-Analysis

Since we do not have a formal review process for all online and hybrid courses, this checklist serves as a guide for the instructor to ensure that his/her course meets basic design quality standards. With this self-analysis, an instructor can evaluate each of the criteria and assess its presence in the course. These guidelines are based on internationally-recognized Quality Matters must-have components of an online course. It’s a great way for an instructor to review the strengths of the course, as well as areas where the course might be improved. This checklist has also proven useful as a guide for peer-review of course design, should the instructor choose to elicit the input of a colleague.

## Supplemental Syllabus Categories for Your Online Course

Because online courses differ in certain respects from traditional classroom courses, there are some additional sections that should be added to the regular online course syllabus. This document covers areas such as hardware and software requirements, participation requirements, synchronous meetings, office hours, response times, and assessments/evaluations. There are also questions for instructors to consider about universal design and access as they prepare their online course.
Best Practices for Online Teaching

Definitions

**Traditional course** – a face-to-face course taught in a synchronous manner (students and instructor meet in person at a specific time). Online resources may be used to augment the course, but this is not a hybrid course.

**Hybrid course** – a course that is designed with both face-to-face meetings and an online component. The online portion takes the place of some classroom seat time. The amount of face time and the amount of online time should be specified in the course description. The syllabus should specify all required synchronous meetings (students meet together at a specific time, either in person or online).

**Online course** – a totally asynchronous course with no specified meeting times and no face-to-face requirement. There are still due dates and scheduled assignments, but there are no scheduled classroom meetings.

Online Course Requirements

The syllabus should include an estimated percentage of face to face contact vs. online work if the course is described as hybrid.

Make sure the student knows what to expect in the course.

The instructor must be personally available to the students. For an online course, this means online office hours or letting students know when and how you can be reached.

The Registrar must be informed if you are teaching a hybrid course since rooms will need to be reserved for specific dates and times and the Web aspect of the course needs to show in the “Schedule of Courses”.

Our goal is to design courses that meet the needs of our students. Although Penn State Lehigh Valley instructors have flexibility in the development of their online courses, the courses should follow a similar navigation system so students do not need to relearn a new navigation system for each course. Online and hybrid courses must use ANGEL as the course management system to allow for student and administrative record keeping. Instructors are not limited to the use of ANGEL for course content, but should link from ANGEL to any other course resources.

Use ANGEL for student email communication. Using ANGEL email allows for a record of communications, consistency in communication, and ease in locating messages.
Course Design

If you have not taught an online or hybrid course before, you should:

1. Take OL2000, the course in Effective Online Teaching available through PSU Outreach Faculty Development (http://psuwcfacdev.ning.com)

2. Obtain the approval of your DAA and complete the Online/Hybrid Course Development Proposal.

3. Use the Online Course Self-Analysis to help in your course design process. Schedule a meeting with an instructional designer for suggestions/help on the topics covered in the Online Course Self-Analysis.

4. Complete the Faculty Checklist – Online or Hybrid Course to make sure you have not missed any details.

5. Consult the Supplemental Syllabus Categories for Your Online Course since an online course syllabus requires additional information that is typically not included in a traditional course.

Read the following in order to obtain helpful information for development of a successful online course:

Best Practices for Course Management (Lehigh Valley Course Management Best Practices)
The online learning environment presents a unique set of challenges that require clear definition of instructor performance. The following Instructor Performance Expectations are considered best practices. They identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment.

As a course instructor, it is anticipated that you will

1. **Follow the established course start and end dates.** When students register for your course, they expect that it will start and end as stated in the Schedule of Courses. Schedule adjustments may, however, be needed to meet deadlines for graduating students and others with special circumstances.

2. **Follow the Faculty Checklist - Online or Hybrid Courses document.** This document outlines things that should be done on a daily, weekly, or semester basis.

3. **Monitor assignment submissions, and communicate and remind students of missed and/or upcoming deadlines.** You can help insure a successful learning experience by practising proactive course management strategies.

4. **Establish and communicate to students, early in the course, a regular schedule for when you will be logging into the course.**

5. **Give prior notice to your students in the event that you will be unable to log into the course for several days or more** (e.g., during professional travel). This will help to forestall student inquiries. In cases of personal emergency, you should notify students as soon as possible if you will be away from the course.

6. **Provide feedback to student inquiries within one business day.** Because online learners must manage their time carefully, timely instructor feedback is especially important to them. If you cannot provide a detailed response within one business day, it is suggested that you respond to the students within one business day to simply let them know when a more detailed response will be provided.

7. **Provide meaningful feedback on student work using clear and concise language.** When providing feedback on student work, you have an ideal "teachable moment". Simply telling a student "good job" or "needs work" does not give them the information they need to succeed. They need (and want) more specifics. What was it that made the work good? What needs work and how can they improve specifically?
8. Post final course grades to eLion within two business days of the course end date and/or receipt of the final assignment/exam, in accordance with University policy.

9. Make sure you have immediate and predictable access to the same technology that is required for students in your course. A sample of technology requirements (these happen to be for World Campus courses) is available at: https://courses.worldcampus.psu.edu/public/diagnostics/general.shtml [1]

10. Encourage your students to complete the SRTE evaluations at the end of the course. At the end of each semester, please send your students a note encouraging them to complete the survey and assuring them that the information will be used to improve the course. Research has shown that the biggest influence on whether a student completes an end-of-course survey is the instructor.

Links: [1] https://courses.worldcampus.psu.edu/public/diagnostics/general.shtml

Additional Penn State resources for teaching online include:

Managing Your Online Class
https://www.e-education.psu.edu/facdev/managingyouronlineclass

Online Instructor Performance Best Practices and Expectations
http://psuwcfacdev.ning.com/page/online-instructor-performance

Penn State Resources page
http://psuwcfacdev.ning.com/page/penn-state-resources
Policies, References and Teaching Resources

Web and Social Media Best Practices
http://agsci.psu.edu/communications/web/best-practices
### Managing an Online Course

This document provides you with a to-do list for delivering a class online, from before the class begins to after it ends.

#### Several Weeks (or more!) Before Your Class Begins

1. **Create a course schedule and syllabus.**

2. **Assess your course using the Online Course Self-Analysis checklist and perhaps consult with an instructional designer or a peer experienced with online teaching.**

3. **Make a new copy of your ANGEL course** (if you have taught your course in ANGEL previously and want to reuse the same materials for the upcoming term). The Copy Course utility in ANGEL allows course editors to copy an entire ANGEL course or group. You must have course editing rights in the courses or groups you are copying to and from. The Copy Course process occurs within ANGEL eliminates any need to download a course export and then upload this back into ANGEL.

   Need help? See [Copy Course](#).

4. **Review your course content and fix any broken hyperlinks, images, etc.**

5. **Update your syllabus and any other instructor-specific course materials.**

6. **Update your course calendar.** Many faculty use the ANGEL "Calendar" tool to help students visually see important due dates. Others prefer to include that information on their syllabus or a stand-alone web page. Regardless of location, busy students appreciate having this information.

   Need help? See [Add a Calendar Event](#).

7. **Reactivate your Library Reserves** (if applicable). If you had items on "e-Reserves" ("Library Reserves" through ANGEL) previously and want to reuse them this semester, you need to let the University Libraries know by going to [https://www.libraries.psu.edu/psul/secure/forms/reservesforms/reactres.html](https://www.libraries.psu.edu/psul/secure/forms/reservesforms/reactres.html) and completing their form.

8. **Update any content open/close dates.** Some faculty like to set items under the Lessons tab in ANGEL to automatically be hidden or revealed on certain dates/times.

   Need help? See [Content Dates](#).
9. **Merge your course sections**, if applicable.
   
   Need help? See [Merge Multiple Cross Sections or Cross-listed Courses](#).

10. **Set up ANGEL Gradebook** to keep track of student grades.
    
    Need help? See [Gradebook Setup](#).

11. **Send your students a welcome note** (either by e-mail, snail mail, or both!) that tells them:
    
    a. The URL/location of the course  
    b. The URL/location of the syllabus  
    c. How to login (typically using their Penn State Access Account user ID and password)  
    d. What materials they need to purchase and where they can get them  
    e. Who to contact if they need technical assistance (students should contact the ITS Help Desk)
    
    NOTE: It is suggest that you send your class welcome letter out at least once per week through the first week or two of class (to cover late adds)

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### One Week Before the Class Starts (a.k.a. Orientation Week)

A standard practice for online courses is to give students an "orientation week" — access to the class one week before it officially begins. This practice enables distance learners to try out their Penn State Access Accounts and to familiarize themselves with the class environment so that they will be comfortable and ready to learn on the first day of class.

1. **"Enable" your class.**
   
   Need help? See [Learn how to “Activate” a Class](#).
   
   NOTE: Students are automatically given access to your class as they register but can only view a course that is activated.

2. **Provide formal orientation materials** to help your students get used to your class and the class environment.
### Faculty Checklist – Online or Hybrid Courses

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#### During the First Week of Class

**Contact students who have not accessed your ANGEL site.** In ANGEL, you can easily see who has, and has not, accessed your class. If a student hasn't accessed the class yet, there may be a problem that needs your attention.

**NOTE:** When using ANGEL to send an e-mail to students who haven't accessed your class in ANGEL yet, you will want to be sure to send a copy to their Internet (non-ANGEL) e-mail address!

- Learn how to “Send Class Mail”[^13]
- Learn how to “Create a Whodunit Report”[^14]

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#### During Week 3 through 6 (or 25% - 50% into the class for non-standard offerings)

**Undergraduate Courses - Submit your Early Progress Reports.** Early Progress Reports are formal e-mail alerts sent by instructors early in the semester to students who are earning grades below a C performance in one or more courses. Instructors use a tool in eLion to initiate these reports. For more information, see [Early Progress Reports](#)[^15]

---

3. **Hide select class materials from student view.** (Optional)
   If there are materials that you are not ready to have students see, it is possible to "hide" materials in ANGEL and also in content management systems like Drupal.

   - Learn how to restrict access to materials that are located at Angel[^9]
   - To do this in Drupal, see our [Drupal Tips page](#)[^10]

4. **Post a “welcome” announcement for your students.**

   - Need help? See “Add new announcement”[^11]

   If you imported your course contents from a previous ANGEL section, your announcements will have automatically been imported as well.
   - See how to edit/delete and reuse your old announcements[^12]

---

[^9]: Learn how to restrict access to materials that are located at Angel
[^10]: To do this in Drupal, see our Drupal Tips page
[^11]: Need help? See “Add new announcement”
[^12]: See how to edit/delete and reuse your old announcements
[^13]: Learn how to “Send Class Mail”
[^14]: Learn how to “Create a Whodunit Report”
[^15]: [Early Progress Reports](#)
On a Daily Basis throughout the Class

How often you check the class is an individual decision, but you should let your students know, up front, how often they can expect to hear from you. Checking in at least once each business day and once over the weekend is a good way to keep in touch and to keep the e-mail and discussion forums from piling too high!

1. **Check the Discussion Forums.**
   If you prefer, you can have all discussion forum posts forwarded to your email.
   
   See how to “[Subscribe to a Discussion Forum](#)[16]

2. **Check the class e-mail tool for new messages.**
   You have the option of forwarding a COPY of your class e-mail to your personal e-mail address.

   If you are new to ANGEL, and you want your email forwarded, see how “[Forward ANGEL mail to non-Penn State Address](#)[18]
   (Those directions work for Penn State addresses, too.)

   **NOTE:** You cannot reply to ANGEL class mail messages from outside ANGEL. You can only reply from within the class.

3. **Grade all assignments.** Students appreciate timely feedback on their assignments...and will let you know if they feel they are waiting too long! ;-)

   If you use Drop Boxes in ANGEL, see how to “[Review and Grade a Drop Box Submission](#).[19]
On a Weekly Basis throughout the Class

Once a week (preferably on the same day each week) we recommend that you:

1. **Post a note in the class announcement area**, telling students what you will be covering in the coming week and reminding them of any due dates.

2. **Update your class schedule** with any new or revised due dates.

3. **Summarize discussion forum conversations**, since it can be hard to bring a close to the discussion and/or cull out the important points before moving on to other discussions.

4. **Consider holding online office hours**. Giving your students a chance to communicate with you in real-time can help build strong relationships and motivate students to fully engage in the class. Two popular options for conducting live office hours with geographically dispersed students are chat rooms (text-based discussions) and Adobe Connect (web conferencing) sessions. Just let your students know when and how to join your office hours!

   To add a chat room to ANGEL, see how to “Add a Chat Room”.[23]

   To use Adobe Connect:

   - Ask your learning designer to create an Adobe Connect meeting room for your use
   - Review the great resources on the [Adobe Connect support site](http://www.adobe.com/support) to get started.[24]

At Mid-Semester

**Gather mid-semester feedback** from your students. Administering a mid-class evaluation is a great way to see how your class is going from a student perspective. There are several options for gathering this information.

- Create an **ANGEL survey** where you ask personalized, class specific questions. (See Create a Survey)[25]

- Use Penn State’s **“Student Evaluation of Educational Quality”** (SEEQ). The SEEQ is administered by the Schreyer Institute and can be given to your students online. For more information, see “[http://www.shreyerinstitute.psu.edu/Tools/SEEQ](http://www.shreyerinstitute.psu.edu/Tools/SEEQ)”.[26]
## Faculty Checklist – Online or Hybrid Courses

Download Faculty Checklist – Online or Hybrid Courses (pdf file)

### Before the Class Ends

**Encourage your students to complete the online SRTE.**  
Research has shown that the biggest influence on whether a student completes an end-of-class survey is the instructor! So a note from you that encourages your students to complete the survey and that assures them that the information will be used to improve the class is important.

Have questions about online SRTE? See the [FAQs About Online SRTEs].(@)

### On the Last Day of Class

1. **Post an end-of-class announcement** to wrap-up to the class. Include a final request to complete the SRTE!

2. **Handle any deferred grade requests** (see Senate Policy 48-40) [@]

3. **IF the class utilizes an e-portfolio**, suggest that students download a copy of their e-portfolio if this is their last class in the program.

4. **Post final grades** on e-Lion within 2 days of the end of the class.
Sources and Links

Source URL: (https://www.e-education.psu.edu/facdev/managingyouronlineclass)

Links:
[3] https://www.libraries.psu.edu/psul/secure/forms/reservesforms/reactres.html
[8] https://www.e-education.psu.edu/earth501/node/1627
[10] https://www.e-education.psu.edu/facdev/drupal6_tips#hideshow
[15] https://esp.e-education.psu.edu/node/17
[22] https://www.e-education.psu.edu/files/sites/file/KayShattuck_DiscussionSummaryExample.pdf
[27] http://www.srte.psu.edu/OnlineFAQ/

## Online / Hybrid Course Development Proposal

Download Online/Hybrid Course Developmental Proposal Form (pdf file)

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<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td>Division:</td>
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<tr>
<td>Course ID &amp; Title:</td>
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What is the first semester this course will be offered?  

Instructional support is available. Have you planned so there is enough time for meaningful feedback?  

Suggested enrollment cap.  

Resources required for development.  

Will you be using online resources and assessments provided by a 3rd party publisher? If so, has any necessary copyright permission been obtained?  

I have completed the required hybrid / online instructional training, as well as all necessary ANGEL training [http://psuwcfacdev.ning.com](http://psuwcfacdev.ning.com)  

Please describe your qualifications to teach this course in an online format and attach to this sheet. Be sure to address:  
(a) Why do you want to develop and teach this course online?  
(b) What is your past experience with distance or online education, if any?  
(c) What is your level of technology in your current courses and level of competencies with technology? (Please attach training deliverables to this form: revised syllabus, course outline, first learning module).  

Qualifications attached:  
Revised syllabus attached:  
Course outline attached:  
First learning module attached:  

I have read and will abide by Penn State’s quality assurance standards for online learning. ([http://weblearning.psu.edu/quality-matters/penn-state-quality-assurance-standards](http://weblearning.psu.edu/quality-matters/penn-state-quality-assurance-standards))  

### Administrative Support

Have you met with the Director of Academic Affairs to discuss offering this course online / hybrid?  

Director of Academic Affairs Signature: x  
Date:   

Has the registrar been informed of the nature of this course? Online? Hybrid?  

Registrar Signature: x  
Date:   

[34]
# Online Course Self Analysis

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## Overall Site Design

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<td>Clear, friendly introduction/welcome to students (Announcements)</td>
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<td>Instructor background information, contact information and office hours clearly presented</td>
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<td>Course design/layout is user friendly</td>
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<tr>
<td>Course requirements are clearly defined for students</td>
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<td>Multimedia and external resources are included and functioning (MP3 files and Web links work)</td>
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<tr>
<td>Technology requirements for the course and Help Desk information are available</td>
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<td>Accessibility issues have been considered</td>
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## Syllabus

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<td>Participation and interaction levels are clearly stated Learning objectives and measurable outcomes are identified</td>
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<tr>
<td>Communication procedures and timeframe for faculty feedback/responses to student are clearly stated</td>
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<tr>
<td>Includes grading policy and weights</td>
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## Documentation

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<td>All resources—articles, movies, etc.--are cited appropriately</td>
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<td>Folders, items and external links are annotated and include directional words as appropriate (in here, click below, URLs)</td>
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<td>Consistent file naming convention that includes both the file name and file extension (ex., Paper1.doc)</td>
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# Online Course Self Analysis

Download [Online Course Self Analysis](pdf file)

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<tr>
<td>A variety of assignments exists throughout course — self-checks, portfolios, quizzes, projects, oral presentations</td>
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<tr>
<td>Gives clear instruction about the deadline and submission method of online assignments</td>
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<tr>
<td>Assignments are clearly explained with grading rubrics and examples when applicable</td>
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<table>
<thead>
<tr>
<th>Class Interaction Plans</th>
<th>Yes</th>
<th>No</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board features different forums for new topics</td>
<td></td>
<td></td>
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<tr>
<td>Instructor intends regular participation in threaded discussion (as participant and/or summarizer)</td>
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<tr>
<td>Instructor designed activities for meaningful student-to-student online interaction</td>
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<tr>
<td>Instructor designed activities for meaningful student-to-instructor online interaction</td>
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<tr>
<td>Instructor designed activities for meaningful student-to-content online interaction</td>
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## Elaborate briefly about your class interaction plans:

<table>
<thead>
<tr>
<th>Strengths of Your Course:</th>
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<tr>
<th>Areas to Improve in Your Course:</th>
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</table>
Because online courses differ in certain respects from traditional classroom courses, there are additional sections that you should consider adding to your online syllabus, including:

### Specific Hardware and Software Requirements

Your students should definitely have high speed Internet access. Do they need a specific operating system? Do they need a headset or speakers? Do they need a specific sound card, or a minimum processor speed? Do they need a specific version of software? Is the software available for a free trial or do they need to purchase the software? Where can they get the software they need?

### Participation Requirements

Since you cannot enforce seat time or attendance in an online course, you need to consider participation. The participation policy should clearly outline the expectations of the instructor and the level of interaction required by the students. How will you grade participation? Will you count the number of posts? Will you count how many questions a student asks? Will you grade participation in interactive exercises? Do you have rubrics so students know exactly how much participation or interactivity is required of them and how you will be grading them? Do you have requirements on quality of participation, or just quantity? You also need to consider, and make clear to the students, how much time they will need to put into the course to be successful.

### Synchronous Sessions

Students need to be aware, before they enroll in your course, if there are any required synchronous components(e.g., live chats, synchronous meetings at specified times, etc.). Online courses are designed to be convenient for students to fit into their schedule, so it is a good idea to limit synchronous activity unless it is critical for teaching or learning the material. Dates and times for any synchronous activities need to be specified and communicated clearly at the beginning of the course. Totally online courses rule out any in-person, required meetings. If your course requires this type of interaction, it is probably best suited to be a labeled a hybrid course.
**Office Hour**

Be specific about when and how students should contact you for assistance. Will you have online office hours (using Elluminate, Adobe Connect, or some other online communication product)? Will you be available by phone, or email? If so, when? Will you have a place in your course designed for students to ask questions?

**Response Time**

Be sure to let students know how accessible you will be and how quickly you will return requests for assistance. Provide for online office hours, let them know when you typically read and respond to emails, and let them know if you are not available weekends, etc. This puts some demands on you, but it also lessens some of the stress on students if they know that you will not be answering email requests 24 hours a day. This also helps with retention and motivation of students. Being “available” is an important part of an online instructor’s responsibilities.

**Assessment / Evaluation**

Online courses provide a challenge for testing students. Will you require students to take exams synchronously? Will students need to make arrangements for proctored exams? How much time will you give students to take an exam? The best evaluation for an online course is one that is difficult to cheat on but effectively measures understanding. Consider moving away from multiple choice questions to something that requires higher order thinking and thoughtful responses.

**Other Items to Consider**

How will you make your syllabus available to students before class starts?

Will you contact your students via email or phone before the class starts?

What sorts of activities will you provide to enhance interactivity?

How will you deal with accessibility issues?

Have you worked through copyright issues for any copyrighted material your course uses?

How will students access rich media content?
### FACULTY MEMORANDUM of COMMITMENT

**Name of Faculty:** [Name]

**FlexLearning Course:**
- NAME
- NUMBER

**Semester for Delivery:**
- I agree to develop the above mentioned course for delivery as a FlexLearning course.

<table>
<thead>
<tr>
<th>Initials</th>
<th>OL Course</th>
<th>Semester Taken</th>
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<tbody>
<tr>
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<td>OL2000</td>
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<td></td>
<td>OL2200LV</td>
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<td>OL2700</td>
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Initials: Complete checklist to indicate acceptance of terms of the following documents which have been approved by PSU-LV Faculty Senate Academic Affairs Committee
- Best Practices for Online Teaching
- Best Practices for Course Management
- Faculty Checklist – Online or Hybrid Courses
- Online / Hybrid Course Proposal Development
- Online Course Self Analysis
- Supplemental Syllabus Categories for Your Online Course

**RECOMMENDED**

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<thead>
<tr>
<th>RECOMMENDED</th>
<th>Signature of Coordinator of FlexLearning</th>
<th>Date</th>
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<tbody>
<tr>
<td>☐ YES</td>
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<td>☐ NO</td>
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Recommendations (continue at the back if necessary):

**APPROVED**

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<tr>
<th>APPROVED</th>
<th>Signature of Director of Academic Affairs</th>
<th>Date</th>
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<tbody>
<tr>
<td>☐ YES</td>
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<tr>
<td>☐ NO</td>
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Comments (continue at the back if necessary):

Submit to Karr McCluskey