Course and Program Modality / Selection Factors – Planning Worksheet

Determining which courses in a program should be taught online, hybrid, or face-to-face (F2F) takes consideration and planning. Not all courses are satisfactorily taught online. Creating a fully online course is also a complex and time-intensive project, but one that can yield many benefits for an academic department. When selecting a course to be taught online, consider the following factors:

PROGRAM		
Considerations	**Annotation**	**Notes**
WASC Accreditation and approvals	Programs seeking to create online courses that total greater than 50% of the curriculum must seek additional WASC approval using the ***substantive change*** process. The CSU Chancellor's Office must also approve the change.	
Program Coherence	Online courses are approved to be taught online --and ideally fit into the larger curriculum of the department. Online course selection is determined by program and enrollment demands.	
Student Readiness	The department has surveyed majors and determined which courses will best succeed online. The department has made provisions for students to succeed online with published expectations, tutorials, online advising, etc., including standards of behavior.	
Curriculum Refresh	The curriculum may need updating to attract future students, post-pandemic.	
Demand or Need for a Fully Online Degree or Certificate Program	Cal State LA offers only two fully online programs, in contrast to other CSUs. The department has determined that a fully online degree or certificate program would help promote their academic reputation, expand access to non-traditional, adult learners, would meet current and future workforce needs, and can be offered via the College of PaGE. The department is committed to discussions of which courses are best offered online and are marketable in the greater LA area. Will all courses in the curriculum program go through a fully online redesign? Is the dept prepared to market and deliver the program as an online program? Does the curriculum have relevance for many adult learners and working professionals? What is the demographic and or workforce needs of the target population? How does this program fit with your department or the institution's promotional campaign? For example, Cal State LA is a university focused on upward mobility.	

COURSE		
Considerations	**Annotation**	**Notes**
Frequency Offered, Number of Sections Offered, Total Enrollment, Intersession Availability	Consider the scale of offering this course online. Online courses will not be limited by classroom availability or size. Factors include how often the department offers this course (each semester, intersessions, once a year). Consider the total number of sections and enrollments. Prioritize courses with high enrollment and large numbers of sections that could benefit from having additional section offerings assigned at the last minute. Consider courses that will provide value to students when offered during intersessions.	
Online (not Remote) Course Redesign	Well-designed, fully online courses are not the same as remote courses. Prior to the use of emergency remote instruction (2020-2021), Cal State LA utilized two modes of online instruction: fully online (100% of course conducted online) and hybrid (26% to 99% of the course conducted online). Fully online courses feature an aligned set of assignments, activities, instructional materials, and student instructions *that can be taught asynchronously*. Students should be able to complete all coursework without needing to visit the campus. Instruction in a fully online, asynchronous course is not dependent on a live, instructor-led meeting via web-conference (Zoom). Students must be able to engage with the course at any time to ensure maximum schedule flexibility. For courses where the immediacy factor of live- or in-person communication is important, consider hybrid or a redesign of current face-to-face instruction (active learning or flipped model).	
Student Characteristics	Lower-division and first-year undergraduate students may already lack experience in higher education learning environments, especially asynchronous online environments. Consider the level of students typically enrolled in the proposed course and what impact learning online will have on the success of these students. Online courses should be mindfully designed for equity and inclusion.	
Technology or Equipment Requirements	Beyond access to a laptop, webcam, and persistent internet, does the course require special software, additional tools, and/or lab equipment typically found on campus? If so, will students have access to these without the need to visit campus? Consider whether additional costs (*e.g.*, online labs, editing software) are needed to successfully run the course fully online.	
Consider external CSU students in the course	**AB 386** (aka *Concurrent Enrollment)* allows any student in the CSU to enroll in a fully online course offered at another CSU campus if they meet the course prerequisites and have attended their home campus for at least one term. Registered students must be able to complete all coursework without ever	

COURSE		
Considerations	**Annotation**	**Notes**
	visiting the Cal State LA campus. Concurrent enrollment is appealing to other CSU students seeking GE courses.	
Recognition	A quality aligned course that is developed for a fully online environment has the potential to feature the department beyond the LA campus. A blueprint course could qualify for Course Match through the CSU and have financial benefits. The resulting course may also qualify for QM certification, a nationally recognized distinction for the faculty and department involved.	

FACULTY		
Considerations	**Annotation**	**Notes**
Collaboration on Multi-Section Courses	Development of commonly offered online courses should be done by a departmental team to create scale/sustainability. More than one instructor should be able to teach the course. Working as a team to design a blueprint for multi-section online courses ensures curricular coherence, quality, communicates expectations to students, and builds an effective cadre of instructors who can teach the course at a moment's notice. The blueprint or common course can also help scale a fully online program offered through PaGE.	
Professional Development Opportunities	This retreat showcases opportunities for all faculty to further develop their teaching practice. Consider the value of involving **lecturers** as this affects department recruitment and student retention—especially courses in the lower-division, which are taught primarily by lecturers.	
Teaching Load	Faculty should expect to work on their online course design and development a minimum of 5-8 hours a week. Consider existing faculty workload and its impact on this time-intensive project.	
Experience Teaching Proposed Courses	Faculty should have recent experience teaching the proposed course at Cal State LA. Faculty members who want to teach online but may not have access to design a course can still participate in CETL and other programming, such as TEACH or ACUE.	
Experience Designing a Hybrid/Online course	Faculty will have completed Quality Matters (or other) quality assurance programs, including peer review, as part of an online redesign.	

FACULTY		
Considerations	**Annotation**	**Notes**
Experience or Familiarity with Accessibility or universal Design for Learning (UDL)	Instructional materials in an online course must be accessible for all students, as per federal law. Although there are resources for faculty to help make materials accessible (*e.g*., ITS Accessibility, OSD, Ally in Canvas), Faculty should be familiar with accessibility standards and be willing to work with the tools and resources available to ensure all course instructional materials are accessible to all students. This is inclusive teaching practice.	

DEPARTMENT/COLLEGE		
Considerations	**Annotation**	**Notes**
Openness to and Interest in Online Learning	Consider the department's perspective on online learning. Consider the beliefs and perceptions of department faculty.	
Openness to Use of Common Courses (for Multi-sections)	Common online course structures should be shared with all instructors teaching a multi-section course and can include a common syllabus. Consider the willingness of instructors to use communal materials (such as a Canvas Blueprint course) that their own course content may supplement. Coordinated multi-section courses are demonstrated to improve student learning and are easier for lecturers to adopt when they are scheduled to teach at the last minute.	
Standard-Setting	Consider whether the department or college is willing to set standards that "certify" faculty as ready to teach in online/hybrid environments (*e.g.,* QM, OCDP, CETL TEACH). Determining faculty readiness to teach online/hybrid remains the purview of the College/Department, not CETL.	
Openness to Modifying Course Proposal and SLOs	Course modifications must be submitted for any course not already approved for online delivery. Consider whether department curriculum committees are open to modifications arising from the redesign of the course.	