

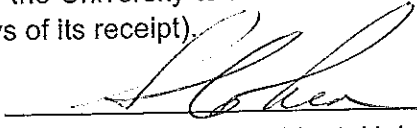
Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 17.18.022B

TO: President Zulma Toro
FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Online Learning Committee Report** is presented to you for your consideration.
2. This motion was adopted by the University Senate on **03/19/2018**.
3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.
4. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.
 - a) By **03/22/2018**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
 - b) By **04/06/2018**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

03/22/2018
Date



Stephen Cohen, President, University Senate

ENDORSEMENT:

TO: President of the University Senate
FROM: President Zulma Toro

1. Motion Approved : _____ ✓
2. Motion Disapproved: _____ (Explanatory statement must be appended).
3. Action "is deferred": _____
4. Resolution Noted: _____
5. Other: _____

4/20/2018
Date



President Zulma Toro

2018 Faculty Senate Report

Online Learning Committee

March 9, 2018

I. Student Opinion Surveys in Online Courses

CoursEval

One of the duties of the OLL committee was to bring online and hybrid courses in line with the CSU-AAUP Contract. Article 4.11.8 requires that student opinion surveys be administrated in all courses by a third party. The committee researched various solutions and identified few software products for further review. CoursEval was selected by consensus of the committee to be used as a pilot. In spring 2017, we piloted CoursEval. Based on the feedback that the OLL committee received from the faculty and the Departments that used CoursEval during Spring 2017, Summer 2017, Fall 2017 and Winter 2018 (457 courses, 9436 students with response rate of 71.1%) we are submitting the following resolution:

Resolution concerning Student Opinion Survey for distance learning courses

Whereas, the Central Connecticut State University is committed to the use of innovative and online technologies to enhance distance learning for graduate and undergraduate courses, and
Whereas, the current Collective Bargaining Agreement specifies that student opinion surveys shall be collected for all courses (4.11.7 and 4.11.8); irrespective of the course delivery mode, and

Whereas, the opportunity for students in distance learning courses to complete student opinion surveys must be the same as that provided to on-ground courses, and

Whereas, a key requirement of the University's national and regional accreditation is that all students who are enrolled in distance learning courses are required to complete student opinion surveys, and

Whereas, a key requirement of the University's national and regional accreditation is that the institutions that offer distance learning courses must evaluate their effectiveness, and

Whereas, student opinion surveys at Central Connecticut State University are departmentally designed and approved (4.11.8), and

Whereas, any online software that is employed to administer student opinion surveys for distance learning courses will ensure that departments have full autonomy and control of the questions, responses, and managed access to the responses, and

Whereas, performance and evaluation records of faculty and professional staff members not public records (Connecticut General Statutes 10a-154a), and

Whereas, any online software that is employed to administer the student opinion surveys for distance learning courses shall incorporate data access, including a complete and clear audit, to ensure the integrity of responses, and

Whereas, the Online Learning Committee has the jurisdiction to assess, appraise, pilot, and recommend an online system by which student opinion surveys can be administered, and

Whereas, the procedure for collecting, routing, and disposition of the student opinion surveys shall be recommended by the Senate and approved by the President (4.11.8);

BE IT RESOLVED, that the Faculty Senate accepts the Online Learning Committee's recommendation to employ a single platform for the administration of student opinion surveys for all distance learning courses offered during Fall, Spring, Summer, and Intersessions.

BE IT ALSO RESOLVED, that the Faculty Senate endorses the Online Learning Committee's decision to employ the "CourseEval" platform as the tool that delivers online student opinion surveys.

BE IT ALSO RESOLVED, that the University will be responsible for providing the appropriate resources required to input items from departmentally approved student opinion surveys into the selected platform.

BE IT ALSO RESOLVED, that all departments offering distance learning courses shall provide Online Learning Committee with a digital copy of their student opinion surveys.

BE IT ALSO RESOLVED, that the Online Learning Committee will employ the selected platform to deliver additional questions on student opinion surveys that assess students' online learning experience, and to receive and review aggregated information to meet the Committee's charge to review the University's online learning program on an ongoing basis. (Note: The Committee will not receive department-specific sections of the Student Opinion Surveys and does not evaluate individual courses or instructors.)

BE IT ALSO RESOLVED, that the Online Learning Committee will produce a written guide regarding the use and implementation of "CourseEval" platform for distance learning courses.

II. Recommendations for Courses Over the 40 Cap in Fall and Spring

One of the difficulties faced by this committee was how to tack the number of courses to be offered online during the Fall and Spring semester. According to our current CBA (10.15.1) Faculty wishing to teach online in fall and spring will propose the course to their department and fill out the "Online CCSU Course Information Sheet" form. Department chairs and then deans may approve these courses in the first round of the schedule. If approved, Dean forwards the form to Associate Vice President for Academic Affairs.

The OLL committee will then evaluate the proposed courses if the cap has been exceeded and make recommendations to department chairs, deans, and ultimately the provost using the priorities identified by the Senate Report and the new bylaws.

In order to offer a course online you will need to complete the following form.

Process

The faculty member offering the course is responsible for obtaining necessary approvals and ensuring that the following steps are taken to complete the form:

1. Faculty receives approval from the department regarding offering a course online.
2. Faculty completes the form.
3. Faculty forwards the form as an e-mail attachment to the appropriate department chair.
4. Department chair forwards the form if approved as an e-mail attachment to the academic dean.
5. If approved, Dean forwards the form as an e-mail attachment to Associate Vice President for Academic Affairs at fitzgeraldg@ccsu.edu
6. Faculty will be notified if limit has been met and additional information is requested

Training

If you have not used the Blackboard Learn course management system please contact the Instructional Design and Technology Resource Center (IDTRC) via email idtrc@ccsu.edu at least eight months prior to teaching your online course. Additional training is available for those who also would like to improve their online course as well as additional certifications through Quality Matters.

Questions

Questions Any questions regarding the process of creating an online section should be directed to Glynis Fitzgerald fitzgeraldg@ccsu.edu. Any training questions should be directed to IDTRC idtrc@ccsu.edu

Online CCSU Course Information Sheet	
Instructor's name	
Instructor email	
Term course is to be offered?	
Department name	
Department designator and number	
Course Title	
Credit hours	
Enrollment cap	
Is this the first time the course being offered on-line?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Level of Technology (check one)	<input type="checkbox"/> Expert user: excellence in online learning. Certified by Quality Matters , etc. <input type="checkbox"/> User: some confidence in online teaching in need of support for improved course delivery. <input type="checkbox"/> Novice: never taught online
Submitted by: (Faculty Name)	
Date:	

Approved by Department Chair:	
CourseEval is CCSU's official software to run the student opinion surveys for online courses. Did your Department provides the IDTRC with your Department's student opinion surveys? <input type="checkbox"/> Yes <input type="checkbox"/> No (please contact the IDTRC)	
Date:	Signature

Approved by Dean:	
Date:	Signature

The committee would like to bring to the attention of our colleagues that the new CBA made some significant changes to Distance Learning articles:

https://csuaaup.org/wp-content/uploads/2017/12/June_29_17_Ratified_Contract.pdf

10.15 Distance Learning and Education Technology

The term "distance learning" used herein refers to planned teaching/ learning experience that makes significant use of any of a wide spectrum of instructional technologies to reach students who are separated by physical distance from the instructor. Such technologies shall include, but not necessarily be limited to, live or recorded presentations and material using direct signal or cable, transmission by telephone line, fiber optic line, digital and/ or analog video tape, audio - tape, CD-ROM, computer or internet technology, e-mail or other electronic means.

10.15.1 The decision to offer a distance learning course shall be made by the department offering the course, with the approval of the dean.

10.15.2 Any course so developed shall be subject to Department, School/ College, and University procedures for review and approval of curriculum changes.

10.15.3 A distance learning course that is taught using traditional faculty products of scholarly or creative activity (see Appendix E) shall be taught by that member unless he or she has agreed in writing to an alternative agreement. Curricular materials created for the explicit purpose of governance approval (e.g., course description, outline, learning outcomes) are excluded from this provision.

10.15.4 Within the limits of available resources, the University shall provide necessary support for the development and use of distance learning material. Such support shall include needed training, consultation on instructional design, production of materials, and technical assistance.

10.15.5 The class size requirements of Article 10.3 shall apply to distance learning courses.

10.15.6 A member who develops distance learning material (both content (e.g., traditional faculty products) and delivery (e.g., digital applications)) shall retain intellectual property rights to such material. Any other use of the material shall be prohibited unless agreed to in writing by the member.

10.15.7 As an incentive to the development of courses to be delivered at a distance and/ or courses which significantly incorporate the use of educational technologies in the delivery of such courses, members preparing first offerings of such courses may receive additional load credit not to exceed the total credits for the course. Such load credit may be part of the member's regular load during the academic year or part of a summer or intersession assignment compensated pursuant to Article 11.2. The member shall receive the normal load credit for teaching the course unless the member and the appropriate dean expressly agree otherwise for compelling reasons.

III. Verification of Student Identity

Another charge of the Senate Report was to research various solutions for student identity verification. The OLL committee is piloting a software called "Ucard" for Fall 18/Spring 19.

How "Ucard" works:

1) A student creates a UCard with ProctorU (one time thing)

- using a web camera to take a photo, and showing your ID to a proctor
- answering 2-4 questions about you that are drawn from publicly available records
- entering a short text passage that will be used for keystroke comparisons

2) this UCard may be used by CCSU, via a hyperlink, to re-authenticate the student before a course, before a chat room session, before a quiz, a mid-term, or a final (UCard Challenge)

• This process reconfirms your identity based upon the data collected during UCard creation. This is completed by the student via a link in an assignment or quiz. No proctor is involved. The UCard Challenge compares the following to your initial UCard:

- a new photo taken with your web camera
- typing a short text passage

The UCard Challenge has no bearing on whether you can access, pass, or fail your online exam or assignment. However, it is our documented assurance that you are the student submitting the assignment or exam. A challenge can be inserted anywhere in an assignment or non-proctored exam.

Rationale:

1. To maintain academic integrity in Distance Learning

2. NEASC : Guidelines for the Review of Off-Campus and Distance Education

"Evaluators who visit an institution that offers distance education are encouraged to review the C-RAC Guidelines for the Evaluation of Distance Education (On-line Learning).

In keeping with federal requirements, evaluators who visit an institution that offers distance education programs are asked to verify that the institution: (1) has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit; (2) makes clear in writing that these processes protect student privacy; and (3) notifies students at the time of registration and enrollment of any projected additional student charges associated with the verification procedures."

3. DEPARTMENT OF EDUCATION 34 CFR Parts 600 and 668

DATES: These regulations are effective July 1, 2018.

Higher Education Act of 1965

Executive Summary:

Purpose of This Regulatory Action: This regulatory action establishes requirements for institutional eligibility to participate in title IV, HEA programs. These financial aid programs are the Federal Pell Grant program, the Federal Supplemental Educational Opportunity Grant, the Federal Work-Study program, the Teacher Education Assistance for College and Higher Education (TEACH) Grant program, Federal Family Educational Loan Program, and the William D. Ford Direct Loan program.

FR 4.8 | Distance and Correspondence Education

An institution that offers distance or correspondence education documents each of the following:

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.