

SOE Policy for eFaculty and approved hybrid/online course development/deployment

Context

Strategic university and school goals, accrediting bodies, student satisfaction, and the field of education compel the LMU School of Education to establish processes to help ensure quality hybrid/online courses. LMU's provost—through the Technology-Enhanced Learning Implementation Group (TELIG) and Faculty Senate—is developing a vision, definitions, professional development resources, and governance policies around hybrid/online courses and programs, including rubrics and guidelines for program and course approval processes. While the SOE APRC as well as LMU APRC will be responsible for approving hybrid/online programs, each school/college will be required to develop an internal course approval rubric/policy/process.

The SOE has adopted the Quality Matters course design standards for course website design. In addition, the SOE Instructional Technology Committee has reviewed processes at like-institutions, piloted course development models/course templates/peer feedback, and gathered constituent input on the policy contained in this document.

Three components pertain to the *SOE Policy for eFaculty and approved hybrid/online course development/deployment*: (a) certifying eFaculty; (b) hybrid/online course website development/deployment; and (c) continual hybrid/online course website review.

Certifying eFaculty: Faculty eligibility to teach hybrid/online courses

To be eligible to teach hybrid/online courses for the SOE (i.e. join the pool of SOE eFaculty) part-time and full-time faculty must successfully complete two (2) courses:¹

- Applying the Quality Matters Rubric (APPQMR); and
- SOE eDesign course

First, part-time or full-time faculty members request to be in the pool of eFaculty with the SOE office of the Director of Digital Curriculum Integration & Development. Faculty members will be enrolled in a two-week, online APPQMR course (offered year round by the QM Program).² Upon successful completion of the APPQMR course, the faculty member may request enrollment into the self-paced, online SOE eDesign course. If capacity permits, the faculty member will be enrolled in the SOE eDesign course that asks faculty to demonstrate competency with the course website design standards as applied to two course modules using the SOE course website template.³

¹ SOE faculty members in the Pioneer, Pilot #1-3, or 2015 Bay Area professional development projects are part of the eFaculty pool by virtue of their participation.

² If the faculty member does not successfully complete the APPQMR course, they must re-enroll at their own expense.

³ Substantive instructional design support will be consistently available to faculty members undergoing the SOE eDesign course.

Hybrid/Online Course Website Development and Deployment

Chairs must assign new or existing hybrid/online courses to SOE eFaculty and must notify individuals of their course assignments with the timing required by university policies. The eFaculty member (a.k.a. course developer) subsequently builds or revises their course website using one of the flexible SOE course templates in a course website shell provided by LMU IT. (The eFaculty member builds their course website using their syllabus, learning outcomes, assessments, materials, activities, etc.)⁴ When the course website components are built, the faculty member may use the SOE Course Website Rubric to undergo a self-check of course quality and completeness. Then, the faculty member must complete the SOE Course Developer Worksheet and submit their course to the office of the Director of Digital Curriculum Integration & Development for formative feedback. The office of the Director of Digital Curriculum Integration & Development will assemble an anonymous review team⁵ who will use the SOE Course Website Rubric to provide the course developer with constructive feedback. This feedback is also relayed to the department chair/program director and course developer. The faculty member applies changes as necessary and the course launches with chair assent.

Continual Website Review

The office of the Director of Digital Curriculum Integration & Development tracks the eFaculty pool, hybrid/online courses, and reviews. If a hybrid/online course website scores below the recommended SOE Website Rubric threshold in the initial review, then the course must undergo another website review in one year's time. If a reviewed hybrid/online course website scores above the recommended SOE Website Rubric threshold in the initial review, then the course will undergo another website review in three year's time. The continual website review process is the same as the initial website review (submit Course Developer Worksheet, review team provides feedback, etc.).

⁴ Various instructional design resources for the building of course websites is available in the SOE.

⁵ The review team will consist of 1-3 individuals from the SOE eFaculty or SOE instructional design team.