I. POLICY PURPOSE

A. This policy is designed to achieve the following outcomes:
   1. Improve student success through high quality eLearning classes,
   2. Facilitate sound pedagogical practices through clear and ongoing professional development,
   3. Define procedure for selecting the mode of instruction for eLearning courses at CSN, and
   4. Define how courses with eLearning components shall be listed in CSN course listings.

B. This policy replaces the ‘Distance Education’ and ‘Distance Education Standards’ policies.

II. POLICY STATEMENT

A. CSN course sections shall be listed with one of the following modes of instruction: In person, Online, Hybrid, and Clinical/Practicum/Independent. See glossary for a definition of each mode of instruction.

B. The selection of mode of instruction for a particular course shall be assessed by the department and/or faculty member (as defined by the department) teaching the course based on the pedagogical needs of the course content and the needs of students enrolled. Where possible, decisions about the time that hybrid classes are offered should maximize room utilization.

C. If the instructor is permanently unable to continue to deliver the listed mode of instruction for the rest of the semester the department chair can change the mode. Students should be given accommodations as needed to complete the course including, but not limited to withdrawing or being placed in a different section.

D. All courses, independent of mode of instruction, are assessed under the Academic Assessment Policy. As online and hybrid course designs are distinctly different from in-person and clinical/practicum/independent course design, this policy requires additional assessment as implemented in Section III.F to Section
III. for all online and hybrid courses to assess the online course design as distinct from content.

E. As student readiness plays a large role in eLearning success, once an eLearning readiness module is available, students are required to successfully complete it before enrolling in an eLearning course. (As CSN shares the MyCSN program with other NSHE institutions, the eLearning Office will seek permission for this feature to be implemented.)

F. Faculty Senate shall review this policy at least every five years to assess its efficacy in achieving the stated outcomes and revise the policy as necessary.

III. PROCEDURE

A. The registrar will ensure that definitions of the mode of instruction included in the glossary of this policy are included in any print or electronic course listings.

B. When listing a course in the online course enrollment system, departments must select the mode of instruction that conforms to the definitions in the glossary of this policy.

C. When listing a course, department shall include:
   1. Any regularly scheduled meeting times (either in-person or online). If the online course enrollment system cannot support the details of the meeting schedule in the “Days & Times” section, this information must be clearly listed in the notes section and in the class syllabus. See Appendix A for example notes.
   2. Any online requirements for in-person, hybrid, or clinical/practicum/independent courses. See Appendix A for example notes.
   3. Any in-person requirements for online courses. See Appendix A for example notes.

D. Instructors of online courses shall include any in-person requirements in the syllabus of their course.

E. Instructors of in-person, hybrid or clinical/practicum/independent courses shall include any online requirements in their syllabus and announce these requirements to their class in the first in-person session of the semester.

F. Training for full-time faculty who teach online or hybrid courses: Departments will select one of these options: 1. Quality Matters certification (QM certification), or 2. Independent rubric creation, with individual faculty given the opportunity to opt out of option 2 and instead participate in nationally recognized QM certification. All faculty are evaluated through the Faculty Evaluation Policy, and these eLearning course assessments do not substitute for those evaluations.

   1. Departments, through a majority vote of the full-time faculty, may choose to work with the Office of eLearning to adopt the Quality Matters training and certification process. The Nevada System of Higher Education provides the funds for CSN to participate in the Quality Matters program. Quality Matters
is a nationally recognized non-profit organization, managed by faculty, which offers training and guidance in best practices for eLearning course design. Faculty may create a free Quality Matters account to view the rubric at: Rubric Standards

a. The Office of eLearning will maintain QM certified facilitators to assist these departments.

b. Both new and current faculty are encouraged to attend additional eLearning pedagogy workshops offered by the Office of eLearning as the pedagogy for eLearning courses is different from traditional teaching.

c. Faculty in these departments utilizing complete publisher courses will request that the publisher QM-certify the course. The Office of eLearning will assist with the request.

2. Departments, through a majority vote of the full-time faculty, may choose to develop an eLearning course-design rubric based on nationally recognized best practices. This includes best practices as stipulated by outside accrediting bodies.

a. The department chair will ensure that faculty new to eLearning receive instruction on using the rubric from an experienced eLearning faculty member. The department chair will decide who is experienced.

b. The department chair will disseminate this rubric to all eLearning faculty and coordinate training sessions.

c. The department should review and update the rubric when necessary, but not less than every five years.

d. Both new and current faculty are encouraged to attend additional eLearning pedagogy workshops offered by the Office of eLearning as the pedagogy for eLearning courses is different from traditional teaching.

e. Faculty utilizing complete publisher courses will contact the publisher to request that the course be aligned with the department-approved rubric. If this is not possible, the faculty member will request that the publisher QM-certify the course. The Office of eLearning will assist with the request.

3. Faculty in departments that choose to independently create an eLearning course design rubric may opt out and instead select the QM training and certification process for their online and hybrid course(s).

a. These faculty will contact the Office of eLearning for instructions.

b. The Office of eLearning will assist faculty who opt for the QM process with training and certification.
c. Both new and current faculty are encouraged to attend additional eLearning pedagogy workshops offered by the Office of eLearning as the pedagogy for eLearning courses is different from traditional teaching.

d. These faculty who are utilizing complete publisher courses will request that the publisher QM-certify the course. The Office of eLearning Office will assist with the request.

G. Training for adjunct faculty: Department chairs shall select a process for ensuring that adjunct faculty receive training and assistance in offering eLearning courses.

1. This may include Quality Matters training, a department designed best practices rubric, or department designed master courses.

2. The Office of eLearning will assist department chairs with QM training for adjunct instructors. Department chairs with independent rubrics will facilitate training their adjuncts in the rubric application.

3. The Office of eLearning will assist department chairs, upon request, in designing master courses.

4. Adjunct faculty will be encouraged to attend additional eLearning pedagogy workshops offered by the Office of eLearning as the pedagogy for eLearning courses is different from traditional teaching.

5. Department chairs with adjuncts utilizing publisher courses will request that the publisher QM-certify the course, unless the department has an independent rubric. If the publisher will not use the independent rubric, the department will request that the publisher QM-certify the course. The eLearning office will assist with this process.

H. Incentives: Appropriate financial or release time incentives may be initiated as funding becomes available. Incentives may, when funding is secured, include stipends for rubric creation, master course creation, course reviews and certifications, and attendance at pedagogy workshops.

I. Responsibility

1. Upon administrative approval of this policy, the Vice President of Academic Affairs will transmit this policy to all academic deans with instructions for implementation.

2. Upon receipt of this policy, the academic deans will instruct department chairs to hold a vote to either adopt the QM process or to independently develop an eLearning rubric. This shall be completed within six months of the policy being signed by the President.
3. Departments choosing to independently develop an eLearning rubric will convene a committee to research eLearning best practices and to design an eLearning rubric. This process must be completed within one year after the President signs this policy. All independently developed eLearning rubrics will be submitted to the eLearning Office for reference purposes.

4. Department chairs will advise their faculty of the option to directly contact the Office of eLearning Office to select the Quality Matters training and certification process.

J. Accountability

1. One year after the President signs this policy, the Faculty Senate Chair will confer with the Vice President of Academic Affairs to request documentation showing that all departments offering eLearning courses have selected to use either the Quality Matters process or the independent rubric process, and are working toward being fully in compliance with this policy.

2. The Vice President of Academic Affairs will provide this documentation within six months of the request.

3. The Faculty Senate Chair will maintain this documentation demonstrating efforts to reach compliance for strategic planning and accreditation purposes.

4. If a department decides that they would like to re-evaluate the rubric they are using to evaluate online and hybrid courses, they can repeat the process in Section IV.F and G. If a change is made, the department must notify the Vice President for Academic Affairs and the Chair of Faculty Senate so the documentation can be updated for strategic planning and accreditation purposes.

IV. AUTHORITY AND CROSS REFERENCE LINKS

NSHE BOR Handbook, Title 4, Chapter 14, Section 13. Distance Education
NWCCU Distance Education Policy
Faculty Senate Academic Assessment Policy

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.
VI. SIGNATURES

Recommended By:

/s/ Darin Dockstader 5/3/2019
Faculty Senate Chair Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley 5/6/2019
General Counsel Date

Approved By:

/s/ Federico Zaragoza 5/7/2019
President Date

VII. ATTACHMENTS

1. HISTORY

2. GLOSSARY

3. APPENDIX A: Sample notes for course section description notes
HISTORY

- 10/31/2005 – Submitted to Faculty Senate for Review.
- 10/31/2005 – Forwarded by the Senate Chair to the Senate Ad Hoc Committee on Online Resources for initial review.
- 12/21/2005 – Returned to Faculty Senate Chair with proposed revisions from the Senate Ad Hoc Committee on Online Resources.
- 03/10/2006 – Returned to committee for minor update.
- 04/05/2006 – Returned to Faculty Senate Chair with proposed revisions from the Senate Ad Hoc Committee on Online Resources.
- 10/12/2018 – Submitted to Faculty Senate for Review.
- 11/9/2018 – Recommended by Faculty Senate.
- 04/26/19 – Reviewed by General Counsel.
- 05/07/19 – Approved by CSN President.
GLOSSARY

**Contact Hours:** The amount of instructional time per credit hour. For example, in a 3 credit, 16 week course there would be 3 contact hours per week except when a holiday recognized by CSN falls on the scheduled day of instruction.

**Class notes:** The class notes mentioned in the policy refer to the class notes section of CSN’s online enrollment system and are visible to student prior to enrolling in a class.

**eLearning:** Any instructional activity conducted in an online medium.

**In-Person:** All classes meet on campus at a regular scheduled time as noted in the class schedule. In person contact hours are equal to the number of credit hours for the course. In-person classes may require students to use the web-based learning management system for instructional activities or materials. Online work requirements will be noted in the class schedule in the “class notes” section, the class syllabus, and during the first in person meeting with the class. Courses listed as “In-Person” cannot replace in person contact hours with online instructional time except in temporary circumstances approved by the department chair.

**Online:** Online classes deliver coursework via the web-based learning management system. There are no regular in-person class meetings. In addition to online classwork, the instructor may require in person meetings for online courses including, but not limited to, an orientation meeting, proctored exams, attending a play in a theatre class, service learning activities, or going to a city council meeting in a political science class. Any in-person meetings are clearly noted (place and times) in the class schedule in the “class notes” section and in the online syllabus.

**Hybrid:** These courses meet on campus but have a reduced meeting schedule compared to traditional in-person courses because some regularly scheduled in-person class time (in-person contact hours) is replaced by online instruction. In-person meetings are clearly noted (place and times) in the syllabus and class schedule.

**Clinical/Practicum/Independent:** A regular work schedule in a field placement, scheduled on campus class meetings and/or independent work with scheduled meeting with the course instructor are required. Students enrolled in independent classes are responsible for working with their instructor and/or placement site to set their schedule.
APPENDIX A

Sample notes for “class notes” section for MyCSN

- Sample note for a hybrid course with regular meeting time:
  - This course has a reduced meeting schedule because some parts of the class are taught online.

- Sample note for a hybrid course with an irregular meeting time:
  - This course will meet in person for 4 weeks Mondays and Wednesdays from 10:00 – 11:15, then all coursework will be completed online.

- Sample notes for an in-person course with online requirements:
  - Tests and quizzes for this course will be completed in Canvas.
  - Documents for this course will only be available through Canvas.

- Sample notes for an online course with an in-person requirement:
  - This class requires you to attend a Las Vegas City Council meeting. Instructor will provide available times and the location in the syllabus. If you are not local, you can coordinate with your instructor for a substitute location.
  - This class requires that you take the ServSafe Proctored National Exam at the North Las Vegas Campus on a specific day, at a specific time, as designated by the instructor of the class. The exam will occur within the eight weeks scheduled for the course.