Online Course Development – Request for Proposals

The College of Professional and Global Education (PaGE) in partnership with the Center for Effective Teaching and Learning (CETL) seeks proposals for the development of high-quality online courses to be offered during the 2016 Summer Session with the goal of increasing fully online offerings at Cal State L.A. To ensure consistency and follow best practices in online course development, an assigned instructional designer will work with faculty to identify and/or develop content and activities appropriate for online learners. Classes that are redesigned for online delivery for the self-support Summer Session may be utilized by departments during their state-supported academic year.

Eligible Applicants

All college and academic departments are invited to submit proposals. Before submitting proposals, faculty should first consult with their department chairs to ensure that online course development is supported by the department. College Deans or their designee must also support these efforts.

Instructors’ expertise and experience will be vital not only for course content but also to create appropriate activities and assignments that meet course and lesson learning objectives.

Faculty teams are welcome to submit proposals for pairs of courses that are prerequisites, linked, or sequenced in some way.

Interested faculty can take a Faculty Self-Assessment for Online Teaching Preparedness (https://weblearning.psu.edu/FacultySelfAssessment/) to assess their readiness for online teaching. The information collected is used solely to send the results of the self-assessment and is not stored on the server.

Proposal

All proposals must be submitted using the online form found at the website below: http://www.surveygizmo.com/s3/2312260/2015-2016-PaGE-CETL-Online-Course-Development-Request-for-Proposals.

The proposal consists of the following:

- Course proposer’s abbreviated CV
- Syllabus of proposed course
- Name of the course, catalog number, number of units
- Brief description of the course
- Who is the intended audience for the course?
• Have you taught this class before? If so, when?
• Has this class been offered before during the Summer Session?
• Does the course satisfy any major requirements? GE requirements? Please specify.
• Why are you interested in creating an online version of this particular course?
• How well suited is this course for online offering? What opportunities are there to improve the educational experience for students? What challenges will there be in offering it online?
• What ideas do you have about the format of the online course? Do you have any special innovative components in mind for the course?
• Is there a particular need that online offering of this course would fulfill? (Increased access to bottleneck courses, improved progress toward degree requirement completion, etc.).
• Tell us about your experience in online learning, either as a student or instructor. If you have experience, with online learning, how has this experience informed the development of your course?

Review of Proposals

Review will be conducted by staff from PaGE and CETL. The review committee will consult with Department Chairs, Associate Deans, and Deans in the review process. The review committee may conduct an interview with the proposer of the course. The review committee will consider the following criteria when evaluating proposals:

• Course has historically high demand;
• Course is a GE requirement;
• Course is a degree requirement;
• Course will convert readily to online delivery without excessive development cost;
• The proposer’s responses on the online form.

Funding

A course conversion stipend of $5,000.00 for a 4-unit course will be provided for developing the course. These funds are to support faculty participation in providing course content and working with the course development team on course design and production.

PaGE and CETL will provide basic course development and production (instructional design and best practices, including accessibility and copyright; project management; Moodle course development, faculty training, and on-going support).

Requirements

• Course will be delivered completely online.
• Department accepts responsibility for the curriculum and quality of instruction.
• Instructor must demonstrate basic skills in computer use.
• For each converted course, the instructor commits to using the University supported platforms which include: Moodle to host course content, and Adobe Connect for synchronous meetings (if necessary).
• Complete the Quality Matters Designing Your Online Course workshop (2-week fully online training that requires 8-10 hours of work per week), and submit module worksheet completed during workshop and additional planning of second module.
• Instructor will submit course to the appropriate campus committee for approval of online delivery.
• Instructor must work with the course development team to design the course according to best practices in online education and Cal State L.A. accreditation standards.
• Instructor will follow best practices.
• Instructor will meet regularly with an assigned Instructional Designer to help develop course content.
• Instructor will teach the fully online course during the 2016 Summer Session.

Accessibility strategies and services

Ensuring that all students, including those with disabilities, have equally effective access to the quality learning experiences is required. While redesigning the course, instructors should take advantage of the opportunity to improve the accessibility services (if necessary), which could include:

a. An appropriate accessibility service statement in the syllabus and in Moodle course shell.
b. Consideration of accessibility of instructional materials and web services.
c. Improved accessibility of instructional materials and web services, if required.
d. Plan for improving accessibility (as needed) and equally effective alternative access (if needed).

Project Timeline

Fall Quarter 2015
• Complete the Quality Matters Designing Your Online Course workshop (2-week fully online training that requires 8-10 hours of work per week)

Winter Quarter 2016
• Begin meeting weekly with assigned Instructional Designer (Week of January 4, 2016)
• Develop course map/outline to include:
  • Completion of ‘Course Objectives and Learning Outcomes Alignment Matrix’ that shows alignment of course objectives/outcomes with lesson objectives/outcomes.
  • Revised syllabus including course description/purpose, course objectives/outcomes, course policies and procedures, grading breakdown, and course calendar/schedule.
  • Completion of all course ‘Weekly Activity Matrix’ documents (i.e. structure of content), identifying weekly lesson activities (projects, homework, discussion boards, quizzes, etc.), reading assignments, and lesson overview and wrap-up for each week/module/unit.

  Deadline: February 1, 2016

Spring Quarter 2016
• Continue meeting weekly with assigned Instructional Designer.
• Develop all course modules to include:
• All planned course content and lesson activities, drafting discussion board questions, creating lectures emphasizing vital content and tying together the week’s readings/activities (via text, audio, or video), identifying supporting materials (e.g., links, videos, publisher-provided course resources, or research articles), and quizzes and exams.

**Deadline: April 4, 2016**

• **Finalize all course modules and instructional materials**
  • All elements to be completed, which includes: syllabus, content, activities, and assessments.

**Deadline: April 25, 2016**

**Summer 2016**
• Offer the fully online course during Summer Session

**Letter of Agreement**

Faculty selected for this initiative will sign a Letter of Agreement outlining the development timeline and the list of deliverables for courses that have been accepted for funding.

**Deadline**

The deadline for submission of proposals is Monday, October 12, 2015.

**Questions**

If you would like further consultation or need more information about this initiative, please contact Justin Cassity, Associate Dean, at justin.cassity@calstatela.edu or 323-343-4912.