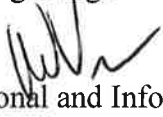




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Date: February 17, 2014
To: Budget and Long Range Planning Committee
From: Wayne Veres 
Dean, Instructional and Information Technology Services and Chief Information Officer
Subject: IITS Comments for the Bachelor of Science in Speech-Language Pathology

Thank you for the opportunity to provide additional comments for the program proposal for the CSUSM Bachelor of Science in Speech-Language Pathology. Review of the proposal indicates on page 7, paragraph 1 that one dynamic applied style of teaching you will utilize is a flipped classroom. Do you need a specific type of classroom for the hand-on activities and demonstrations? Do you require any specific software to record your mini-lectures for students to review before coming to class (other than Camtasia Relay that is currently offered)? Do you require any specific software that is unique to your program? If so, what are the titles of the software, how many licenses are required, and what is the price of the software? What support will you need from IITS to support students using the software?

You also state on page 7, paragraph 1 and page 18 section 7. D. that the students will be required to purchase an iPad. You mention that there are a variety of apps that can be accessed and used. Is there an expectation that IITS will provide support for using the iPads and installing apps? Will the students need to be able to connect their iPads to the projector in the classroom?

As for the simulation programs described, are those available online or are they programs that will need to be installed on computers? If they will be installed on CSUSM computers, will you need to reserve a specific lab for your courses? How many licenses will you need and what is the price of the software? If the simulations are available online, is there a charge for the simulations? If so, what is the price per program/per user?

On page 18, section 8. D. you anticipate an on-going equipment and supplies budget of \$10,000/AY. Is there a need for IITS to support any of the equipment? If so, what equipment will be used?

In order to comply with the Health Insurance Portability and Accountability Act (HIPAA) requirements to protect the privacy and security of patient data, the campus will need to ensure that a number of information security and privacy practices (e.g. encryption of data, password ageing and complexity, data backup and encryption, firewall protection) are implemented and monitored for interactions with and storage, transmission and disposal

of patient records. Additionally, any person (including students) who creates or accesses patient information must be trained on their responsibility to ensure security and privacy. What is the extent to which your program will create, access and/or store patient data? Which sections will students to access patient data? How long do you intend to keep any patient data which you create? Do you expect to exchange patient data with any other healthcare provider or insurer?

To effectively support any proposal that includes new courses and new faculty we have the following guidelines.

- It has been our experience that new courses with typical technology resources take 3 to 5 hours of instructional developer support and more technology-intensive courses (especially fully online courses) may take 20 hours or more of support.
- Any new course must comply with the CSU Accessibility Technology Initiative (ATI) guidelines for instructional materials: "New courses and new course content, including instructional materials and instructional websites, will be designed and authored in a manner that incorporates accessibility." An instructional developer will meet with the faculty member designing the new course to review specific accessibility guidelines and ensure that the course content is in compliance with the ATI. Typical issues include captioning multimedia, adding image tags to PowerPoint, using styles in Word, and naming links appropriately in the LMS or website. Analyzing the instructional materials and training how to make these items accessible could take a minimum of 3 hours of instructional development time.
- New faculty members are usually not familiar with our Learning Management System (LMS) or the multimedia options we offer. Therefore, they are highly encourage to attend workshops or request an orientation by contacting ids@csusm.edu to become familiar with all of the options that Academic Technology Services has available to support their teaching. This training can range from 1 hour to 20 plus hours depending on the interactive content, media integration and whether the course is flipped, hybrid, or fully online.
- Online courses are labor-intensive to develop. The Instructional Development Services team provides one-on-one and professional development opportunities to prepare faculty to develop quality online courses. It is suggested that faculty teaching online meet with the IDS team one semester in advance of teaching the course.
- Multimedia resources including video studios, Mediasite studio, and videoconferencing rooms are supported Monday through Friday, 8 am to 5 pm. Funds need to be identified for additional support for programs with support needs outside of this schedule.

- Courses taught at the Temecula site require increased support from IITS. Courses taught outside of the established academic calendar may need additional coordination and/or effort in order to provide resources to students and instructors. IITS should be notified of these conditions as early as possible

cc: Regina Eisenbach
Gretchen Sampson
Teresa Macklin
Bill Ward
Barbara Taylor