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Date: April 4, 2013

To: Budget and Long Range Planning Committee

From: Ana Hernandez
          Assistant Professor, Multilingual & Multicultural Education, CEHHS/SoE

Subject: Response to Library and IITS Comments for P form for Dual Language
          Certificate Program, March 21, 2012

Thank you for your thorough review and response to the proposed P-form for the Dual Language Certificate Program. Your insights on resources for this proposal have been very helpful. I hope the following outlined areas will answer some of your questions regarding the Library and IITS resources and support services.

Response to Library Comments to the P-form for Dual Language Certificate Program
I agree that collaboration is essential with our Education Librarian, Toni Olivas, to ensure that sufficient resources and expertise from the library are available for the proposed courses. Your memorandum's suggestion to purchase the *NABE Journal of Research and Practice* and the *Bilingual Research Journal* are excellent resources to compliment the courses for the proposed certificate. These journals would also benefit already existing courses in our graduate level courses for our Master's of Arts in Education – General Option that address multilingual and multicultural theories and research, such as EDUC 602 - Schooling in a Multicultural Society, as well as courses in our Bilingual Authorization Program (EDUC 653, EDUC 654), CA Teachers of English Learners Certificate and our Multicultural Specialist Certificate. Students would also be able to access these journals online through our library.

Response to IITS Comments to the P-form for Dual Language Certificate Program
The following items outlined in the letter will be address in the same order stated:

Instructional Resources
1) P-Form Proposal p. 7, item 10 indicating a Skype capable classroom
Certificate proposer has reconsidered the idea of a Skype capable classroom based on feedback from the School of Education faculty and the wide range of interest in this certificate program from people in remote areas outside of our local community. Rather than offering a hybrid face-to-face/online program, the classes for the certificate can be offered fully online. Proposer has made changes to the catalogue description for the

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proposed DL Certificate and course syllabi to reflect fully online instruction. Proposer has been in communications with Virginia Mann on the recent changes to the proposed certificate. Therefore, capabilities of a Skype classroom are no longer required for this proposal. Perhaps, Skype could be used as an optional tool for individual conferences during office hours or for students to communicate during small group meetings, if needed without any costs to the university.

2) P-Form Proposal p. 7, item 10 indicating computer & mobile devices
In the IITS comments refer to a sentence from the certificate proposal pertaining to devices, "Students will provide their own computers or mobile devices for the classes" (p.7). In order to clarify this point, the proposer would like to state that students will not be required to have any unique computers or mobile devices for these courses that would burden the CSUSM help desk or current inventory of computers. Students will need to use an up-to-date computer and operating system that has the ability and speed to use Cougar Courses and participate in activities, as well as play sound files and movie clips. The students would need to check these capabilities out prior to or as soon as the course begins and have a plan for completing and accessing these resources regularly. These are standard practices and language of SoE syllabi courses that are already offered fully online (e.g., EDUC 608, EDST 643, EDST 648, EDUC 350, EDUC 602). Normally, online features such a Moodle require the normal IT support as students access course materials as in regular courses. These courses will not require special features online that are not already available as part of all our Cougar Courses.

Participants for the proposed certificate courses are teachers who work in environments that already have technology and internet access, in which case, the participants could be able to use their site computers and internet system in the case that they do not have a personal computer with capabilities or access to the internet. Other possibilities could be having access to computers and internet access at their public libraries.

3) P-Form Proposal – courses offered in the evening
Since courses will now be offered fully online, there is no need for evening assistance from the help desk. Professors teaching the courses or student participants can receive technical support during the help desk's regularly scheduled hours. Students will be given (statement already on all the syllabi) the contact information for the help desk and will be advised to check their accessibility to the course content and Cougar Course features before the course is launched, as to eliminate over burdening the help desk on the first day of classes.

4) P-Form Proposal – 1:1 and one to many communication online
Skype will allow students a 1:1 communication with their professor for advisement or consultation during office hours, and also the capability to interact with class members, if students desire this mode of communication. Students can also call or use email for communication with professors. Professors can also communicate with students through news forums in Cougar Courses.

The ideas proposed by IITS pertaining to Go To Meeting or Big Blue Button in Cougar Courses can be additional areas to be explored through the help of instructional developers at IITS. The proposer has already been working with Barbara Taylor and other instructional developers on the content for the dual language certificate online sessions for Cougar Courses. In addition, the proposer has attended various trainings pertaining to media integration, flipped classes, and features of Cougar Courses through either IITS workshops or the Faculty Center trainings for new faculty.

5) Bulleted items pertaining to IITS guidelines on memorandum from BLP
The proposer is aware of the time constraints for support services from IITS that is why the proposer has already met with instructional developers and attended various workshops in preparation for the online components of the courses. In addition, the proposer has attended meetings in the School of Education where other faculty have shared their experiences with online classes and their online course shells/resources. Proposer also participated on an online class for faculty in the SoE taught by the Interim Director, Dr. Katherine Hayden, to develop quality online classes. In addition, the proposer has attended various trainings offered by SoE on mobile technology in the classroom.

Proposer will comply with guidelines outlined by IITS, including CSU Accessibility Technology Initiative (ATI) by captioning multimedia, image tags, word styles and appropriate linking. Proposer plans to attend upcoming trainings in this area.

Proposer also plans to continue meeting with instructional developers prior to the launching of the courses and during each semester the courses are offered in order to provide a well developed and quality online program. There is no plan at this moment to use the video studios, Mediasite studio or videoconferencing rooms. Also, no courses will be taught at Temecula.

Thank you for reviewing the responses to your memorandum. I appreciate all your considerations to the proposed Dual Language Certificate online program. If you have further questions, please contact me at (760) 750-8507 or ahernand@csusm.edu.