Memorandum

To: Faculty Senate
               Seton Hall University

From: Karen E. Boroff, Ph.D.
               Interim Provost and Executive Vice President

Re: Recommendations of the IT Committee regarding Enrollment Caps for Online
               Courses
               2019-FS-20

Date: July 23, 2019

The Office of the Provost is in receipt of the Faculty Senate's recommendations regarding enrollment caps for online courses. This recommendation was passed at the June 7, 2019 meeting of the Senate.

I would like to begin by quoting the purpose of the Online/Hybrid Course Policy, which was created in collaboration with the Faculty Senate,

> "Seton Hall has a long history of online course offerings and has implemented several quality assurance processes to support faculty in the development and facilitation of online and hybrid courses and programs. These processes include academic leadership approval of online or hybrid course development, adoption of the QM™ (Quality Matters) rubric, access to course delivery tools, and faculty development workshops.
>
> The purpose of this policy is to ensure that all online and hybrid courses and programs offered at Seton Hall University adopt nationally recognized standards of course design excellence and processes to support their successful facilitation."

Please note that one of the quality assurance processes is the QM™ review that must be done before an online course is offered. That review includes the accessibility of various assignments. This review is done prior to the course being offered. Therefore, what is meant in the formulas as "prep time" is unclear since certain aspects of preparation must be done to pass the review. In that sense, the prep time for a face-to-face course may be more extensive. The individual student engagement piece may be more time consuming for online, depending on the nature of the course. While in a class, an instructor may call on one student for an answer and respond to it, the online instructor

generally must read all the responses from those in the class and perhaps make individual comments or fashion a general post.

Article 7.7 e.2 of the *Faculty Guide* discusses the role of the chairperson and faculty in recommending maximum/minimum enrollments for the course offerings. In addition, Article 7.7.f articulates the considerations that should be part of a discussion of the enrollment recommendations. To whom are these recommendations made – the dean. The *Faculty Guide* indicates that, "minimum enrollments may be lowered only with the express permission of the college dean."

My reading of *Faculty Guide*, both Articles 7.7 and 10.3, give the chairperson and the department faculty many responsibilities for how instruction takes place. Each individual instructor may prepare for courses and comment on assignments in different ways, some may do it quickly and others may be slower. Maybe a student offers an insight that makes you rethink your next face to face encounter. I believe each of us has our own pace when it comes to our preparation and interactions. One may choose to use Blackboard tools to grade a quiz while another prefers to the type of question which must be read.

Enrollment matters, especially in times of RCM, should be a discussion as outlined in the *Guide*, involving the department and the dean, where there is agreement on the appropriate number of students in the class.