

Longwood University Faculty Senate
**PROPOSAL/POLICY COVER
SHEET**

This cover sheet is intended to provide information to members of the Faculty Senate about a new proposal/policy or about revisions to an existing proposal/policy. **If you are proposing a new policy, then attach the text of the policy to this form. If you are proposing a change to an existing policy, then attach the text of the current policy with any deleted language marked by a strikethrough and with new language marked by an underline. If you are deleting a policy, then attach the text of the policy to be deleted.**

COMMITTEE(S) that authored or sponsored this proposal: Senate Executive Committee

TOPIC: ONLINE AND HYBRID TEACHING AND LEARNING

BACKGROUND (Provide a brief statement describing the origins of this proposal, the nature of the problem it addresses, and the work completed to devise the proposal):

This proposal has been drafted to provide improvements and enhancements to the online course review process and address faculty concerns regarding the current policy which allows for only one option for course review using “a nationally recognized rubric.” Longwood currently uses the Quality Matters process. This proposal adds an “or” and allows for course reviews to be done using the Longwood Distance Education Checklist.

This proposal was created through discussions with representatives from the Digital Education Collaborative (DEC), faculty who teach online/hybrid courses, Center for Faculty Enrichment (CAFÉ), Civitae, Longwood faculty/staff trained in the Quality Matters rubric, members of the Senate Executive Committee and Academic Affairs.

This checklist is built on the same principles of high-quality distance instruction, but it strengthens and streamlines the review process in a number of ways. First, it eliminates duplicate standards and reduces overall the number of standards reviewed. Second, the language in the checklist is consistent with Longwood’s other academic language and reinforces the terminology introduced in LOTI. Third, the overall purpose of the checklist is more developmental in nature, as the online version will offer definitions, explanations, and examples of the standards, along with links to source pages that will automatically take faculty to the resources they need.

Some language was moved that was already in the policy to be better organized and unneeded language was deleted.

Since this proposal now allows two options for course review, it was necessary to add in language about who would decide which course review would be used for a program and at what point in the process.

SUMMARY OF NEW POLICY OR PROPOSED CHANGES OR DELETIONS TO AN EXISTING POLICY (Provide a brief list or statement describing the content of the policy or the proposed changes or deletions):

The new policy now has a Longwood Distance Education Checklist as an OR (i.e., as an additional option by which faculty can have their online courses reviewed). Programs who decide to continue to use Quality Matters will not see a change in the course review process. Programs opting for the Longwood Distance Education Checklist will be able to ask for this type of course review in the Fall of 2023.

The DEC is planning to create a web-based copy of the checklist with links with examples and/or explanation of language in the checklist.

RATIONALE FOR THE POLICY OR PROPOSED CHANGES (Provide a brief statement as to why the new policy, the changes, or the deletion is needed):

The Quality Matters process and rubric is intense and time consuming for faculty. Many faculty are spending large amounts of time to “pass” the Quality Matters course review. The intention of the Longwood Distance Education Checklist is to be more developmental in nature as it can be used as a tool to prepare for the course review. It offers an additional, more targeted and compact option for course review. Note that program coordinators/ directors for programs with a distance education modality may require reviews using the Quality Matters rubric.

Routing information and signature lines:

Date submitted to Senate Executive Committee for Consideration:

Action(s) Taken:

Date first read at Faculty Senate:

Action(s) Taken:

Date final action taken by Faculty Senate:

Action(s) Taken:

Senate Chair: _____

Date submitted to the PVPAA (within 5 working days of Senate approval):

Action(s) Taken:

PVPAA: _____

Date: _____

Date submitted to other administration:

Action(s) Taken:

Administrator: _____

Date (within 15 working days of PVPAA's signature): _____

Date submitted to the Board of Visitors:

Coversheet updated 9/2017

T. Online and Hybrid Teaching and Learning

I. Purpose

In keeping with its mission and goals, Longwood University is committed to promoting outreach, collaboration, and innovation in teaching and learning by providing consistent and high-quality content and instruction regardless of location or delivery format. Delivery formats include online and hybrid.

Core Values: Longwood views online and hybrid instruction as natural extensions of its face-to-face, campus-based instruction. The expectations for online and hybrid courses are to:

- utilize best practices informed by current research,
- meet the same standards of quality as face-to-face, campus-based courses,
- represent accurately the character and quality of the Longwood students' experience in these environments.

The University supports policies, procedures and organizational systems to ensure the creation, distribution, and review of all online and hybrid teaching and learning opportunities.

II. Definitions

- A. Electronic Interaction: through distance learning technologies includes, but is not limited to, the internet, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program. Longwood uses the following distance learning technologies in its distance learning courses and programs: the internet, audio conferencing, and video conferencing.
- B. Substantive Interaction: Consistent with course content, students are engaged in teaching, learning, and assessment, to include at least two of:
- i. direct instruction;
 - ii. assessing/providing feedback on coursework;
 - iii. providing information/responding to questions about course content or a course competency;
 - iv. facilitating a group discussion about course content or a course competency;
 - v. other instructional activities approved by an institutional or program accrediting agency.
- C. Online: 100% electronic interaction

For the purposes of this document, **online** is defined as total replacement of physical class meetings with electronic interaction through distance learning technologies. An online course is one in which 100% of the instructor-student and student-student

interaction takes place synchronously or asynchronously through predictable, regular, and substantive electronic interaction. Expectations for electronic interaction do not affect a faculty member's ability to respond to particular circumstances of student learning in their course.

D. Hybrid: at least 50% , but less than 100% electronic interaction

For the purposes of this document, *hybrid* is defined as partial replacement of physical class meetings with electronic interaction. The instructor(s) and the learner share the same physical space less than 50% of the time. As a replacement for in-class instruction, interaction between the instructor and students takes place synchronously or asynchronously through predictable, regular, and substantive electronic interaction. Expectations for electronic interaction do not affect a faculty member's ability to respond to particular circumstances of student learning in their course. The dates, times, and location for face-to-face meeting must be clearly stated in the Schedule of Classes and in the course syllabus.

E. Distance Education: a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are at different instructional sites.

Using the definitions above, Longwood University will adhere to the designations outlined by the State Council of Higher Education for Virginia (SCHEV) for reporting courses, programs and certificates as on-campus or off-campus, synchronous or asynchronous, and face-to-face, online, or hybrid.

F. Digital Education Collaborative (DEC): The DEC is a unit housed in the College of Graduate & Professional Studies (CGPS). The director is appointed by the Dean of CGPS. The DEC serves to support instructional technology (the design and delivery of courses through distance learning technologies), to promote hybrid and online teaching and learning of the highest quality, to facilitate institution-wide collaboration specific to distance learning, and to monitor and respond to internal and external regulatory issues related to hybrid and online teaching and learning.

G. LOTI: The Longwood Online Training Institute (LOTI) is a faculty professional development program intended to provide faculty with the skills and technical support necessary to develop and teach high quality hybrid and/or online courses. LOTI seeks to ensure consistent and high quality content and instructional experience that adheres to nationally recognized standards for online and hybrid courses. These standards must focus on optimal course design and be supported by recent research. Versions of LOTI at both the advanced and refresher level are available to faculty who have successfully completed the initial LOTI program.

III. **Applicability**

The *Faculty Policies and Procedures Manual* applies to all faculty of the University, regardless of their teaching location or the format of instruction used. Policies pertaining to academic load, compensation, syllabi, grading, copyright, and evaluation are documented in the *FPPM*. Faculty teaching online and hybrid courses must meet the same credential requirements as faculty engaged in face-to-face, campus-based courses. Expectations for high quality instruction consistent with the mission and vision of Longwood University apply to all levels of faculty from full-time to adjunct status.

IV. Responsibility

Dean, College of Graduate & Professional Studies: The Dean of CGPS is responsible for the oversight and facilitation of online and hybrid instruction including training, management of the online fee budget, assessment, administration of related policy, and the submission of reports and/or data required by SACSCOC, SCHEV, the institution, or other agencies.

Digital Education Collaborative: The DEC is responsible for the roles described under the definitions section. The DEC works with the Academic Technology Advisory Committee, department chairs, program coordinators/directors, ITS, the Greenwood Library, CAFE, Longwood students and other groups or individuals involved with instructional technology. The director of the Digital Education Collaborative report to the Dean of CGPS.

College Deans and Department Chairs: maintain responsibility for online and hybrid course and program delivery including course scheduling, selection of LOTI trained faculty, enrollment caps, and all other responsibilities associated with face-to-face instruction.

Academic Technology Advisory Committee: This Senate committee will meet regularly with the DEC directors. Its responsibilities and reporting routes are in the [FPPM Section VI. E. Academic Technology Advisory Committee](#).

V. Policy

A. Approval of Faculty Using Distance Education

Online faculty who teach using distance education are subject to all Longwood academic policies and procedures. The following are some additions to these policies that are specific to distance education.

Before teaching an online or hybrid class, any Longwood faculty member, including adjunct faculty, must complete the required LOTI training. LOTI training will be provided every fall, spring and summer term. Faculty may test out of portions of the LOTI training.

Faculty members who have had online or hybrid instruction training *external* to Longwood may be approved to teach distance education for one academic term, during which they must complete LOTI or successfully complete a review of a self-designed course in that first academic term. This review will use a nationally recognized rubric (such as Quality Matters) or the Longwood Distance Education Checklist. Evidence of training and/or experience in teaching online must be provided to their department chair and the Dean of the CGPS.

Details and information about LOTI training can be found at the DEC website.

With approval of the associated department chair and associated College Dean, faculty members may teach any course in hybrid or online format once they have completed the LOTI training. Course delivery decisions should be made at the program and departmental level.

As professional development, all faculty members are strongly encouraged to participate in LOTI training.

B. Approval of Distance Education Programs or Certificates

For SACSCOC Substantive Change reporting purposes departments planning to offer one or more of their **programs** or **certificates** with at least 25% of required courses delivered via distance education must notify the DEC prior to advertising and offering the program or certificate in that format.

C. Course Review and Assessment (*see also under Procedure*)

Longwood conducts sustained, evidence-based and participatory inquiry to determine the effectiveness and quality of online, hybrid, and other distance courses and programs. This inquiry is guided by the Distance Education and Correspondence Courses Policy Statement endorsed by SACSCOC. The determination of course content (including amount and type of material, suitability of learning objectives, etc.) for all online and hybrid courses occurs as part of the regular curriculum process originating at the department level. Longwood University will conduct regular reviews of hybrid and online courses. Reviews will be shared with participating faculty members and the associated department chairs. Reviews shall address those areas where the pedagogical aspects are inherently related to the different methodology/delivery of teaching in an environment using electronic interaction. Faculty members are encouraged to seek the opinion of a disciplinary peer to review aspects related to course content (e.g., amount and type of material, suitability of learning objectives, etc.).

D. Faculty Support

Longwood University provides full support for faculty teaching online and hybrid courses including the training, resources, and technical support necessary to provide effective

instruction regardless of delivery time and location. Review of such courses is an essential component in the professional development of the LOTI trained faculty.

E. Student Support

Longwood University ensures that all forms of student support, including academic support, technical support, and student services, are available to all Longwood students regardless of their location.

F. Student Identity Verification

In compliance with federal law, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that member colleges and universities verify student identification for online courses. Students enrolled in online courses at Longwood are required to use a secure login and pass code to access course assessments. Faculty members should also require students in online courses to use a webcam and/or online test proctoring service (such as Honorlock or a similar product) to verify a student's identity for certain assignments or assessments.

G. Information Technology Services (ITS)

In collaboration with the DEC, Longwood's ITS unit will provide and support the necessary hardware and software for distance education.

Distance Education Enrollment Caps

Maximum registration in a hybrid or online course is determined by the dean and the chair, with consultation from the faculty teaching the course. Maintaining the quality of the course and the student experience must be the primary factors when considering enrollment caps.

However, Longwood University recommends online enrollments of 15-30 students maximum for hybrid or online courses during the regular terms and 15-20 students maximum in compressed terms. Most hybrid or online courses require more time than face-to-face classes for instructor-student interaction, consistent and timely feedback, and monitoring of student activities to ensure quality of student learning. Additional factors that should be taken into consideration in setting enrollment ranges for hybrid and online courses are the type and level of the course, the degree of interaction required in the course, existing enrollment ranges for the same on-campus course, recommendations from the faculty member teaching the course regarding impact of class size on teaching and learning effectiveness, and the faculty member's previous experience.

H. Student Assessment of Instruction

Student Assessment of Instruction (SAI), as conducted by the institution, occurs in all courses in accordance with the policy in FPPM [Section IV.R. Student Evaluation of](#)

[Instruction](#), regardless of the location or delivery format. Additional questions related to specific aspects of the hybrid or online learning experience may be added to the SAI.

I. Copyright

Faculty and students are expected to comply with Title 17, United States Code regarding copyright laws and the Technology, Education, and Copyright Harmonization Act as it pertains to the creation and use of online content.

J. Intellectual Property

The ownership of materials created by faculty members for online courses is treated in the same fashion as materials created by faculty members for traditional courses as outlined in FPPM [Section II. P. Policy on Intellectual Property and Patents](#). If a faculty member receives compensation for developing course materials, content artifacts, etc., he or she has the right to use the material as he or she sees fit, as does the University.

VI. Procedure

Course Review

Course Design: Hybrid and online courses will be reviewed on a regular basis using a nationally recognized rubric (such as Quality Matters) or the Longwood Distance Education Checklist by trained peer reviewers. The Longwood Distance Education Checklist will be the default rubric for course review. If desired, faculty members can request their course to be reviewed according to the Quality Matters rubric at the start of a review. Additionally, program coordinators/directors for programs with a distance education modality may require a course be reviewed using the Quality Matters rubric. Reviews will be facilitated by the DEC in collaboration with the academic departments. The rubric provides objective, consistent, proactive and positive feedback to faculty who teach using distance education regarding the course design.

Reviews shall address those areas where the pedagogical aspects are inherently related to the different methodology/delivery of teaching in an environment using electronic interaction. Elements in the rubric related to course content (including amount and type of material, suitability of learning objectives, etc.) can be included when reviewed by a disciplinary peer.

Review of course design is intended as a means to improve the quality of distance education courses. As such it is considered an area of ongoing professional development for participating faculty and will be treated as such within departments and programs. Reviews will be shared with both participating faculty members and the associated department chair in order to promote quality enhancement of each department's distance education courses. Quality enhancement may include recommendation for further professional development opportunities.

All current faculty who have received LOTI training will have an online or hybrid course reviewed at least every five years. If no such course is available in that timeframe, the faculty member must complete a refresher LOTI course prior to teaching distance education again.

Course Equivalency: Each online or hybrid course must adhere to the required credit hours (FPPM [Section II. I. Standards for Academic Credit](#)). If the course is also regularly taught in a traditional face-to-face format, the course must cover the same amount of material with the same level of assessment. This equivalency should be clear from the course syllabus, which must be visible in the course delivery system. Hybrid courses must clearly include face-to-face meeting times on the syllabus and demonstrate what content will occur through electronic interaction. Each academic department can require additional standards if desired.

Compressed Terms: Courses taught during compressed schedules (e.g., winter intersession, summer) should be of identical quality (as per FPPM [Section II. I. Standards for Academic Credit](#)) as those taught during full terms.

Distance Education Course and Program Assessment

In collaboration with department chairs, program coordinators/directors, faculty and students, the DEC will ensure that components related to accreditation, as they pertain to online and hybrid courses and programs, will be monitored for reporting purposes through a variety of methods. Assessment methods for online and hybrid instruction include, but are not limited to, regular review of course design and delivery, surveys, student data, and comparative studies with face-to-face instruction. Longwood University conducts regular reviews of all distance education programs.

The DEC will maintain additional procedures and resources and information available on the DEC website.

Reference: Faculty Senate, April 12, 2012; April 9, 2015, April 23, 2015; April 25, 2019; March 11, 2021. Board of Visitors, September 12, 2012.

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

General Course Information	Met/Not Met	Comments
*1. The course syllabus includes all FPPM requirements (see Syllabus/Office Hours from FPPM).		
*2. Course structure and Credit Hour Work Requirements clearly explain student engagement in this distance education course (see Syllabus/Office Hours from FPPM).		
*3. Student resources including the writing center, QR center, and tutoring information is included and appropriate for the level of the course (<i>grad vs undergrad</i>)		
*4. Campus resources reflect the course and type of student enrolled (<i>ie, online classes reflect online resources available</i>) list resources. (Can link to DEC maintained page if desired).		
*5. The course provides a link to the DEC maintained page providing students with information on data protection and privacy/accessibility information for all university licensed technologies.		
Course Design	Met/Not Met	Comments
*1.1 Instructions clearly state the purpose of the course, how to get started, how to navigate the course, and where to find various course components.		
1.2 Course design and navigation facilitates ease of use and readability through consistent layout, organized content, logical format, and working links to URL's, files, documents, etc.		
1.3 Expectations for communication among students and faculty for online discussions, email, and other forms of interaction are clearly stated.		
1.4 Course policies are clearly stated or a link to current policies is provided.		
1.5 Minimum technology requirements and computer skills are clearly stated and information on how to obtain the technologies is provided.		
1.6 The self-introduction by the instructor is available online.		
1.7 Learners are asked to introduce themselves to the class.		

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

Student Learning Outcomes	Met/Not Met	Comments
*2.1 The course learning outcomes are measurable and located on the course syllabus.		
*2.2 The module/unit learning outcomes are measurable and consistent with the course-level outcomes and are located on module overview pages.		
*2.3 The relationship between learning outcomes and course activities is clear through a course map, module overview page, narrative, or other format.		
Assignments and Assessments	Met/Not Met	Comments
*3.1 The assignments and assessments measure the stated learning outcomes.		
*3.2 Course assignments and assessments include clear instructions for successful completion and the evaluation of learners' work.		
*3.3 The connection between assignments and assessments and the overall grading scheme is clear.		
3.4 The assignments and assessments used are sequenced and varied.		
3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback from self, peers, and/or faculty.		
Instructional Materials	Met/Not Met	Comments
4.1 A variety of instructional materials is used in the course to allow students to engage with course content in different ways.		
*4.2 The relationship between instructional materials and learning activities is clearly explained and if optional materials are used, they are clearly identified.		
4.3 The course follows guidelines for the use of copyrighted materials as outlined in the FPPM (see Use of Copyrighted Materials in Instruction from FPPM) and models academic integrity, to include citing all outside materials (text, video, images, etc.) used.		
Course Interaction	Met/Not Met	Comments
*5.1 The instructor's plan for interacting with learners during the course is clearly stated.		

Longwood Distance Education Checklist

Course:

Faculty:

*Note: All standards designated with an asterisk * are deemed essential standards and must receive a Met rating for the course to receive an overall Met Review.*

*5.2 Learning activities provide opportunities for <i>substantive</i> interaction that support active learning. The requirements for learner interaction are clearly stated.		
Course Technology	Met/Not Met	Comments
*6.1 A variety of technology and/or Canvas tools are used in the course and support the learning outcomes.		
*6.2 Course technology and/or Canvas tools promote learner engagement and active learning.		
6.3 Course audio and video quality are clear, easy for students to use/control and resize as needed.		
Accessibility	Met/Not Met	Comments
*7.1 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.		
7.2 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.		