

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: Academic Affairs (AA), DEC, Academic Technology Advisory Committee (ATAC)

TOPIC: FPPM Section II. W. 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): On August 24, the federal government instituted new regulations and refined terminology related to distance education (online and hybrid). SACSCOC published updated policies in September related to these changes. The Associate Vice President for AA and the Director of the DEC discussed changes to align with the above actions. The proposal then went to EPC, who approved the change in the definition of hybrid. The entire proposal was reviewed by ATAC, who offered feedback reflected in this proposal.

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):

- 1) **New and revised definitions: *electronic interaction* (revised); *substantive interaction* (new); *online, hybrid, distance education* (revised).**
- 2) **More consistent use of the term *distance education*.**
- 3) **Altering the breadth of encouragement for those participating in LOTI.**
- 4) **Clarifying current DEC procedures and practice (including items related to those with external previous experience with distance education training and timeline of regular review of distance education instructors), and general clean-up of formatting.**

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

- 1) **Revisions to definitions of *online* and *hybrid*, as well as the new definition of *substantive interaction*, align with current federal law and SACSCOC policy. Revisions to the definitions of *electronic interaction* and *distance education* are for clarification.**
- 2) **Instances where no distinction is made between online and hybrid courses are referred to by the blanket term *distance education*.**
- 3) **Previously, the definition of hybrid did not coincide with the encouragement directed toward who should participate in LOTI. These two percentages now align. The encouragement to participate in LOTI has been broadened to include all faculty, given how important some knowledge of teaching using electronic interaction has been demonstrated to be since March 2020.**

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:

W. 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:

- direct instruction;
- assessing/providing feedback on coursework;
- providing information/responding to questions about course content or a course competency;
- facilitating a group discussion about course content or a course competency;

A-v. other instructional activities approved by an institutional or program accrediting agency.

B-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.

~~C.D.~~ Hybrid: at least ~~30~~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 ~~at most 70~~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 meetings must be clearly stated in the Schedule of Classes and in the course syllabus.

~~D.E.~~ Distance Education: a formal, ~~synchronous~~ 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 ~~distance~~/hybrid.

~~E.F.~~ Digital Education Collaborative (DEC): The DEC is a unit housed in the College of Graduate & Professional Studies (CGPS). The director(s) ~~is/are~~ 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.

~~F.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(s) 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.F. [Academic Technology Advisory Committee](#).

V. Policy

A. Approval of ~~Online & Hybrid~~ Faculty [Using Distance Education](#)

~~Online~~ Faculty [who teach using distance education](#) are subject to all Longwood academic policies and procedures. ~~The F~~following are some additions to these policies that are specific to ~~online~~-[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 ~~online or hybrid~~[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 using a nationally recognized rubric](#). 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 teaching courses with at least 25% but less than 50% online instructor-student contact are strongly encouraged to participate in LOTI training due to the high level of online content required.~~

B. Approval of ~~Online & Hybrid~~Distance Education Programs or Certificates

For SACSCOC Substantive Change reporting purposes ~~(SACSCOC, 2014)~~, departments planning to offer one or more of their **programs** or **certificates** with at least 25% of required courses delivered via distance education that meet the following criteria must notify the DEC and the Office of Accreditation and Compliance prior to advertising and offering the program or certificate in that format:

~~1. the majority of instruction occurs through distance education (when students and instructors are not in the same place)~~

~~2. over 25% of the required courses are delivered using hybrid and/or online format (substantive change reporting to SACSCOC).~~

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

Due to the unique nature of hybrid and online delivery formats, the demands of accrediting bodies such as SACSCOC and the close scrutiny given to delivery formats that differ from traditional, face-to-face methods, Longwood University will conduct regular reviews of all hybrid and online courses and programs. 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 [online and hybrid distance education-teaching and learning](#).

H. 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. The effectiveness of the design and delivery of [an online or hybrid a distance education](#) course is reviewed by the DEC in collaboration with participating faculty and department chairs.

[Online-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.

I. 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. [QR. 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.

J. 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.

K. 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.S. Policy on Intellectual Property Copyrights and Patents. of the FPPM](#). 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 by trained peer reviewers ~~on a regular basis~~. Reviews will be facilitated by the DEC in collaboration with the academic departments. The rubric provides objective, consistent, proactive and positive feedback to ~~hybrid and online~~ 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](#) ~~online and hybrid~~ 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 ~~online and hybrid~~ [distance education](#) courses.

[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 ~~Standards for Academic Credit~~ Section II.K. [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.K. Standards for Academic Credit](#) ~~FPPM Standards for Academic Credit policy Section II. K.~~) as those taught during full terms.

[Hybrid & Online Distance Education Course and Program Overall 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.

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; Board of Visitors, September 12, 2012.