

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.

This cover sheet is being piloted during spring and fall 2011.

**COMMITTEE(S)** that authored or sponsored this proposal:  
**The Ad-Hoc Committee on LOTI Policies**

**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): *See attachment*

**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):

**Revisions made after March Faculty Senate Meeting:**

1. Reorganized existing content to match requested format (per Lara Fergeson & Susan May and based on Policy Template <http://www.longwood.edu/policies/31518.htm>):
  - I. Purpose
  - II. Definitions (optional)
  - III. Applicability (optional)
  - IV. Responsibility (per Lara Fergeson)
  - V. Procedure
2. Revised content below:

Action Taken	Requests made by:	Additional Information
Deleted Section T	Multiple requests	Folded content into Section U. Will create a separate section in FPPM for off-campus instruction if needed
Removed all footnotes & most citations	Susan May; Bill Abrams	Moved to Rationale section of Proposal Cover Sheet and <i>Handbook for Online and Blended/Hybrid Teaching and Learning</i> on DEC website

Definition of blended/hybrid instruction	Virginia Kinman (SACS); Lara Fergeson, discrepancy between our definition and SACS/SCHEV definitions	Blended/hybrid definition to match SACS/SCHEV. statement added to document encouraging faculty teaching 25-49% online content to take training
Changed name of online and blended/hybrid faculty advisory committee to Online Faculty Advisory Committee	Committee name too long	
Prepared request for online faculty advisory committee to become a senate committee	Lara Fergeson, reporting line clarifications, credibility of committee	Will ask senate to create this committee if they feel it is necessary, otherwise it will remain a committee within DEC
Added Responsibility Section	Lara Fergeson	To clearly delineate responsibilities of primary stakeholders.
Student Identity Verification shortened to what we currently have in place	Lissa Power DeFur, Virginia Kinman	Discuss and possibly develop an institution wide procedure that would take LU's student identity policy beyond the min. requirements
Deleted duplication of 'student assessment of instruction' and revised text within section	multiple	To better align with SACS requirements

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

Request from faculty senate in recognition that current policy sections are out-dated and incorrect and include information that is not policy related. Experience with SACS reaffirmation for 2.8 and 3.3.1.1 led to realization that policy is needed to satisfy both SACS and SCHEV reporting requirements. Substantial changes to the structure and function of off-campus, online and blended/hybrid instruction since it began well over 10 years ago.

Review of the following documents from policy agencies specific to online and blended/hybrid instruction:

**Best Practice:**

Southern Regional Education Board's Principles of Good Practice

[http://www.sreb.org/uploads/documents/2009/09/2009090309042322/Principles\\_of\\_Good\\_Practice\\_91.1.09.pdf](http://www.sreb.org/uploads/documents/2009/09/2009090309042322/Principles_of_Good_Practice_91.1.09.pdf)

Western Cooperative for Educational Telecommunications' Best Practices for Electronically Offered Degree and Certificate Programs [www.aaup.org/NR/rdonlyres/BBA85B72-20E9-4F62-B8B5-CDFF03CD8A53/0/WICHEDOC.PDF](http://www.aaup.org/NR/rdonlyres/BBA85B72-20E9-4F62-B8B5-CDFF03CD8A53/0/WICHEDOC.PDF)

Best Practices For Electronically Offered Degree and Certificate Programs  
<http://www.sacscoc.org/pdf/commadap.pdf>

### **Definitions from Sacs and SCHEV**

<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

State Council of Higher Education for Virginia <http://www.schev.edu/>

### **Assessment:**

In accordance with the SACS *Best Practices for Electronically Offered Degree and Certificate Program* distance learning programs and certificates are designed and evaluated according to guidelines consistent to those utilized on-campus as well as those stated in the guidelines.

<http://www.sacscoc.org/pdf/Distance%20and%20correspondence%20policy%20final.pdf>

### **Student Identity Verification Requirement**

In compliance with the reauthorization of the Higher Education Opportunity Act <http://www2.ed.gov/policy/highered/leg/hea08/index.html>, the Commission on Colleges' Southern Association of Colleges and Schools currently monitors how member colleges and universities verify student identification for online courses.

### **Revisions Complete. Submitting this draft for approval.**

Date submitted to Senate Executive Committee for Consideration: April 5, 2012

Action(s) Taken:

Date first read at Faculty Senate: \_\_\_\_\_

Action(s) Taken:

Date final action taken by Faculty Senate: \_\_\_\_\_

Final action(s) Taken: