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 Chairs Council (ACC)

TOPIC: Revisions to SECTION II. U. ONLINE AND BLENDED/HYBRID TEACHING AND LEARNING AT LONGWOOD

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):

Department chairs were unhappy with the manner in which evaluations of online and hybrid courses were conducted during the spring and summer of 2014. Dr. Jeannine Perry and Ms. Jenny Quarles attended the October 21 ACC meeting to explain the circumstances around the evaluations. Following that meeting, they offered to meet individually with chairs about specific concerns and to discuss potential models for evaluation moving forward. During this same time frame, concerns were raised about these evaluations with Faculty Senate Executive Committee. The Executive Committee asked ACC to craft a proposal to address concerns related to policies and procedures in this section.

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) Putting primacy on the definition of "electronic interaction," particularly in terms of the definition of online and hybrid courses.

2) Removal of descriptions or duties to the Academic Technology Advisory Committee (ATAC).

3) Expansion of the description of course reviews. References are to course reviews, *not* evaluations.

4) Reviews are limited to course design unless the individual faculty member seeks further feedback about course content.

5) General revisions to the terminology and language of the policy, including the removal of the term "blended" throughout.

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) The definition of online and hybrid courses relied on the use of contact hours. However, in *Section II. K. Standards for Academic Credit*, an online or a hybrid course is deemed to have met the credit hour requirement if "…it covers the same amount of material with the same level of assessment." Changes to Section U bring it into accord with Section K.

2) Since the ATAC's membership and functions are described in detail later in the FPPM, it seemed unnecessary (and a potential cause of contradictory information) to include the information in two places.

3) Language referring to the Quality Matters results as evaluations comes into conflict with a chairs' duty to evaluate faculty. As such, all references were changed to reviews, and as such would be appropriate to include in a chair's annual evaluation under professional development.

4) Because a disciplinary peer is not a guaranteed member of a review team, reviews are limited solely to those aspects of the course that involve the different delivery method (online or hybrid). This ensures academic freedom related to the course content and consistency of content between traditional and online/hybrid courses. It also focuses the course review on those aspects of the course fundamentally different from delivery in a traditional format and allows DEC to share their expertise in online/hybrid delivery with faculty members.

Date submitted to Senate Executive Committee for Consideration: _____April 2, 2015_____

Action(s) Taken: Refer to April 9 Faculty Senate Meeting

Date first read at Faculty Senate:_April 9, 2015_____

Action(s) Taken: Voice Vote

Date final action taken by Faculty Senate: __April 9, 2015 _____

Final action(s) Taken: Approved with additional edits

U. ONLINE AND ~~BLENDED/HYBRID~~HYBRID TEACHING AND LEARNING ~~AT LONGWOOD~~

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 ~~blended/hybrid~~hybrid.

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

- utilize ~~research-based,~~ best practices informed by current research,
- meet the same standards of quality as face-to-face, campus-based courses,
- ~~distinctly~~ 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 ~~evaluation~~ review of all online and ~~blended/hybrid~~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.

~~B~~A. Online: 100% ~~online instructor-student contact *(12.5 online contact hours per credit hour)*~~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 regular ~~and substantive~~ electronic interaction.

~~C~~B. ~~Blended/Hybrid~~Hybrid: at least 50%~~,~~ but less than 100%~~,~~ electronic interaction~~online instructor-student contact *(more than 6.25 but less than 12.5 online contact hours per credit hour)*~~

For the purposes of this document, ~~*blended/hybrid*~~hybrid is defined as partial replacement of physical class meetings with electronic interaction~~* through distance learning technologies~~. A

hybrid or blended/hybrid course is one in which some of the course's regular in-class meetings are converted to electronic format through distance learning technologies. 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 regular and substantive electronic interaction. The dates, times, and location for face-to-face meetings must be clearly stated in the Schedule of Classes and in the course Syllabussyllabus.

DC. 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 not in the same placein at different campuses instructional sites.

D. *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.

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 or distance/hybrid.

E. Digital Education Collaborative (DEC): The DEC is a unit housed in the College of Graduate & Professional Studies (CGPS) as an extension of the previously established Longwood Online Technology Institute (2003-2012). The director(s) are appointed by the Dean of CGPS. The DEC serves roles of the DEC are to support instructional technology (the design and delivery of courses through distance learning technologies), to ensure promote blended/hybridhybrid and online teaching and learning at Longwood is 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 blended/hybridhybrid and online teaching and learning.

F. 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/or teach high quality blended/hybridhybrid 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 blended/hybridhybrid courses. These standards must be research-supported, best practice-based, quality assurance standards that focus on optimal course design and be supported by recent research.

G. Academic Technology Advisory Committee: This committee works with the DEC to address all faculty ideas, concerns, questions and needs regarding online and blended/hybrid instruction.

~~The committee is composed of two faculty representatives with LOTI training and online or blended/hybrid teaching experience from each College.~~

III. Applicability

The *Faculty ~~Policy~~ 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 ~~blended/hybrid~~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 ~~blended/hybrid~~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 ~~Online & Blended/hybrid Faculty Advisory Committee~~Academic Technology Advisory Committee, department chairs, program coordinators, ~~IITS~~ ITS, the Greenwood Library, CAFÉ, 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 ~~blended/hybrid~~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 *FPPM* Section VI. F. ~~and is responsible for representing faculty regarding online and blended/hybrid instruction, making recommendations, and serving as a liaison with the colleges, departments, and/or programs offering online and blended/hybrid instruction. This committee reports to the Dean of CGPS and Faculty Senate.~~

V. Policy

A. Approval of Online & ~~Blended/Hybrid~~Hybrid Faculty
Online faculty are subject to all Longwood academic policies and procedures. Following are some additions to these policies that are specific to online education.

Before teaching an online class, ~~all~~ 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 ~~blended/hybrid~~hybrid instruction training external to Longwood may be approved to teach online or ~~blended/hybrid~~hybrid for one academic term, during which they must complete LOTI. Evidence of training and/or experience in teaching online must be provided to their department chair ~~who will work with~~and the Dean of the CGPS.

Details and information about LOTI training can be found at ~~www.longwood.edu/dec~~the DEC website.

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

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 & ~~Blended/Hybrid~~Hybrid Programs or Certificates
For SACS<u>COC</u> Substantive Change reporting purposes (SACSCOC, ~~2011~~ 2014), departments planning to offer one or more of their **programs** or **certificates** that meet the following criteria must notify the DEC prior to advertising and offering the program or certificate:

> 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 ~~blended/hybrid~~hybrid and/or online format (substantive change reporting to SACS<u>COC</u>).

C. Course Review *(see also under Procedure)*
Due to the unique nature of ~~blended/hybrid~~hybrid and online delivery formats, the demands of accrediting bodies such as SACS<u>COC</u> and the close scrutiny given to delivery formats that differ from traditional, face-to-face methods, Longwood University will conduct regular reviews of all ~~blended/hybrid~~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 ~~blended/hybrid~~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. Refer to Section IV of the *FPPM* and the Student Support Website for online and off-campus learning. ~~http://www.longwood.edu/online~~

F. Student Identity Verification
In compliance with the ~~reauthorization of the 2008 Higher Education Opportunity Act~~federal law, the Commission on Colleges' Southern Association of Colleges and Schools (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 ~~content including assignments and~~ assessments. Faculty members may also require students in online courses to use a webcam or online test proctoring service to verify a student's identity for certain assignments or assessments.

G. Information ~~and Instructional~~ Technology Services (IITS)
In collaboration with the DEC, Longwood's IITS unit will provide and support the necessary hardware and software for online and ~~blended/hybrid~~hybrid 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, ~~blended/hybrid~~hybrid, and other distance courses and programs. This inquiry is guided by the Distance Education 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 course is reviewed by the DEC in collaboration with participating faculty and department chairs.

I. Online Enrollment Caps
Maximum registration in a ~~blended/hybrid~~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 ~~blended/hybrid~~hybrid or online courses during the regular terms and 15-20 students maximum in compressed terms. Most ~~blended/hybrid~~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 ~~blended/hybrid~~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.

J. 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* Appendix I~~will occur in all courses~~, regardless of the location or delivery format. Additional questions related to specific aspects of the ~~blended/hybrid~~hybrid or online learning experience may be added to the SAI.

K. 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.

L. 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 Section Q 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: ~~Blended/hybrid~~Hybrid and online courses will be reviewed 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 ~~blended/hybrid~~hybrid and online faculty 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 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 courses.

Course ~~Delivery~~Equivalency: ~~To ensure~~ Each online or hybrid course must adhere to the required credit hours (*FPPM* credit hour policy Section K). 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. ~~Blended/hybrid~~Hybrid courses must clearly include face-to-face meeting times on the syllabus and demonstrate ~~how the remaining contact hours are being met~~what content will occur through electronic interaction.~~course delivery that is consistent with the university expectations for face-to-face delivery, the following guidelines serve as minimum standards for all online and blended/hybrid courses.~~ Each academic department can require additional standards if ~~customize these guidelines if additional standards are~~ desired.

> ~~**Contain sufficient content** (material, student-instructor interaction, student-student interaction, independent work, assessments) to ensure credit hours are being met (*FPPM* credit policy). This should be clearly outlined in the course syllabus and visible in the course delivery system.~~ ~~Blended/hybrid courses clearly include face-to-face meeting times on the syllabus and demonstrate how the remaining contact hours are being met.~~
>
> ~~**Maintain instructor-student contact hours**: Demonstrate instructor-student contact comparable in time, regularity and substance with face-to-face instruction of the same credit hours.~~

Compressed Terms: Courses taught during compressed schedules (e.g., winter intersession, summer) should be of identical quality (as per *FPPM* credit hour policy Section K) ~~and meet the same learning objectives~~ as those taught during full terms.

~~Blended/hybrid~~Hybrid & Online ~~at Longwood~~ Overall Assessment
In collaboration with department chairs, program coordinators, faculty and students, the DEC ~~will ensure that the components below as they pertain to online and blended/hybrid courses and programs will be monitored for reporting purposes through a variety of methods~~ will ensure that the components below, as they pertain to online and ~~blended/hybrid~~hybrid courses and programs, will be monitored for reporting purposes through a variety of methods. Assessment methods for online and ~~blended~~ 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.~~:~~
- ~~Curriculum and Instruction~~
- ~~Faculty~~
- ~~Institutional Effectiveness~~
- ~~Library and Learning Resources~~
- ~~Student Services~~
- ~~Facilities and Finance~~

The DEC will maintain ~~a *Handbook for Online and Blended/Hybrid Teaching and Learning* with~~ additional procedures, resources and information available at on ~~www.longwood.edu/dec~~the DEC website.