

SU ONLINE LEARNING POLICY
Approved by Faculty Senate, February 14, 2006
Approved by Graduate Council, March 16, 2006

Online learning at Salisbury University (SU) extends and supplements educational opportunities to students on and off campus. Online learning is a formal educational process in which some or all of the instruction occurs when the learner and the instructor are not in the same place at the same time. SU defines courses in relation to online learning as follows:

Image	Description	F2F Time*	Online Time*
	Online (Web-based)[†] A course where most or all of the content is delivered online. Typically no traditional face-to-face (F2F) classroom meetings are scheduled beyond optional course orientations/wrap-ups.	0–25%	75–100%
	Hybrid[†] A course that blends online and F2F delivery. A majority of the course activity is delivered online with some scheduled F2F meetings.	25–50%	50–75%
	Web-Enhanced A course in which normal F2F meetings are held, but some course activity is done online (i.e. discussions, assessments, assignments). The activity is typically substantial towards the learning process of the course.	50–75%	25–50%
	Web-Presence Traditional course with information such as syllabus, articles, or supplemental materials are available online.	75–100%	0–25%
<small>*These are estimates only; some courses categorized as hybrid or online may not fit within these percentages. [†]Online and Hybrid courses should follow the University Curriculum Guide policy and procedure for Online/Hybrid courses.</small>			

Only online and hybrid courses will be acknowledged in class schedules by alternate section numbers. This is due to the reduction in actual "seat-time" required by the course. Online courses will have section numbers in the 700s range and hybrid courses will be in the 500-600s range.

The purpose of this online learning policy is to define institutional commitment and the roles and responsibilities of the campus community:

University

- SU will be responsible for the administration and reliable delivery of online courses and the provision of technical, academic, clerical, and instructional design support services to faculty and students as appropriate.
- SU will train faculty, staff, and students in the use of information technology and online learning media as appropriate. The supported technology is WebCT, a course management system (CMS) that is accessible by a computer with an Internet connection.
- SU will ensure that student services (e.g., bookstore, IT, library, registrar, financial services) and instructional materials essential to online learning must be made available and accessible to all students.

Department

- The academic unit or department will identify appropriate courses and faculty suitable for online learning that meet student needs.
- The academic unit or department will ensure that online learning courses meet the same institution-wide standards applied to traditional courses, including quality of instruction, articulated student learning outcomes, academic rigor, and educational effectiveness.
- The academic unit or department will determine the appropriate enrollment limits for online learning courses. The recommended class size should be smaller than the traditional classroom in order to manage the volume of interaction in the course and generally does not exceed 25 students.

Faculty

- Faculty must demonstrate the pedagogical, instructional and technological expertise for teaching online courses. They are expected to take advantage of relevant faculty development programs as offered or supported by SU.
- When calculating faculty teaching loads, online/hybrid courses will be treated in the same way as traditional courses.
- Faculty who develop and/or teach online/hybrid courses will receive recognition equitable to traditional courses in evaluation towards tenure and promotion.
- Faculty who teach online/hybrid courses are responsible for informing students in the syllabus about participation requirements, technical skill prerequisites, and, as necessary, required hardware, software, and supplementary materials for course participation.
- Faculty who teach online/hybrid courses are responsible for addressing academic integrity and how it will be managed within the course consistent with university policies.
- Faculty who teach online/hybrid courses will foster the faculty-to-student relationship that is an inherent part of online pedagogy. This can be done through electronic mail, discussion, conferencing and other means.

- Faculty should provide information prior to the start of the online/hybrid course to the student. Such information might include a course orientation letter, tentative syllabus, required face to face meeting times, and other pertinent information.

Student

- Student participation in online learning is likely to be recorded in various ways and media. Students may be required to post materials electronically. Students will be informed in the syllabus and should be expected to understand (a) that their participation will be recorded and (b) that there are circumstances under which others may have access to those recordings and their postings. Additionally, recordings and postings will be destroyed when they are no longer needed.

Policies

Academic policies (e.g., absences, academic integrity, grading) are applied in the same way regardless of whether courses are taught traditionally (face-to-face) or online.

- The schedule of classes will indicate which sections of courses will be delivered online or as a hybrid as follows:
 - ❖ 501-549 – Hybrid with an experiential component and daytime meetings
 - ❖ 551-599 – Hybrid with an experiential component and evening meetings after 5 PM
 - ❖ 601-649 – Hybrid with online component and daytime meetings
 - ❖ 651-699 – Hybrid with online component and evening meetings after 5 PM
 - ❖ 701-799 – Online courses (no regularly scheduled meetings)

Note: It is at the discretion of the faculty as to whether some scheduled campus meetings will occur (i.e. course orientation or on-campus examinations). If so, this information must be communicated to the student through the GullNet 'Notes' section of the course schedule. Additionally, this information should be communicated through the online learning website, orientation letter and/or course syllabus prior to the start of the course.

- Credit hours for online courses that have a traditional equivalent will be the same.
- Intellectual property policies are applied the same regardless of whether courses are taught traditionally or online. Given the nature of online learning, the creator(s) of online course materials and SU may find it desirable to enter into written agreements.
- Academic Integrity concerns for online courses can be addressed in several ways by faculty. For example, testing activities (i.e. quizzes, tests, exams, etc.) can be administered:
 - ❖ Online utilizing a proctoring system
 - ❖ Online in an on-campus proctored environment
 - ❖ In a scheduled on-campus classroom setting
 - ❖ In other environments as deemed appropriate
- Related policies include:
 - ❖ All policies within the Curriculum Approval Guide
 - ❖ Intellectual Property Rights Policy in Chapter 7 (Research) of the Faculty Handbook – available at <http://www.salisbury.edu/provost/handbook/>
 - ❖ Academic Integrity Policy – available at <http://www.salisbury.edu/provost/handbook/>

RESOURCES

Allen, I. E., & Seaman, J. (2004). What is Online Learning? In Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004 [On-line], 4. Available: http://www.sloan-c.org/resources/entering_mainstream.pdf.

Holland, J. (2000). The University of Wisconsin-Stout Asynchronous Learning Network Case Study Options: Using Technology to Remove Learning Barriers [43 paragraphs]. Journal of Asynchronous Learning Networks [On-line serial], paragraphs 14-16. Available: http://www.aln.org/publications/jaln/v4n2/v4n2_holland.asp.

Octillo Retreat 2002: Building a Vision. (2002). Café Discussions: A Schema for Hybrid Courses: Summary [On-line]. Available: <http://www.mcli.dist.maricopa.edu/ocotillo/retreat02/cafe.php?id=8>.

Sener, J. (2004). Online Class Size [10 paragraphs]. SLS Online Learning Blog [On-line], paragraph 4. Available: <http://senerlearning.com/weblogs/archives/000006.html>.

University of North Carolina – Greensboro (2000). UNCG Distance Education Policy [On-line]. Available: <http://www.uncg.edu/tlc/DEPolicy.html>.