

# William Paterson University Policy

## Academic Policy

<b>SUBJECT:</b>	Online and Hybrid Courses	<b>TITLE:</b>	Policy on Online and Hybrid Courses		
<b>CATEGORY: Check One</b>	<b>Board of Trustees</b> <input type="checkbox"/>	<b>University</b> <input type="checkbox"/>	<b>Functional</b> <input checked="" type="checkbox"/>	<b>School/Unit</b> <input type="checkbox"/>	
<b>Responsible Executive:</b>	Provost and Senior Vice President for Academic Affairs		<b>Responsible Office:</b>	Office of the Provost	
<b>CODING:</b>	02-20-01-01-00	<b>ADOPTED:</b>	05-19-2005	<b>AMENDED:</b> <b>03-25-2014</b>	
			<b>LAST REVIEWED:</b> 03-24- 2014		

### PURPOSE

This policy applies to all online and hybrid courses to guide faculty practices and clarify expectations for undergraduates and graduate students.

### ACCOUNTABILITY

The Office of the Provost is responsible for enforcement of this policy

### DEFINITION(S)

1. In an online course, all course activity is done online; there are no required face-to-face sessions within the course. Online courses totally eliminate geography as a factor in the relationship between the student and the institution. They replace all face-to-face sessions with online elements that facilitate the three critical interactions between the student and content, the instructor, and other students. While these courses may appeal to on-campus students, they are designed to meet the needs of students who do not have effective access to campus. They may reside near the campus, or they may reside quite a distance away in other states or even in other countries (Sloan Consortium, 2010). Such courses are designated *OFA* (online, fully asynchronous).
2. A fully online course may contain synchronous elements. Such courses must be clearly designated in all course listings as *OSS* (online, some synchronous). At the time of registration, students must understand that these elements exist. Students will have access to the course schedule no later than the first day of class so that they will know when these synchronous elements are scheduled and if this is acceptable.

3. A blended or hybrid course consists of online course activity in which online activity replaces at least 30 percent of required face-to-face meetings. When the technologies used for education and communication outside the classroom are used to supplant some of the classroom work, reducing the time actually spent in the classroom, the result is a blended or hybrid course. For example, if a course traditionally meets in a classroom three times per week, a hybrid or blended version might use online sessions to replace one or two of the traditional weekly classroom sessions or to eliminate all but a few key face-to-face sessions for laboratory work or examinations. Current convention is to classify a course as blended if 30% or more of the education is provided online. Blended/hybrid courses are one component of E-Learning; they will be attractive to many traditional full-time students, in addition to non-traditional learners, typically working adults who are within commuting distance and who wish to earn a degree (Sloan Consortium, 2010).
4. A traditional course meets in person 100% of the time. The instructor may supplement instruction using course management software and other technologies. A traditional course may contain an occasional online meeting if weather or other curricular circumstances warrant it.
5. A MOOC (Massive Open Online Course) is taught 100% online and made available to the university and non-university community at-large. With the large enrollment expectations, MOOCs are to have minimal or no student assessment and grading. Consequently, MOOCs are non-credit earning unless specific approval is granted via existing university, college, and department processes.

#### REFERENCE(S)

1. The Sloan Consortium Commons Glossary of definitions about online learning from JALN [The Journal of Asynchronous Learning Networks] <http://commons.sloanconsortium.org/document/glossary-alphabetic-listing-definitions-about-online-learning-jaln>, 2010.
2. Five Pillars of Quality Online Education – The Sloan Consortium. <http://sloanconsortium.org/publications/books/pillarreport1.pdf> , 2002.
3. Quality Matters Program. <https://www.qualitymatters.org/our-mission>, 2014.

#### POLICY

- 1) The syllabus for an online or hybrid course should be comparable to a traditional course with the necessary changes made to accommodate for the online environment. Online and hybrid courses must meet the same student learning outcomes as the traditional version of the course. Course syllabi for online and hybrid courses should include required course deadlines.
- 2) Departments will make use of University-sanctioned course naming standards to appropriately designate courses as being online fully asynchronous - **OFA**, online some synchronous - **OSS**, hybrid - **H** or traditional - **T**.
  - a) A course that is listed at the time of registration as an online course, a hybrid course, or a traditional course must remain so for the entire semester. Exceptions to this policy must be approved by the dean of the appropriate college.
  - b) All hybrid courses must list required in-person meeting dates and times at the time of registration. The faculty reserve the right to modify the schedule due to extenuating circumstances.
- 3) The number of students allowed to enroll in an online course must allow for quality instruction as well as meet student demand.
- 4) Based on departmental and university needs, faculty members may teach up to two non-traditional courses per semester. Additional online or hybrid courses may be taught with the approval of the Dean or Provost.
- 5) Online and hybrid syllabi should be submitted to the department before the beginning of each semester, including winter and summer. Hybrid courses must specify in person meeting dates and times on the syllabus and on the course schedule.
  - a) The number, date(s) and time(s) of online meetings will be determined by the instructor.
- 6) The contact hours (e.g. instruction, office hours, or virtual office hours) a faculty member devotes to an online course should be at least the same as for a traditional course. Faculty should respond in a timely fashion to discussion board, posts, and emails.
- 7) A faculty member teaching an online or hybrid course is subject to the same policies, procedures, and professional responsibilities as any other faculty member teaching a traditional course at William Paterson University *and as outlined in the Faculty and Professional Staff Handbook*.
- 8) Full-time faculty members teaching online must continue to assume their share of committee/service assignments in the department.

- 9) As with traditional courses, faculty teaching online or hybrid courses should be observed by their peers, as required by University policy.
- 10) As with traditional courses, students must have an opportunity to evaluate any online or hybrid course.
- 11) If a faculty member does not have experience teaching online s/he should make use of available university resources to develop relevant skills and techniques.
- 12) Faculty teaching online courses will adhere to University requirements for recording attendance.

By Direction of the Provost and Senior Vice President for Academic Affairs

| Date: 3/25/14

