MINUTES
University Faculty Council
University of Mary Washington

October 5, 2010

Members Present: Ernest Ackermann (Chairperson), Andrew Dolby, Leigh Frackelton, Kimberley Kinsley, Mary Beth Mathews, Marie McAllister, George Meadows, Angela Pitts, Suzanne Sumner, Jo Tyler (Secretary); President Richard Hurley, Provost Jay Harper, College of Arts and Sciences Dean Richard Finkelstein, College of Business Acting Dean Larry Penwell, College of Education Dean Mary Gendernalik-Cooper

Members Absent: President Richard Hurley

Guests: John Morello, John St. Clair, Martin A. Wilder

1. Call to Order. The meeting was called to order at 4:00 p.m. in the Red Room of the Woodard Campus Center by Ernest Ackermann, Chair.

2. Reading and Approval of Minutes. Members had received the minutes of the previous meeting of September 7, 2010, so a formal reading of the minutes was dispensed with. Ernest Ackermann called for additions or corrections. There being none, Marie McAllister moved that the minutes be approved as submitted, and Suzanne Sumner seconded the motion. The minutes were approved unanimously by voice vote.

3. President's Report. Martin A. Wilder, Chief of Staff, presented a report on behalf of the President. He announced that the Master Planning process is underway with presentation forums to be conducted at the University during October. He also mentioned that there have been preliminary talks about the University's participation in a higher education center at Quantico and that our participation will not involve investment of funds.

     Mr. Wilder discussed the recent *Bullet* article regarding a tuition increase. He explained that the discussions by the Board of Visitors on this issue are more complex than the headlines and that, because of a $5.7 million budget reduction as stimulus funds run out and state funds are cut, we will need a tuition increase just to stay in place. He pointed out that a sizeable increase will be needed to if we are to improve and carry out our Strategic Plan. There will be a special meeting of the Student Senate to discuss tuition that the President will be attending on October 6. Angela Pitts will represent the UFC at this meeting, since Ernest Ackermann is unable to attend.

4. Provost's Report. Jay Harper announced that a search is underway for the position of Associate Provost for Enrollment, Management and Student Services. Faculty from each College are represented on the search committee. The position is being advertised and candidate forums will be held.

5. College of Arts and Sciences Dean's Report. Richard Finkelstein reported on two initiatives that are being addressed in response to a list of suggestions from the CAS Faculty Senate and addressing priorities in the Strategic Plan. The first initiative, an honors program, is being

studied by a committee that includes members from each college. This committee is discussing such topics as an honors curriculum, funding, admissions criteria, etc. The second initiative, student recruitment and retention, is being studied by a committee initially convened by Martin Wilder. Mr. Wilder explained that the committee includes students, staff, faculty and deans from all three colleges and has begun its work by looking at benchmark data from other schools.

6. College of Business Dean's Report. Larry Penwell reported that the COB is making great progress in building its infrastructure, with most of the work this semester focused on faculty governance. There are a large number of committees involved in development of the College which puts a heavy service burden on a small faculty while many of them also have teaching overloads. In response to a question, Acting Dean Penwell remarked that the service demands on faculty should ease up slightly, but that adding faculty will be the key.

7. College of Education Dean's Report. Mary Gendernalik-Cooper reported that a similar situation to that in the COB with a heavy service burden on faculty also exists in the COE. She noted that faculty are working together across programs and campuses, and that a preliminary organizational chart of the COE has been sent to the Provost. Among the recent activities in the COE are outreach to the PreK-12 community and the recent adoption of the College's Mission Statement and Conceptual Framework.

8. UFC Chairperson's Report. Ernest Ackermann reported that the UFC has been working since the last meeting to define governance structures. Since the last UFC meeting, he met with the elected leaders of the faculty governance bodies of the three Colleges and attended the recent COB faculty meeting. He also reported that he, Kim Kinsley, and Jo Tyler attended the meeting of the President's Leadership Council on September 15, and will attend the next meeting, scheduled for October 6, to preview proposals for the Master Plan.

As the UFC representative to the Board of Visitors, Ernest Ackermann also reported that the topics discussed at the September BOV meeting included development projects, tuition increase, information technology issues, but no action was taken on these.

9. University Faculty Handbook Committee Report. John Morello presented the report of the Handbook committee meeting held on October 4 (Attachment 1). He emphasized the time constraints inherent in the process of creating the mechanism while already undertaking the work of the Colleges and University. He urged the UFC to immediately form the University-level committee responsible for oversight of promotion and tenure in order for the Colleges to meet the November 30 deadline, established in the transition documents, for approval of the Colleges' promotion and tenure policies. He also pointed out that the UFC still needs to determine whether (a) the University-level committee itself will have authority to approve the college-level policies, or (b) the UFC will act on a recommendation from the University-level committee. In response to a question, Mr. Morello noted that the current Faculty Handbook is silent on the procedures that the University-level committee is to follow. In response to additional questions, he explained that after the Handbook committee presents its proposals, the proposed Handbook will be approved by a meeting of the full faculty no later than April 5, 2011.

In further discussion of promotion and tenure issues, the question was raised regarding the general standards that are in section 6 of the current handbook, effective for 2010-2011. For the colleges in the process of determining their promotion and tenure policies, some clarification

on what general university-wide standards will be in place that will govern the new promotion and tenure policies that are now in the process of being developed within each college. Among the responses to this concern were (1) that if the colleges have concerns about continuing the current language of section 6, they should address those to the UFC and/or the Handbook committee; and (2) the policies at both the College level and the University level need to be debated simultaneously until the point that they can be vetted in the university-level oversight committee that will be dealing with promotion and tenure issues.

The discussion turned to the topic of the University-level oversight committee for general education curriculum issues, to be established by the UFC this year under section 2.3.2.6 of the Faculty Handbook. One point of discussion related to the scope of the term *general education*, and whether this committee would have oversight of graduate curricula. This will have to be addressed in the charge to the committee contained in the forthcoming proposal from the UFC.

Mr. Morello also pointed out, regarding the promotion and tenure policies, that these provisions must be presented clearly in the Handbook in order for the Board of Visitors to approve each set of policies at the College level and the University level.

Another topic raised by Mr. Morello in relation to the Faculty Handbook included the provision, requested by President Hurley, for an exception to section 3.1.3 regarding the percentage of RTAs in a college during the transition period. There was general consensus among UFC members in support of this provision.

10. Old Business. The chair asked for discussion of the motion regarding the UFC's extended rules of order offered at our September meeting. Marie McAllister moved to table the motion, Angela Pitts seconded, and the motion to table was approved by unanimous voice vote.

11. Consideration of Reports from the Colleges Regarding the UFC's Promotion and Tenure Proposals.
a. Motions regarding University-level committee. The first topic discussed was the formation of a "University-level oversight committee for faculty evaluation matters (including merit pay, promotion and/or tenure procedures)" as required in section 2.3.2.6 of the Faculty Handbook. Ernest Ackermann suggested that this language be used to name the committee the "University Oversight Committee for Faculty Evaluation Matters." Andrew Dolby offered the motion which was seconded by Jay Harper. After brief discussion the question was called, and the motion was approved by unanimous voice vote.

The next topic of discussion was membership on the committee. Ernest Ackermann moved that the committee consist of one member named by each college and one member chosen by the UFC, with terms to last through 2011-2012. Mary Beth Matthews seconded the motion and it passed unanimously by voice vote.

The next topic of discussion was the duties of the committee. Ernest Ackermann moved that the committee have following duties for the 2010-2011:
1) Review the promotion and tenure guidelines proposed by each College for the Handbook, to ensure that such guidelines are clear and parallel to those of the other Colleges. Approved guidelines shall be recommended to the University Faculty Council in the form of suggested Handbook language.
2) Once guidelines have been established for each College, meet as needed to evaluate proposals from the College committees for changes in promotion and tenure policy or procedure.   Approved changes shall be recommended to the

University Faculty Council in the form of suggested Handbook language.
3) Make a recommendation to the University Faculty Council, in the form of suggested language for the 2011-2012 Handbook, about the structure, procedures, and membership of a permanent University committee to handle faculty evaluation matters (including merit pay, promotion and/or tenure procedures).
4) Other duties as assigned by the UFC.

Suzanne Sumner seconded the motion and it was approved by a unanimous voice vote.

b. Motions regarding College-level committees. The first topic discussed was requirements for committee membership. Andrew Dolby mentioned that there was feedback from the colleges that two external members on each committee would be too many. Jo Tyler mentioned that a good deal of feedback addressed the issue of requiring members to be tenured. Both of these points were discussed at length. Ernest Ackermann proposed the following motion:

1) Each College shall elect a Promotion and Tenure committee, to include at least one faculty member from outside that college. All members must have attained the rank of associate professor or above with tenure, and at least one shall have attained the rank of full professor, by the date of election. Members serve staggered three-year terms. Each College Promotion and Tenure committee elects a chair from among the members belonging to that college. Members are nominated and elected according to the procedures spelled out in [section number] of this Handbook; and

2) The College P&T committees' duties include:
a) Make recommendations in matters of promotion according to each College's faculty promotion policy and procedures ([section numbers] of this Handbook). In making its recommendations the primary responsibility of each College committee is to evaluate all candidates' applications according to the criteria for each College stated in the Faculty Handbook.
b) Make recommendations to the Dean of the appropriate College in matters of tenure according to each College's faculty tenure policy and procedures ([section numbers] of this Handbook). In making its recommendations, the primary responsibility of each College committee is to evaluate all candidates' applications according to the criteria for each College stated in the Faculty Handbook.
c) Recommend changes in promotion and tenure policy or procedure to the college governing bodies and the University Oversight Committee for Faculty Evaluation Matters.

The motion was seconded by Marie McAllister. In discussion Jo Tyler recommended that the motions should be circulated to the general faculty accompanied by a clear rationale statement. Marie McAllister called the question, seconded by Suzanne Sumner. The motion was approved by a unanimous voice vote. The record shall indicate that Kimberly Kinsley was absent for the vote and had submitted a "Nay" vote in writing to the chair. Ernest Ackermann and Jo Tyler agreed to draft a rationale and circulate it to the UFC before sending it to the faculty with the motions.

12. New Business. Discussion of a schematic for University committee structure prepared by Andrew Dolby was postponed until the next UFC meeting. Guidelines for distance and blended learning were introduced by John St. Clair (Attachment 2). He recommended that a University-

level faculty committee be formed to discuss and recommend formal guidelines to be included in the Faculty Handbook. He pointed out that this level of policy-making is necessary as soon as possible in order to be compliant with SACS requirements.

13. Adjournment. There being no further business, the meeting was adjourned at 6:10 p.m.

Respectfully submitted,

Jo Tyler, Secretary

FIRST MEETING, *UNIVERSITY FACULTY HANDBOOK* ADVISORY COMMITTEE
Summary of Meeting Held on October 4, 2010

1. **Committee's Charges Reviewed**
   A. Update the current 2010-11 *University Faculty Handbook* so that it may serve as a continuing handbook for the university's instructional faculty.

   B. Consider and take appropriate action regarding items left over as unfinished business by the 2009-10 *Faculty Handbook* Advisory Committee.

   C. Thoroughly review the 2010-11 *University Faculty Handbook* and edit as appropriate to eliminate ambiguity and inconsistency in language.

   D. Incorporate into appropriate *Handbook* language any handbook changes adopted by the University Faculty Council in 2010-11.

   E. Deal with other *Faculty Handbook* items as suggested by the UFC

   F. Ensure that a revised handbook is approved by the faculty and then submitted for final action by the Board of Visitors at the Board's meeting on April 21-22, 2011.

2. **Discussion of the procedural and time constraints involved in implementing new, college-determined promotion and tenure criteria and procedures**
   A. The University promotion and tenure "standards" committee needs to be approved by the UFC *immediately* so that this committee's membership may be established.

   B. UFC needs to make clear that this committee's work will start as soon as the membership is determined; <u>the committee needs to review individual college P & T criteria and procedures and approve them before any of the Stafford faculty involved in the contract transition process have to make decisions about what form of a new contract to accept.</u>

   C. **Deadline Summary**
      1. University P & T Committee approved and staffed **by November 15, 2010**
      2. Proposed college P & T criteria and guidelines sent to the University P & T Committee **by November 30, 2010**
      3. Final UFC approval of all college P & T criteria and guidelines by **February 1, 2011**
      4. Final Faculty Handbook approval by UFC no later than April 5, 2011
      5. Approval of the Faculty handbook by the Board of Visitors – **April 22, 2010**

   D. **Key Procedural Task:** the P & T standards of each college must be explicitly approved when the Board of Visitors adopts the next Faculty Handbook; this could be done by either including the individual college P & T standards within Section 6 of the Handbook or by creating separate appendices to the Handbook by making in clear in section 1.11 that the Board of Visitors must review and approve each appendix outlining a college P & T procedure. Does the UFC have a preference about how this detail is to be handled?

E. Notification – the Faculty Handbook Committee wants to make sure that all colleges are aware of these deadlines and requirements regarding the establishment of these P & T guidelines and the associated deadlines. The Committee asked that its chair contact each college to reinforce the necessary deadlines and to explain how the UFC wants the P & T criteria to appear in the Handbook (once the UFC makes that clear); discussion at the UFC is a first step in that direction.

5. **The following tasks were established for committee members**
    A. All members – point out ambiguities or incorrect statements in the Handbook so that these may be corrected; identify sections that might be eliminated from the Handbook because they are not relevant as policy or procedure affecting faculty members.

    B. Nina Mikhalevsky will draft revisions of §3.17 (Non-Reappointment, especially as due to financial exigency) and §4.9 (Grievance Policy and Procedure); committee will review.

    C. Jo Tyler will review §4 (Faculty Rights, Responsibilities, and Policies) with an eye towards clarifying policies that are college matters (e.g. schedule of class meetings) as opposed to those that are university policies applying to all faculty (e.g. honor code, intellectual property).

    D. Morello will review the language describing faculty contracts in §3 to ensure it is clear, consistent, and in compliance with what our practices are; he will ask the AG's Office and the UMW HR Office to again review the language in the section to ensure it is accurate.

6. **Committee process**

    Future committee meetings will generally occur on Mondays or Tuesdays at 1:30 p.m. Next meeting will be set after Morello receives a response from the UFC regarding the items mentioned in this report. While most meetings will likely occur on the Fredericksburg campus, some will take place at the Stafford campus.

COMMITTEE MEMBERSHIP:

• Elizabeth F. Lewis, Department of Modern Foreign Languages, College of Arts & Sciences
• Nina Mikhalevsky, Department of Classics, Philosophy, and Religion, College of Arts & Sciences

• G. Robert Greene, Department of Management & Marketing, College of Business
• Alan G. Heffner, Department of Management & Marketing, College of Business

• Dale L. Wright, Department of Curriculum & Instruction, College of Education
• Beverly D. Epps, Department of Foundations, Leadership, & Special Populations, College of Education
• Jo Tyler, Department of Foundations, Leadership, & Special Populations (UFC representative)

• John T. Morello, Associate Provost (Committee Chair)

Report Prepared on October 4, 2010 by:

UNIVERSITY OF
MARY WASHINGTON
COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Academic Council Proposal

DATE OF ACADEMIC COUNCIL MEETING: January 20, 2010

1. PROPOSED CHANGE: (to check box, double click on box and change "not checked" to "checked")

☐ Change in Course Description   ☐ Change in Program Requirements
☐ Change in Course Title   ☐ Change in Credit
☐ Change in Pre-requisite   ☒ Change in Policy
☐ Other

2. DESCRIPTION OF PROPOSED CHANGE:

The CGPS Academic Council endorses the following Distance and Blended Learning standards and procedures. The language shown is consistent with section 6.3.4 of the CGPS Faculty handbook, 2009-2010 section 6.3.4, Distance Learning Courses. It is recommended that these standards and procedures be considered for adoption by the committees developing a university governance structure to be effective for courses offered Spring 2011.

6.3.4 Distance Learning Programs and Courses

6.3.4.1   Program Standards   Programs and courses developed to be offered in a majority online format must be equivalent in academic rigor, faculty presence, and student learning outcomes to similar courses offered in a traditional format. Specific requirements are stated in UMW Online Programmatic Policies and Guidelines (Appendix ##).

6.3.4.2   Course Standards   The instructional content of online and blended courses should meet or exceed the standards of traditional on-campus direct classroom courses as stated in UMW Standards and Guidelines for Online Courses (Appendix ##).

6.3.4.3   Faculty Responsibilities As with all classroom-based courses, faculty teaching distance learning courses should insure the academic integrity of the course and provide for a positive learning experience. Additional specific standards are listed in UMW Standards and Guidelines for Online Instructors (Appendix ##).

In addition to the normal academic approval process, faculty members intending to offer a course in a majority online format are required to notify the Director of Distance and Blended Learning before course development begins. Normally, this notification will occur at least one semester before the course offering and before the course is added to Banner for student registration. The Director will assist the faculty member through the UMW Course Development Cycle (Appendix ##) that focuses on providing technical and instructional design support to the faculty member and a quality review process for the course design.

6.3.4.4   Faculty Support Services   The Director of Distance and Blended Learning, E-Learning Technologist, Division and Teaching and Learning with Technology personnel, and Library personnel provide the following support for faculty incorporating distance learning methods into their courses:

[No change to bulleted list]

PROPOSED BY: John St.Clair, Director of Distance & Blended Learning

3. RATIONALE:

These additions and modifications are made after a one-year review of UMW current policies, standards, and practices related to fully online and blended courses and programs by a committee representing faculty, staff, and administrators from the Fredericksburg and Stafford campuses. The purpose is to refine current procedures, ensure quality of online courses and programs, and establish a formal set of standards and practices for the development, offering, and review of online and blended courses and programs.

4. IMPLEMENTATION DATE: Fall 2010 (for courses offered Spring 2011)

5. SIGNATURE OF ADMINISTRATIVE FACULTY MAKING PROPOSAL

Administrative Faculty Member   Date

6. SIGNATURE OF PROGRAM DIRECTOR:

Program Director   Date

7. SIGNATURE OF DEAN:

Dean   Date

8. SIGNATURE OF PROVOST:

Provost   Date

NOTES:
A. Faculty members, Program Directors, or Administrative Faculty may submit proposals.
B. The deadline for submission of completed proposal to the Associate Vice President for Academic Affairs is one week prior to the Academic Council Meeting.
C. All proposals presented in accord with Note B and with the required documentation will be placed on the agenda. The individual proposing the change must attend the Academic Council meeting.
D. The Academic Council meets on the third Wednesday of each month during the academic year.

UNIVERSITY OF
MARY WASHINGTON
COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Academic Council Proposal

DATE OF ACADEMIC COUNCIL MEETING: January 20, 2010

1. PROPOSED CHANGE: (to check box, double click on box and change "not checked" to "checked")

☐ Change in Course Description   ☐ Change in Program Requirements
☐ Change in Course Title   ☐ Change in Credit
☐ Change in Pre-requisite   ☐ Change in Policy
☒ Other   Request consideration of new university-level curriculum advisory committee

2. DESCRIPTION OF PROPOSED CHANGE:

The CGPS Academic Council endorses the concept of a university-level curriculum advisory committee for Distance & Blended Learning. This committee would serve a purpose similar to what the Speaking Intensive and Writing Intensive Curriculum Advisory committees now serve for CAS, but for all university courses offered in a majority online format. By "majority online format" it is intended to mean courses (and programs containing courses) in which 50% or more of the traditional seat time has been replaced by online learning experiences. It is recommended that this proposal be given to the committees developing the new university governance system to be effective Fall 2010 for courses offered beginning Spring 2011.

x.x.x Distance & Blended Learning Committee The committee consists of six Faculty members, appointed by a university-level faculty governance organization, who represent a balanced range of disciplines and who are active, experienced, and/or interested in teaching online. Each program offering multiple online courses within its program should be represented. The committee chair is the Director of Distance and Blended Learning. Additional ex-officio members should include the Director of the Division of Teaching & Learning with Technology, the Director of the University Teaching Center, a representative appointed (by the University Librarian) from the UMW Library, a representative appointed (by the Vice President of Student Affairs) from Student Affairs, and a representative appointed by the CIO. The committee's duties are to:

.1 Maintain the quality and integrity of the curriculum for courses and programs offered in a majority online format.
.2 Study and recommend to the university-level faculty governance organization procedures and criteria for approval, deletion, and alteration of courses and programs offered in a majority online format.
.3 Review and approve or reject proposals from the various departments for courses to be offered in a majority online format.
.4 Review and evaluate majority online courses on a scheduled and on-going basis to ensure that courses continue to represent the tradition of quality education at UMW, making suggestions for course revisions or removal from the curriculum as appropriate.
.5 Perform any and all additional duties pertaining to this committee at the request of the committee's chair.
.6 Make information available regarding the procedures and deadlines for proposing courses to the appropriate oversight committee.

PROPOSED BY: John St.Clair, Director of Distance & Blended Learning

3. RATIONALE:

This committee eliminates the current Distance and Blended Learning Advisory Committee (effective upon formation of the new committee) and reconstitutes it as a university curriculum advisory committee under the governance of the university-level faculty governance organization.

4. IMPLEMENTATION DATE: Fall 2010 (for courses offered beginning Spring 2011)

5. SIGNATURE OF ADMINISTRATIVE FACULTY MAKING PROPOSAL

_____   _____
Administrative Faculty Member   Date

6. SIGNATURE OF PROGRAM DIRECTOR:

_____   _____
Program Director   Date

7. SIGNATURE OF DEAN:

_____   _____
Dean   Date

8. SIGNATURE OF PROVOST:

_____   _____
Provost   Date

NOTES:
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B. The deadline for submission of completed proposal to the Associate Vice President for Academic Affairs is one week prior to the Academic Council Meeting.
C. All proposals presented in accord with Note B and with the required documentation will be placed on the agenda. The individual proposing the change must attend the Academic Council meeting.
D. The Academic Council meets on the third Wednesday of each month during the academic year.

UMW Online Programmatic Policies and Guidelines

1   Definitions:

  1.1 <u>Web-assisted</u>: Courses in which traditional seat time has been replaced by an online component of 0%-30%. Synonyms: web-enhanced, face-to-face, traditional, ground-based, on-ground, classroom-based.

  1.2 <u>Blended</u>: Courses in which traditional seat time has been replaced by an online component in the range of 30% - 80% online.

  1.3 <u>Majority Online</u>: Course in which traditional seat time has been replaced by an online component of more than 50% online.

  1.4 <u>Fully online</u>: Courses in which traditional seat time has been replaced by an online component of greater than 80%. Synonym: online.

  1.5 <u>Course Developer</u>: Faculty member who develops the content, organization, assessment, and teaching strategies for an online course. The course developer will often become the instructor of the course, but these terms are not synonymous.

2   Courses to be offered in a majority online format (see definition above) must go through the UMW Online Course Development Cycle process.

3   Courses to be offered majority online must meet the standards set in the UMW Standards and Guidelines for Online Courses.

4   Courses will be reviewed every three years or whenever major revisions are made.

5   UMW administrative and student services for fully online students are equivalent to those services offered to classroom-based students. (Examples: admissions, advising, registration, and services for disabled students.)

6   Library materials are available to majority online students. Methods exist for timely delivery of library materials to remote locations.

7   Access to tutorial services for majority online students is equivalent to tutorial services offered to classroom-based students.

8   Technical support for majority online students is equivalent to technical support services offered to classroom-based students.

9   Textbooks and other required materials are available to majority online students. Methods exist for timely delivery of textbooks to remote students.

10   Instructors teaching sections of majority online courses must meet the same standards for employment as instructors in traditional classrooms.

11   Instructors teaching majority online sections are required to attend a professional development program in effective teaching and learning in an online environment.

12   Student evaluations of majority online sections use the same instrument as course sections taught in the traditional format with additional section for online related issues.

13   Online sections that are delivered in a majority online format must have a means of verifying authenticity of student identity and student work.

UMW Standards and Guidelines for Online **Instructors**

The Course Developer & Instructor

II. Course instructors must

A. be an expert in the field of study.

B. meet the minimum SACS competency criteria for teaching the course subject matter.

C. have an interest in and ability to leverage emerging technologies as appropriate within the course to promote student learning.

D. seek professional development and training in pedagogy and technical tool set of teaching online.

E. assure that the course material is current (i.e., having been reviewed within the last six months).

F. support teaching methods that address the online learning environment, such as social networking, multiplicity of learning styles.

G. promote active learning and authentic assessment.

H. establish professor presence and promote frequent and meaningful instructor-student communication

I. communicate high expectations

J. promote student-student interaction and collaboration

K. promote student presence and meaning participation within the course.

L. provide timely and meaningful feedback to students.

M. encourage student reflective, critical thinking to foster higher order thinking skills.

N. show respect and concern for the welfare of students.

O. encourage independent learning

P. use course materials that support cultural diversity

Q. accommodate the special needs of students.

R. implement methods and strategies which ensure security of sensitive and /or private information in conjunction with university policies, FERPA, HIPPA, and other policies as appropriate.

S. have a familiarity with and appreciation of (via training or personal research) the full capabilities of any instructional technology used in the course so as to make an informed decision about which tools best foster increased student learning.

UMW Standards and Guidelines for Online **Instructors**

UMW Standards and Guidelines for Online **<u>Courses</u>**

The Course

I. The course has expected student learning outcomes and degree of academic rigor equivalent to courses taught in other formats.

II. The course must include a syllabus and faculty are encouraged to include the items listed below.

A. <u>Course objectives or intended learning outcomes</u>. The course objectives are stated clearly so that they can be related to the expected learning outcomes in each section or module of the course and to the goals of the overall assessment process.

B. <u>Course description</u>. A brief statement describing the nature of the course, what the student can expect to learn, and an overview of course activities such as teamwork, group projects, student web pages, etc.

C. <u>Prerequisites for the course</u>. A list of all course prerequisites, as applicable.

D. <u>Course instructor</u>. A brief biographical sketch of the instructor of record and any other participants in the course if, for example, the course is a team-taught course.

E. <u>Virtual office hours</u>. A statement indicating schedule of expected instructor online presence and a statement of expected instructor feedback to emails and assessments.

F. <u>How to contact the instructor</u>. A listing of the instructor's institutional e-mail address, fax number (if available), office telephone number (if available), etc. should be included for emergency use in case the Blackboard server is unreachable.

G. <u>Timing of instructor response</u>. A statement of expected faculty response is included. Standard response rates are: 24 hours for an acknowledgment, 48 hours for a substantive reply, one week for grading major projects in an 8-week term, two weeks to grade a major project and exam in a regular term. If the faculty member does not normally participate online during the weekend or holidays, such a notice is to be stated at the beginning of the term. Students will be notified when the instructor is not available to meet the stated response time.

H. <u>Textbook</u>. A list of textbook(s) with the author, title, publisher, edition, date, and ISBN number.

I. <u>Supplementary material</u>. A list of other published material the student is required to purchase for the course including lab manuals, lab kits, software, etc.

J. <u>Specific course requirements</u>. A description of any special course requirements, such as knowledge of specific software, and why it is necessary for successful completion of the course.

K. <u>Course format</u>. The format of the course is identified including the percentage online and schedule and location of any face-to-face meetings. For any classes 100% online, appropriate methods for student identify verification are detailed.

L. <u>Course topics</u>. A suggested sequence of course topics, perhaps noting that students should complete certain core modules prior to moving to elective or more advanced modules.

M. <u>Assignments and Projects</u>. A sequenced list of assignments and projects arranged by course section or module with due dates if applicable.

N. <u>Punctuality</u>. A statement of course milestones to keep the students on track in an asynchronous environment. Synchronous events such as chat sessions, audio conferences, or physical meetings should be limited.

O. <u>Class participation</u>. A statement that students must participate in all interactive aspects of the course if interaction is part of the course design. For example, students are expected to communicate with the instructor as a learning resource, students must check the course bulletin board frequently for announcements, and students must actively participate in threaded discussion events.

P. <u>Grading procedure and grading scale</u>. A detailed statement of how grades are related to or reflective of the expected learning outcomes. A statement of what constitutes high achievement in the course.

Q. <u>Course ground rules</u>. A reiteration and emphasis of certain rules and course expectations.
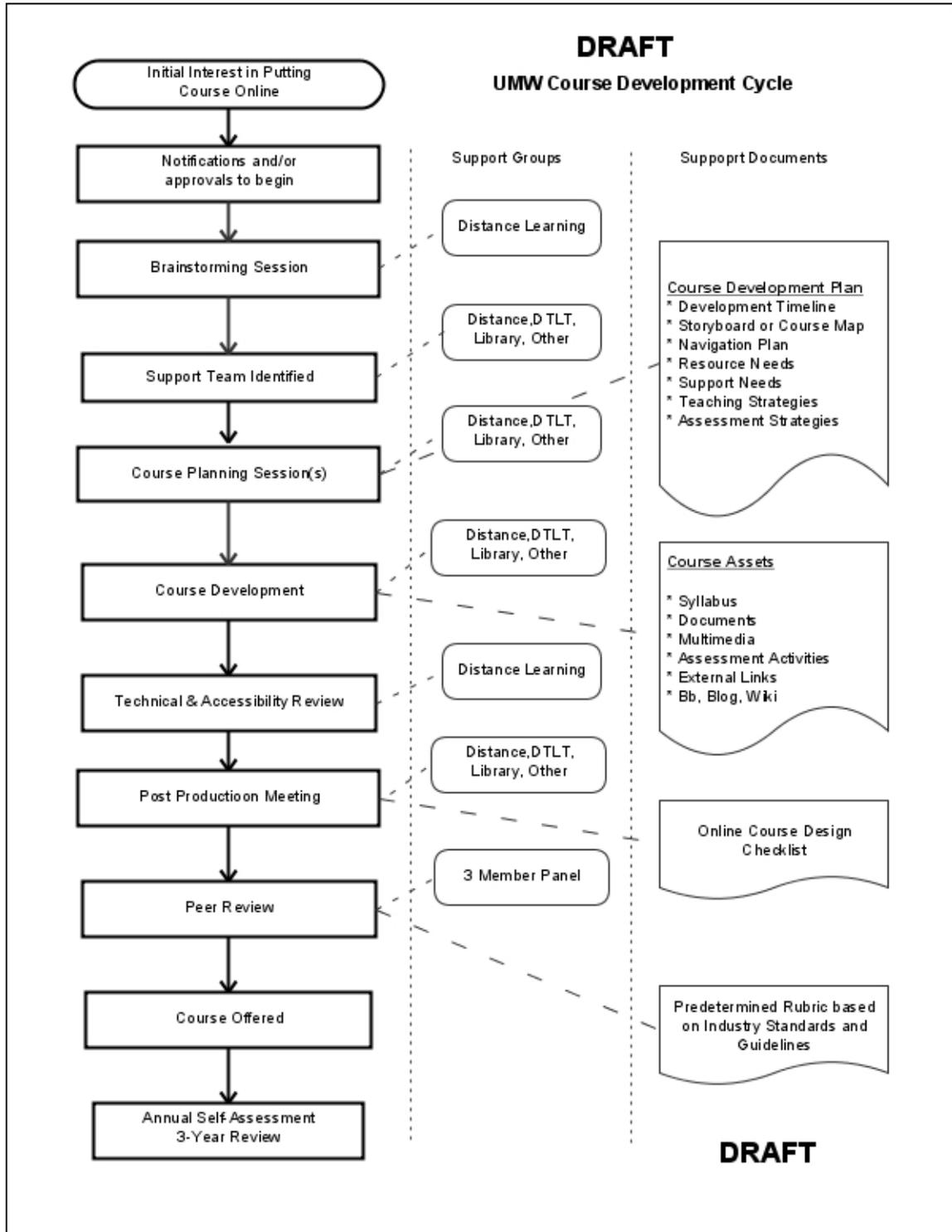
Examples (not all apply in all courses),

   1. Participation is required
   2. Students are expected to communicate with other students in team projects
   3. Students are expected to learn how to navigate in Blackboard
   4. Keep abreast of course announcements
   5. Address technical problems immediately
   6. Observe course netiquette at all times.

R. <u>Course syllabus changes</u>. A statement that any necessary changes to the course syllabus will be sent to the student by e-mail and posted on the bulletin board.

S. <u>Sources of technical assistance</u>. A listing of contacts to help resolve technical problems with e-mail addresses, telephone numbers, fax numbers, pagers, etc. Faculty assume the responsibility for technical support for software and other technology not officially supported by the university.

T. <u>Special needs</u>. A statement of accommodation for students with special needs such as voice recognition software or special hardware.

III.   The textbook used in the course must be one that is recognized by the discipline as being authoritative, timely, comprehensive, written clearly, and designed for the level of the particular course in which it is to be used.

IV.   The course may include study guides, lecture summaries, presentation slides, audio, and/or streaming video that summarizes and enhances the textbook material, making it more understandable to the distance learners. This material is arranged in modules or other sequences that clearly relate to the course's expected learning outcomes.

V.   All assignments clearly state how they achieve or contribute to achieving the module's or course's anticipated learning objective(s) or outcome(s). Assignments emphasize active student involvement in the learning process and the building of learning communities. Students should be provided with opportunities for projects that foster interactive communication through chat sessions, threaded discussions, and/or audio conferencing.

VI.   The option for synchronous class meetings is available if needed to achieve the course's learning outcome.

VII.   Learning outcomes are assessed on a continuous basis through timed quizzes, proctored examinations, take-home tests, open book examinations, interviews, projects, and/or

other assessment means applicable to the particular course. The assessments used clearly indicate the learning objectives that are trying to be achieved and focused on the cognitive level of the material being assessed.

VIII.   Students are able to check their progress toward satisfactory completion of the course at frequent intervals (or continuously) throughout the progress of the course.

IX.   The grading scale emphasizes assignments, projects, experiential learning, student participation and other forms of authentic assessment in addition to or in place of timed quizzes and periodic examinations. (In other words, best practice indicates that objective testing should not be the sole assessment vehicle if used at all.)

X.   All courses include some written assignments. Such assignments may be in the form of evaluative essays, blog entries, twitter postings, case analyses, term papers, book reviews, film reviews, summaries and critiques of journal articles, etc.

XI.   Links to library materials (such as electronic journals, databases, inter-library loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses. For classes with extensive research requirements, the presence of an embedded librarian is encouraged.

XII.   Individuals with special needs who seek an accommodation through the local campus Office of Disabled Student Services will be accommodated as appropriate so that they might achieve the learning objectives of the course.

<div align="center">UMW Standards and Guidelines for Online Courses</div>

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UMW Course Development Cycle

Initial Interest in Putting Course Online

Notifications and/or approvals to begin

Support Groups

Support Documents

Brainstorming Session

Distance Learning

Support Team Identified

Distance, DTLT, Library, Other

Course Development Plan
* Development Timeline
* Storyboard or Course Map
* Navigation Plan
* Resource Needs
* Support Needs
* Teaching Strategies
* Assessment Strategies

Course Planning Session(s)

Distance, DTLT, Library, Other

Course Development

Distance, DTLT, Library, Other

Course Assets

* Syllabus
* Documents
* Multimedia
* Assessment Activities
* External Links
* Bb, Blog, Wiki

Technical & Accessibility Review

Distance Learning

Post Productioon Meeting

Distance, DTLT, Library, Other

Online Course Design Checklist

Peer Review

3 Member Panel

Course Offered

Predetermined Rubric based on Industry Standards and Guidelines

Annual Self Assessment 3-Year Review

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MARY WASHINGTON

Online & Blended
Course Proposal Form

UMW courses to be taught in a majority online format should provide the information requested below. "Majority online format" includes blended and online courses in which 50% or more of the traditional seat time is replaced by online learning.

Directions: Please complete this form and send form and attachments via email to John St.Clair, Director of Distance and Blended Learning, jstclair@umw.edu. Also send one copy of the form with original signatures to John St.Clair, Stafford Campus, North B256. Form should be submitted at least two weeks prior to the deadline for course schedule decisions for the term the course is to be offered.

Department/Discipline: _____

Course Number and Title: _____

Proposer's Signature: _____Date:_____

Dept Chair's Signature:_____ Date:_____

Semester to be offered: _____

Is this the first time this course has been taught online by the proposer:_____

Please describe how you will be incorporating an understanding of online teaching and learning in the design of this course.

Please describe how communication between students and instructor will be facilitated.

Please describe how assessment will be accomplished including means to verify student authorship of submitted work.

Please list or describe additional special resources that will be needed (by instructor and/or students) for this class including professional development, hardware and software, and technical infrastructure.

Please attach a syllabus and any other information that would be helpful for the committee to understand your vision for the online delivery of parts or all of the course.