

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.002

Title: **Faculty Rights and Responsibilities Participating in
Electronically-Supported Instruction**

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Preface

The active commitment of administration and faculty to the execution of a distance learning program is fundamental to the success of the program. Furthermore, distance learning requires an extensive level of faculty and institutional preparation, including faculty training in the pedagogy of new delivery systems, reconsideration of copyright and ownership issues, and planning of delivery systems for fundamental students services such as advising, library access, and technical support.

Given the numerous preparatory and supporting activities requisite to delivery of effective distance learning, successful management of the process requires established guidelines identifying objectives, procedures, and responsibilities. Fortunately, development of a distance learning policy need not be a laborious reinvention of the wheel; a survey of the literature indicates that a number of institutions have already developed policies and instruments available for review and emulation. One of these, the Policy Analysis Framework incorporated below, describes “policy areas fundamental to developing and managing distance education efforts” together with specific activities and decisions necessary to each area, and the policy structure following is adapted from this framework: (King, J. W., et. al., “Policy Frameworks for Distance Education: Implications for Decision Makers,” in DISTANCE LEARNING ADMINISTRATION 2000 Proceedings. 2000).

- I. Governance and Administration
 1. The Office of Academic Affairs, assisted by the College e-Learning Coordinator and the advisory and supporting functions of the College Electronic Learning Committee (CELC), shall administer academic Credit courses offered through distance learning. The modes of delivery included in distance learning include internet (online), Compressed video, PBS telecourses, cable broadcasting, and any Combination of these.
 2. The College e-Learning Coordinator shall be a member of the College e-Learning Committee and shall report directly to the administration office as determined by the chancellors.

3. The College e-Learning Committee shall be appointed by the appropriate administrative entity of the college and shall be composed of the College e-Learning Coordinator and one representative from each of the academic department/ divisions, the library and computing services.

II. Courses and Curricula

1. Courses offered through distance learning at LCTCS colleges shall maintain the same standards for content and evaluation as onsite courses. Verification of the validity of course content shall remain the responsibility of the academic department.
2. A course proposed for distance delivery should follow a dual-development track: academic content and technological pedagogy. These tracks are best pursued simultaneously to allow for timely offering of the course. Academic content of an online course is to be validated in the same manner as an onsite course. Approval should be obtained from the chair, through the dean, and through the College. Technological pedagogy is defined as: (1) the ability to use the hardware and software of distance learning, and (2) the understanding of the unique pedagogical aspects of distance learning. This second track is pursued in partnership with the College e-Learning Committee and consists of training (described below) and consultation to lead to successful course design in a distance mode of delivery.
3. Courses offered through distance learning shall be subject to student evaluation (See policy.)P Additionally, both distance students and faculty shall evaluate the effectiveness of technology support each semester (See policy.)
4. Both existing courses and previously approved courses are subject to Periodic review by the College e-Learning Committee, LCTCS e-Learning Committee, and the appropriate academic department.

III. Fiscal

1. Tuition for courses delivered through distance learning shall be the same as for onsite courses.
2. Student registered in e-learning courses may be charged fees appropriate to that course.

IV. Faculty

1. A faculty member delivering a distance education course as part of his or her regular teaching load, either through compressed video or online, may receive either in the semester before this delivery or in the semester of the delivery a one-course reduction in the teaching load to allow for preparation the *first* time the faculty member offers this course.

2. In addition, unless waived by the instructor, the faculty member delivering a distance education course as a part of his or her regular teaching load, either through compressed video or online, shall be recognized as a part of the annual performance evaluation and its related compensation.
3. A faculty member offering a distance learning course through Continuing Education, in addition to his or her normal teaching load, are not eligible for a reduction in teaching load.
4. An adjunct faculty member offering distance education course at the Request of the department shall not be eligible for a reduction in teaching load, but will receive the normal compensation for such instruction.
5. Faculty members and adjunct proposing delivery of a distance learning Course shall demonstrate to the Distance Learning Council that the Course proposed adheres to the principles of “Good Practice” in Distance learning (See article, “Seven Principles for Good Practice In Undergraduate Education” by Chickering and Gamson, 1987) Through an example class session and an overview of the course before the semester of the proposed course delivery and shall modify Pedagogy if the College e-Learning Council so recommends.
6. Faculty and adjunct proposing delivery of a distance learning course or courses shall in addition enroll for training opportunities as provided by the institution and recommended or required by the college e-Learning Council/ ELC.

V. Legal

1. Existing LCTCS policies shall govern issues of intellectual property in courses prepared for delivery through distance learning at LCTCS colleges.
2. In the event of adoption of further state policy recommendations on Intellectual property and course ownership, this policy shall incorporate appropriate modification.
3. Faculty and adjuncts offering courses through distance learning shall recognize that copyright in this area is a particular responsibility of the faculty to monitor. However, adherence to copyright is so crucial to delivery of distance learning that the college will designate a staff member in the Office of Academic Affairs to research use of materials and request permissions as necessary. Academic Affairs offices will designate appropriate parties to research review the use of materials and request permission as necessary.

VI. Student Support Services

1. Student access to e-mail and the availability of computer labs shall Operate within the Strategic Plan developed by the college.
2. Through membership on the College e-Learning Committee, the division continuing education, public service, library, faculty representative, SGA representative, lab coordinator, academic learning

center, admissions and testing, and information technology shall advise the College's internal governing board of services available and shall recommend resources to be developed within a fiscal budget.

3. The Coordinator of e-Learning and College e-Learning Committee Shall consult the following partners: financial aid, registrar's office, Bookstore, counseling center, and the specific academic college advisors.

VII. Reliability of the Systems

The reliability of the systems that support distance learning at the LCTCS colleges should be sufficient for the current users and the current software. However, as movement is made into the online realm of distance education, and the number of online courses increases, these systems will have to evolve and progress with the needs of the users.

VIII. Cultural

1. Both administrative and faculty endorsement and commitment are necessary to make distance learning a viable contributor to the college's future. A change in institutional culture within the college can happen only when shared values and vision about distance education exist among the faculty, including a commonly held set of standards and assumptions about how to achieve effective teaching and learning at a distance.
2. The policy structure of the college, including faculty reward and contractual policies, is critical to helping create and sustain such an environment. Also, faculty must have access to support personnel, including instructional designers, and computer and other library and media specialists, to facilitate experimentation, awareness, and adoption of distance education.
3. The college shall recognize, in its faculty evaluations, the effort and creativity requisite to establishing successful distance learning courses and shall incorporate this recognition into rank, promotion and salary recommendations.
4. The college shall give special recognition to distance learning Developments that bring in new students to the college.