LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

TO: Dr. Monty Sullivan
LCTCS President

THROUGH: Dr. Paul Carlsen
Chief Content Officer

FROM: Melissa LaCour
Director of New Markets

APPROVED

SLR 3/8/17
LCTCS BOARD OF SUPERVISORS

SUBJECT: Revisions to LCTCS Policy #3.001 "Electronic Learning Policy Statements"

DATE: 02/20/2017

FOR BOARD ACTION:

Recommendation: Staff recommends that the Board approve the attached revisions to LCTCS Policy #3.001 "Electronic Learning Policy Statements."

Background: At the request of the Chief Academic Officers and the e-Learning Coordinator Committee, all LCTCS policies governing electronic learning have been consolidated into a revised Policy #3.001. As part of this consolidation, outdated terminologies and practices have been updated to reflect the current technological landscape. The Board reviewed this item at the January 2017 meeting.

History of Prior Actions: Policy #3.001 was initially approved by the Board on 03/10/2004. There have been no subsequent revisions. These proposed revisions were brought before the Board for Review and Advisement at the February 2017 meeting.

Fiscal Impact: N/A

Benefits to the System: If approved, revisions to Policy #3.001 will update and clarify the role and scope of electronic learning.

_____
Approved for Recommendation to the Board
Dr. Monty Sullivan

3-8-17
_____
Date

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.001

Title: ELECTRONIC LEARNING POLICY STATEMENTS

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

Purpose of Electronic Learning

As a system of higher education, LCTCS colleges strive to offer quality programs and courses delivered by electronic means for the purpose of increasing student access. The purpose of these policy statements is to:

- Increase student access to learning opportunities;
- Enhance the ability of the colleges to respond to learner needs;
- Respond to workforce development needs;
- Assure quality of instruction to place- and time-bound students;
- Provide cost effective service through cooperative and collaborative development and delivery; and
- Reduce the unnecessary duplication of existing programs and courses.

Philosophy

The LCTCS supports and applauds efforts to offer distance education e-learning for the purpose of increasing instructional access for Louisiana citizens to courses and programs.

LCTCS colleges will follow the "Principles of Good Practice The Foundation for Quality of Southern Regional Education Board's Electronic Campus.

Definition of E-Learning

The definition of *e-learning* as used in this document is here after referring to the delivery of instruction that occurs through electronic means. Distance education refers to the formal educational process in which the majority of the instruction occurs with the students and instructor separated by distance/space. Instruction may be synchronous or asynchronous. The term distance education is generally synonymous with mediated instruction (i.e. compressed video, videotape, e-learning, CD-ROM, Internet, audio, audio graphics, satellite, microwave, or ITFS).

LCTCS E-Learning Coordinators Committee

The chancellor or executive director of each LCTCS college shall nominate an official college representative to the LCTCS e-Learning Coordinators Committee. This statewide committee

shall serve as the advisory committee responsible for developing and monitoring policies for the e-learning initiatives of the LCTCS colleges.

College-Level Electronic Learning Committees

Each LCTCS college shall establish an e-learning Committee or comparable process for developing and monitoring policies to govern the e-learning environment and delivery.

Quality Assurance

Each LCTCS college chancellor or executive director is ultimately responsible for the quality of the e-learning that is delivered by his or her institution.

Courses offered through e-learning must meet the same requirements and quality standards as those established for credit coursework offered at the college through traditional means. These include, but are not limited to, policies and procedural requirements related to curriculum and program development, review and approval; faculty qualifications; faculty course load; faculty evaluation and improvement of instruction; student performance; student opinion/rating/evaluation of instruction; teacher-student interaction; and student support services.

Students enrolled in e-learning courses:
1. must be afforded comparable student support and access to learning resources and services as those provided to students in traditional courses; and
2. are subject to the same college policies and procedures as published for all students.

Approval Process

Programs, as distinct from courses, for which approval would be sought to deliver electronically, must satisfy all requirements of the state and applicable accrediting bodies.

Reporting Processes

All electronic course offerings and enrollment data are to be reported through the normal LCTCS and Board of Regents coordination of programs and data collection processes. Institutions must report student enrolling in courses and programs delivered via distance education technologies and have them coded in a distinct fashion such that the data can be disaggregated from other aggregated student enrollment data.

Other Legal Considerations

Institutions shall ensure compliance with all applicable student privacy, disabilities, and non-discrimination state and federal statutes. Institutions shall also ensure compliance with all applicable copyright laws concerning the use and transmission of films, videotapes, recording and other protected works. Institutions shall ensure compliance with all applicable policies regulating intellectual property, including but not limited to the LCTCS policy on Intellectual Property.

Financial Considerations

LCTCS colleges are encouraged to utilize stable funding sources for the support of electronic/ distance learning rather than to rely upon ad hoc or temporary sources of funding. The Board of Regents support the position that institutions should be able to establish separate fees to cover the costs associated with the electronic delivery of credit and non-credit instruction. Fees are to be consistent with LCTCS policies and state legislation. The Board of Regents will provide guidance for the establishment of fees for electronic delivery of instruction and reserves the right to review established fee structures and policies governing the establishment of such fees.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 3.001

Title: Electronic Learning Policy Statements and Initial Procedures

Authority: Board Action

Original Adoption: 3-10-04
Effective Date: 3-10-04
Last Revision: Initial

These initial policy statements and procedures established in this document are not intended to surpass or supplant any existing policies set forth by the Louisiana Board of Regents; but, they are intended to define the process and implementation of electronically delivered instruction among colleges of the Louisiana Community and Technical College System.

PURPOSE OF ELECTRONIC LEARNING

As a system of higher education, the LCTCS colleges strive to offer quality programs and courses delivered by electronic means for the purpose of increasing student access. Adhering to the established principles set forth by the Louisiana Board of Regents, tThe purpose of these initial policy statements and procedures is to:

*Increase student access to learning opportunities;
*Enhance the abilityies of the colleges to respond to learner needs;
*Respond to workforce development needs;
*Assure quality of instruction to place- and time-bound students;
*Provide cost effective service through cooperative and collaborative development and delivery; and
*Reduce the unnecessary duplication of existing programs and courses.

MISSION OF ELECTRONIC LEARNING

This electronic learning mission clearly parallels the mission of the LCTCS colleges by providing access to instructional programs and course through electronic delivery that will provide both academic instruction for those students seeking transferable college degrees and other credentials while providing better trained employees for business and industry who contribute to the overall economic development and workforce needs of the state. Through the use of various electronic learning delivery methods, the LCTCS colleges will provide individuals with quality and relevant learning opportunities consistent with identified student and business/ industry needs within a lifelong learning environment. This policy does not seek to regulate computer and electronically augmented traditional campus instruction or print media.

PHILOSOPHY

The LCTCS Louisiana Board of Regents supports and applauds efforts to offer distance education (e-learning) for the purpose of increasing instructional access for Louisiana citizens to courses and programs. offered by the Louisiana public higher education institutions. All credit

~~offerings delivered through distance education (e-learning) must be appropriate to the role, scope and mission of the institution as defined by the Board of Regents. Criteria for approval of academic programs are based upon qualitative consideration of the highest order. All state institutions of higher education offering distance education e-learning must either meet requirements or be accepted for candidacy by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS-COC) or the Commission on Occupational Education (COE). All institutions should be guided by the Western Interstate Commission o Higher Education Principles. (Regents Academic Affairs Policy 2.12)~~

~~The~~ LCTCS colleges will follow the "Principles of Good Practice~~: as a~~The ~~f~~Foundation for ~~q~~Quality of ~~course and programs within the Electronic Campus/Division as outlined by the~~ Southern Regional Education Board's Electronic Campus.

DEFINITION OF ~~TERMS~~ E-Learning

The definition of *~~electronic learning~~ e-learning as used in this document is here after* refer~~rings~~ to the delivery of instruction that occurs through electronic means. Distance education refers to the formal educational process in which the majority of the instruction occurs with the students and instructor separated by distance/space. Instruction may be synchronous or asynchronous. The term distance education is generally synonymous with mediated instruction (i.e. compressed video, videotape, e-learning, CD-ROM, Internet, audio, audiographics, satellite, microwave, or ITFS). ~~The electronic means defined for the purposes of this document shall include one, all, or a combination of the following:~~

~~*Online refers to courses offered via computer modem, using e-mail, the Internet, and/ or the World Wide Web. Courses are either delivered totally asynchronous or can be supplemented using online learning.~~

~~*Compressed Video occurs in "real time" and allows the instructor to communicate with remote sites of a class via a two-way video and two-way audio. Instructors are students speak and see each other through the use of microphones and monitors which are located at each site. Trained proctors are required at the receiving sites.~~

~~*Satellite Broadcast classes are sent out "live", or taped, through local cable stations. There are normally no interactive capabilities.~~

~~*Desktop Video courses are offered synchronously or asynchronously to specific sites. Instructor and students communicate through headsets and software that allows instruction to take place in "real time."~~

~~*Distance Education refers to the formal educational process in which the majority of the instruction occurs with the students and instructor separated by distance/ space. Instruction may be synchronous or asynchronous. The terms is generally synonymous with mediated instruction (i.e. compressed video, videotape, CD-ROM, Internet, audio, audiographics, satellite, microwave, or ITFS.~~

~~*Instructional Cost refers to the total cost of providing instruction to include real costs associated with faculty compensation.~~

instructional design, marketing, technical support, student support and materials.

*Facility Cost-refers to the total cost associated with the utilization of a classroom as either an originating or receiving site. The cost can include a room and associated services (i.e. catering, technical services, etc.) per individual campus' formal rate card.

*Proctor Cost-refers to the cost of hiring an individual to monitor a class and provide in-class faculty support.

*Sending Cost-a term that includes only real costs of delivery based upon the type and quality of technology used to deliver the course (i.e. compressed video line charges/ multi-point bridge charges, bandwidth, audio bridge telephone charges, satellite transponder time, etc.).

*Originating Site-refers to the site from which the course(s)/ program(s) is delivered.

*Receiving Site(s)-refers to the site(s) o which the course(s)/ program(s) is delivered.

*For related terms and definitions Ssee *LCTCS Glossary of Common Definitions: Edition One*

LCTCS Electronic e-Learning Coordinators Statewide Committee

The chancellor or executive director of each LCTCS college chancellor shall nominate an official college representative to the LCTCS e-Learning Statewide Coordinators Committee. Each Louisiana Technical College Assistant Chancellor shall nominate an official district representative to the LCTCS e-learning Statewide Coordinators Committee. This statewide committee shall be serve as the advisory committee responsible for developing and monitoring policies for the electronic e-learning initiatives of the LCTCS colleges.

LCTCS Electronic Learning Statewide Subcommittees

The chancellor of each LCTCS college, working in concert with the college e-learning coordinator, shall nominate an official college representative to each of the following electronic learning subcommittees:

Technology
Faculty Development/ Support
Student Services
Instructional Design

Each Louisiana Technical College district, working in concert with the college e-learning coordinator, shall nominate an official college representative to each of the aforementioned electronic learning subcommittees. The subcommittees shall be responsible for developing policies and implementing required procedures for their college within the respective areas of their subcommittee charge.

COLLEGE-LEVEL/ DISTRICT-LEVEL ELECTRONIC LEARNING COMMITTEES

Each ~~participating~~ LCTCS college ~~and LTC district~~ shall ~~work within their respective college to~~ establish an ~~Electronic Le-l~~earning Committee or comparable process for developing and monitoring policies to govern the e-learning environment and delivery. ~~This committee shall be responsible for developing and monitoring policies for any electronic learning situation. He committee should be composed of administrators, faculty, and technology personnel. Committee responsibilities shall include:~~

> ~~*Serve as the initial entity for approving all electronic course submission for consideration by such a delivery;~~
>
> ~~*Substantiate, in writing, the need for the course to be offered electronically;~~
> ~~*Determine the means by which the could should be offered electronically;~~
> ~~*Assure the quality and integrity of each electronic learning course to the college/ district Chief Academic/ Instructional Officer;~~
> ~~*Serve as a liaison between the individual campus/ district and college and the statewide e-learning coordinators committee and college and the e-learning subcommittees.~~

QUALITY ASSURANCE ~~AND REPONSIBILITIES~~

~~Each LCTCS college electing to participate in electronic learning shall meet the minimum standards for participation (See LCTCS Minimum Standards for Participation policy) by 2005. No later than January 2005 each LCTCS college electing to participating in electronic learning shall develop and submit, to the LCTCS President, the college's strategic plan for electronic learning that complements the system's strategic plan for electronic learning.~~

Each LCTCS college chancellor or executive director is ultimately responsible for the quality of the ~~electronic~~ e-learning that is delivered by his or her institution.~~on each campus of his/her respective campuses. The assurance of quality can best be achieved through clear lines of institutional responsibility; the placement of an administrator directly responsible for electronic learning in a position within the organizational structure that allows the most direct access to the chancellor and chief academic officer; and careful planning/ budgeting.~~

Courses offered through e-learning must meet the same requirements and quality standards as those established for credit coursework offered at the college through traditional means. These include, but are not limited to, policies and procedural requirements related to curriculum and program development, review and approval; faculty qualifications; faculty course load; faculty evaluation and improvement of instruction; student performance; student opinion/rating/evaluation of instruction; teacher-student interaction; and student support services.

Students enrolled in e-learning courses (1) must be afforded comparable student support and access to learning resources and services as those provided to students in traditional courses; and (2) are subject to the same college policies and procedures as published for all students.

POLICY APPLICATION

This initial policy applies to the colleges of the LCTCS that are authorized by the Louisiana Board of Regents to offer postsecondary degree, diploma, and/ or certification programs.

APPROVAL PROCESS

Only SACS-COC and COE accredited institution shall be considered for approval to offer distance learning programs. Programs, as distinct from courses, for which approval would be sought to deliver electronically must satisfy all requirements of the state and applicable accrediting bodies. complete a Substantive Change process as required by SACS-COC. If a SACS-COC accredited institution, final SACS-COC approval of the Substantive Change shall be required. If not a SACS-COC accredited institution, the Statewide Electronic Learning Committee of the Board of Regents approval of the Substantive Change shall be required.

Those institutions that have been accepted for candidacy by either COC or COE may be considered for approval to offer distance learning coursework Initial course approval shall reside with the College Electronic Learning Committee with final responsibility for course quality and instructional integrity residing with the College e-Learning Coordinator. Each college is to develop a course approval process to be submitted to and approved by the Statewide e-Learning Coordinators Committee.

Regents approval is required to electronically extend existing campus-based academic programs if (1) courses are offered in such a manner or at a location that an individual student can take fifty percent (50%) or more of the courses for the degree, or (2) the program is advertised as available in distance education technologies (BOS 2.12.03).

If the Degree Program is currently approved by the Board of Regents: If the degree program is currently approved by the Board of Regents, and if 50% or more of the required coursework of a degree program will be delivered through distance education technology, the institution must request approval to deliver the program from the Board and Regents and follow COC or COE policies and standards pertaining to distance education. Required procedures for this type of request are as follows (2.12.04):

1. The affected college shall submit, through its management board
2. To the Commission of Higher Education, a completed "Request for
3. Authority to Offer an Existing Academic Program Through Distance
4. Education Technologies" form. (See Attachment A.). Institutions shall
5. Not apply for COE approval until the Board of Regents, or its staff,
6. Has rendered an affirmative decision regarding the request and all
7. 1. Concerns and requirements have been met. through the LCTCS to the Deputy or Associate Commissioner for Academic Affairs a completed Request for Authority to Offer Existing Academic Program Through Distance Education Technologies. Institutions shall not apply for SACS-COC or COE approval until the Board of Regents or its staff has rendered a decision whether the Request meets concerns and requirements of the Regents.
8. If the Board of Regents or its staff grants approval for the Request, the affected college must then seek approval for a substantive change from either SACS-COC or

COE, as appropriate.Upon Regents, or Regents' staff approval, the college campus must

9. Then seek approval for a Substantive Change (See above.)
10. Upon receipt of the judgment regarding the Substantive Change, copies
    Of all correspondence regarding such a decision must be sent to the
    Commissioner of Higher Education. For the purposes of authorizing
    Distance Education arrangements for existing degree programs, the
    Board of Regents will consider program duplication as a critical factor.

    If the degree program is not currently approved by the Board of Regents, then
    Existing Regents'' policies and procedures for developing new academic programs
    must be followed (See Academic Affairs Policies and Procedures 2.4, 2.5, and 2.11.).

REPORTING PROCESSES

All electronic course offerings and enrollment data are to be reported through the normal LCTCS and Board of Regents coordination of programs and data collection processes. Institutions must report student enrolling in courses and programs delivered via distance education technologies and have them coded in a distinct fashion such that the data can be disaggregated from other aggregated student enrollment data.

OTHER LEGAL CONSIDERATIONS

Institutions shall ensure compliance with all applicable student privacy, disabilities, and non-discrimination state and federal statutes. Institutions shall also ensure compliance with all applicable copyright laws concerning the use and transmission of films, videotapes, recording and other protected works. Institutions shall ensure compliance with all applicable policies regulating intellectual property, including but not limited to the LCTCS policy on Intellectual Property. (In addition see LCTCS policy on Intellectual policy.)
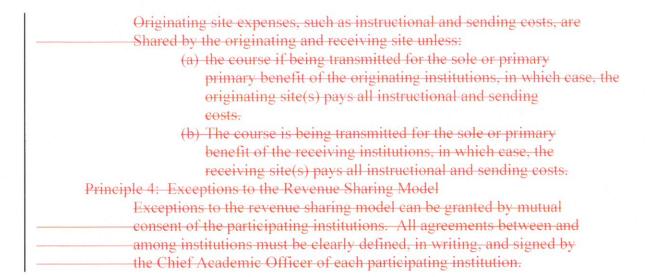
FINANCIAL CONSIDERATIONS

LCTCS colleges are encouraged to utilize stable funding sources for the support of electronic/ distance learning rather than to rely upon ad hoc or temporary sources of funding. The Board of Regents support the position that institutions should be able to establish separate fees to cover the costs associated with the electronic delivery of credit and non-credit instruction. Fees are to should be consistent with LCTCS policies and state legislation. The Board of Regents will provide guidance for the establishment of fees for electronic delivery of instruction and reserves the right to review established fee structures and policies governing the establishment of such fees. The Board of Regents has established some revenue sharing principles. These include:
    Principle 1: Tuition and Credit.
        Tuition and Student Credit Hours (SCH) follow enrollment.
    Principle 2: Receiving Site Expenses
        Receiving site costs, such a proctor and facility costs, are paid by the
        receiving institution unless the course is being transmitted for the sole
        or primary benefit of the originating institution.
    Principle 3: Originating Site Expenses

Originating site expenses, such as instructional and sending costs, are
Shared by the originating and receiving site unless:
- (a) the course if being transmitted for the sole or primary
  primary benefit of the originating institutions, in which case, the
  originating site(s) pays all instructional and sending
  costs.
- (b) The course is being transmitted for the sole or primary
  benefit of the receiving institutions, in which case, the
  receiving site(s) pays all instructional and sending costs.

Principle 4: Exceptions to the Revenue Sharing Model
Exceptions to the revenue sharing model can be granted by mutual
consent of the participating institutions. All agreements between and
among institutions must be clearly defined, in writing, and signed by
the Chief Academic Officer of each participating institution.

LENGTH OF CLASS

All classes must be of reasonable length and include both content and contact sufficient to
maintain high academic quality and standards commensurate with credit hours awarded for a
"traditional" lecture class. The basis for the certification of learning by electronic means must be
valid, credible and based upon an assessment systems which reliably determines whether a
student possesses clearly identified standards-based knowledge, skills, and abilities.

STUDENT ENROLLMENT LOADS

The maximum number of students to be enrolled in a complete on-line course should not exceed
20. The minimum number of students for an electronic learning course is 10.

STUDENT EVALUTIONS

Each student in a distance/ electronic learning class shall complete an online questionnaire
(standard throughout the system) assessing the quality of the learning experience and the
electronic student support available. The student shall also complete a Faculty Evaluation for
each distance/ electronic learning course.

FINANCIAL AID

For the purposes of the guidelines set forth by the Board of Regents for financial aid, the
following definitions are to be used:
- **Primary/ Home Institution** refers to the institution at which an individual
  is enrolled as a degree-seeking student.
- **Secondary/Visiting Institution** refers to the institution at which an
  individual is simultaneously enrolled in one or more courses, but is not
  considered a degree-seeking student.

*See *LCTCS Glossary of Common Definitions: First Edition.*

Applicable Guidelines:
1. A student who meets the requirements for enrollment at both the primary and secondary institution will be eligible to take electronic-learning courses. Students must be enrolled in an eligible degree program at the primary institution to be eligible for federal financial aid. Both the primary and secondary institution(s) must be Title IV eligible.
2. Electronic learning students will follow the academic calendar and academic policies of the institution at which the course(s) is being taught. The primary institution will notify the student that he/she is responsible for becoming familiar with both institutions' calendar and policies.
3. The primary institution will access coursework completed thorough electronic learning as appropriate to determine the satisfactory progress of the affected student.
4. Electronic-learning student will register and pay all applicable tuition and fees according to the LCTCS Cross-Enrollment policy.
5. Financial Aid for electronic-learning students will only be processed and awarded at the primary institution. Hours attempted at both institutions will be used to determine eligibility for federal financial aid at the primary institution.
6. Registrars and financial aid officers will identify students who enroll in multiple institutions via electronic-learning technologies and will communicate this institution among affected institutions. Any change in enrollment status of a student enrolled in coursework at a secondary institution will be immediately be communicated to the primary institution. the primary institution will determine the applicable refund policy and/ or adjustments to financial aid for student who fail to attend/ participate, drop, or resignation during the applicable period. The federal Return of Title IV funds policy will be followed by the primary institution.

~~DELIVERY OF DEGREE PROGRAM THROUGH DISTANCE EDUCATION TECHNOLOGY REQUEST FOR AUTHORITY TO OFFER AN EXISTING ACADEMIC PROGRAM THROUGH DISTANCE LEARNING TECHNOLOGIES~~

~~1. _____~~
~~University or College~~

~~2. _____~~
~~Names of Degree Program~~

~~3. _____~~
~~CIP Classification and Number~~

~~11. Briefly describe the proposed program.~~

~~12. Briefly describe the extent to which the program will be offered via distance learning technologies.~~
~~13. Describe any and all distance learning technologies which will be used to offer the proposed program.~~
~~14. Indicate where in the state (city/ town and parish) the proposed program will be offered.~~
~~15. Respond as appropriate to the following statements and provide explanation for each response. If the answer to any of the following statements is, "No," the accompanying explanation should include a rationale for why the Board of Regents should consider exempting the proposed program from these essential requirements for a proposed new program.~~
   ~~a. The proposed program is within the role, scope and mission of the institution as defined in the Master Plan for Higher Education.~~
   ~~b. The proposed program is not duplicative of those offered at any other state institutions of higher education.~~
   ~~c. The proposed program is consistent with the mandates of the desegregation Settlement Agreement.~~
   ~~d. The proposed program is consistent with specific criteria for funding as stated in Academic Affairs Policy and Procedures 2.04.01 – Letters of Intent (Section H).~~

~~IF yes, please, cite which specific criterion(a) is (are) appropriate and provide an explanation.~~

~~_____   _____~~
~~College Chancellor   System President~~